

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 2022/23 academic year marks the 28th year of the representative Council.

Meeting Modality and Protocols Instructions

Council will resume meeting **in-person** in the Neatby-Timlin Theatre (Arts 241) for January 2023 (pending any alternative action required due to the Pandemic). The Governance Office will work with the Council Executive Committee to implement improvements as they are available.

- **Attendance and quorum** will be determined by the list of participants in-person and in the virtual Zoom meeting.
- **Zoom Participants**
 - 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.
 - When you enter the meeting, please ensure that your participant’s name is your **first name and last name**.
 - **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.

Land Acknowledgment

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

niyanān onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

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

AGENDA (updated January 24, 2023)

1. **Call to Order**
2. **Tributes**
 - 2.1 Tribute to Professor Emeritus Jamie Campbell from the Department of Psychology and Health Studies presented by Jim Cheesman, retired Associate Professor of Psychology.
3. **Adoption of the agenda**
4. **Chair’s Opening Remarks** – Dr. Susan Detmer, Department of Veterinary Pathology, WCVN

5. **Approval of Minutes of the meeting of December 15, 2022**
6. **Business Arising**
7. **Report of the President** – presented by President Peter Stoicheff
8. **Report of the Provost** – presented by Dr. Airini, Provost and Vice President, Academic
9. **Student Societies**
 - 9.1 Report from the USSU – presented by Abhineet Goswami, USSU President
 - 9.2 Report from the GSA – presented by Mostofa Kamal, GSA President – updated January 24, 2023
10. **Academic Programs Committee**
 - 10.1 Request for Decision: Degree-level certificates - Technical Innovation Certificates

It is recommended that Council approve the changes to the admissions qualifications for the degree-level certificates in Technical Innovation–New Product Market and in Technical Innovation – Leading Innovative Teams, effective May 2023.
 - 10.2 Request for Decision: Change to Admissions Qualifications- Certificates in Professional Communication

It is recommended that Council approve the changes to the admissions qualifications for the degree-level certificates in Professional Communication, effective the 2024-25 intake.
 - 10.3 Request for Decision: Change to Admissions Qualifications – International Dental Degree Program

It is recommended that Council approve the changes to the admissions qualifications for the International Dental Degree Program, effective the 2023-24 intake.
 - 10.4 Request for Decision: Change to Admissions Qualifications – Graduate Programs in the School of Environment and Sustainability

It is recommended that Council approve the changes to the admissions qualifications for graduate programs in the School of Environment and Sustainability, effective the 2024-25 intake.
 - 10.5 Request for Decision: Change to Grade Descriptors – Doctor of Pharmacy Program

It is recommended that Council approve change to the grade descriptors for the Doctor of Pharmacy program in the College of Pharmacy and Nutrition, effective May 2023.
 - 10.6 Request for Decision: Name Change – Aboriginal Business Administration Certificate to Indigenous Business Administration Certificate

It is recommended that Council approve the name change for the Aboriginal Business Administration Certificate to the Indigenous Business Administration Certificate, effective May 2023.
 - 10.7 Report for information: Academic Calendar 2023-24
11. **Planning and Priorities Committee**
 - 11.1 Request for Decision: Name Change: Department of Anthropology & Archaeology

That the name of the Department of Anthropology & Archaeology be changed to the Department of Anthropology.

12. Governance Committee

12.1 Request for Decision: School of Environment and Sustainability Faculty Council Bylaws

That the changes to the Faculty Council Bylaws of the School of Environment and Sustainability be approved, effective immediately.

12.2 Notice of Motion: College of Graduate and Postdoctoral Studies Bylaws

That Council approve the Faculty Council Bylaws of the College of Graduate and Postdoctoral Studies, effective March 16, 2023.

13. Nominations Committee

13.1 Report for information: Electronic Decision Forthcoming: Senior Leader Searches

14. Research, Scholarly and Artistic Work Committee

14.1 Report for information: Mid-Year Report of the Research, Scholarly, and Artistic Work Committee of Council

14.2 Request for Input: Research Data Management (RDM) Strategy

15. Executive Committee

15.1 Notice of Motion: University Council Bylaws: Governance Committee Terms of Reference

That Council approve revisions to University Council Bylaws for the Governance Committee's terms of reference, effective March 16, 2023.

16. Teaching, Learning and Academic Resources committee

16.1 Report for information: Wellness Strategy Report

17. Other business

18. Question period

19. Adjournment

*Next Council meeting is March 16, 2023 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the Executive Committee: February 17, 2023.*

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/96203813935?pwd=SlhHeVp1YUVPQVJMQ0NVRFEwbDlnZz09>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/96203813935>

Join by Video Conferencing Device (SIP):

96203813935@zoomcrc.com

Meeting ID: 962 0381 3935

Passcode: 19104588

Telephone Passcode: 19104588



UNIVERSITY COUNCIL
 Meeting Minutes
 Thursday, December 15, 2022
 2:30-4:30pm
 ARTS 241 and Zoom

1. Call to Order

The meeting was called to order at 2:32pm.

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

No members of the media identified themselves.

2. Tributes

A tribute to Professor Emeritus Garry Wacker from the Department of Electrical and Computer Engineering was presented by Professor Robert Johanson.

3. Adoption of the agenda

(Dobson/Lamb): *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. As attendees may be connecting from elsewhere, she acknowledges our shared relationships with the Indigenous people of this province.

The Chair indicated that questions on items presented for information as well as on standing reports will be deferred to question period, except for the President's Report as he would be leaving early.

Dr. Detmer reported on the regular monthly meeting between the Council Executive Committee and the President's Executive Committee (PEC), which took place in earlier this month. She reported that the discussion topics were Scholarships and Awards as well as the College of Graduate and Postdoctoral Studies funding model and U15 scholarship indexing.

5. Approval of Minutes of the meeting of November 17, 2022

(de Boer/Bell): *That the minutes be approved.*

CARRIED.

6. Business Arising

There was no business arising from the minutes

7. Report of the President

President Peter Stoicheff expressed his best wishes for a joyful and restorative holiday season for members of Council.

The President took an opportunity to comment on the tribute provided by Dr. Johanson and noted the importance of the practice of sharing tributes at University Council as a way to acknowledge the important contributions of members of our community.

President Stoicheff noted that it has been quite a calendar year at USask with regard to our approach to delivering on our mandate during the pandemic. This time last year we had a vaccine mandate to support health and safety on campus, and as the year went on we took measured steps to deliver our mission back on campus. He commented on the post-pandemic shift project that was undertaken to look at how USask will change as a result of what was learned during the pandemic, while still staying true to our mandate and our mission.

The President noted that we are seeing an increase to our student numbers, which not all post-secondary institutions have seen over the last years. He credited our continued growth to our reputation, our professors, and the impact that the education provided here has had on our alumni. President Stoicheff commented on the diversity of our student body, with students from over 120 countries here and stated that having continued growth in enrolment during a pandemic is extraordinary.

The President acknowledged that we have work to do on improving our international rankings, but drew Council's attention to our performance in the QS Sustainability and the THE Impact rankings. He noted that we are doing very well in those rankings and that we should reflect and acknowledge our successes.

The President noted Cassidy Serhienko, a student currently completing a degree in English Literature and who last year completed her Bachelor of Education degree, has been awarded the prestigious Rhodes Scholarship. She is the 77th Rhodes Scholar in this institution's history and her achievement shows that our students are on par with the best of the best. He noted the role of faculty in supporting and nominating our students for these prestigious awards.

President Stoicheff, in discussing measures of research success, noted that USask received 25% of the CFI funding available in Canada this year. He noted that we have strong researchers in Physics and Engineering Physics, at the Vaccine and Infectious Disease Organization (VIDO), and the Synchrotron, and elsewhere who are putting us in a position to be successful.

There was a round of questions and answers. A member of Council asked what USask is doing to support Indigenous communities, who are seeing disproportionately high rates of homicide. The President responded that that this deserves a longer answer than can be given here, but explained that we are working at being the best place we can be for Indigenous students, taking measures such as opening a campus in Prince Albert to provide better access to post-secondary education to remote and northern communities, hiring more Indigenous faculty and staff, supporting retention of Indigenous students, and encouraging more Indigenous students to pursue graduate studies.

A question was posed about supporting student safety and impact on academic programs in the face of this year's flu season, where we are seeing 20 times the rates of infection as in the previous year. Provost Airini responded that we have excellent wellness services with wait times that are generally lower than in clinics or

SHA facilities and that we are working to increase services to students. She noted as well the work that the Pandemic Response and Recovery Team has taken throughout the pandemic, a science-based approach to responding to changing levels of viral infection, and that that approach will continue as we assess our response to this wave of influenza.

8. Report of the Provost

Dr. Airini, Provost and Vice President Academic echoed the well wishes for the holiday season to members of Council and offered thanks for the thoughtful tribute provided by Dr. Johanson. She noted that it is an important and dignified way to learn about cherished colleagues who have passed and their contributions to USask.

The Provost highlighted aspects of her written report, including a celebration of 75 years of graduate education at USask, renaming of the Aboriginal Student Centre, the recent Budget and Planning town hall that she co-led with Vice-President, Finance and Resources Greg Fowler and Chief Financial Officer Devin Mescall, and looked forward to the December 30th game with the Huskies hosting the U25 Ukrainian National Team on the ice, and recognized sport as a respite from war and a place of (relative) peace.

9. Student Societies

9.1 Report from the USSU

Abhineet Goswami, USSU President, presented the report as provided in the materials.

President Goswami noted that November was a month of advocacy for the USSU, including travelling to Ottawa for a week of lobbying with students from other U15 universities. He is hopeful that some good changes will come from those efforts.

President Goswami noted that the USSU's Annual General Meeting was held in November and their bylaws were approved.

He noted that the USSU has been busy providing academic advocacy for students throughout the exam period.

The executive is looking forward to winter welcoming week in January and in the new year they will be looking at making some changes to the portfolios of the USSU executives as well as some other governance changes.

In closing, President Goswami wished members a happy holiday season.

9.2 Report from the GSA

Mostafa Kamal, President of the GSA presented the report as provided in the materials.

President Kamal highlighted the GSA – CGPS Need-Based bursary program, noting that they will be providing 100 graduate bursaries averaging \$1,000.

President Kamal discussed some community building initiatives, including a World Cup Final Watch Party, Holiday Hangouts at the GSA Commons, and Winter Orientation for incoming graduate students in January.

10. Nominations Committee

Dr. Eric Lamb presented the items from the Nominations Committee.

10.1 Request for Decision: Council and Collective Agreement Committee Vacancies
The chair called three times for nominations from the floor. There were none.

(Lamb/Bell): *As recommended by the Nominations Committee of Council, that the nominations to committee vacancies be approved (as per attached) effective immediately.*

10.2 Request for Decision: Senior Leader Searches
The chair called three times for nominations from the floor. There were none.

(Lamb/Bell): *As recommended by the Nominations Committee of Council, that the senior leadership search committee nominations (as per attached) be approved effective immediately.*

11. Governance Committee

Dr. Roy Dobson presented the item from the Governance Committee. There were no questions.

11.1 Notice of Motion: School of Environment and Sustainability (SENS) Faculty Council Membership

It is recommended that Council approve the membership changes to the Faculty Council of the School of Environment and Sustainability as shown in the attachment and that Council's Bylaws be amended accordingly.

12. Academic Programs Committee

The Chair noted the reports for information on behalf of the Academic Programs Committee. There were no questions.

12.1 Report for information: Program Name Changes – Bachelor of Arts Archaeology and Anthropology to Bachelor of Arts Anthropology and Bachelor of Science in Archaeology to Bachelor of Science in Anthropology

12.2 Report for information: College of Arts and Science Degree Level Certificates

12.3 Report for information: Deletion of the Bachelor of Arts in Aboriginal Public Administration

12.4 Report for information: Program Changes – Combined Juris Doctor/Master of Business Administration and Combined Doctor of Pharmacy/Master of Business Administration

13. Executive Committee

13.1 Report for information: Council meeting schedules 2023-24 and 2024-25

The Chair noted that the Council meeting dates have been set for the next two academic years. A committee member expressed their appreciation for the advanced planning.

14. Other business

There was no other business.

15. Question period

There were no questions.

16. Adjournment

(Rayan): *The meeting be adjourned at 3:21pm*

Attachments

1. Listing of members in attendance

COUNCIL ATTENDANCE 2022-2023

Attendance Summary - Voting Participants

P-Present, R-Regrets, A-Absent											
Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
.	Airini	P	P	P	P						
Adl	Sina	A	A	A	A						
Alam	Shafiq	P	P	P	P						
Alazawi-student rep	Tania	R	R	R	R	R		R	R	R	R
Alcorn	Jane	P	R	R	P						
Anderson	Kyle	P	P	P	A						
Augusta	Carolyn	P	P	P	R						
Bally	Jill	P	P	P	P						
Bedard-Haughn	Angela	P	P	P	P						
Bell	Scott	P	P	P	P						
Bilson	Beth	P	P	P	P						
Boden	Catherine	A	P	P	P						
Bonham-Smith	Peta	P	P	P	P						
Bradford	Lori	P	P	P	P						
Bradley	Michael	A	A	P	A						
Burshtyn	Deborah	P	P	P	P						
Card	Claire	P	P	P	P						
Chernoff	Egan	P	R	A	P						
Choksi-student rep	Kathan	A	A	A	A						
Chowdhury	Nurul	A	P	A	A						
Cody-student rep	John	P	P	A	P						
Dadachova	Kate	R	R	R	R						
DaSilva	Keith	P	P	A	P						
Dawson	DeDe	P	P	P	P						
de Boer	Dirk	P	P	P	P						
Delbaere	Majorie	R	A	P	A						
Deters	Ralph	P	P	P	A						
Detmer	Susan	R	P	P	P						
Dick	Rainer	A	P	P	P						
Dobson	Roy	P	P	P	P						
Donkers	Sarah	A	P	A	A						
Downe	Pamela	P	R	P	R						
Ferrari	Maud	P	P	P	A						
Gabriel	Andrew	P	R	P	P						
Gjevre	John	R	P	R	P						
Grosvenor	Andrew	P	P	P	P						
Harasymchuk	Robert	A	P	A	A						
Harrison	William	A	A	A	A						
Hassan-student rep	Dalia	P	P	P	A						
Hogan	Natacha	A	P	P	A						
Jamali	Nadeem	A	P	R	P						
James-Cavan	Kathleen	R	P	P	R						
Jenkijs-student rep	Haley	A	A	A	A						
Jensen	Gordon	A	A	A	A						
Just	Melissa	P	R	P	P						
Kalra	Jay	A	P	A	P						
Kent-Wilkinson	Arlene	P	P	P	P						
Kresta	Suzanne	P	P	A	A						
Lamb	Eric	P	R	P	P						
Lanovaz	Joel	P	P	P	P						
Larre	Tamara	A	P	A	A						
Leidl	Don	P	P	A	A						
Lovick	Olga	P	P	P	P						
Luke	Iain	R	A	A	R						
Macfarlane	Cal	A	A	A	A						
Makarova	Veronika	P	R	P	P						
Mamun	Abdullah	P	P	P	R						

Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Manley-Tannis	Richard	R	R	R	R						
Marche	Tammy	P	P	P	P						
Martin	Stephanie	A	R	P	P						
Martina-Koechl	Natasha	P	P	P	R						
McKeown-student rep	Shanleigh	A	P	P	A						
Meda	Venkatesh	P	A	P	A						
Mousseau	Darrell	A	P	P	P						
Muir	Gillian	P	R	R	A						
Murphy	JoAnn	P	P	P	P						
Okoko	Janet	P	P	P	P						
Onasanya-student rep	Moyin	A	R	R	A						
Paslawski	Teresa	P	A	P	P						
Peacock	Shelley	P	R	R	P						
Perrault-student rep	Levi	P	P	P	R						
Phillipson	Martin	A	P	P	P						
Pocha	Sheila	A	P	P	A						
Poettcker	Grant	A	A	A	A						
Pomazon	Alisha	A	A	A	P						
Rayan	Steven	P	P	P	P						
Richter	Solina	P	A	P	P						
Sakharkar	Meena	P	P	A	A						
Salsbury-student rep	Alexis	P	P	P	A						
Sarjeant-Jenkins	Rachel	P	P	P	P						
Sarty	Gordon	P	P	R	P						
Shevchuk	Yvonne	P	P	P	P						
Singh	Jaswant	P	R	R	R						
Siqueira	Walter	P	R	A	P						
Smith	Preston	A	P	P	P						
Smyth	Stuart	A	P	A	A						
Squires	Vicki	R	P	P	P						
Steele	Tom	A	P	P	R						
Stoicheff	Peter	R	P	P	P						
Szmigielski	Jacek	P	R	P	P						
Todd	Christopher	P	P	R	P						
Tomczak	Corey	P	P	P	P						
Urquhart	Stephen	P	P	R	P						
Vassileva	Julita	P	P	P	P						
Wakefield-student rep	Shelby	A	A	A	A						
Waldner	Cheryl	P	P	P	P						
Walker	Keith	P	P	P	R						
Willenborg	Christian	R	P	P	A						
Willoughby	Keith	P	R	P	P						
Woods	Phil	P	P	P	P						
Wotherspoon	Terry	P	R	P	P						
Wu	FangXiang	A	A	P	P						
Yao	Yansun	A	P	P	P						
Zello	Gordon	P	P	P	A						
Zhang	David	P	P	P	A						
Zhang	Lifeng	P	P	P	A						

COUNCIL ATTENDANCE 2022-2023

Attendance Summary - Non-voting participants

P-Present, R-Regrets, A-Absent											
Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Demkiw	Julian	P	P	P	P						
Fowler	Greg	P	A	P	P						
Goswami-USSU President 2022-23	Abhineet	P	P	P	P						
Hamelin	Cheryl	R	P	P	P						
Isinger	Russell	P	P	P	P						
Jacob-USSU VP Academic 2022-23	Sharon	P	P	P	R						
Jamie	Angela	A	A	P	A						
Kamal-GSA President 2022-23	Mostofa	P	P	P	P						
Kaminski-Senate Rep 2022-23	Nicholas	A	A	A	A						
Nath-GSA VP Academic 2022-23	Sristy Sumana	P	R	P	P						
Singh	Baljit	A	P	A	P						
Still	Carl	R	A	R	A						
Thomarat	Jacquie	P	P	P	P						
Wagner-Senate Rep 2022-23	Larry	A	A	P	A						
Wilson	Jay	P	P	n/a	n/a	n/a		n/a	n/a	n/a	n/a



PRESIDENT'S REPORT TO COUNCIL

January 2023

Dear Council Members,

As we start the winter term and the 2023 year at the University of Saskatchewan, I want to offer a warm welcome back to all of you. I hope you were able to safely spend special time with family and friends over the holiday season and had the opportunity to rest and recharge as you return to begin the new semester at USask.

USask awarded \$14 million to support innovative crop research

USask has been awarded \$14 million through Saskatchewan's Agriculture Development Fund (ADF), with \$7.2 million of the funds allocated to operating the Crop Development Centre (CDC) for the next five years. Nineteen USask researchers were awarded \$6.8 million to support 29 innovative crop-related projects, ranging from using plant-derived ethanol and biodiesel to reduce plastic waste, to developing nutritionally balanced milk using pulse and oilseed protein, to tackling a root rot problem in lentils, a key export for Saskatchewan.

The ADF is supported through the Canadian Agricultural Partnership, a five-year, \$3 billion investment by federal, provincial, and territorial governments to strengthen Canada's agriculture and agri-food sector. This includes a \$2-billion commitment that is cost-shared 60 percent federally and 40 percent provincially/territorially, with a \$388-million investment in strategic initiatives for Saskatchewan agriculture.

For more information on the funded projects, please [click here](#).

USask-developed bio-glitter 'green' alternative to persistent plastics

A USask research team has developed an innovative glitter product that is biodegradable and uses light-reflecting shapes to create sparkles unlike any other – with the potential to mitigate plastic pollution around the world.

A product that is used in everything from party favours to cosmetics to boat paint, glitter products are often made of tiny plastic particles referred to as microplastics. Glitter is produced in the form of flakes, and its small size and ability to disperse into the environment in which it is released makes cleanup and control of the product difficult, if not impossible.

Microplastics have been found to have [significant effects on ecosystems](#) when they enter waterways or other natural resources through human action, and have even been [found in remote locations](#), far from human activity. As well as being non-biodegradable and environmentally toxic, many glitter and sparkle products contain toxic pigments that provide their colour.

These factors have led to arguments that plastic glitter should be banned from production and use.

To reduce the environmental threats of producing and using glitter, Amin Babaeighazvini, a PhD student in USask's College of Engineering, and his research supervisor Dr. Bishnu Acharya (PhD), an associate professor of engineering, have created a plant-based product called ChiralGlitter, that is inspired by the natural process of producing structural colours.

ChiralGlitter is made of cellulose nanoparticles, a substance found in plant cell walls. This makes the product 100 per cent bio-based. Although the concept of biodegradable glitter is not new, the product invented by this USask research team avoids the aluminum and microplastic coatings still used often to create a sparkly surface. As the world moves to developing more sustainable products, ChiralGlitter has the potential to be a leader in a plant-based category that can contribute to many types of commercially distributed products.

The work was supported by Natural Science and Engineering Research Council of Canada Discovery Grant program and the Saskatchewan Ministry of Agriculture Research Chair fund through Acharya.

Discovering the Amatis: Concert Series

I call your attention to a second concert scheduled in the new *Discovering the Amatis* concert series, showcasing the historic collection of Amati string instruments.

The next concert in the series will take place on Sunday, February 5 at 3:00 pm, in Convocation Hall. This performance will feature chamber music for violin and piano in a duo program. For more information on performance pieces and featured artists please visit the [USask Amati website](#).

The instruments made by the Amati family in the 1500s remain some of the finest anywhere in the world. USask holds a quartet of these instruments, the only collection of its kind in Canada, thanks to the generosity and vision of Saskatchewan farmer Stephen Kolbinson. Expertly crafted, the Amati instruments hold the rich history of many generations, with memories of war, peace, love, and the music of concert halls around the world. This year, Dr. Véronique Mathieu, associate professor of violin and the David L. Kaplan Chair in Music, has curated a new series featuring these beloved instruments in four concert collaborations with some of Canada's best players.

USask community members appointed to the Order of Canada

Several members of the USask community are set to receive one of the country's highest civilian honours by being appointed to the Order of Canada.

Members of the USask community, including an award-winning neuroscientist, a legal trailblazer, and an advocate for human rights, have been named to the Order of Canada, a distinction for their outstanding achievement, dedication to the community, and service to Canada.

Dr. Ivar Mendez (MD, PhD), provincial head of surgery and a clinical neurosurgeon with USask and the Saskatchewan Health Authority, was appointed as an Officer of the Order of Canada “for his pioneering work in the use of remote telemedicine and robotics to revolutionize the delivery of health and patient care in Canada and worldwide.” [Read more on his work as one of the world's leading experts in neuroscience and robotics, neuromodulation, and remote medicine.](#)

The Honourable Gerald M. Morin (JD'87) was appointed as an Officer of the Order of Canada “for his groundbreaking contributions to the Cree Court Circuit, and for his mentorship of the next generation of lawyers and judges.” [Morin was honoured in 2018 with a USask Alumni Achievement Award.](#)

Meanwhile, USask alumnus Don Kossick (BA'68) was appointed as a Member of the Order of Canada “for his promotion of human rights and social justice, and for his leadership in international development.”

The Honourable Maria E. Chaput-Arbez (Cert, Health Care Admin, '84) was appointed as a Member of the Order of Canada “for being a tireless champion of the Franco-Manitoban community and for her work on official languages during her tenure as senator.”

And USask alum Douglas A. Dunsmore (BMus'72) was appointed as a Member of the Order of Canada “for his leadership as a choral conductor and music educator, and for his significant contributions to prominent provincial and national music organizations.”

Established in 1967, the Order of Canada is the cornerstone of the Canadian Honours System and recognizes people in all sectors of Canadian society for their contributions to communities throughout Canada. More than 7,600 people from all sectors of society have been invested into the order.

Huskies heating up for second half of the season

Historically one of the top athletic programs in the country, the Huskies brand helps bring national attention to USask. Two of the biggest events on the sports calendar this term will take place on campus at USask, where the Huskies track and field teams – guided by head coach Jason Reindl – will host the Canada West conference championships Feb. 24-25 and the national championships March 9-11 at the Saskatoon Field House. The two competitions will help showcase the Huskies' powerhouse programs,

with the women's track and field squad winners of four straight conference titles and finishing second at nationals last year, while the men's team placed second in Canada West and third at nationals.

Meanwhile, the Huskies' heralded wrestling teams – led by coach Daniel Olver – will be looking to impress again this season after both the men's and women's squads placed second in the Canada West championships last year, before the national competition was cancelled. The Huskies women's squad is currently ranked second in the country and the men ranked fourth, with the Canada West championships scheduled for Feb. 11, followed by nationals Feb. 24-25.

The Huskies' hockey programs have also long been a staple of the local sports scene, and bolstered that community connection over the holiday break when USask's men's hockey team hosted the [Ukrainian national team](#) at Merlis Belsher Place on Dec. 30. The game was part of the Hockey Can't Stop Tour, with all profits from the game going to Ukrainian refugees and communities affected by the war and to Ukrainian grassroots organizations across Canada.

The Huskie teams now return their focus to Canada West competition as the season resumes with the USask men's team (10-4-4) and women's squad (10-5-3) both in top-four playoff positions. The Huskie women's team is hoping to return to the national championships after finishing third last year, with the men's squad hoping to get back to nationals under new head coach Brandin Cote, who has taken over from former Olympic and Stanley Cup-winning coach Mike Babcock.

Meanwhile, the Huskies basketball programs are in a rebuilding year after both teams graduated the bulk of their all-star starters after advancing to nationals last year. After finishing second in the country, the Huskie men have struggled to a 1-7 start under new head coach Jamie Campbell, while the young women's squad has quickly reloaded under former Olympic coach Lisa Thomaidis to start the season 6-2 and are now back in the national rankings at No.7.

Over on the volleyball court, the Huskies men's team is turning heads with an 8-4 record and is currently ranked eighth in the country, while the women's team is in a tight playoff fight at 6-6 in the always-competitive Canada West conference.

In addition to chasing conference and national titles, USask teams are also hoping to top their provincial rivals from the University of Regina in the first year of the new [U-Prairie Challenge](#). The Huskies currently lead the head-to-head competition – 5.75 to 2.25 in points – with the series finale set for Feb. 5 when the Huskies host the Cougars in women's hockey at Merlis Belsher Place.

The Huskies' success on the field and the track, and on the ice and the court, has also been matched once again by student-athlete achievement in the classroom this season. In October, the Huskies celebrated 114 student-athletes from 11 colleges who have achieved [Academic All-Canadian](#) status for having earned an average of 80 per cent or better while taking a full course load over the previous academic year.

BE WHAT THE WORLD NEEDS

Provost's Report to Council

January 2023

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hǎn. ǎdłanet'e? taanishi. aniin

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

GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

As we begin 2023, I would like to take this opportunity to extend my best wishes for the new year and for the new academic term. I appreciate our faculty, staff, and students for their ongoing dedication to the University of Saskatchewan's teaching, learning, and research missions, and for their continued support of the commitments and goals outlined in the University Plan 2025. I am looking forward to a productive, collaborative, and energizing Winter Term, as we continue to work together to be the university the world needs.

Enrolments

As of Jan. 9, 2023, Winter Term enrolment for all course levels is 22,100—an increase of 92 (0.4%) from same point last year.

Total Winter Term Enrolment					Total Winter Term Enrolment				
Reporting Level	Jan 02				Reporting Level	Jan 02			
	2021/22	2022/23	Diff	% Diff		2021/22	2022/23	Diff	% Diff
Undergraduate	18,380	18,505	125	0.7%	Non-degree Program	177	135	(42)	-23.7%
Graduate Studies	2,993	2,990	(3)	-0.1%	Post Graduate Clinical	458	470	12	2.6%
Total	21,373	21,495	122	0.6%	Total	635	605	(30)	-4.7%

Winter Term teaching activity for all course levels is 84,049—an increase of 620 (0.7%) from same point last year.

- Overall international student enrolment at the undergraduate level continues to look robust and is up 7.4%. New international student enrolment has improved in the last two weeks and is up 0.9%. Based on these numbers, it may be that study permit processing issues, which affected enrolment in the Fall Term, have been resolved.
- At the undergraduate level, enrolment growth is currently strongest among Saskatchewan and out-of-province **direct from high school** students as well as international students. Areas where current trends look different include continuing and more mature students and those transferring from other post-secondary institutions.

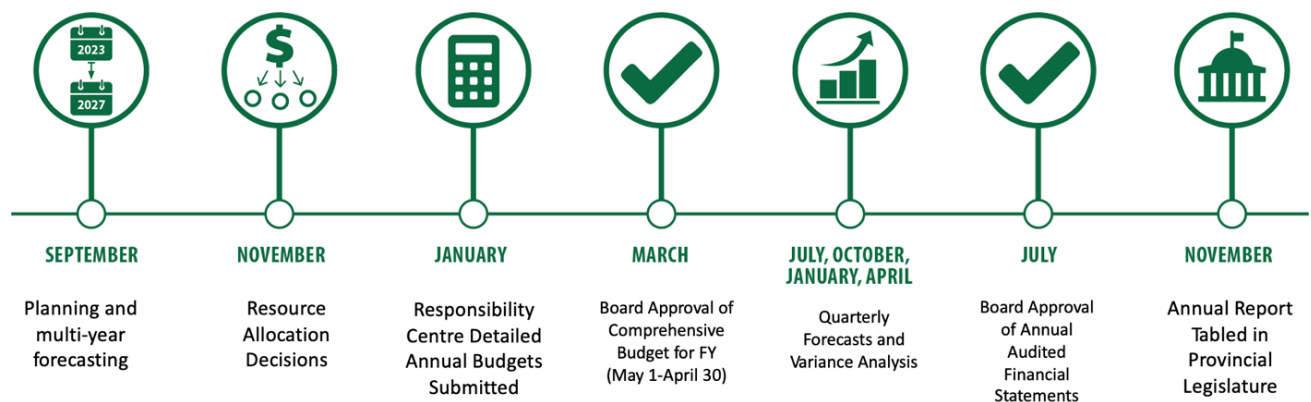
- New undergraduate Indigenous student enrolment has remained strong and is currently up 5.9%. Overall enrolment among continuing Indigenous students has improved 1.1% in the last two weeks, but there is still a decrease of -8.6% compared to last year.
- At the graduate level, overall enrolment currently looks very similar to last winter.

Undergrad and Grad Studies Winter Term 3CUE				
Course Level	Jan 02			
	2021/22	2022/23	Diff	% Diff
Undergraduate	79,685	80,529	844	1.1%
Graduate Studies	3,496	3,317	(179)	-5.1%
Total	83,181	83,846	665	0.8%

Resource Allocation

On Nov. 24, the University of Saskatchewan community was invited to join Dr. Airini, provost and vice-president academic, Greg Fowler, vice-president finance and resources, and Dr. Devan Mescall, chief financial officer, for an online planning and budget town hall presentation and discussion (a recording is available [here](#)). These town halls happen twice a year, in the spring and fall terms. The Fall Term town hall is an opportunity to learn more about how USask's academic mission drives the university's financial decision-making and resource-allocation processes.

Annual financial planning and reporting timelines



We are making changes in Responsibility Centre Management to advance our academic and research priorities and aspirations, within our means, and taking action to address immediate financial pressures at USask. The following principles guide the refresh of RCM, and ensure that budget realities inform decisions that are appropriately cognizant of our academic values:

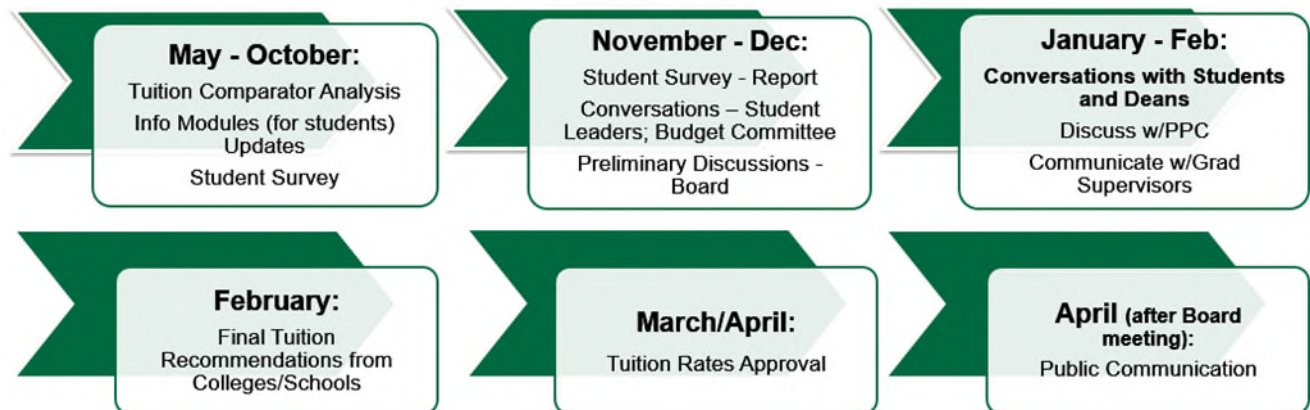
- the need for a budget process that **supports the mission of the university**, and the advancement of our academic and research priorities and aspirations, **within our means**, to the benefit of the long-term success of university as a whole;
- a commitment to **efficient, simple, transparent, evidence informed, and responsive** budget structure and processes;
- the need to increase accountability and efficiency while protecting **collegiality**;
- assessing **impacts on Indigenous initiatives** to ensure that the application of RCM does not negatively impact institutional efforts in these areas;
- ensuring implementation of RCM positively impacts institutional efforts for **equity, diversity, and inclusivity**;

- the need for **sound financial management and budgeting practices**, including forecasting the university's future financial needs to ensure long-term sustainability through revenue generation strategies and efficient financial operations across all responsibility centres; and
- **commitment to taking urgent action**. Given immediate financial challenges, we are moving quickly to optimize RCM processes.

Upcoming: resource allocation presentation to PPC, and thereby to Council.

Tuition Conversations

The graphic below depicts the annual life cycle for setting tuition rates, including gathering information, engaging in tuition conversations, and finalizing decisions and approval. The existence of a multi-year agreement with the province for the USask operating budget has made it possible to build a level of predictability into tuition rate setting, spanning the period of the agreement (ending in 2024/25). This has proven helpful in giving students high-level information regarding predictability.



Of note, the student survey on tuition conducted in fall 2022 involved more than 3,000 students who provided their input regarding where investments are needed and where disinvestments should be considered. [The full report can be found here.](#)

In January, colleges and schools will have undertaken discussions with students with a view to sharing information about the current financial context for the university (and the specific college) as well as providing ongoing plans for investment into the quality of education, supports for students, and student experience at USask. We will continue exploring how we are consulting with students on tuition.

Black History Month

February is Black History Month and we have had a diverse team from across the university engaged in plans for 2023. During the month of February, the University of Saskatchewan community will celebrate the contributions of Black faculty members, staff, students, and alumni. We will also focus on learning about the history of Black communities and Black experiences on the Prairies, in Canada, and internationally. Members of the university and wider community are welcome to follow Black History Month themes and activities at spotlight.usask.ca beginning on Feb. 1. One activity that is back by popular demand is the Provost's Book Club. If you are interested in taking part in the book club, information will be available on the spotlight.usask.ca website and on the [Provost's Office website](#).

USask is a signatory of the [Scarborough Charter](#), which represents the commitment in Canada to take meaningful action to address anti-Black racism and to promote Black inclusion in post-secondary

education. The four overarching principles of the Charter are: Black Flourishing, Inclusive Excellence, Mutuality, and Accountability. These principles should apply to any initiative to redress anti-Black racism and to foster Black inclusion in Canadian universities and colleges. As a signatory, USask participated in the first Inter-Institutional Forum in May 2022 and we are working on the creation of the Scarborough Charter Advisory Group. [Read the Scarborough Charter here.](#)

Horizons Strategic Priorities Symposium to be held on March 21

On Tuesday, March 21, 2023, a symposium to celebrate and discuss the University of Saskatchewan's strategic priorities projects will be held. All members of the USask community are invited to attend this free in-person event, from 8 am – 12 noon on March 21 in Convocation Hall. [Seating is limited and registration is available online.](#)

The Government of Saskatchewan's one-time investment of \$31 million has provided USask with an opportunity to strengthen its contributions to the province and to accelerate the university's recovery from the global pandemic. USask is focused on a future of excellence as a research-intensive university underpinned by financial sustainability. We will support our research and innovation enterprise and enhance academic programming that provides students with the knowledge and skills needed to contribute to Saskatchewan's social, cultural, and economic development. The \$31-million investment, called the Horizons Fund, has been fully allocated at USask for a total of 26 initiatives, with project spending plans to be completed by April 2024.

The Horizons Strategic Priorities Symposium will focus on the projects supported by the Horizons Fund and will provide an opportunity to increase campus awareness about these initiatives and to celebrate and showcase several key projects. This event will include an overview of the projects, presentations by specific project leaders, and a panel discussion on the internal change projects. The three key themes of the event are:

- Theme #1: Discovery: Appreciate the best of what is, and progress made
- Theme #2: Imagine what could be: Innovative curriculum and programming; and
- Theme #3: Design for what should be: Panel discussion on how to manage change in relation to internal change projects

College of Graduate and Postdoctoral Studies reimagines funding model

After significant discussion and collaboration with graduate stakeholders, the College of Graduate and Postdoctoral Studies (CGPS) Faculty Council adopted graduate funding guiding principles in the winter of 2021. Since this time, the college has been working toward a [Reimagined Funding](#) model that aims to streamline centralized funding managed by the CGPS and to create more flexibility for units, underpinned by awarding excellence through an equity, diversity, and inclusion (EDI) lens. The proposal was approved on Oct. 27, 2022, and the college has begun its implementation. [More information is available on the CGPS website.](#)

USask launches first practicing anthropology master's program in Canada

Many of the world's top employers are looking for anthropologists, and the University of Saskatchewan will help meet this demand by [launching Canada's first Master of Arts program in practicing anthropology.](#)

The College of Arts and Science's Department of Archaeology and Anthropology worked closely with practicing anthropologists to create the new program, which will give students the knowledge and skills they need to work in businesses, social service agencies, non-governmental organizations, Indigenous

and community-based research organizations, and other sectors outside of academia. The first intake of students will occur in September 2023.

Huskies to host 2024 U SPORTS Women's Hockey Championship

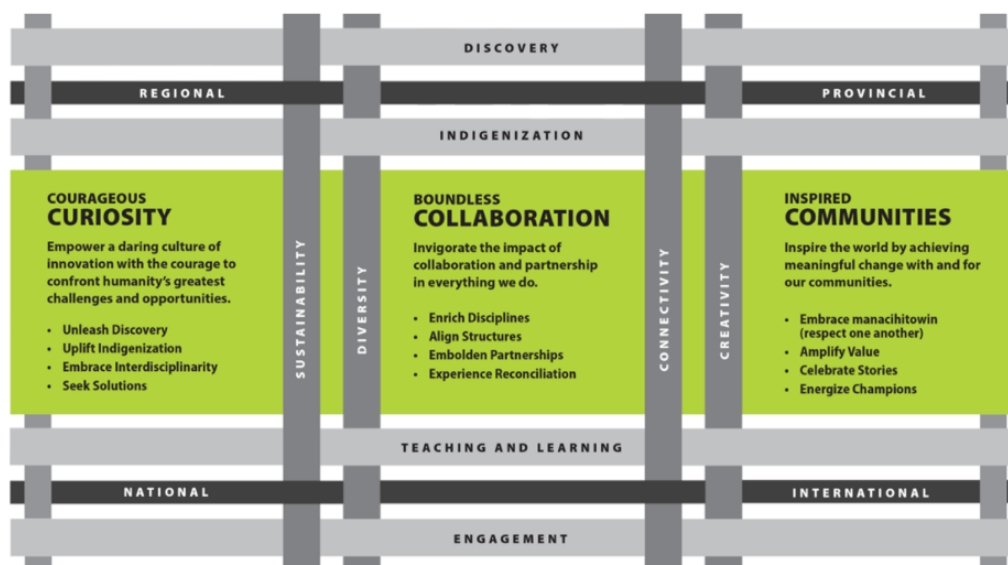
U SPORTS has [awarded the 2024 women's hockey championship](#) to the University of Saskatchewan. This will be the first time the institution has hosted the event. The championship will take place March 14 – 17, 2024, at Merlis Belsher Place. Tickets are expected to go on sale in the summer of 2023. Those interested in volunteering for the event can visit huskies.usask.ca to sign up.

This month's appreciation:

I would like to acknowledge the generosity and kindness demonstrated during the holiday season by the USask community. This includes those studying and working in the College of Pharmacy and Nutrition. Each day during the month of November, students, faculty, and staff were asked to gather essential items listed on the [college's Kindness Calendar](#), such as food and hygiene items or items for children and babies. These supplies were then collected by the college's Experiential Learning Office and were donated to the Global Gathering Place, a community-based organization with a mission to engage and support immigrants and refugees to integrate and thrive in Canadian society.

UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manāchitowinihk / ni manachīhitoonaan



Meaningful Impact

VIDO's economic impact over half a billion dollars: SREDA study

The Saskatoon Regional Economic Development Authority (SREDA) has [released key findings from its Economic Impact Study](#) conducted on the University of Saskatchewan's Vaccine and Infectious Disease Organization (VIDO). The study concluded VIDO's operations and construction projects contributed more than \$511 million to the economy in the last decade. The impact of VIDO's commercialized vaccines was not included in the study. The report also indicated an estimated 2,375 full-time equivalent jobs were created or supported by the organization in the last 10 years. SREDA estimated the economic impact of VIDO using Statistics Canada's input-output economic multipliers for the Saskatchewan economy.

COVID-19 led to a large spike in research activity, which increased the total economic output from the organization. Specifically, VIDO tested more than 400 vaccines, antivirals, and therapeutics from around the world to help end the pandemic. The ability to rapidly respond to future infectious diseases will be amplified as VIDO becomes Canada's Centre for Pandemic Research. The centre includes VIDO's new vaccine manufacturing facility, upgrades to Containment Level 4, a new animal housing facility, and an expanded research team. Since the start of the pandemic, 91 new team members joined VIDO—more than half from outside of Saskatchewan.

Productive Collaboration

One Health and Wellness office: PAWS in Places

University of Saskatchewan researchers have developed a pet-friendly rental housing guide for Saskatoon—part of an initiative to explore the benefits of welcoming companion animals in places where they wouldn't normally be allowed. [PAWS in Places](#), led by College of Arts and Science professor Dr. Colleen Dell (PhD), is a collaboration between Royal Canin, the Western College of Veterinary Medicine, the USask One Health and Wellness office, and the Saskatoon pet community. Its goal is to share evidence-based knowledge that will raise awareness about the potential benefits of allowing pets in the workplace, rental housing, and other establishments. The new guide includes information about pet-friendly places in the city, rental policies in Saskatoon and the province of Saskatchewan, tenant rights, older adult residences, and regulations for both service and emotional support animals. It also provides templates and fillable resources for pet resumés and pet references.

Distinguished Learners

Edwards School of Business: Undergraduate students honoured

At an annual awards reception in November 2022, the Edwards School of Business recognized 497 undergraduate students for their academic, leadership, and volunteer achievements. The presentation included 122 awards with a combined value of approximately \$1,434,186. These scholarships were made possible through the generosity of alumni, the Edwards Dean's Circle, local businesses, community organizations, friends of the school, and Edwards faculty and staff.

Edwards School of Business: Leadership Development Program

Edwards Executive Education has celebrated the 40th offering of the Leadership Development Program (LDP). Three times a year, Saskatchewan Public Service leaders join Edwards to learn from each other and to work with seasoned industry professionals. More than 265 team leaders, supervisors, and managers have completed LDP since its inception. It is an example of how the Edwards School of Business is closely tied to professional practice.

College of Medicine: New anatomy lab to enhance medical training in Regina

[An anatomy lab is being built at Regina General Hospital](#) (RGH) to support University of Saskatchewan medical students learning in Regina. The lab was made possible through a partnership between Hospitals of Regina Foundation (HRF) and USask's College of Medicine. HRF will match funds raised by USask to a maximum of \$200,000, providing a total maximum investment by both partners of \$400,000.

The college's Regina campus, based at RGH, is home to about 160 medical students. The lab will be outfitted with modern anatomy tools, equipment, and IT, and is an important part of the medical school experience. Students will gain clinical skills and hands-on learning essential to their training.

Since 2012, the Regina campus of the College of Medicine has been home to medical students in years two through four. In August, the college welcomed 40 first-year medical students to the campus. The anatomy lab is part of a significant renovation and expansion underway at RGH to increase learning space and to support first-year medical education more fully in Regina.

The existing Dilawri Simulation Centre at RGH and other training spaces at the College of Medicine Regina campus will continue to be used extensively for all medical students. The new anatomy lab will further enhance the high-quality training being delivered in Regina and is scheduled to open in March 2023.

Transformative Decolonization Leading to Reconciliation

New USask Storyteller-in-Residence

Bruce Sinclair has been named the [University Library's Indigenous Storyteller-in-Residence for 2023](#). A Métis theatre artist, teacher, and student of the nêhiyawêwin (Cree) and Michif languages, he begins his 12-week residency this month. He teaches drama to USask students in the Saskatchewan Urban Native Teacher Education Program (SUNTEP), the Indian Teacher Education Program (ITEP), and the Indigenous Student Achievement Pathways (ISAP) program, and acts, directs, and writes plays/stories. He will hold office hours at the Murray Library and will spend a portion of his residency delivering programming to the community, made possible through a partnership with the Saskatoon Public Library. The residency will culminate in a presentation of a project during Indigenous Achievement Week in March.

Global Recognition

USask signs agreement with Auckland University of Technology

The University of Saskatchewan has signed an agreement with one of New Zealand's leading universities to partner in areas of mutual benefit, with a particular focus on enhancing the understanding of Indigenous values and beliefs between the unique cultures of both universities. The [five-year memorandum of understanding \(MOU\)](#) between USask and the Auckland University of Technology (AUT), located in Auckland, New Zealand, will remain in effect until Oct. 31, 2027.

As a result of the MOU, USask and AUT will explore opportunities to cooperate in various academic, research, and scholarly endeavours in fields of mutual interest, such as exchanges and internships for students, faculty, and staff; the introduction of new curricula; joint research projects; the exchange of publications and training materials; and the development of joint academic programming. USask has two additional active MOUs with institutions in New Zealand: The University of Auckland and the University of Waikato. USask's International Office currently manages 409 partnership agreements with 360 partner institutions in 60 countries.

Transformative decolonization leading to reconciliation	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
Productive collaboration	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

REVIEWS, SEARCHES, APPOINTMENTS

Appointments:

- Helen Baulch has been appointed interim assistant director, academic internal, School of Environment and Sustainability for a six-month term, beginning Jan. 1, 2023.
- Marcus Hecker has been appointed interim assistant director, academic external, School of Environment and Sustainability for a six-month term, beginning Jan. 1, 2023.
- Lynn Jansen's term has been extended as interim associate dean, distributed nursing education, College of Nursing for a period of six months, beginning Jan. 1, 2023.
- Darrin Oehlerking has been appointed as associate dean, student affairs, College of Arts and Science for a period of up to five years, beginning Jan. 1, 2023.
- Russell Isinger's term has been extended as interim vice-provost, teaching, learning and student experience and university registrar for a period of one month, beginning July 1, 2023.
- Jerome Cranston has been appointed vice-provost, students and learning for a period of up to five years, beginning Aug. 1, 2023.
- Beth Bilson's term has been extended as interim dean, College of Education for a period of up to five months, beginning Jan. 1, 2023.
- Julia Paulson has been appointed dean, College of Education for a period up to five years, beginning May 1, 2023.

Searches:

- Vice-Provost, Indigenous Engagement (winter 2023)
- Vice-Provost, Faculty Relations (winter 2023)
- Dean, College of Arts and Science (winter 2023)
- Executive Director, School of Public Health (winter 2023)
- Dean, College of Kinesiology (winter 2023)
- Dean, College of Engineering (winter 2023)
- Dean, College of Medicine (winter 2023)

2023 AWARDS APPLICATIONS

Students:

Rhodes Scholarship: If your students wish to apply for the Rhodes Scholarship, they will need to complete the 2022-2023 Rhodes Competition application in the Scholarships and Bursaries channel in PAWS by early August 2023. Information is available at the link above.

Faculty:

Royal Society of Canada Fellow: All 2024 nominations must be received by the Royal Society of Canada Secretariat by Dec. 1, 2023. The RSC consists of Fellows elected in three Academies (Academy I, Arts and Humanities; Academy II, Social Sciences; and Academy III, Science), Members of the College of New Scholars, Artists and Scientists, and institutional members from across Canada. There are currently more than 2,500 RSC Fellows, more than 400 members of the College, and more than 60 institutional members. There are three pathways to Fellowship in the Royal Society of Canada, including:

- **Fellows** are those with exceptional and original publications, intellectual achievements, and creative activities. Their achievements are in the arts, the humanities, the social sciences, and the sciences. They are either Canadian citizens or permanent residents of Canada for at least three years at the time of their nomination.

Distinguished professor: The Distinguished Professorship Program was created to **honour and celebrate outstanding achievement in research, scholarly, or artistic work** by University of Saskatchewan faculty or emeriti. Professors emeriti or current members of the University of Saskatchewan faculty possessing academic qualifications corresponding with an appointment at the rank of full professor are eligible for appointment to the distinguished professor position. The nomination deadline is October 15, 2023.

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

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USSU Report to University Council January 2023

Respected members of the University Council,

To start off, thank you so much to everyone here for continuing to create a University environment that fosters curiosity, collaboration, and community.

The first month of the Winter 2023 term has been nothing short of eventful! The various USSU executives have been busy tending to the needs of students within their respective portfolios. Within this report, we're excited to share some of the events, initiatives, and advocacy projects that we have been working on.

1. *Movie Night*

The USSU hosted a movie night, showcasing *The Grand Budapest Hotel*, on January 10th, 2023 in Arts 241. The movie night saw about _ students attend. Snacks and pop were provided to attendees. The movie night was a hit and the USSU is already working on planning another one later in the term. Thank you to all those that attended the event and we look forward to seeing you at the next one, if you didn't have the chance to attend we hope to see you at our next movie night!

2. *Bingo*

The USSU hosted a Bingo night on January 13th at Louis for a small fee of \$5. The Bingo night saw over 60 students participate and featured various prizes and a lot of food giveaways.

3. *Winter Welcome Week*

The USSU welcomed students back to campus in 2023 by hosting a Winter Welcome Week in the Arts tunnel, including a full slate of our campus groups and all that they have to offer for the Winter Term.

4. *Academic Awareness Week*

Academic Awareness Week took place from Monday, January 16th until Friday, January 20th, 2023. The week featured the USSU Academic Advocacy Office & Academic Relations Committee tabling in the North Concourse on Monday and Tuesday; providing students with the opportunity to learn more about USSU's academic advocacy services, ask questions about academic matters, and engage with fellow peers. On Wednesday, upper year students from a variety of Colleges tabled within North Concourse to answer various questions students had about programs, research opportunities, scholarships,

and general advice for studying at the University. Thursday featured an “ask me anything” on the @USSUEXEC Instagram page. VP Academic, Sharon Jacobs, engaged with students virtually to answer questions they had regarding anything Academic related. Lastly, Friday featured an Instagram takeover with VP Academic, Sharon Jacob, highlighting academic resources for students.

5. *Provosts Budget Recommendations*

The USSU Executive worked with the Members of the University Students' Council on recommendations to the Provost for a wide range of student priorities for the upcoming year in conjunction with the University Budget. Student priorities in the forthcoming budget and needs to create a long-term action plan to integrate the following recommendations.

- Safety
- Accessibility
- Affordability

Sincerely,

Abhineet Goswami
President



University of Saskatchewan Graduate Students' Association

GSA's Report to the University Council, January 2023

Dear Members of the University Council,

In this report, we present some initiatives that the GSA have completed or been working on, which include:

1. Holiday Hangout Events (December 28, 2022)

The GSA organized a very successful holiday hangout event on December 28, 2022. The goal was to offer the graduate students the opportunity to meet and greet at the GSA commons during the time of Christmas break. The GSA sends an open invitation to all graduate students via GSA newsletter and via standalone email announcement. The event was attended by 250 graduate students throughout the day. Because of 99 occupancy limits at a time at the GSA commons, the event was split into two sessions: 1) 10 am to 3 pm and 2) 3 pm to 8 pm. Breakfast, lunch, snacks, and dinner were provided for all graduate students. Students participated in many indoor games, including Uno, monopoly, dart board, carom, etc. Students highly appreciate the event and sincerely requested to continue organizing the Holiday Hangout event during the long holiday break of Christmas and New Year. The GSA solicited donations from its ally's well-wishers and stakeholders for the holiday hangout events and received \$1,250 in donations. The Holiday Hangout event cost GSA a little over \$5,000 and exceeded GSA's annual budget for the event. The GSA would appreciate post-event donations to compensate for its over-budget expenditure for the event if any university office wants to donate.



Picture 1: Graduate Students' Networking During Holiday Hangout Event



Picture 2: Graduate students participated in different indoor games during Holiday Hangout Event



Picture 3: The GSA served Breakfast, Lunch, and Dinner during the Holiday Hangout Events among all attended graduate students.

2. GSA Winter Orientation 2023 (January 11, 2023)

The GSA organized in person Winter Orientation on January 11, 2023, at the GSA commons. Professor Debby Burstyn, Dean of the College of Graduate and Post-Doctoral Studies (CGPS), attended the event and gave a welcome speech to the new graduate. The VP of Academic and Student Affairs provided a presentation that introduced all GSA services to the new graduates. Robyn Paches, Program Manager of Student Care, gave a presentation about health and dental

care. The GSA president speaks about academic and non-academic misconduct issues. The VP of Finance talked about UPASS, Scholarships, and Awards. The GSA distributed 150 SWAG bags among the graduate students from its own funding. Food and drinks were served among the orientation attendees.



Picture 4: GSA Winter Orientation, GSA Commons, January 11, 2023

3. Graduate Research Conference 2023 (January 17, 2023)

The GSA organized the 2023 Graduate Research Conference Poster Presentation on January 17, 2023, from 12:00 pm to 5:00 pm at the GSA Commons. The graduate research conference brings university of Saskatchewan graduate students of all disciplines under one roof and gives them a

platform to discuss their research with fellow graduate students. The Dean of CGPS, Professor Deby Burshtyn, gave an inauguration speech at the event.

The GSA is pleased to inform you that 54 graduate students registered for the 2023 research conference, and 45 presented their posters on the conference day. It is to be noted that the highest number of graduate students participated in the graduate research conference's recorded history. All submitted posters were accepted for presentation. GSA provides a poster stand at the GSA commons on the conference day for poster display. The posters were evaluated by ten postdoctoral fellows using a rubric. Two judges evaluated each poster to minimize unconcise bias during the evaluation process. Four students are selected for the best poster award. Prizes are valued at \$500 each. The four winning poster candidates will receive \$500 each as prize money. The GSA is grateful to the College of Graduate and Postdoctoral Studies (CGPS) for its financial support for the Graduate Research Conference 2023.



Picture 5: Graduate Research Conference 2023 post-presentation group picture



Picture 6: Different moments of the Graduate Research Conference 2023

4. Call for Winter Term GSA-CGPS Need-Based Bursary

The GSA advertised a call for applications for the 2023 Winter Term GSA-CGPS need-based on Wednesday, January 10, 2023, at 9:00 am and closed application submission Tuesday, January 31, 2023, at 4:30 pm.

5. GSA Elected a new Vice President of Indigenous and Engagement

The GSA is pleased to inform you that Avery Kewistep, a master's student at the Johnson Shoyama Graduate School of Public Policy (JSGS), has recently got elected as the Vice President of Indigenous and Engagement. It is to be noted that the Vice President of Indigenous and Engagement position has been empty since September 2022.

6. World Cup Football Watch Party with Breakfast (December 18, 2022, 8:30 am at GSA Commons)

The GSA organized the World Cup Football final match watch party for graduate students on December 18, 2022. The party was well attended by graduate students. Morning breakfasts, coffee, and hot chocolate were served to all attendees.



Picture 7: World Cup Football Watch Party with Breakfast, December 18, 2022

Mostofa Kamal

President, Graduate Students' Association (GSA)

University of Saskatchewan

Saskatoon, SK, CANADA

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Facebook: [UsaskGSA](#) | Twitter: [GSA_USask](#) | Instagram: [GSA_Usask](#)

Address: 1337 College Dr, Saskatoon, SK S7N 0W6

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

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: Degree-level certificates - Technical Innovation Certificates

MOTION: *It is recommended that Council approve the changes to the admissions qualifications for the degree-level certificates in Technical Innovation –New Product Market and in Technical Innovation – Leading Innovative Teams, effective May 2023.*

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Engineering is proposing two new certificate programs to be offered through the Ron and Jane Graham School of Professional Development: Technical Innovation – New Product Market and Technical Innovation – Leading Innovative Teams. These new certificates, proposed to be shorter options that will allow more students the opportunity to achieve credentials in these areas, are made up of components of the existing Technical Innovation Certificate. These smaller certificates, each totaling 13 credit units, will allow existing students as well as working professionals more flexibility in achieving these credentials.

The degree-level certificate in Technical Innovation – New Product Market will prepare students for new technological product development and the degree-level certificate in Technical Innovation – Leading Innovative Teams will prepare students to be team leaders in managing the implementation of new technologies and organizational changes. Both certificates will focus on developing strategies for effective engagement with stakeholders and will cultivate an interdisciplinary approach.

CONSULTATION:

The Academic Programs Committee reviewed the proposed programs at its December 14, 2022 meeting and voted to recommend that Council approve these programs.

ATTACHMENTS:

- 1. Proposal for Academic or Curricular Change – Technological Innovation Certificate – New Product Market and Technological Innovation Certificate – Leading Innovative Teams.**

Consultation with the Registrar Form

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

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

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

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

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

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

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

Technological Innovation Certificate-Leading InnovativeTeams (maximum of 60 characters) - this is the description that displays on a student's official transcript

Tech Innov Cert-LeadInnovTeams (maximum of 30 characters)

TICLIT - suggested credential code with the above 30 character description

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

Cert.

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

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

Degree

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

TICL - InTechInnovCert-LeadInnovTeams

Code is maximum of 4 characters

Description is maximum of 30 characters

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

EN [Engineering]

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

N/A

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

TECI [Technical Innovation] - currently exists in student system

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?

Technological Innovation Certificate-Leading InnovativeTeams (maximum of 60 characters)

Tech Innov Cert-LeadInnovTeams (maximum of 30 characters)

TICLIT - suggested credential code with the above 30 character description

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

Tech Innov Cert-LeadInnovTeams (maximum of 30 characters)

TIC-LIT - suggested program code with the above 30 character description

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

N/A

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

College of EN [EN] / School of Professional Development [SPD]

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information

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

No

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

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

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

Yes ☐ No ☐

If NO, please describe.

- 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

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

Yes

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

YYYY09 [September term] or YYYY01 [January term]

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

YYYY09 term has a deadline of June 30; YYYY01 term has a deadline of November 15

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

Only one major attached to the program

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?

Refer to the School of Professional Development

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

Yes

9 What is the application deadline?

Information in 3. above

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

- Proficiency in English.
- Completed at least 60 credit units of post secondary studies.
- Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.

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.)

Competitively ranked based upon average and must meet the admission qualifications above.

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

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

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

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

16 Will the standard application fee apply?

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

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

Yes ☒ No ☐

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

Fall Convocation 2023

4

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

Anticipate about 10 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202305 [May 2023]

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

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

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

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

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

* See attached documents for further details

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

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):

Draft Catalogue Entry

Technological Innovation Certificate – Leading Innovative Teams

Admission Requirements

To apply, prospective students will be required to apply through the centrally administered online application system. Prospective students can be admitted into the program in either fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th).

Prospective students will be competitively ranked (based upon average) and must meet these criteria:

- Completed at least 60 credit units of post-secondary studies
- Minimum average of 60% on 18 or more transferable units from a recognised and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- Proficiency in English.

Program of Study

The Certificate in Technological Innovation – Leading Innovative Teams (CTI-LIT) program is a certificate that prepares students for being a team leader in managing implementing new technologies and managing the organizational changes. The program cultivates in the students the strategic mindset to assess an organization's capacity for innovation, to engage effectively with key stakeholders, and to shape their organization so that they can continuously build and commercialize valuable innovations. The program consists of five courses (12 credits). All courses within the program have a organizational management focus. The program is jointly delivered by the Ron and Jane Graham School of Professional Development, College of Engineering and Edwards School of Business.

Registration in the Certificate is available to undergraduate students who are enrolled in engineering degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete the required courses listed below.

For more information please refer to the Tech Innovation Program website:

<https://researchgroups.usask.ca/tech-innovation/index.php>

Course information

All required courses and most of the elective course in the Certificate in Technological Innovation program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Certificate in Technological Innovation – Leading Innovative Teams

Program Requirements (13 credit units)

Required Courses (10 credits)

- GE 451.1 Intellectual Property Fundamentals

- COMM 205.3 Introduction to Operations Management
- GE 348.3 Engineering Economics
- GE 450.3 Technology Innovation Management (Capstone)

Elective Courses (3 credits)

- COMM 201.3 Introduction to Financial Accounting
- COMM 211.3 Human Resource Management
- COMM 340.3: Introduction to International Business
- COMM 347.3: Indigenous Business in Canada
- COMM 368.3: Entrepreneurial Finance and Venture Capital
- RCM 404.3 Leadership as Communication
- RCM 409.3 Negotiation as Rhetorical Practice
- COMM 495.3 Supply Chain Management
- GE 431.3 Engineering Entrepreneurship

Optional Course and Extracurricular Activities

Students may find the following courses useful to complete as additional learning experiences:

- GE 495.6 Technological Innovation Capstone Design
- GE 496.3 Technological Innovation Design
- Engineering Co-op Internship Program with a Startup Company Saskatchewan Innovation Growth and Market Accelerate (SIGMA) Educational Skill Accelerator Co-Curriculum Check



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Technological Innovation Certificate – New Product Market

Degree(s): Undergraduate Degree Level Certificate

Field(s) of Specialization: Technology innovation

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Tate Cao, TIC coordinator, Ron and Jane
Graham School of Professional Development, tate.cao@usask.ca, 306-966-2135

Proposed date of implementation: September 2023

Proposal Document

1. Academic justification:

Motivation

First of its kind in Canada, the Ron and Jane Graham School of Professional Development was founded in 2012. The initial focus of the school was to develop and foster better “soft” skills in the engineering students, particularly communication skills. The school took over the coordination of the Engineering Entrepreneurship Option (EEO) in 2015. The EEO was implemented in 2009 in collaboration with the Edwards School of Business. It is an undergraduate engineering program that consists of seven courses. In 2019, the program was redesigned based on market research and student feedback to the Technological Innovation Certificate (TIC) that contains 10 courses in a total of 29 credits. The new program is open to a broader audience and has a stronger focus on Innovation and Design to better meet the needs for technological-based entrepreneurship. The field of technological innovation is relatively new to Canada. However, based on the report from

Kauffman Foundation from United States, it is important to recognize and differentiate technological innovation-based entrepreneurship and regular entrepreneurship¹.

The proposed short certificates will convert the current certificate into two Short Certificates in

- New Product Market (TI-NPM)
- Leading Innovative Team (TI-LIT)

The mini certificates will be offered along with the current Tech Innovation Certificate. The goal is to better facilitate students to formal credentials in these areas. The certificates provided students with the option to complete the program post-graduation if they so desired and opened the credential to students who are practicing professionals. The short certificate with five courses will make it easier for students to commit to this new area of study and to complete a given programme prior to graduation. At the same time, recent alumni and professionals seeking to add a credential will find a shorter program more convenient to coordinate with their professional and academic commitments. Students who see benefits of the mini certificate may choose to complete the full Technological Innovation Certificate instead.

Furthermore, it was identified in the historical data that few international or Aboriginal students participated in these certificates, meanwhile, many international and Aboriginal students participated in startup businesses. High cost and time commitment were identified as a barrier. The shorter certificate will be more accessible for these underrepresented student groups, contributing to the Equity, Diversity and Inclusion (EDI) mission in both College of Engineering and economic opportunities.

Thematically focused short certificates bring benefits to the marketability of the programme. Students can choose a credential or credentials which reflect their interests and aspirations. The nature of the expertise gained from the training will be more apparent to potential employers compare to the case with a more general certificate. This will allow the School of Professional Development to strengthen its presence as a provider of professional services in the local market. By clearly signaling the nature of a given credential to industry audiences and local incubators, the SoPD can differentiate itself with Value creation and further the university's involvement in the local professional development. The same transparency of content will also assist in marketing the Certificate to students and prepare them for more specialized and personalized participation in professional and personal development.

¹ Aulet, W., & Murray, F. (2013). A tale of two entrepreneurs: Understanding differences in the types of entrepreneurship in the economy. *Available at SSRN 2259740*.

These shorter certificates will allow students participating in existing extracurricular activities offered by College of Engineering, including award winning SIGMA Educational Skill Accelerator program².

Given the courses included in the short certificates already exist, the School of Professional Development has already gained experience in delivering training in these areas to undergraduates and professionals.

Strategic Alignment

College

College of Engineering identified in its strategic plan the guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The new certificates support these principles with increased accessibility and unique experiential learning opportunities. They will transform how students understand the relevance of innovation and team management to their education, careers, professional and personal development. Both certificates will **cultivate innovation** by providing students with broader skill sets through diverse knowledge and experiential learning. These certificates will increase the overall participation of innovation both in startup communities and established companies, it will **deliver value** to community and industry by equipping students with knowledge, skills and passion for implementing and leading innovative initiatives. Through the participation of course offerings by Edwards School of Business, we will foster in students the appreciation and **build respect** of diverse perspectives and skills of different disciplines. And lastly, the increased access will equip potential student innovators with necessary knowledge, skills and other additional support provided by the program (such as access to funding through SIGMA program and mentorship from Executive in Residence and Entrepreneur in Residence). It will allow our graduates to have a higher change to be successful entrepreneurs or intrapreneurs. The alumni will join the courses as guest speakers and community supporters to encourage and **inspire success**.

University

The University Plan 2025 has been given “the name nīkānītān manācihitowinihk in Cree and ni manachīthitonaan in Michif which translates as ‘Let us lead with respect’. The short certificates align with the heart of the university’s plan. Each of the streams was created to inspire students to explore their **courageous curiosity** on the topic of innovation, either as an entrepreneur of a startup company or an intrapreneur in an established company. The certificates provides opportunities for students from different backgrounds (particularly

² SREDA (2021) 7shifts, Brillist, SalonScale and the U of S win awards, <https://sreda.com/7shifts-brillist-salonscale-and-the-u-of-s-win-awards/>

engineering and business) to explore ***boundless collaboration*** and form ***inspired communities*** both through classroom setting and social opportunities associated with such exposures. These opportunities will allow students to understand how they can be involved in innovation and see how interdisciplinary collaboration fosters innovation.

Environmental Scan

Three environmental scan was conducted to better understand the current practices of engineering entrepreneurship education in Canada. In 2020, the program coordinator initiated and established a focus group on Engineering Entrepreneurship and Technological Innovation through Canadian Engineering Education Association (CEEA). Interviews were conducted to understand the current practice in Canadian Engineering Entrepreneurship Education (CEEA) (Published, CEEA 2020)³. In 2022, SoPD hired a graduate student to collect information on program offerings based on the previous work and a similar report from University of Toronto. In this round of scan, similar programs in ninety-seven (97) Canadian Higher Education institutes were examined using keywords “entrepreneur”, “entrepreneurship”, “innovation”, “product”, “leadership”, and “management” on the institutions’ websites. Later in summer 2022, another student sponsored by Mitacs continued analyzing the information collected by identifying similar programs offerings and their uniqueness by conducting data analysis and conducting further interviews with program managers (accepted, CCSBE 2022).

Due to innovation is important for many disciplines, only programs that focus on the technological innovation and engineering entrepreneurship are considered as equivalent or similar for the purpose of this proposal.

Comparable Programs in Saskatchewan

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the Short Certificates focusing on New Product Market (TI-NPM) and Leading Innovative Teams (TI-LIT) should generate little to no curricular duplication within the province. University of Regina offers a Certificate in Ideation, Creativity and Entrepreneurship that is for general small business without focus on the technological innovation. No similar program was identified. Within University of Saskatchewan, no similar program was identified besides the Technological Innovation program.

Comparable Programs Across Canada

An environmental scan of post-secondary education institutions across Canada (university level only) found only ** institutions offering undergraduate level of certificates for

³ Cao, T. N., Bubbar, K., Chang, W. H., Meister, D., Laguë, C., Fisher, A., ... & Villaume, F. (2020). A Snapshot of Entrepreneurship Education at Canadian Engineering Schools—A Representative Overview from EETI SIG Members. *Proceedings of the Canadian Engineering Education Association (CEEA)*.

engineering students. These certificates contain different range of credit, however, 9-15 credit units is the most common.

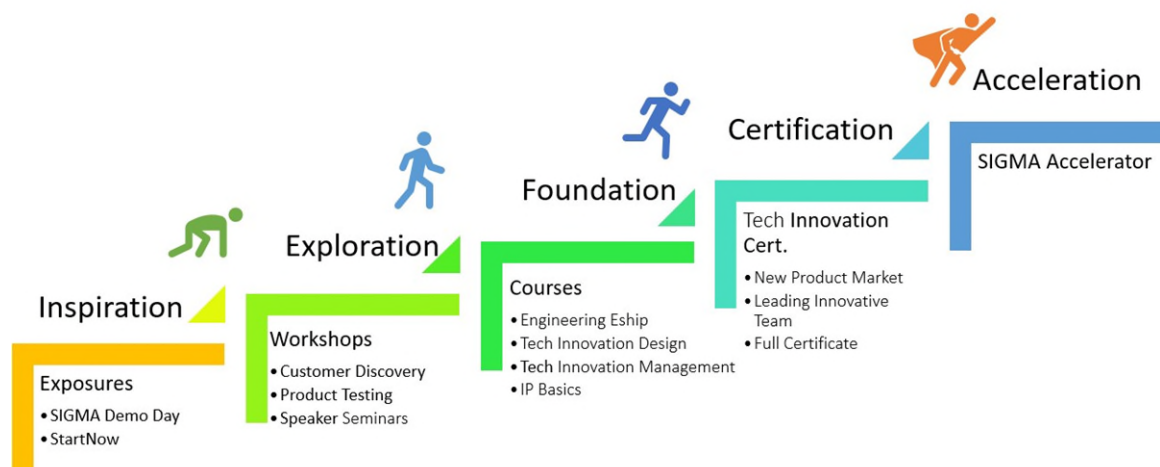
- University of Calgary offers a 3 Tier Engineering Entrepreneurship Certificate for Engineering students. The program has a focus on product design in its Tier 2. The program is not for credit.
- University of Alberta offers a 12 credits Certificate in Innovation and Entrepreneurship for the whole campus.
- McMaster University offers a Minor in Innovation that is jointly offered by the Faculty of Engineering, the DeGroote School of Business and Forge Startup Incubator. The program is open to all university students at McMaster and focuses on Sprint and Pitching skills. It requires 12 units of credits to complete.
- University of New Brunswick offers a Diploma in Technology Management and Entrepreneurship (TME) that targets undergraduates and working professionals. It contains five courses and has a similar focus on product development through Product Design and Development (TME 4025).
- York University offers a Bergeron Entrepreneurs in Science and Technology (BEST) program that features a certificate program. The program contains eight courses with a focus on product development and technology adoption. It is worth noting that seven out of the eight courses in the program are also part of the engineering students' degree program.
- University of Waterloo offers an Entrepreneurship Option in Engineering. It is a six-course option that builds around Finance and Strategy.
- University of Toronto offers a Certificate in Entrepreneurship, Innovation and Small Business for engineering students. It requests one Economics courses and two electives focusing on management.
- Queen's University offers a Innovation Stream that focuses on business model and technology, but it is only for its Electrical and Computer Engineering students.
- University of Ottawa offers a Master's in Engineering Entrepreneurship, undergraduate courses and an entrepreneurship co-op with a design focus for engineering students. No undergraduate certificate was identified.
- Western University offers an Engineering Leadership and Innovation Certificate that contains three courses focusing on leadership.

- McGill offers a 18 credit Certificate on Technological Entrepreneurship by Faculty of Engineering and Management. It centres around business planning.

From the environmental scan, only University of New Brunswick, York University and McMaster University offers programs that centers around product design and integrated with an academic incubator. All the certificates identified allows students to complete with 3-8 courses.

Competitive Advantage

The proposed Short Certificates in Technological Innovation have a competitive advantage in being of value both for undergraduate students taking courses for credit, and for professionals seeking training in specific skills and professional development. The strength of these certificates lies in their rigour as an academic programme, and their integration with co-curricular activities offered by Ron and Jane Graham School of Professional Development. Each certificate features a suite of five full-term courses, taught by fully qualified faculty members from College of Engineering and Edwards School of Business. Moreover, the courses center around two unified themes to address the common themes of Product Market Fit and Team Management, two common issues identified by numerous academic research. The certificates will allow the technical students to explore the area of innovation and entrepreneurship in the specific context of how technology interacts with market and how to manage a technology with a innovative and diverse team. Furthermore, the certificates features engineering courses focusing on project based experiential learning, as well as resources such as Entrepreneur in Residence and Executive in Residence. The students will learn while they apply their skills in a team setting. Selected teams will have opportunities to take their journey further into SIGMA Accelerator. Such integration is unique and innovative in Saskatchewan and Canada. The certificate can be stacked or converted into Technological Innovation Certificate if students choose to do so.



2. Admissions

To apply, prospective students will be required to apply through the centrally administered online application system. Prospective students can be admitted into the program in either fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th).

Prospective students will be competitively ranked (based upon average) and must meet these criteria:

- 1 Completed at least 60 credit units of post-secondary studies
- 1 60% Minimum average of 60% on 18 or more transferable units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English

3. Description of the program

Certificate in Technological Innovation – New Product Market

Draft Calendar Entry

The Certificate in Technological Innovation – New Product Market (CTI-NPM) program is a certificate that prepares students for new technological product development, an essential skill for entrepreneur and product managers. The program cultivates an interdisciplinary and a customer focused mindset in product development practice. In particular, the students will develop skills in the practice of marketing research and product definition. The program consists of five courses (12 credits). All courses within the program have a product-market focus. The program is jointly delivered by the Ron and Jane Graham School of Professional Development, College of Engineering and Edwards School of Business.

Registration in the Certificate is available to undergraduate students who are enrolled in engineering degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete the required courses listed below.

For more information please refer to the Tech Innovation Program website: <https://research-groups.usask.ca/tech-innovation/index.php>

Course information

All required courses and most of the elective course in the Certificate in Technological Innovation program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Program Requirements

Required Courses (10 credits)

GE 490.1 Guest Seminar Series
COMM 204.3 Introduction to Marketing
GE 348.3 Engineering Economics
GE 431.3 Engineering Entrepreneurship (Capstone)

Elective Courses (3 credits)

COMM 211.3 Human Resource Management
COMM 205.3 Introduction to Operations Management
COMM 304.3 Business Law
COMM 354.3 Consumer Behaviour
GE 450.3 Technology Innovation Management
COMM 358.3 Sales Management
RCM 400.3 Rhetorical Theory and Practice of Persuasion
RCM 404.3 Leadership as Communication
RCM 401.3 Oral Rhetoric

Optional Course and Extracurricular Activities

GE 495.6 Technological Innovation Capstone Design
GE 496.3 Technological Innovation Design
GE 451.1 Intellectual Property Fundamentals
Saskatchewan Innovation Growth and Market Accelerate (SIGMA)
Educational Skill Accelerator Co-Curriculum Check

Program Admissions

Prospective students will be required to submit an application for admission online through the centrally administered online application system. Prospective students can be admitted into the certificate program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions will continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

Admission Qualifications

Regular Admission

- 1 Completed at least 60 credit units of post-secondary studies
- 1 Minimum average of 60% on 18 or more transferable units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English

Selection Criteria

Regular Admission: Academic average – 100% weighting

Competitive ranked admission (top down average) is in place to manage enrolment in the college.

Categories of Applicants

Regular Admission

Admission is based on the successful completion of at least 60 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60% in the most recent 18 credit units of completed coursework.

Alignment with the USask Learning Charter

The new short certificates will continue to align the programs' objectives with the USask Learning Charter. Each of these short certificates, along with the existing Technological innovation Certificate, contributes to the five learning pursuits outlined in the Charter.

In the Learning Charter, the learning pursuit of "truth and understanding" requires that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams". Tech innovation courses require students to analyze real life problems and work in groups to resolve difficult problems with innovative solutions. The course work requires students to practice using the theory presented to help solve real life challenges and problems in a practical setting from both technological and business perspectives.

The pillar of "the pursuit of knowledges" encourages students to "[understand] how one's subject area may intersect with related disciplines, perspectives, and worldviews." The practice of technological innovation requires the students to use their technical training to work with students from other disciplines, business in particular, to understand customer needs and the contextual background for the problem they are solving. It will help students to draw on the body of theory that is related to entrepreneurship and team management such as sociology, psychology, leadership, and rhetoric.

With a commitment to "the pursuit of integrity and respect," students should be learning to "exercise intellectual integrity and ethical behaviour." The courses and faculty consistently emphasize the ethical considerations are crucial to new technologies introductions and team leadership. The students are required to demonstrate their integrity and show respect as they work with students from other disciplines and with potential customers from different cultural and social backgrounds.

In the "pursuit of skills and practices," students will work on "developing and applying appropriate skills of research, inquiry and knowledge creation and translation" and "communicating clearly, substantively, and persuasively in different contexts." This goal is at the heart of our Certificates. The students are required to understand the problems they are facing and to communicate their solutions to the faculty, potential customers and clients clearly.

Finally, the Learning Charter asks students to engage in “individual and community pursuits” by “committing to positive growth and change for oneself and for local, national and global communities.” In essence, the Certificates prepare students to be Problem Solvers for the betterment of the local, national and global community.

The certificates prepare students for the challenges facing technological innovators as either a potential entrepreneur or an intrapreneur within an established organization. The students will be exposed to new knowledge and skills and practice their learnings in diverse contexts. The

certificates will provide students the opportunity to pursue all of the goals outlined in the university's learning charter.

4. Consultation

The new proposed short certificates will be the bridge between regular engineering programs and current Technological Innovation Certificate. The certificate will allow engineering students to explore their passion and curiosity of innovation and entrepreneurship before committing to a larger certificate. The knowledge and skills can scaffold between these certificates.

In the summer of 2020, the SoPD hired a graduate student to conduct phone interviews and surveys of the alumni of Engineering Entrepreneurship Option, the precursor to of the Technological innovation Certificate.

Make the program more accessible to the students

Offering short certificates will ensure that students can easily complete at least one certificate without a significant change to their degree progress.

Make the value of the certificate clearer to both students and potential employers

Many alumni identified their biggest take away from the program is its boost on their professional careers. The short certificates are named with a specialization that can target students with different needs and different career interests.

More real-life application than theory

The focus areas of each certificate will allow us to develop assignments and experiential learning experiences that better serves students. Furthermore, the students identified the needs of skills such as team management, sales, negotiation, conflict resolution and oral communication. The short certificate will provide such focus and allow students to take advantages of SoPD's other certificates that focus on these skills.

Once a draft proposal was developed, stakeholders such as the Edwards School of Business, Opus, Co.Labs, and SaskTech were consulted.

The short certificates will provide opportunities for further study for students in Engineering. GE348 is a required course for all Engineering students. The short certificates will attract students and alumni who are looking for additional training and professional development with two or three more courses.

5. Budget

The Technological Innovation Certificate was developed in 2018. The two mini certificates proposed in this new proposal require only the resources are already in place. There are no additional startup resources required. A combined budget for the Technological Innovation

Certificate, Technological Innovation – New Product Market, and Technological Innovation – Team Building is provided, as one Certificate will not be offered without the other.

Tuition revenues generated by the new certificate programs will be allocated based on the Transparency Activity-Based System (TABBS) model at the University of Saskatchewan. As a result, the College of Engineering will retain 25% of tuition generated by COMM courses in the program, and 100% of revenue generated by GE and RCM courses in the program. Edwards School of Business will retain 75% of tuition generated by COMM courses.

It is worth noting that La Borde Chair funding, Prairie Canada Economic Development Agency and Innovation Saskatchewan had provided funding for the experiential learning portion of the program. Additional funding will be secured through collaboration with Prairie Can, Innovation Saskatchewan and other stakeholders.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

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



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Technological Innovation Certificate – Leading Innovative Teams

Degree(s): Undergraduate Degree Level Certificate

Field(s) of Specialization: Technology innovation

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Tate Cao, TIC coordinator, Ron and Jane
Graham School of Professional Development, tate.cao@usask.ca, 306-966-2135

Proposed date of implementation: September 2023

Proposal Document

1. Academic justification:

Motivation

First of its kind in Canada, the Ron and Jane Graham School of Professional Development was founded in 2012. The initial focus of the school was to develop and foster better “soft” skills in the engineering students, particularly communication skills. The school took over the coordination of the Engineering Entrepreneurship Option (EEO) in 2015. The EEO was implemented in 2009 in collaboration with the Edwards School of Business. It is an undergraduate engineering program that consists of seven courses. In 2019, the program was redesigned based on market research and student feedback to the Technological Innovation Certificate (TIC) that contains 10 courses in a total of 29 credits. The new program is open to a broader audience and has a stronger focus on Innovation and Design to better meet the needs for technological-based entrepreneurship. The field of technological innovation is relatively new to Canada. However, based on the report from

Kauffman Foundation from United States, it is important to recognize and differentiate technological innovation-based entrepreneurship and regular entrepreneurship¹.

The proposed short certificates will convert the current certificate into two Short Certificates in

- New Product Market (TI-NPM)
- Leading Innovative Team (TI-LIT)

The mini certificates will be offered along with the current Tech Innovation Certificate. The goal is to better facilitate students to formal credentials in these areas. The certificates provided students with the option to complete the program post-graduation if they so desired and opened the credential to students who are practicing professionals. The short certificate with five courses will make it easier for students to commit to this new area of study and to complete a given programme prior to graduation. At the same time, recent alumni and professionals seeking to add a credential will find a shorter program more convenient to coordinate with their professional and academic commitments. Students who see benefits of the mini certificate may choose to complete the full Technological Innovation Certificate instead.

Furthermore, it was identified in the historical data that few international or Aboriginal students participated in these certificates, meanwhile, many international and Aboriginal students participated in startup businesses. High cost and time commitment were identified as a barrier. The shorter certificate will be more accessible for these underrepresented student groups, contributing to the Equity, Diversity and Inclusion (EDI) mission in both College of Engineering and economic opportunities.

Thematically focused short certificates bring benefits to the marketability of the programme. Students can choose a credential or credentials which reflect their interests and aspirations. The nature of the expertise gained from the training will be more apparent to potential employers compare to the case with a more general certificate. This will allow the School of Professional Development to strengthen its presence as a provider of professional services in the local market. By clearly signaling the nature of a given credential to industry audiences and local incubators, the SoPD can differentiate itself with Value creation and further the university's involvement in the local professional development. The same transparency of content will also assist in marketing the Certificate to students and prepare them for more specialized and personalized participation in professional and personal development.

¹ Aulet, W., & Murray, F. (2013). A tale of two entrepreneurs: Understanding differences in the types of entrepreneurship in the economy. *Available at SSRN 2259740*.

These shorter certificates will allow students participating in existing extracurricular activities offered by College of Engineering, including award winning SIGMA Educational Skill Accelerator program².

Given the courses included in the short certificates already exist, the School of Professional Development has already gained experience in delivering training in these areas to undergraduates and professionals.

Strategic Alignment

College

College of Engineering identified in its strategic plan the guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The new certificates support these principles with increased accessibility and unique experiential learning opportunities. They will transform how students understand the relevance of innovation and team management to their education, careers, professional and personal development. Both certificates will **cultivate innovation** by providing students with broader skill sets through diverse knowledge and experiential learning. These certificates will increase the overall participation of innovation both in startup communities and established companies, it will **deliver value** to community and industry by equipping students with knowledge, skills and passion for implementing and leading innovative initiatives. Through the participation of course offerings by Edwards School of Business, we will foster in students the appreciation and **build respect** of diverse perspectives and skills of different disciplines. And lastly, the increased access will equip potential student innovators with necessary knowledge, skills and other additional support provided by the program (such as access to funding through SIGMA program and mentorship from Executive in Residence and Entrepreneur in Residence). It will allow our graduates to have a higher change to be successful entrepreneurs or intrapreneurs. The alumni will join the courses as guest speakers and community supporters to encourage and **inspire success**.

University

The University Plan 2025 has been given “the name nīkānītān manācihitowinihk in Cree and ni manachīthitonaan in Michif which translates as ‘Let us lead with respect’. The short certificates align with the heart of the university’s plan. Each of the streams was created to inspire students to explore their **courageous curiosity** on the topic of innovation, either as an entrepreneur of a startup company or an intrapreneur in an established company. The certificates provides opportunities for students from different backgrounds (particularly

² SREDA (2021) 7shifts, Brillist, SalonScale and the U of S win awards, <https://sreda.com/7shifts-brillist-salonscale-and-the-u-of-s-win-awards/>

engineering and business) to explore ***boundless collaboration*** and form ***inspired communities*** both through classroom setting and social opportunities associated with such exposures. These opportunities will allow students to understand how they can be involved in innovation and see how interdisciplinary collaboration fosters innovation.

Environmental Scan

Three environmental scan was conducted to better understand the current practices of engineering entrepreneurship education in Canada. In 2020, the program coordinator initiated and established a focus group on Engineering Entrepreneurship and Technological Innovation through Canadian Engineering Education Association (CEEAA). Interviews were conducted to understand the current practice in Canadian Engineering Entrepreneurship Education (CEEAA) (Published, CEEAA 2020)³. In 2022, SoPD hired a graduate student to collect information on program offerings based on the previous work and a similar report from University of Toronto. In this round of scan, similar programs in ninety-seven (97) Canadian Higher Education institutes were examined using keywords “entrepreneur”, “entrepreneurship”, “innovation”, “product”, “leadership”, and “management” on the institutions’ websites. Later in summer 2022, another student sponsored by Mitacs continued analyzing the information collected by identifying similar programs offerings and their uniqueness by conducting data analysis and conducting further interviews with program managers (accepted, CCSBE 2022).

Due to innovation is important for many disciplines, only programs that focus on the technological innovation and engineering entrepreneurship are considered as equivalent or similar for the purpose of this proposal.

Comparable Programs in Saskatchewan

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the Short Certificates focusing on New Product Market (TI-NPM) and Leading Innovative Teams (TI-LIT) should generate little to no curricular duplication within the province. University of Regina offers a Certificate in Ideation, Creativity and Entrepreneurship that is for general small business without focus on the technological innovation. No similar program was identified. Within University of Saskatchewan, no similar program was identified besides the Technological Innovation program.

Comparable Programs Across Canada

An environmental scan of post-secondary education institutions across Canada (university level only) found only ** institutions offering undergraduate level of certificates for

³ Cao, T. N., Bubbar, K., Chang, W. H., Meister, D., Laguë, C., Fisher, A., ... & Villaume, F. (2020). A Snapshot of Entrepreneurship Education at Canadian Engineering Schools—A Representative Overview from EETI SIG Members. *Proceedings of the Canadian Engineering Education Association (CEEAA)*.

engineering students. These certificates contain different range of credit, however, 9-15 credit units is the most common.

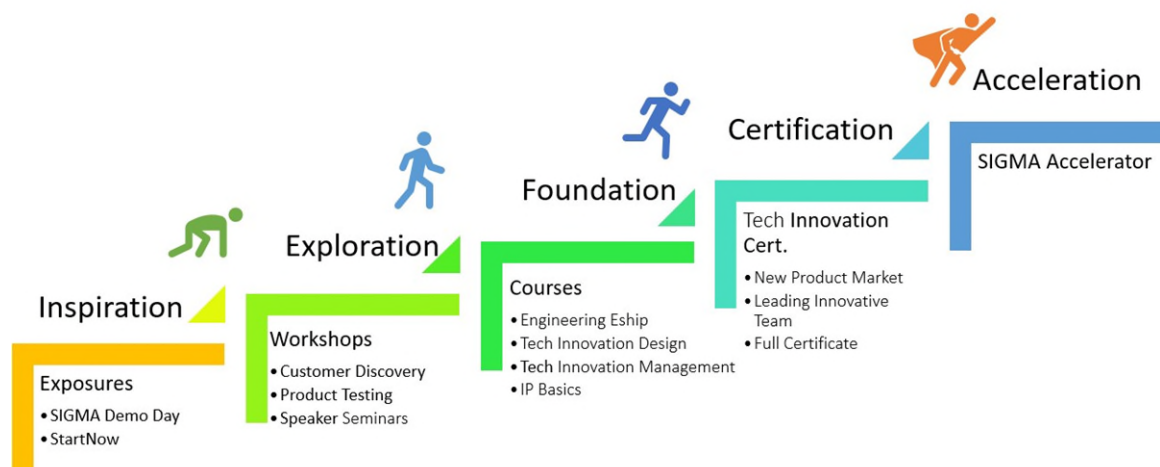
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From the environmental scan, only University of New Brunswick, York University and McMaster University offers programs that centers around product design and integrated with an academic incubator. All the certificates identified allows students to complete with 3-8 courses.

Competitive Advantage

The proposed Short Certificates in Technological Innovation have a competitive advantage in being of value both for undergraduate students taking courses for credit, and for professionals seeking training in specific skills and professional development. The strength of these certificates lies in their rigour as an academic programme, and their integration with co-curricular activities offered by Ron and Jane Graham School of Professional Development. Each certificate features a suite of five full-term courses, taught by fully qualified faculty members from College of Engineering and Edwards School of Business. Moreover, the courses center around two unified themes to address the common themes of Product Market Fit and Team Management, two common issues identified by numerous academic research. The certificates will allow the technical students to explore the area of innovation and entrepreneurship in the specific context of how technology interacts with market and how to manage a technology with a innovative and diverse team. Furthermore, the certificates features engineering courses focusing on project based experiential learning, as well as resources such as Entrepreneur in Residence and Executive in Residence. The students will learn while they apply their skills in a team setting. Selected teams will have opportunities to take their journey further into SIGMA Accelerator. Such integration is unique and innovative in Saskatchewan and Canada. The certificate can be stacked or converted into Technological Innovation Certificate if students choose to do so.



2. Admissions

To apply, prospective students will be required to apply through the centrally administered online application system. Prospective students can be admitted into the program in either fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th).

Prospective students will be competitively ranked (based upon average) and must meet these criteria:

- 1 Completed at least 60 credit units of post-secondary studies
- 1 Minimum average of 60% on 18 or more transferable units from a recognised and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English.

3. Description of the program

Certificate in Technological Innovation – Leading Innovative Teams

Draft Calendar Entry

The Certificate in Technological Innovation – Leading Innovative Teams (CTI-LIT) program is a certificate that prepares students for being a team leader in managing implementing new technologies and managing the organizational changes. The program cultivates in the students the strategic mindset to assess an organization's capacity for innovation, to engage effectively with key stakeholders, and to shape their organization so that they can continuously build and commercialize valuable innovations. The program consists of five courses (12 credits). All courses within the program have a organizational management focus. The program is jointly delivered by the Ron and Jane Graham School of Professional Development, College of Engineering and Edwards School of Business.

Registration in the Certificate is available to undergraduate students who are enrolled in engineering degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete the required courses listed below.

For more information please refer to the Tech Innovation Program website: <https://research-groups.usask.ca/tech-innovation/index.php>

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Program Requirements

Required Courses (10 credits)

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COMM 205.3 Introduction to Operations Management
GE 348.3 Engineering Economics
GE 450.3 Technology Innovation Management (Capstone)

Elective Courses (3 credits)

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COMM 211.3 Human Resource Management
COMM 340.3: Introduction to International Business
COMM 347.3: Indigenous Business in Canada
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Regular Admission: Academic average – 100% weighting

Competitive ranked admission (top down average) is in place to manage enrolment in the college.

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The short certificates will provide opportunities for further study for students in Engineering. GE348 is a required course for all Engineering students. The short certificates will attract students and alumni who are looking for additional training and professional development with two or three more courses.

5. Budget

The Technological Innovation Certificate was developed in 2018. The two mini certificates proposed in this new proposal require only the resources are already in place. There are no additional startup resources required. A combined budget for the Technological Innovation

Certificate, Technological Innovation – New Product Market, and Technological Innovation – Team Building is provided, as one Certificate will not be offered without the other.

Tuition revenues generated by the new certificate programs will be allocated based on the Transparency Activity-Based System (TABBS) model at the University of Saskatchewan. As a result, the College of Engineering will retain 25% of tuition generated by COMM courses in the program, and 100% of revenue generated by GE and RCM courses in the program. Edwards School of Business will retain 75% of tuition generated by COMM courses.

It is worth noting that La Borde Chair funding, Prairie Canada Economic Development Agency and Innovation Saskatchewan had provided funding for the experiential learning portion of the program. Additional funding will be secured through collaboration with Prairie Can, Innovation Saskatchewan and other stakeholders.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

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

University	College	Degree Type	Level	Major	Certificate	Bachelor	Master	Phd	MBA	Program Name	Number of Courses	Number of Credit	Program Focus	Link	Program Information	Search Term Used	Curriculum Ratio	Interpretations	Link of C	
Saskatchewan																				
	Engineering	Certificate	Undergraduate		1					Professional Communication Leadership and Negotiation	3	9	The Certificate in Professional Communication: Leadership and Negotiation (CPC-LN) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. In particular, students will develop skills in the interpersonal practice of leadership and negotiation as persuasive communication. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the Ron and Jane Graham School of Professional	https://programs.usask.ca/engineering/professional-communication-leadership-negotiation/index.php	Registration in the Certificate in Professional Communication: Leadership and Negotiation is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM 495.3 Leadership as Communication, RCM 499.3 Negotiation as Rhetorical Practice, and one of either: RCM 402.3 Interpersonal Communication and Rhetoric or RCM 495.3 Rhetorical Peer Mentorship.	Leadership	1.00	Fully Business related courses	https://programs.usask.ca/engineering/professional-communication-leadership-negotiation/index.php	
	Engineering	Certificate	Undergraduate		1					Technological Innovation	9	26	The Technological Innovation Certificate program introduces students to business fundamentals and to the processes necessary to design and commercialize technologically innovative solutions. Students who complete the program will have the knowledge, skills, and abilities necessary to identify good problems involving tech innovation opportunities, to design solutions to those problems, and to commercialize their innovations.	https://programs.usask.ca/engineering/tech-innovation-cert/index.php		Innovation	0.63	9 required credit units are tech related, 1 of 8 electives are tech related, up to 3 credits	https://catalogue.usask.ca/pg-450	
	Education	PhD	Graduate					1		Educational Leadership	10	30		https://programs.usask.ca/grad-studies/educational-leadership/index.php#DegreeRequirements		Leadership	1.00	Fully Business related courses	https://programs.usask.ca/grad-studies/educational-leadership/index.php#DegreeRequirements	
	Public Administration	Certificate	Graduate		1					Science and Innovation Policy	3	9	The Graduate Certificate in Science and Innovation Policy provides students with a foundation in science and innovation policy theory, methodology and practical policy applications. Students will develop analytical skills and gain a solid understanding of the basics of science and innovation policy. This certificate will be of interest to those who want to increase their understanding of key policy issues in science and innovation and those already in the science and innovation space who want to gain skills in policy analysis.	https://programs.usask.ca/grad-studies/science-innovation-policy-cert/index.php#AdmissionRequirements	The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Public Administration (M.P.A.). Courses completed for one Graduate Certificate may not be used toward another certificate.	Innovation	1.00	Fully Business related courses	https://programs.usask.ca/grad-studies/science-innovation-policy-cert/index.php#AdmissionRequirements	
Business Administration	Certificate	Undergraduate		1						Leadership	3	9		https://programs.usask.ca/grad-studies/leadership-cert/index.php#AdmissionRequirements		Leadership	1.00	Fully Business related courses	https://programs.usask.ca/grad-studies/leadership-cert/index.php#AdmissionRequirements	
Campion College	none																			
First Nations University of Canada	none																			
Luther College	Management faculty	Bachelor	Undergraduate	Management		1				Management Major and Minor	21	128	Management faculty at Luther serve as academic advisors and work closely with you on your career choices—including possible focuses on marketing, financially based classes, and entrepreneurship—to prepare you for any career choice.	https://www.luther.edu/business/majors/minor/management/	To qualify for the bachelor of arts degree, students must complete 128 semester hours of credit with a cumulative grade point average of 2.00 (C) or higher. Only four (combined) one-credit HP 100/28-110 courses will be applied toward the 128 semester hours of credit. The 128 hours must include the following: At least 90 credit hours outside the student's major discipline. (Refer to specific majors for variances to this policy). 64 credit hours completed in residence. 2 January terms. These 2 month-long terms must include a first-year seminar, and one of the following types of experiences: study away, directed readings, student-initiated project. All college requirements, as articulated.	Management	0.90	2 of 21 courses are tech related	https://www.luther.edu/catalog/curriculum/management/	
St. Thomas More College	none	1																		
University of Regina	Faculty of Arts	Certificate	Undergraduate			1				Intercultural Leadership	10	30	The Intercultural Leadership Program is intended to prepare undergraduates students for employment and leadership positions with the Saskatchewan crown corporations and other organizations. Students complete a 30-credit hour certificate that will prepare them for leadership in an international context and to serve in both the public and private sectors of Saskatchewan and beyond.	https://www.regina.ca/academics/programs/bs-cert-intercultural-leadership.html	Students will discover both the similarities and differences of their own cultural backgrounds and those of other students and will explore leadership from different worldviews through developing knowledge of the ideas, values, and legacies of other students. Emphasis will be placed on the value of community resources, including the role of Elders, and the importance of leadership in a community context. This cross-cultural understanding is pertinent to envisioning the broad picture necessary for developing leadership for change.		1.00	Fully Business related courses	https://www.regina.ca/student/register/resource-s-for-students/academic-calendars-and-schedule/undergraduate-calendars/assets/pdf/2022-23-Course-Catalogue-Final-2022-2023.pdf	
	Faculty of Business Administration (Kenneth Levens Graduate School of Business)	Master	Graduate	Administration			1			Leadership	10	30	The Levens M.Admin Leadership will apply your management style to theory to lead employees effectively and strategically. You will expand your expertise in strategy, governance and leadership through courses focused on organizational design, continuous learning and conflict resolution.	https://www.regina.ca/business/levens/programs/masteradmin_leadership.html		Leadership	1.00	Fully Business related courses	https://www.regina.ca/business/levens/programs/masteradmin_leadership.html	
	Centre for Continuing Education	Certificate			1					Nonprofit Sector Leadership and Innovation	5	15	The NSLI certificate (15 credit hours, 5 courses) is designed for anyone who wants to acquire the expertise to pursue paid employment and/or voluntary work in the nonprofit (voluntary, community-based) sector. This certificate will provide the necessary background in the structure and roles of nonprofit organizations, organization management, human resources, communications and strategic planning. All courses are grounded in a community-engaged, experiential learning model.	https://www.regina.ca/ccce/nonprofit-sector-leadership-innovation.html	The NSLI certificate (15 credit hours, 5 courses) is designed for anyone who wants to acquire the expertise to pursue paid employment and/or voluntary work in the nonprofit (voluntary, community-based) sector. This certificate will provide the necessary background in the structure and roles of nonprofit organizations, organization management, human resources, communications and strategic planning. All courses are grounded in a community-engaged, experiential learning model.	Leadership	1.00	Fully Business related courses	https://www.regina.ca/ccce/nonprofit-sector-leadership-innovation.html	
	Centre for Continuing Education	Certificate	Graduate		1					Professional Leadership	7	9.8	The Professional Leadership Certificate will provide you with increased awareness and understanding of leadership and will enable you to become a more effective, evolved leader. You will explore the philosophies of a well-rounded leader from a career and personal perspective.	https://www.regina.ca/ccce/career-development/business-management/professional-leadership.html	This program has been approved for 98 CPD/ CPD hours for courses in the Professional Leadership Certificate. Each approved course is eligible for 14 CPD hours. Each certificate course is being offered in a blended format using Zoom and CCE Community. You will be required to commit to a total of 14 hours of learning including: pre-work, after class work with your group, and on your own.	Leadership	1.00	Fully Business related courses	https://www.regina.ca/ccce/career-development/business-management/professional-leadership.html	
	Centre for Continuing Education	Certificate	Graduate		1					Advanced Leadership	6	4.5	This program takes an immersive look at both your personal and professional leadership journey. You will receive one-on-one professional coaching along with in-classroom learning and cohort support to assist in defining your leadership brand.	https://www.regina.ca/ccce/career-development/business-management/advanced-leadership.html	In this cohort-based program, you will maximize your leadership strengths and competencies while gaining powerful insights to leadership development. Using the EQ 2.0 assessment tool, you will understand how your Emotional Intelligence impacts your leadership style. The Advanced Leadership Certificate is open to graduates of the Professional Leadership Certificate, ELIS and SBE. Those with equivalent management or professional development experience will also be considered. 45.5 class hours + take home work	Leadership	1.00	Fully Business related courses	https://www.regina.ca/ccce/career-development/business-management/advanced-leadership.html	
UBS																				
University of Alberta	Alberta School of Business	Bachelor	Undergraduate	Commerce		1				Entrepreneurship and Innovation	40	120	Student develops an entrepreneurial mindset	https://www.alberta.ca/business/programs/bachelor-of-commerce/majors/entrepreneurship-and-innovation.html	A 4 year degree programs that consists of 4120 with specific degree requirements. Students in the Bachelor of Commerce Program must declare a major and then follow the specific course requirements of the major.	Entrepreneurship	0.80	3 Courses related to math/computer science; 15 courses in total	https://calendar.alberta.ca/preview_program.php?catoid=314&prod=39813&term=10785	1
	Alberta School of Business	MBA	Graduate						1	Entrepreneurship and Innovation	20	60	Student gain the competencies to manage technology innovation, entrepreneurial ventures and commercialization processes in generating business plans and ideas.	https://www.alberta.ca/business/programs/mba/degree-programs/innovation-entrepreneurship.html	During the first year of this MBA studies, students complete the same core courses as all other MBA students. Students are able to take Innovation & Entrepreneurship electives during the first year of the program. In year two, students choose from a wide range of electives in Innovation & Entrepreneurship, either focusing on one key area such as finance or management or gaining a general overview of all areas. Students will apply their knowledge in a project course by developing business and strategy plans for University spin-off companies or other start-ups.	Entrepreneurship	1.00	Fully Business related courses	https://www.alberta.ca/business/media-library/programs/mba/documents/innovation2019.pdf	1

	Augustana Faculty	Bachelor	Undergraduate	Management		1								Management	40	120		Management includes the planning, organizing, and directing of human resources to successfully reach one's goals.	https://apps.augustana.ca/programs/cas/aug78/mgmt.html	The four-year Bachelor of Management degree consists of #120 arts, science and professional level Classification of Courses (including Arts #72) in the Management program and the credits required for the Foundation and Knowledge components of the Augustana Core. Because of the possibility of overlap between the credits required for portions of the Augustana Core and those required for the Management program.	Management	0.77	18 Interdisciplinary courses, 6 math related credits, except for 15 electives	http://calendar.augustana.ca/preview_program.php?catoid=316&psid=3533&termname=10166																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Faculty of Extension CPD	Certificate	Graduate			1								Leadership	6	18		The Advanced Certificate in Leadership program will provide emerging leaders with the opportunity to learn, experience, develop and practice new leadership skills to bring with them to their organizations.	https://ext.augustana.ca/enroll/leadership	This leader-ship training program is designed for professionals who are supervisory and level management, and emerging leader-ship positions in a wide range of employment sectors, including private, government and education.	Leadership	1.00	Fully Business related courses	https://ext.augustana.ca/enroll/leadership																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
University of British Columbia	Faculty of Management	Bachelor	Undergraduate	Management		1								Management	40	120		The Bachelor of Management degree teaches management techniques that can be applied to many sectors. During the program, you'll explore subjects such as sustainability, accounting, entrepreneurial technology, leading in complex environments, finance, negotiation, human resources, and marketing. You'll also have the chance to focus those skills in particular topic areas, including the chance to minor in computer science, cultural studies, economics, psychology, or sociology.	https://you.ubc.ca/ide_programs/management/	A four year program. The program has two required, hands-on projects: The Live Case Challenge lets you apply your classroom learning and teamwork skills to solve a current issue faced by a partner organization. The Capstone Service Learning and Consulting course includes immersive, team-based work that explores connections among students' disciplines and the challenges that are being faced in the off-campus community. You'll also have the option to explore research in the management field through a directed studies course, where you'll do supervised research at the undergraduate level with a faculty member. As well, you'll be part of the Ontario Student Association (OSA) on the Okanagan campus, which allows you to connect with other students and build your support system, and participate in local, national, or international competitions and conferences. To broaden your experience, you can choose to take part in the Co-op program, where you'll gain real-world experience in a job relevant to your interests while getting paid. To broaden your experience, you can choose to take part in the Co-op program, where you'll gain real-world experience in a job relevant to your interests while getting paid.	Entrepreneurship	0.90	6 Math related credits; 18+27-9+6 electives; others all management credits	https://www.calendar.ubc.ca/okanagan/index.htm#tree=18287,1091,1366																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	UBC's Social and Economic Change Laboratory (SE-Change)	Master	Graduate	Management		1								Management	11	32		The post-experience Master of Management is a boundary pushing program that focuses on management in the context of social and economic change. The program is concerned with "what" and "what that means—in particular, with the pursuit of "truth" through open inquiry. Immense yourself in bold thinking and action as part of a collaborative group of peers, exploring new and viable ways of leading and managing in a Merit-based, justice program.	https://exchangehub.ubc.ca/programs/post-experience-master-of-management/	This Master of Management is a 25-month part-time program offered by UBC's Social and Economic Change Laboratory (SE-Change). A blended model of part-time online studies, and three in-person intensives at UBC's Okanagan campus and in other parts of the world, allows space and time for your professional and personal commitments.	Entrepreneurship	1.00	Fully Business related courses	https://exchangehub.ubc.ca/programs/post-experience-master-of-management/																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	UBC's Social and Economic Change Laboratory (SE-Change)	Master	Graduate			1								Management	11	32		The dual degree program involves qualified students the option to earn, in one course of study, a select undergraduate BSC degree and a UBC Master of Management (MOM). In four and one-half years, both degrees can be completed through intensive study. The MOM is an approach based on different models of knowing and interdisciplinary to focus on organizational behavior, social change, community development, global context, and the empowerment of individuals. The program connects education and employability. It.	https://exchangehub.ubc.ca/programs/dual-degree-master-of-management/	The 32 credits of the MEd Dual Degree Option program will be delivered between May and December, immediately following the completion of students' undergraduate degrees. Study will be full-time and cohort-based. It will entail intense periods of study, delivered to enable student success by their working closely with faculty and staff, enabling completion of the program in four and half years. The 8 month period spans approximately 25 weeks. It will include three, week long study free periods, one at the end of August and two at the end of December, in consideration of students' health and wellness. Students will complete one credit per week over the 32 weeks of study, and continues will increase to allow instructors to emphasize.	Entrepreneurship	1.00	Fully Business related courses	https://exchangehub.ubc.ca/programs/dual-degree-master-of-management/																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	The Faculty of Applied Science	Certificate	Undergraduate	Minor										Minor in Entrepreneurship	6	18		Students desiring foundations in the knowledge and practical skills related to the formation of an entrepreneurial enterprise are encouraged to consider the Minor in Entrepreneurship. Upon successful completion of this minor program, the notation "Minor in Entrepreneurship" will be placed on the student's transcript.	Minor in Entrepreneurship - Bachelor of Applied Science - The Faculty of Applied Science - Teachers, Colleges, and Schools - Vancouver Academic Calendar 2022-23 - UBC Student Services	Enrollment in the program is limited. Applications for admission must be made through Engineering Student Services by May 15. For an application to be considered, the student must be a good standing and eligible for at least third-year standing in the Faculty of Applied Science with a cumulative average of at least 68% in the previous two years. Meeting the stated minimum requirements does not guarantee admission into the minor. Preference will be given to students who have completed COMM 280.	Entrepreneurship	0.75	3-6 Credits of applied science; 12-15 credits about entrepreneur	http://www.csealdr.ubc.ca/vancouver/index.cfm?tree=12,195,272,1610																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	UBC SAIDDER School of business	Certificate	Graduate			1								Advanced Leadership	6			This certificate is an intensive, part-time educational program for experienced and aspiring managers looking to better their skill set. The certificate program draws from the core business areas of Leadership Strategy and Communication; these core areas are delivered with senior executive level curriculum to develop best practices leadership practices. The advanced certificate has the combined focus of individual development, team leadership, and strategic organizational transformation.	https://www.sander.ubc.ca/programs/executive-education/certificate-advanced-leadership/	In view of the current pandemic, the program is delivered 100% online. But learning online does not mean learning alone! The experiential, multi-layered format is designed to balance quiet reflection time with faculty led discovery, virtual coaching and active collaboration with colleagues. You will also have access to self-directed resources (readings, videos, self-assessments etc.) that you can review at any time.	Entrepreneurship	1.00	Fully Business related courses	https://www.sander.ubc.ca/programs/executive-education/certificate-advanced-leadership/																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
University of Calgary	Haskayne School of Business: Management MGMT	Master	Graduate	Management		1								Management	10	33		Designed for recent graduates of non-business fields, the Haskayne Master of Management program provides students with the opportunity to supplement their undergraduate field of interest with business skills and knowledge. Upon graduation, students will possess an interdisciplinary skillset that will provide the comprehensive edge needed to successfully launch their career.	https://grad.ucalgary.ca/future-students/explore-program/management-mimant-course	The Master of Management is an interdisciplinary program that brings together students from a variety of non-business backgrounds, such as arts, science, kinesiology, engineering and more. Through this intensive 10-month program, you will gain business skills and connections, form strong bonds with your cohort and gain the confidence to pursue a successful career. Hear what our alumni and current students have to say about their experience.	Management	0.88	1 co-write related course; 7 business courses	https://www.ucalgary.ca/pubs/calendar/grad/current/haskayne-cafe.html																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Faculty of Graduate Studies	Certificate	Graduate			1								Engineering, Leadership in Engineering and Advanced Practice LEAP	4	12			https://www.ucalgary.ca/pubs/calendar/grad/current/engineering-leap.html	Students who complete the Graduate Certificate in Leadership in Engineering and Advanced Practice may receive credit for the 12 units of coursework completed in the certificate program, if they are subsequently accepted to the Graduate Diploma in Leadership in Engineering and Advanced Practice program.	Leadership	0.50	6 thematic technical courses; 6 business courses	https://www.ucalgary.ca/pubs/calendar/grad/current/engineering-leap.html																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Haskayne School of Business	Bachelor	Undergraduate	Commerce		1								Concentrate Management	33	99		A concentration in Entrepreneurship and Innovation (ENI) focuses on the start-up and operation of high potential ventures. The key to any successful entrepreneurial venture is being prepared. This means doing your research, understanding informational and networking events, and beginning to build your knowledge and connections in the industries connected to your business venture.	https://haskayne.ucalgary.ca/future-students/becoming-concentration-eni/	Entrepreneurship is best learned through doing, so courses in this area offer hands-on experiences through projects that expose students to all aspects of business development. The concentration in Entrepreneurship and Innovation allows students to study Opportunity Identification (ENTR 401), New Venture Planning (ENTR 403), and New Venture Start-Up (ENTR 405).	Management	0.87	Core: 2 tech related courses; 13 business courses; with operations management concentration	https://www.ucalgary.ca/pubs/calendar/current/ca-ha-4-1-4-1.html																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Haskayne School of Business	Certificate	Undergraduate			1								Leadership Studies	18	54		Small or start-up companies post part-time, contract, and summer positions allow you the opportunity to use your entrepreneurial skills and experience life in a newly launched business.	https://www.ucalgary.ca/pubs/calendar/current/leadership-studies-certificate.html	Entrepreneurship is best learned through doing, so courses in this area offer hands-on experiences through projects that expose students to all aspects of business development. The concentration in Entrepreneurship and Innovation allows students to study Opportunity Identification (ENTR 401), New Venture Planning (ENTR 403), and New Venture Start-Up (ENTR 405).	Leadership	1.00	Fully Business related courses	https://www.ucalgary.ca/pubs/calendar/current/leadership-studies-certificate.html																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Haskayne School of Business	Certificate	Undergraduate			1								Entrepreneurial Thinking	18	54		This course has been designed to provide proven methods of entrepreneurial thinking to all Haskayne students. Entrepreneurial thinking has become one of the most important skills all firms seek in new hires, as an entrepreneurial mindset is an asset regardless of career path. Students will learn how to identify a problem, rapidly test their solution, and determine how to structure a disruptive business model to solve the problem. During the course students will be exposed to many events to interact with experts and pitch their ideas to receive feedback.	Embedded Certificate in Entrepreneurial Thinking - Haskayne School of Business, University of Calgary (ucalgary.ca)	Students will work towards the certificate by simply taking courses that meet prerequisite requirements. Students are encouraged to add the embedded certificate in Entrepreneurial Thinking as early as possible to ensure appropriate advising and support while progressing through their studies.	Entrepreneurship	1.00	Fully Business related courses	https://haskayne.ucalgary.ca/embedded-certificate-in-entrepreneurial-thinking																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Haskayne School of Business	Certificate	Graduate			1								Entrepreneurship and Innovation Option for Graduate Students	2	6		Together with the Faculty of Graduate Studies, we offer the Entrepreneurship and Innovation Option to equity graduate students with the fundamental skills of entrepreneurial thinking that will allow them to become successful, real world innovators. The Entrepreneurship and Innovation Option features two courses that provide graduate students from all faculties with hands-on experience to discover business opportunities, determine their feasibility, and build strong business models to transform their ideas into fully developed ventures.	https://haskayne.ucalgary.ca/hunter-centre-II-Option	There are in-class experiential courses unless COVID-19 restrictions lead to the need for remote or online participation. Due to the experiential and team-based nature of the courses, audits are not permitted.	Entrepreneurship	1.00	Fully Business related courses	https://haskayne.ucalgary.ca/hunter-centre-II-Option																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	UCalgary Continuing Education	Certificate	Graduate			1								Emerging Leaders		10		The Certificate for Emerging Leaders program can help leaders of all levels of experience deal with the constant changes in today's fast-paced workplace. The focus is on building skills in the areas of building relationships, coaching, communication, personal effectiveness, and professional skills.	https://conted.ucalgary.ca/pubs/catalogue/courses/Certificate/Profile.do?method=showCertificateProfile&id=1706260&id=EAANYASAA&id=EDD_BusI	Students can take seminars first and enrol in the certificate later, applying at that time for credit for those seminars that you have completed and which meet the certificate requirements. However a certificate requirements are subject to change, we recommend you apply for admission as early as possible, thereby locking in the certificate requirements and ensuring you receive credit for all of your seminars. It is strongly recommended that you complete this certificate within the first year of the start date of your first year seminar.	Leadership	1.00	Fully Business related courses	https://conted.ucalgary.ca/timeline/CertID-1706260																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									

Queen University	Faculty of Arts and Science	Certificate	Undergraduate		1					Entrepreneurship, Innovation & Creativity (QEC - ENIN)	5	15	<p>This certificate was designed to allow students to develop an entrepreneurial mindset and to execute intrapreneurial innovation. Students will have the opportunity to study and practice skills in marketing and promotion as well as finance and business planning. Through a variety of interdisciplinary courses, students will be challenged to brainstorm, research, design, and present a new product or service to peers, end users, leadership teams, potential investors and to online and digital publics.</p>	https://www.queens.ca/artsci_online/programs/certificate-in-entrepreneurship-innovation-creativity	<p>This certificate program consists of 15.0 units. 6.0 of these units are required courses, while the other 9.0 units can be selected from a set of option courses - option courses offered fully online are listed below.</p> <p>*Students who want to learn about creative and technical entrepreneurship may complete and count both ENIN 301 (3.0 units) and CHEE 302 (3.0 units) toward the 15.0 credits required for this Certificate. Students who opt to complete and count both ENIN 301 and CHEE 302 only need to complete 3.0 units from the list of eligible "Innovation Centre" courses below.</p> <p>**Students who have taken CHEE 310 (3.0 units) (no longer offered) may substitute CHEE 310 (3.0 units), Engineering Innovation & Entrepreneurship for CHEE 302 (3.0 units), Technical Entrepreneurship. Students may count only one of these courses toward their QEC plan.</p>	Entrepreneurship	0.86	1/2 option courses of engineering; 1/11 innovation option courses of tech	https://www.queens.ca/artsci_online/programs/certificate-in-entrepreneurship-innovation-creativity
	Faculty of Engineering and Applied Science	Master	Graduate	Management			1			Innovation & Entrepreneurship	11		<p>This program is specifically designed for those who will start, grow or drive new ventures whether in a startup or inside a corporation.</p> <p>Special skills, strategies and strengths are needed to turn an idea into a viable and thriving business. The Master of Management Innovation & Entrepreneurship equips you for that success.</p>	https://smith.queens.ca/grad_studies/mies/index.php	<p>The year-long program combines three intense residential boot camps at Smith School of Business in Kingston with an experiential, goal-driven project supported by an advisor throughout the year. This is a team-by-doing program with self-directed courses, workshops, guest speakers and innovation projects being launched. There are two program formats: immersed-on-campus in student life or anywhere in the world, depending on the type of project you are launching.</p>	Entrepreneurship	0.82	2 of 11 courses are tech/engineer related	https://smith.queens.ca/grad_studies/mies/index.php
	Smith School of Business	Master	Graduate	Sciences in Management			1			Management Information Systems	9	18	<p>An exceptional research-focused program that provides an advanced-level conceptual foundation in your chosen field. With an MSc, you are ready to enter a high-quality PhD program or embark on consulting and research-based careers.</p>	https://smith.queens.ca/grad_studies/MSc/index.php		Management	0.33	12 of 18 courses are tech related	https://smith.queens.ca/grad_studies/MSc/program-details/area-of-specialization/management-information-systems.php
	Smith School of Business	PhD						1		Management Information Systems	12	30	<p>The PhD in Management program is designed to develop highly skilled and ethical researchers who discover and transmit new knowledge that contributes meaningfully to the academic community, the broader business community, and society. As a PhD student, you will master the critical thinking, research, and writing skills necessary to serve as a respected researcher, teacher, colleague and mentor, respectful of the diversity of methodologies, philosophies and perspectives through which contributions to knowledge can be made.</p>	https://smith.queens.ca/grad_studies/PHD/program_details.php	<p>There are three stages to the PhD program structure, each designed to help you learn the skills necessary to develop a successful academic career. The three stages of the PhD program are:</p>	Management	0.40	18 of 30 courses are tech related	https://smith.queens.ca/grad_studies/PHD/program-details/area-of-specialization/management-information-systems.php
	Smith School of Business	Short Program	Graduate							Leadership	6		<p>Our Leadership program provides the insights that will help you to build yourself as a leader.</p> <p>Through intensive self-discovery, peer coaching, and one-on-one coaching, you will achieve a deep understanding of yourself and your leadership style. You will be guided in creating a powerful personal development plan to fully realize your leadership potential.</p>	<p>Graduate</p>	<p>This program focuses on six themes:</p> <ul style="list-style-type: none"> Transformational Leadership Personal Leadership Style Action Learning Situational Exercises Advanced Coaching Action Plan 	Leadership	1.00	Fully Business related courses	https://smith.queens.ca/research/education/programs/leadership.php
University of Toronto	Institute for Management & Innovation	Certificate	Undergraduate	Minor	1					Minor in Business, Science and Entrepreneurship	8	4	<p>The Minor in Business, Science and Entrepreneurship (ERMIN2017) was created to provide UTM science students with the opportunity to learn business principles in an offering that recognizes business concepts with examples drawn from the sciences. It will provide students pursuing an Honours Bachelor of Science degree at UTM with fundamental business knowledge that will complement their science education and support their future success.</p>	https://www.utm.utoronto.ca/utm/programs/inter-business-science-and-entrepreneurship	<p>Those who are accepted into the minor will be exposed to more than one field of study (Fundamentals of Accounting, Human Resources, Marketing, Finance, Strategy, Operations), hence making themselves more marketable for whatever they choose to pursue post undergraduate studies. Students will have two skill sets to utilize in the workplace as being a strong knowledge of a specific science discipline coupled with the fundamentals of business will allow students the opportunity to evaluate and make decisions while taking into account both the science as well as the business imperatives that typically drive these organizational decisions.</p>	Entrepreneurship	0.88		https://www.utm.utoronto.ca/utm/programs/inter-business-science-and-entrepreneurship
	Roman Commerce	Certificate	Graduate		1					Management Specialist		20	<p>The program innovative curriculum combining studies in management, economics, and the liberal arts for an enriched professional undergraduate experience. The program explores the role of commerce in modern society while developing skill and confidence in analysis, effective communication, and decision making. The Roman Commerce program offers a Bachelor of Commerce (BCom) degree in three different specialist programs: Finance & Economics, Accounting, and Management.</p>	https://utm.calendar.utoronto.ca/section/Management	<p>All programs within the Bachelor of Commerce degree build on a common foundation of business and liberal arts courses. Roman Commerce students specialize in one of three programs: Accounting, Finance and Economics, or Management. Each program combines courses in management and applied economics with a variety of advanced courses in the liberal arts and sciences. The balance assures graduates of a solid understanding of business and modern society along with a command of critical skills in decision-making and organizational leadership.</p> <p>Roman Commerce graduates frequently become economists, accountants, actuaries, financial analysts, marketing analysts, managers of firms and government, or proprietors of small businesses. Some Roman Commerce students elect to undertake post-graduate studies in the form of further university education: law schools and MBA programs have been particularly favoured destinations of recent graduates.</p>	Management	1.00	Fully Business related courses	https://utm.calendar.utoronto.ca/section/Management
	Institute for Management and Innovation	Master		Management			1			Innovation	12	6	<p>The MMI curriculum provides a strong foundation in economic analysis, technology management, business strategy, finance, accounting, marketing, and policy. The required academic core courses focus on management and economics, and students select their electives tailored to their interests and goals.</p>	https://www.utm.utoronto.ca/utm/inter-core-courses/inter-core-courses	<p>The Master of Management of Innovation (MMI) program is designed for students with a background in science and engineering. It is an accelerated 12-month professional degree for individuals pursuing management careers in technology-focused organizations.</p> <p>A four-month mandatory internship requirement allows students to gain valuable, real-world work experience and an opportunity to demonstrate the key competencies they learn in the MMI program.</p>	Innovation	0.78	2/9 required courses are tech related	https://www.utm.utoronto.ca/utm/inter-core-courses

		Master	Graduate	Management			1			Digital Management	20		The MSc in Management provides students with a focused curriculum which can be leveraged as a competitive advantage in the market.	https://www.jrey.amsu.ca/mse/	Our 16-month MSc in Management program is a transformational experience for recent graduates who want to hone their skill sets, develop their leadership abilities, and kick start their careers.	Management	0.70	5 of 20 required courses are tech related, 4 total	https://www.jrey.amsu.ca/mse/program-overview/digital-management/
	Jey	PhD					1			Management Science			<ul style="list-style-type: none"> Healthcare Management Science (sample paper) Health (sample paper) and Pharm Economics (sample paper) Supply Chain Management (sample paper) Marketing Operations (sample paper) Blockchain Business Applications (sample paper) Revenue Management, Pricing Optimization (sample paper) Transportation Networks (sample paper) Energy Networks (sample paper), Smart Cities and Infrastructure (sample paper) Risk Management, Bayesian Statistics, Data Driven Models (sample paper) Optimization Methods (sample paper) Machine Learning (sample paper), Scheduling (sample paper) Healthcare Operations (sample paper) Medical Decision Making (sample paper) Stochastic Scheduling (sample paper) Analytics/CR Applications (sample paper, sample paper), Sports Analytics (sample paper) 	https://www.jrey.amsu.ca/phd/disciplines/management-science/	The doctoral program in Management Science is designed for those interested in pursuing academic careers in management science at top business schools.	Management	0.63	3 of 8 focus are engineer related	https://www.jrey.amsu.ca/phd/disciplines/management-science/
Other Colleges or Universities																			
Alberta																			
	Faculty of Business	Bachelor	Undergraduate	Management			1			Management General	30	90	The program explores the ethical, global, political, and environmental issues that organizations face every day. You will learn to plan, organize, direct, and control the functions and processes of an organization, and build your leadership skills.	https://www.athabasca.ca/business/programs/bachelor-of-management-general.html	All courses are online individualized study, allowing you to complete the coursework at your own pace. You can finish this program in as little as 1 year (post-diploma route) or 3 years (regular route) of full-time study. Or work at your own pace and take as long as you need. There is no time limit for completion. Graduates of the 3-year Bachelor of Management program will be able to ladder their degree into any of the 4-year Bachelor of Commerce routes.	Management	0.86666667	12 credits are math/tech related	https://www.athabasca.ca/calendar/undergraduate/program-regulations/degrees/bachelor-of-management.html#programs
	Faculty of Business	Certificate	Undergraduate				1			Management Applications	10	30	Management Applications will help you develop a broad administrative perspective through a curriculum that includes accounting computers and management information systems finance organizational behaviour HR management law marketing	https://www.athabasca.ca/programs/summary/university/certificate-in-management-applications.html#summary	The University Certificate in Management Applications is a 30-credit online certificate program. You must complete at least 15 credits through Athabasca University. All courses are online individual study, allowing you to complete the coursework at your own pace. You can finish this program in as little as 1 year of full-time study or work at your own pace and take as long as you need. There is no time limit for completion. If you successfully complete this certificate, you may apply to ladder your coursework into the Bachelor of	Management	0.90	3 credits of tech related	https://www.athabasca.ca/calendar/undergraduate/program-regulations/university-certificates/university-certificate-in-management-applications.html#calendar-element-required
	Faculty of Business	Certificate	Undergraduate				1			Management Foundations	10	30	Management Foundations will provide you with foundational knowledge in business management, including administration communications economics e-commerce critical thinking and analysis	https://www.athabasca.ca/business/programs/university/certificate-in-management-foundations.html	The University Certificate in Management Applications is a 30-credit online certificate program. You must complete at least 15 credits through Athabasca University. All courses are online individual study, allowing you to complete the coursework at your own pace. You can finish this program in as little as 1 year of full-time study or work at your own pace and take as long as you need. There is no time limit for completion. If you successfully complete this certificate, you may apply to ladder your coursework into the Bachelor of	Management	0.90	3 credits of math related	https://www.athabasca.ca/calendar/undergraduate/program-regulations/university-certificates/university-certificate-in-management-foundations.html#programs
	Faculty of Business	Certificate	Undergraduate				1			Leadership	8	8	Athabasca University's (AU's) online Leadership Certificate of Completion (LCCCL) focuses on soft skill leadership development.	https://www.athabasca.ca/business/about/about-out-offerings/professional-development/leadership-certificate-of-completion.html	The Leadership Certificate of Completion is made up of 8 online courses worth 1 graduate-level credit each. All courses are pre-set with a scheduled start and end dates and assignment deadlines. Courses are asynchronous, so you never have to be online at a specific time.	Leadership		Fully Business related courses	https://www.athabasca.ca/business/about/about-out-offerings/professional-development/leadership-certificate-of-completion.html
	Faculty of Business	Post Undergraduate Diploma								Leadership and Management	16	18	Graduate Diploma in Leadership and Management will help you develop your leadership and management skills. Our courses provide graduate-level professional development for managers and experienced professionals who are poised for advancement.	https://www.athabasca.ca/programs/summary/graduate-diploma-in-leadership-and-management.html#required-courses	The Graduate Diploma in Leadership and Management is an 18-credit online graduate program. You must complete at least 9 credits through Athabasca University. The Graduate Diploma in Leadership and Management has continuous admission - you can apply at any time, and start with any course you choose. All courses are online propped study, with defined start and end dates. Most courses are offered at least once a year. There are no exams or quizzes - instead you will apply what you learn to your own organization. You will be assessed through practical exercises, discussion forums, papers and case studies.	Leadership	0.89	2 technician related credits	https://www.athabasca.ca/calendar/graduate/graduate-diploma-in-leadership-and-management.html#program-regulations
	Concordia University of Edmonton	Faculty of Management	Bachelor	Undergraduate	Management		1			Bachelor of Management	40	120	Initially, you will establish a solid foundation of technical competence and skills with courses such as accounting, finance, information technology, management ethics, and international business, all the while developing effective management skills.	https://concordia.ab.ca/management/bachelor/	Your Bachelor of Management degree can be customized to your interests and competencies. You select your emphasis from a range of career paths from accounting and management to human resources management and leadership.	Management	0.96	3 credits math related, 48 elective or minors	https://concordia.ab.ca/student-services/registrar/academic-calendar/2022-2023/10-6-undergraduate-degrees-program/10-3-bachelor-of-management/
			Certificate	Undergraduate	Minor		1			Minor innovation and entrepreneurship	5	15	Learn about the process of creating and managing business innovations and high-tech start-ups, and how entrepreneurship's place within the economy can add value to products, services and processes.	https://www.macewan.ca/academics/programs/bachelor-of-commerce/academics/innovation-entrepreneurship/	In this minor, you apply what you learn to practical situations, creating business plans, conducting case studies and meeting with community mentors. Overall Minor Requirements: <ul style="list-style-type: none"> 15 senior-level credits as specified Minors are not a graduation requirement Block transfer students cannot take a minor 	Entrepreneurship		Fully Business related courses	https://www.macewan.ca/documents/min_out_placeholder_min.pdf
	MacEwan University	School of Business	Bachelor	Undergraduate	Commerce		1			Honours Management	40	120	The Management major focuses on the management of organizations. It provides students with a solid foundation in the fundamentals of business and specialization in key aspects of leadership, including team building, conflict resolution, consulting, change management and organizational development.	https://calendar.macewan.ca/programs/degree-programs/bachelors/management/Management%20Honours	The program consists of three types of courses: core, major/minor and elective. Core courses develop fundamental skills and abilities in business and management. Upon completion of core courses, the student will choose one of seven majors: Accounting, Human Resources Management, International Business, Legal Studies in Business, Management, Marketing or Supply Chain Management. The courses in the major develop deep knowledge of business within a focal area and the elective courses broaden education beyond business and take the degree to the student's interests. Co-operative Education streams are also available. Students may explore their options in completing a second major, one or two minors, or a double major with a non-business minor. The program will prepare students for graduate studies in related fields.	Management	0.88	5 required courses are math/tech related	https://calendar.macewan.ca/programs/degree-programs/bachelors/management/degree-requirements.html
		Continuing Education in Business and Management	Certificate				1			Entrepreneurship	5	3.5	Learn the fundamental skills of entrepreneurship that help you grow your business. Start by developing a business planning canvas to determine the feasibility of your idea. Strengthen your business management techniques and learn new marketing strategies for attracting the right customers. Gain in-depth knowledge of the launch process, including strategies for implementation, direction and resources. The Entrepreneurship concentration focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, sales, business development and product management. Entrepreneurship students will learn to shape entrepreneurial opportunities, assess financial feasibility, develop a unique business model, while living an entrepreneurial experience. This experience includes forming teams, connecting business models, talking with customers and users, assessing feasibility, while launching a new venture or initiative. The skills and competencies gained in an Entrepreneurship concentration are vital for the success of any business or organization. The concentration also provides customized paths for students wishing to specialize in venture creation or intrapreneurship.	https://www.metroyal.ca/Programs/Courses/ContinuingEducation/BusinessStratting/BusinessStratting.html#benefits	Format: Live, online and classroom. Learn More Complete the 5 required courses (35 hours) Can be completed within 1 semester up to a maximum of 3 years At the end of this hands-on program, you possess a business plan designed for success and the know how to put your plan into action. Facilitated by subject matter experts, who are entrepreneurs in their own right, this program is eligible towards the Blue Seal Certification.	Entrepreneurship		Fully Business related courses	https://www.metroyal.ca/Programs/Courses/ContinuingEducation/BusinessStratting/BusinessStratting.html#benefits
	Bisset School of Business	Bachelor	Undergraduate	Business Administration			1			General Management Major	17	51	The Entrepreneurship concentration focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, sales, business development and product management. Entrepreneurship students will learn to shape entrepreneurial opportunities, assess financial feasibility, develop a unique business model, while living an entrepreneurial experience. This experience includes forming teams, connecting business models, talking with customers and users, assessing feasibility, while launching a new venture or initiative. The skills and competencies gained in an Entrepreneurship concentration are vital for the success of any business or organization. The concentration also provides customized paths for students wishing to specialize in venture creation or intrapreneurship.	https://www.metroyal.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm	The foundation of the BBA in General Management includes 16 required core business courses, a total of 10 business specific courses and/or elective courses, 10 General Education courses, and four elective courses, for a total of 40 courses over four years. Students pursuing a concentration will complete 10 specific courses as defined by the requirements for that concentration instead of the 10 business specific/elective courses.	Entrepreneurship	0.94	1 of 17 courses are math related	https://www.metroyal.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm
	Mount Royal University	Bisset School of Business	Bachelor	Undergraduate	Business Administration		1			Concentration in Innovation and Entrepreneurship	10	30	The Entrepreneurship concentration focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, sales, business development and product management. Entrepreneurship students will learn to shape entrepreneurial opportunities, assess financial feasibility, develop a unique business model, while living an entrepreneurial experience. This experience includes forming teams, connecting business models, talking with customers and users, assessing feasibility, while launching a new venture or initiative. The skills and competencies gained in an Entrepreneurship concentration are vital for the success of any business or organization. The concentration also provides customized paths for students wishing to specialize in venture creation or intrapreneurship.	https://www.metroyal.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm	The foundation of the BBA in General Management includes 16 required core business courses, a total of 10 business specific courses and/or elective courses, 10 General Education courses, and four elective courses, for a total of 40 courses over four years. Students pursuing a concentration will complete 10 specific courses as defined by the requirements for that concentration instead of the 10 business specific/elective courses.	Entrepreneurship	0.80	2 of 10 courses are tech related	https://www.metroyal.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm

Royal Roads University	Professional and continuing studies	Certificate	Graduate		1				Executive Management	13	9	Doing both master's degrees will give you the advantage you're looking for in your career. You'll gain executive leadership knowledge and gain the experience, skills and perspective to lead a global business.	https://www.royalroads.ca/programs/graduate/certificate-management-and-leadership/hub-program-description	You'll choose one of four program completion options in your Royal Roads MCM: global management project internship research project Royal Roads graduate certificate MFTS MicroMaster's	Management	1.00	Fully Business related courses	https://www.royalroads.ca/programs/graduate/certificate-management-and-leadership/hub-courses
	Professional and continuing studies	MBA	Graduate					1	Executive Management	24	51	Deepen your strategic knowledge of business practices to broaden your influence in the workplace. You'll build leadership, analytical and management skills to move yourself and your career forward.	https://m.protopschops.de/programs/master-business-administration-executive-management-hub-program-description	You'll choose one of two specialization options in your Royal Roads MBA: Royal Roads graduate certificate MFTS MicroMaster's	Management	1.00	Fully Business related courses	https://m.protopschops.de/programs/master-business-administration-executive-management-hub-courses
	Professional and continuing studies	Certificate			1				Management and Leadership	4	9	Develop your leadership vision and edge to lead change in your organization and your life. Learn the knowledge and skills to become a creative, strategic leader, with hands-on practice and projects.	https://www.royalroads.ca/programs/graduate/certificate-leadership/hub-overview	If you have already completed this program, you can transfer all credits towards Royal Roads MBA, MGM, MA in Tourism Management, and MA in Interdisciplinary Studies programs. The tuition will be adjusted accordingly. You can also use this program to build towards the Graduate Diploma in Project Management and Organizational Leadership.	Management	1.00	Fully Business related courses	https://www.royalroads.ca/programs/graduate/certificate-leadership/hub-courses
	Professional and continuing studies	Master	Graduate	Arts				1	Global Leadership	13	36	Develop the capacity to lead yourself and others with an understanding of complex global systems. Impact the wellbeing of communities and the planet, as you lead organizations and teams effectively.	https://www.royalroads.ca/programs/master-arts-global-leadership/hub-program-description	The Master of Arts in Global Leadership is a 36-credit program offered over 13 or 24 months. You can choose to complete this program through a blend of online courses and on-campus residencies, or on campus with some elective choices available online. There are four delivery options: Blended 24-month program Blended intensive 13-month program on-campus 24-month program on-campus intensive 13-month program The Graduate Diploma in Global Leadership is a nine-month, 18 credit program.	Leadership	1.00	Fully Business related courses	https://www.royalroads.ca/programs/master-arts-global-leadership/hub-courses
	Professional and continuing studies	Post Undergraduate Diploma	Graduate						Global Leadership		18	Building on the foundation of the courses in the Graduate Certificate in Global Leadership, you'll focus on systems thinking and expand your capacity for cross-cultural communication.	https://www.royalroads.ca/programs/graduate-diploma-global-leadership/hub-program-description	You can choose to complete this program in one of two ways: through a blend of online courses and a two-week residency on campus, including a two-week residency with students in the Blended program	Leadership	1.00	Fully Business related courses	https://www.royalroads.ca/programs/graduate-diploma-global-leadership/hub-courses
Simon Fraser University	Beedie School of Business (Charles Chang Institute for Entrepreneurship)	Certificate	Undergraduate		1				Innovation and Entrepreneurship	7	22	The IME area is focused around creating positive change through entrepreneurship (including intrapreneurship and innovation) of all types (including scientific & technological, social, systemic, process financial, educational and technical). Our research seeks to make meaningful and practical contributions to the aspirations, mindsets, organizations and ecosystems required to support social and economic value creation. In service of this vision, our teaching and programs focus on responsible, real-world and interdisciplinary approaches to solving meaningful challenges and creating opportunities.	https://www.sfu.ca/students/admission/programs/a-z/innovation-and-entrepreneurship/interview.html	Units applied to one certificate may be applied also to major or minor programs of a bachelor's degree under the normal regulations governing these programs but may not be applied to another Simon Fraser University certificate or diploma. Grade Requirements: In addition to normal university grade point average requirements, the Beedie School of Business requires a minimum 2.30 overall SFU Business course grade point average for entry into all 300 and 400 division business courses. For a course to be accepted as fulfilling a prerequisite, or for a minor division requirement, or for a core course to be accepted in a student's program in business, a student must have obtained a minimum grade of C- (C minus). A minimum grade point average of 2.00 calculated on all courses applied towards the certificate is required for graduation from a business certificate.	Innovation	1.00	Fully Business related courses	https://www.sfu.ca/students/calendar/2022/srhp/programs/business-major/bachelor-of-entrepreneurship/certificate.html
	Beedie School of Business	Bachelor	Undergraduate	Business Administration	1				Concentration Innovation and Entrepreneurship	26	39	Lets to translate your vision into a business plan and make it grow. Studying entrepreneurship will show you how to identify market opportunities, get the funding you need, find and keep employees, deliver quality goods and services at a cost effective price, and much more. Courses include Project Management, New Venture Planning, New Product Development and Design, Leadership, New Venture Finance and more.	https://beedie.sfu.ca/programs/undergraduate/cba/concentration-concentration	Identifies market opportunities, manages projects, understands and leverages the behavioral dynamics of change, and provides leadership in a rapidly changing environment. Not everyone knows which concentration(s) to pick or continues with the first concentration they select. Hands-on experience through business courses, engagement with student organizations, or work experience like co-op may open your eyes to possibilities and careers you'd never considered. A constant assessment of your options is natural and encouraged until you find the perfect match between your interests, strengths and long-term goals. We support you in selecting your concentration(s) through the Business Career Passport, our Academic and Career Advising teams, and the resources below.	Innovation	0.85	3/12 lower required course are tech/math related; 1/9 higher required course are tech/math related; 5 concentration fully business courses	http://www.sfu.ca/students/calendar/2022/srhp/programs/business-major/bachelor-of-business-administration.html
	Continuing Studies	Certificate			1				Leadership Essentials	4	10	Recent events around the world have shown the pressing need for leaders who can navigate the uncertainty and complexity of our times. Designed for new or aspiring leaders, this online certificate program will allow you to develop the critical social and emotional intelligence required to build collaborative relationships, manage change and create an equitable and inclusive organizational culture.	http://www.sfu.ca/continuing-studies/programs/leadership-essentials/certificate.html?_ga=2.243351173.1891406092.1948865431.1648172557	Earn your certificate in as little as one year. Take fully online courses on a flexible schedule. Learn from experts in the leadership field. Connect with a professional network of peers who work in diverse contexts. Graduate with a certificate that confers SFU alumni status. Course duration: 10 Weeks Course work: 10 hours/week	Leadership	1.00	Fully Business related courses	https://www.sfu.ca/continuing-studies/programs/leadership-essentials/certificate.html?_ga=2.243351173.1891406092.1648172557-1948865431.1648172557
Thompson Rivers University	Bob Gagliardi School of Business and Economics	Post Undergraduate Diploma	Graduate						Entrepreneurship	20	60		https://www.tru.ca/programs/canilopne/entrepreneurship-post-baccalaureate-diploma.html#		Entrepreneurship	0.85	3 of 20 courses are math/tech related	https://www.tru.ca/gagliardi/post-bacc/post-baccalaureate-diploma-details-and-requirements.html
	Bob Gagliardi School of Business and Economics	Bachelor	Undergraduate					1	Major Entrepreneurship	8	33	Entrepreneurship Majors will learn to research new business ideas, prepare formal business plans, secure initial financing, and manage small businesses on an on-going basis.	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html	Entrepreneurship Majors graduates are well qualified to pursue a master degree in the field, and possibly a PhD if they wish to pursue a career in teaching and research. For those students wanting only an exposure to entrepreneurship, an Entrepreneurship Minor is also available.	Entrepreneurship	1.00	Fully Business related courses	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html
	Bob Gagliardi School of Business and Economics	Certificate	Undergraduate	Minor	1				Minor Entrepreneurship	4	12	Entrepreneurship Majors will learn to research new business ideas, prepare formal business plans, secure initial financing, and manage small businesses on an on-going basis.	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html	Entrepreneurship Majors graduates are well qualified to pursue a master degree in the field, and possibly a PhD if they wish to pursue a career in teaching and research. For those students wanting only an exposure to entrepreneurship, an Entrepreneurship Minor is also available.	Entrepreneurship	C	Fully Business related courses	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html
	Business and Management Studies	Certificate	Undergraduate		1				Entrepreneurial Skills 1/ Entrepreneurial Skills 2	5	15	The Certificate in Entrepreneurial Skills 1 provides you, a small business owner/operator, with the essential skills and competitive strategies to help your enterprise thrive.	https://www.tru.ca/distance/programs/business-management/certificate-in-entrepreneurial-skills-1.html	This certificate can lead to the Certificate in Entrepreneurial Skills 2 program, providing a pathway into the Diploma in Management Studies program, which can ladder into a bachelor's degree.	Entrepreneurship	0.94	12 required fully business courses; 3 of 10 electives are math/tech/engineer related	https://www.tru.ca/distance/programs/business-management/certificate-in-entrepreneurial-skills-1.html
	Bob Gagliardi School of Business and Economics	Diploma	Undergraduate						Management	20	60	The Management Diploma is a two-year program that helps graduates develop key employment skills in areas such as oral and written communication, problem-solving, accounting, marketing, human relations, economics, law, information systems, and business ethics and enables them to enter-level general administration and sales positions.	https://www.tru.ca/gagliardi/certificates-diploma-management-diploma.html	Those who complete just the first year will be awarded a Business Foundations Certificate. This qualifies graduates for some entry-level positions, but they are encouraged to continue their education part-time or online if possible.	Management	0.80	4 of 20 courses are math/tech related	https://www.tru.ca/gagliardi/certificates-diploma-management-diploma.html
Bob Gagliardi School of Business and Economics	Certificate		Minor	1				Management Minor	20	60	Most professionals outside of business still require a strong foundation in the principles of management to be effective on the job. Whether it is for budgeting know-how needed to serve as a team leader on a major TV documentary, selling skills required for working as a pharmaceutical company sales representative, or people skills need in selecting the programming staff at a computer graphics firm, the ability to manage effectively is important.	https://www.tru.ca/gagliardi/degrees/minor-management.html	The Bachelor of Arts (BA), Bachelor of Computer Science (BCS) and Bachelor of Science (BSc) degrees at TRU each have a Minor in Management offered by the School of Business and Economics, which provides students the opportunity to acquire these needed skills. Students taking the Minor in Management can ladder into one of the Post-baccalaureate Diplomas in Business after graduation and complete the requirements in as little as one year. The transfer credit awarded depends on the requirements of the specific post-baccalaureate diploma. Student can also ladder into the Graduate Diploma in Business Administration (GDBA) which must be completed before applying to the MBA. Transfer credit in the GDBA can also be awarded for Minor in Management courses.	Management	0.73	3 from 11 courses are tech/math related	https://www.tru.ca/gagliardi/degrees/minor-management.html	
Trinity Western University	School of Graduate Studies	Certificate	Graduate		1				Leadership	5	15		https://www.tru.ca/leadership-ma/graduate-certificate-leadership		Leadership	1.00	Fully Business related courses; 1 tech related capstone choice	https://www.tru.ca/leadership-ma/courses-ma-leadership
	School of Graduate Studies	Master	Graduate	Arts				1	Leadership	14	41	The MA in Leadership degrees are offered with two foundational curriculum themes – Transformational Service Leadership and Values-Based Leadership. Our degree program is designed to develop emerging leaders using the Competency Model to become confident and effective servant-leaders for the 21st Century.	https://www.tru.ca/academics/school-graduate-studies/leadership/leadership-ma	Our capstone project is a focused and facilitated Leadership Integration Project (LIP) that applies the Leadership competency model, which each learner completes as part of the degree. This project improves leadership capacity and impact across the five diverse sectors upon which MA Lead focuses. Students interested in the Thesis Track must submit an application. Contact the Program Coordinator (lead@tru.ca) for additional details. The Leadership Integration Thesis provides opportunity for students to conduct innovative independent leadership research. The process of research—from identification of a problem for investigation, research design, data collection and analysis, to written report of findings—is the focus.	Leadership	1.00	Fully Business related courses	https://www.tru.ca/academics/school-graduate-studies/educational-leadership-ma/courses
	School of Graduate Studies	Master	Graduate	Arts				1	Leadership (Business Stream) in Mandarin	12	34	The Master of Arts in Leadership (Business Stream) in Mandarin Program at Trinity Western University focuses on the leadership challenges and needs Chinese businesses and organizations have in today's complex and uncertain environment.	https://www.tru.ca/academics/school-graduate-studies/ma-leadership/leadership-business-stream-mandarin	Committed for the life-long learning needs of working professionals, the program is practical and flexible. Its unique and integrated learning model comprises of rich and systematic online learning, face-to-face experiential learning, business visits, and overseas travel studies. Since the launch of the program in April 2011, it has already enrolled 19 cohorts, with more than 270 students and alumni.	Leadership	1.00	Fully Business related courses	https://www.tru.ca/academics/school-graduate-studies/ma-leadership/business-stream-mandarin/courses
		Bachelor	Undergraduate	Arts				1	Leadership	17	120	TWU's BA in Leadership program will give you the tools you need to lead well in whatever setting you find yourself. You will learn how to communicate better, work effectively in team environments, manage conflict, motivate colleagues and lead authentically in ways that apply immediately to your work and life.	https://www.tru.ca/degree-completion/certificates/leadership-ba	Our Leadership major (42-44 semester hours) consists of two elements: leadership theory and leadership praxis.	Leadership	1.00	Fully Business related courses	

	Trinity Western University's uniquely designed B.A. in Leadership program, offered at both the Langley and Richmond campuses, will give you the management skills and knowledge you need to stand out in your career—in as few as 16 months. Our outstanding team of friendly, qualified and supportive instructors, learning coaches, and transitioners will work together to help you build confidence and succeed.	https://www.twu.ca/academics/twu-global/leadership-the-international/	Graduate in 16 months by following our 4-3-2-1 Go! formula for success: 4 Semesters Our academic tutors will create a study plan for you. Follow it, and you can graduate in as few as 4 semesters (or 16 months)! 3 Hours Study 3 hours for every credit hour of your course. Statistics show this is essential if you want to succeed. 2.5 GPA Maintain a 2.5 GPA or higher to attract job recruiters and graduate schools. 1 Learning Lab Take advantage of a learning lab designed to help international students improve their writing skills and get ahead. Finally... GO! Graduate with a BA in Leadership, the perfect springboard for future graduate studies or the career of your dreams.	Leadership	1.00	Fully Business related courses; 1 tech related capstone choice	https://www.twu.ca/academics/twu-global/leadership-the-international/courses													
University of Northern British Columbia	none	1																		
University of the Fraser Valley	Continuing education	Certificate	Graduate		1					Management	13		The program covers key topics such as communication styles, customer service, conflict resolution, team building, leadership, marketing and branding, presentation skills, and time and stress management.	https://www.ufrv.ca/continuing-education/programs/management-skills/	The Management Skills certificate program includes 9 courses and 2 one-day workshops. Courses and workshops must be completed within three years.	Management	1.00	Fully Business related courses	https://www.ufrv.ca/continuing-education/programs/management-skills/	
	UFV's Business	Certificate	Graduate		1					Management	8	27	The program covers key topics such as communication styles, customer service, conflict resolution, team building, leadership, marketing and branding, presentation skills, and time and stress management.	https://www.ufrv.ca/calendar/current/Programs/BUSINESS_MANAGEMENT.htm	The Management Post-baccalaureate certificate (MPBC) is a one-year, eight-course, 27-credit post-degree program that will provide students coming from a non-business background with the opportunity to study management. It will enhance students' knowledge of business, position them for graduate work, and award them a business credential specializing in international business and global management.	Management	1.00	Fully Business related courses	https://www.ufrv.ca/calendar/current/Programs/BUSINESS_MANAGEMENT.htm	
University of Victoria	Gastown School of Business	Bachelor	Undergraduate	Commerce	1					Entrepreneurship	42	98	Gastown's Entrepreneurship specialization will help you develop the entrepreneurial mindset needed to start a new venture, grow an existing business or engage in a variety of entrepreneurship support careers such as accounting, consulting, law, and venture capital.	https://www.uvic.ca/gastown/undergraduate/current/specifications/entrepreneurship/		Entrepreneurship	0.95	2 courses of all required and specialization courses are math related	https://www.uvic.ca/gastown/undergraduate/current/structure/index.php	
	Gastown School of Business	Master	Graduate	Management		1				Management	11	33	Gastown's Entrepreneurship specialization will help you develop the entrepreneurial mindset needed to start a new venture, grow an existing business or engage in a variety of entrepreneurship support careers such as accounting, consulting, law, and venture capital.	https://www.uvic.ca/gastown/gill/umn/structure/index.php		Management	1.00	Fully Business related courses	https://www.uvic.ca/gastown/gill/umn/structure/index.php	
	Educational Psychology and Leadership Studies	Master	Graduate	Arts		1				Leadership studies	11	33	Leadership is about confidently using your skills, passion and values to enact change in organization life. You will study the theories & philosophies of leadership, and learn how to apply these to your own contexts, while developing professional skills in organizational management. This program can either focus on Adult Education and Community Engagement, or Educational Administration. The Master of Arts is thesis-based and prepares you for academia and research-based vocations.	https://www.uvic.ca/education/academic-study/leadership/index.php		Leadership	1.00	Fully Business related courses	https://www.uvic.ca/education/psychology/leadership-studies/bs_program_options/index.php	
	Educational Psychology and Leadership Studies	Master	Graduate	Education		1				Leadership studies	11	33	Leadership is about confidently using your skills, passion and values to enact change in organization life. You will study the theories & philosophies of leadership, and learn how to apply these to your own contexts, while developing professional skills in organizational management. This program can either focus on Adult Education and Community Engagement, or Educational Administration. The Master of Education is project-based and prepares you directly to enter the job market.	https://www.uvic.ca/education/academic-study/leadership/index.php		Leadership	1.00	Fully Business related courses	https://www.uvic.ca/education/psychology/leadership-studies/bs_program_options/index.php	
	Educational Psychology and Leadership Studies	Master	Graduate	Philosophy		1				Leadership studies	111	33	The program is individually designed (offered by special arrangement only), with an emphasis on creating a program that examines leadership theory & practices in particular fields of disciplinary interest. It is designed to empower the next generation of researchers, scholars, and practitioners to make significant contributions to the field and address the diverse needs of the world at large.	https://www.uvic.ca/education/academic-study/leadership/index.php		Leadership	1.00	Fully Business related courses	https://www.uvic.ca/education/psychology/leadership-studies/bs_program_options/index.php	
Vancouver Island University	Professional Training and Development	Certificate	Graduate		1					Management Skills for Supervisors	4	12	Management Skills is a three-part program designed to improve managerial effectiveness through specific skills training. It will appeal to supervisors, administrators, project leaders, and department heads in business, industry, public and not-for-profit sectors.	https://www.viu.ca/programs/business-management/management-skills-supervisors	The 12-day program is offered in three four-day modules approximately one month apart. This approach allows participants to integrate new skills and learning on-the-job, then return to class for reinforcement, review, and additional new material. The format includes videos, self-scoring inventories, role plays, case studies, short lectures, and structured exercises to provide a stimulating adult learning experience. Participants who successfully complete all three parts of the program will receive a certificate from Vancouver Island University. In addition, participants receive two credits per part towards certificate, diploma and degree programs at VIU. Three take-home assignments demonstrating application of skills and knowledge to the work situation must be completed.	Management	1.00	Fully Business related courses	https://www.viu.ca/programs/business-management/management-skills-supervisors	
	Faculty of Management	Bachelor	Undergraduate	Business Administration	1					Management	40	120	The courses focus on how managers resolve the behavioral and organizational problems found in the workplace.	https://management.viu.ca/business/bachelors/business-administration	The BBA program offers a choice of seven majors. Student may choose to complete more than one major, which allows students to further personalize their education. If you are wondering which major is best for you, see what the Discipline Chairs say about their subject. Students also have the option of adding a Minor within BBA to their chosen Major(s). Currently the BBA has four Minors: Marketing International Business Management HR Management Management Note: A Minor cannot be completed on its own. Also, you cannot complete two Minors instead of one Major.	Management	0.90	2 required courses are math related, 3 of 15 open electives are tech related	https://www.viu.ca/courses/management/MGMT483	
Manitoba																				
Brandon University	none	1																		
Canadian Mennonite University	none	1																		
St. Paul's College	Saint Paul College's Business	Certificate	Undergraduate		1					Entrepreneurship	8	24	The Entrepreneurship Certificate program focuses on the essentials of entrepreneurship and small business management, and provides students with a basic understanding of how to start and market an entrepreneurship/small business operation.	https://www.saintpaul.edu/programs/entrepreneurship	Hybrid, online and traditional in-class courses on Saint Paul College campus, St. Paul, MN Part-time/Full-time Options This program can be completed by using a combination of day, evening, and online courses. Part-time and full-time options are available.	Entrepreneurship	1.00	Fully Business related courses	https://www.saintpaul.edu/programs/ProgramGuides/EntrepreneurshipCertificate.pdf	
The University of Winnipeg	Professional Applied and Continuing Education	Certificate	Graduate		1					Management	9	29	The Management Certificate is designed for individuals who want to develop their professional skills and further their career. Students explore current business topics and trends using the case analysis methodology and develop the skills to help businesses compete in the current competitive environment. The Certificate program emphasizes skills such as leading and motivating employees, communication and problem-solving.	https://pacc.uwinnipeg.ca/part-time-programs/management-certificate	The Management Certificate is fully online	Management	1.00	Fully Business related courses	https://pacc.uwinnipeg.ca/part-time-programs/management-certificate	
	Faculty of Graduate Studies and Faculty of Business and Economics	Master	Graduate	Management		1				Management	10	30	With the focus of the MM on technology, innovation and operations management, the degree is addressing the challenges and opportunities facing organizations in all industries.	https://www.uwinnipeg.ca/master-in-management/index.html	The Master in Management (MIM) with a specialization in Technology, Innovation and Operations is a 30-credit hour degree offered in a unique hybrid/delivery model. Students will study both on-campus and online. The program has been developed into three modules. Module 1 is an intensive, in-person two week (full day) introduction to the degree held in August. Module 2 is the core of the program with six courses delivered in an online format. Generally students studying part time will take one course per University semester. Module 3 concludes the program and will be delivered in an intensive two week (full day) capstone session also in August.	Management	0.70	3 of 10 courses are tech related	https://www.uwinnipeg.ca/academics/graduate-calendar/docs/grad-mim.pdf	
Université de Saint-Boniface	none	1																		
New Brunswick																				
Mount Allison University	none	1																		
St. Thomas University	none	1																		
	Faculty of Administration	Certificate	Undergraduate		1					Management	8	24	To do this, the program focuses on problem solving in management, ethical decision-making and good corporate governance.	https://www.umoncton.ca/moncton-students/programmes/programme_select=177		Management	1.00	Fully Business related courses	https://www.umoncton.ca/moncton-students/programmes/programme_select=177	

Université de Moncton	Faculty of Administration	Master	Graduate	Management						Management	7	45		https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=116	The student must register full-time for 24 months from the first registration. Each student registered in the Master of Science in Management program must have a thesis supervisor from the start of the first semester of their first year of studies. In accordance with the regulations in force at the University, this person must be a member of the Assembly of the Faculty of Graduate Studies and Research. The thesis director will help the student in the choice of courses and thesis subject and in carrying out the thesis. The choice of thesis supervisor must be submitted for approval to the Graduate Studies Committee of the Faculty of Administration. Public defense is required.	Management	0.80	9 courses are tech related	https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=116
	Faculty of Administration	Bachelor	Undergraduate	Business Administration			1			Management / (management - cooperative scheme)	30	120	the program focuses on mastering theoretical concepts and problem-solving techniques in management in the context of ethical decision-making and good corporate governance.	https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=1	The training of managers in management uses methods that are mainly centered on participative. Subjects that mainly involve the transmission of knowledge can be the subject of presentations, discussions, practical exercises and case studies. Company visits, teamwork, simulations and role-playing are also other means of learning the practice of management. The objective is to enable students to develop the skills necessary for the effective practice of management.	Management	0.86	15 credits are abtech related; 9 open electives	https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=1
University of New Brunswick	College of Extended Learning	Certificate	Graduate				1			Management Essentials	10	30	This program to focus on your skills and knowledge gaps by taking individual courses instead of the entire certificate.	https://www.unb.ca/cel/career/management-leadership/cmc/index.html	The Online Certificate in Management Essentials (CME) provides you with the skills you need to be the best supervisor or manager you can be. This program is completely online and self-paced so you can stay competitive regardless of your location and schedule. Designed by subject matter experts, the curriculum has been reviewed and approved by the University Senate.	Management	1.00	Fully Business related courses	https://www.unb.ca/cel/career/management-leadership/cmc/courses.html#cmecmc1000
	Renaissance College	Bachelor	Undergraduate	Philosophy			1			Leadership Studies	33	117	we focus on community development and responsible leadership. In this hands-on, collaborative learning environment, you'll develop a wide variety of academic and interpersonal skills, which will bring success to any career path.	https://www.unb.ca/fredrickson/renaissance/programs/bphil/index.html	One of the distinguishing features of the BPhil degree is the opportunity to complete the degree in three years. This is accomplished by participating in our unique summer interterms. Renaissance College students put their learning into action through a Canadian internship - after the first year - and an international internship - after the second year. Students can also choose a traditional four-year route.	Leadership	0.974358974	3 credits are math related	https://www.unb.ca/academics/calendars/undergraduate/current/fredrickson/courses/renaissance/bphil/index.html
	J Herbert Smith Centre	Diploma	Undergraduate							Technology Management & Entrepreneurship (TME)	8	24	Enhance your science and engineering skills by learning what you need to know to manage a technology-intensive department or to launch a technology-based business.	https://www.unb.ca/fredrickson/engineering/depts/tme/diploma/index.html	The Certificate in Leadership Studies is a required component of the Bachelor of Integrated Studies (BIS) Program. This certificate is only open to current USB students, and is not approved for stand-alone study.	Entrepreneurship	0.47	4 of 6 required courses are tech/engineer related; 1 of 4 electives are tech related	https://www.unb.ca/cel/fredrickson/engineering/depts/tme/diploma/courses.html
	College of Extended Learning	Certificate	Undergraduate				1			Leadership Studies	5	15		https://www.unb.ca/cel/credit/specialized/programs/certificate-in-leadership-studies/index.html		Leadership	1.00	Fully Business related courses	https://www.unb.ca/cel/credit/specialized/programs/certificate-in-leadership-studies/course-descriptions.html
Newfoundland & Labrador																			
Memorial University of Newfoundland	Faculty of Business Administration	Master	Graduate	Sciences in Management				1		Management	11	30	This research-focused program will help you develop rigorous research skills transferable to careers in academia or in the public, private or non-profit sectors. You'll develop an important and versatile skillset that also prepares you to enter a PhD in management program at the Faculty of Business Administration or elsewhere.	https://www.business.mun.ca/graduate/msc/	MSc – Memorial's MSc is a two-year, thesis-based program that offers concentration in one of four main areas of management: general management, information systems (IS), operations management (OM), and organizational behavior (OB) (management science) (MS). Students complete one year of coursework that exposes them to innovative research and practice in their selected area of study and prepares them to undertake independent, original research as part of a thesis research project in the second year.	Management	0.43	1 of 4 required courses is tech related; 3 focus courses are all tech related; 4 electives	https://www.mun.ca/business/graduate/master-of-science-msc-in-management-program-structure/
Nova Scotia																			
Acadia University	Manning School of Business Administration	Bachelor	Undergraduate	Business Administration			1			Entrepreneurship & Innovation	40	120		https://business.acadum.ca/programs/bph333-entrepreneurship	BBA students have the option to complete a major in the area of entrepreneurship and innovation. This major would benefit students interested in working with an entrepreneurial firm, starting a business, or in working with innovative non-profit and public sector organizations. NOTE: Students who wish to choose a major would normally declare their major during their second year.	Entrepreneurship	0.92	hours: credits 3:1; 3 courses are math/tech related; 12 open electives	https://business.acadum.ca/programs/bph333-entrepreneurship
	School of education and graduate studies	Master	Graduate	Education				1		Leadership	10		The Master of Education in Leadership program is for educational leaders. In addition to the concepts of leadership and organization, the concept of social justice, democratic action, equity, empowerment and change pervade the program.	https://med.acadum.ca/programs/leadership.html		Leadership	1.00	Fully Business related courses	https://med.acadum.ca/programs/leadership.html
Cape Breton University	none	1																	
Mount Saint Vincent University	Professional Studies at the Mount	Certificate	Graduate				1			Minor in Management	7	4		https://www.msvu.ca/academics/diploma-certificates/certificate-in-community-leadership/	Taking a minor in management which means you will need to complete three full units of coursework. With a management minor, you can learn about the field of management while doing a major, concentration or a second minor in another area of business. If you are interested in completing professional designation in management, you may want to complete a major or concentration in management, as opposed to a minor. The more management courses you complete, the more your likelihood of receiving course exemptions in your and professional studies.	Management	1.00	Fully Business related courses	https://www.msvu.ca/academics/diploma-certificates/certificate-in-community-leadership/
	NSCAD University	none	1																
Saint Mary's University	Sobey School of Business	Bachelor	Undergraduate	Commerce			1			Entrepreneurship	40	120	Entrepreneurship offered as a major in the Commerce and Arts programs. A co-op option is also available.	https://www.smu.ca/academics/sobey/sobey-entrepreneurship.html	The four year degree begins with two years of being immersed in the basics of business. In your third year, you will choose to specialize in one of our ten majors, with advice and assistance from your academic advisor and career services. You'll then integrate your classroom and hands-on knowledge to launch an exciting career, or pursue advanced studies.	Entrepreneurship	1.00	Fully Business related courses ; electives excluded	https://smu.ca/public/content/smu/pdf/2021-2022%20Undergraduate%20Academic%20Calendar%20date%20.pdf
St. Francis Xavier University	Gerald Schwartz School of Business	Bachelor	Undergraduate	Business Administration			1			Entrepreneurship	40	120	Entrepreneurship is an interdisciplinary business program to which almost all other streams in the Schwartz School of Business contribute. As a result, courses cover a range of topics related to entrepreneurship, including: • entrepreneurship and new venture creation • social entrepreneurship • entrepreneurial finance • marketing research • marketing management • small business management Courses in topics ranging from management accounting to business ethics to project management may also contribute to earning a business degree in Entrepreneurship.	https://business.stfx.ca/programs/entrepreneurship	Years 1 & 2 In the first two years of the BBA program, students complete an integrated set of required courses in Business (BSAD), Economics (ECON), Math (MATH), and statistics (STAT), complemented by elective courses in the arts and/or sciences. Year 1: BSAD 101, 102; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives Year 2: BSAD 222, 223, 231, 241, 261, 281; 12 credits arts/science electives Years 3 & 4 In years three and four, students complete specialized courses in their major area. Students in the BBA Advanced Major or Honours program will substitute elective courses with additional required courses and complete a consulting project (Advanced Major) or thesis (Honours). Entrepreneurship 9 entrepreneurship credits; 15 credits BSAD electives; 12 credits arts/science electives; 9	Entrepreneurship	0.88	2 from 17 courses are math related; electives are contained	https://business.stfx.ca/programs/structure
	Université Sainte-Anne	none	1																
University of King's College	none	1																	
Ontario																			
Algoma University	none	1																	
Brescia University College	Faculty, Management and Organization Studies	Post Undergraduate Diploma	Graduate							Management Studies	10	50		https://bresciauwo.ca/diploma_certificate_diploma_in_management_studies/about_the_program.php	This program is designed for students who have minimal or limited backgrounds in business studies. The post-graduate diploma is an eight month program that provides students with the opportunity to learn and apply the foundations of communications, marketing, operations, leadership and more!	Management	1.00	Fully Business related courses	https://bresciauwo.ca/diploma_certificate_diploma_in_management_studies/about_the_program.php
	Faculty, Management and Organization Studies	Bachelor	Undergraduate							Leadership Studies	26	66		https://bresciauwo.ca/undergraduate/leadership_studies.php	Leadership Studies at Brescia is built on three intersecting aspects: the knowledge of leadership research and theory (knowing); leadership skill development (doing); and the application of both knowledge and skills in community settings (being). Completion of first-year requirements with no failures. Students must have an average of at least 65% in 130 principal courses, including Leadership Studies 1032A/B and Leadership Studies 1033A/B or the former Leadership Studies 1031 plus 2.0 additional courses, with no mark in these principal courses below 60%. At least 1.0 course in English, Management and Organizational Studies, History, Political Science, Psychology, or Sociology at the 1000 level is recommended in order to satisfy prerequisite for elective courses in the module.	Leadership	1.00	Fully Business related courses	https://www.westerncalendar.uwo.ca/Modules of m/ModuleID=2087&SelectCalendar=Look&ActiveID=
Brock University	Goodman School of Business	Bachelor	Graduate	Business Administration			1			Entrepreneurship Major	40	120		https://brocku.ca/goodman/programs/bba/1594815157620-8467c0ea-d690	In your first two years, you'll receive a solid foundation in the functional areas of business along with knowledge of the Canadian and global business environment through a core set of courses. In your final two years, you'll prepare to meet your professional goals by having the option to focus on one of 10 areas of concentration. BBA co-op students will attain a minimum of 12 months of cumulative full-time work experience. This full-time master's program is delivered entirely in English and is offered by leading international business schools through the International Partnership of Business Schools (IPBS): - Goodman School of Business, Brock University, St. Catharines, Canada - DCU Business School, Dublin City University, Dublin, Ireland - ESB Business School, Rostlegary University, Rostlign, Germany	Entrepreneurship	0.86	5 math/tech related courses; 5 open electives	https://brocku.ca/goodman/wp-content/uploads/primary-site/sites/9/2021_200_Goodman_Veribook_2022-IPBSAL_digital_1.pdf
	International Partnership of Business Schools (IPBS)	Master		Management				1		Global Management	12	90	Kick start your global business career with practical learning, global perspectives and unparalleled networking opportunities. This program is ideal if you have a bachelor's degree in business or a related field and a minimum of 6 months of work experience.	https://brocku.ca/goodman/ipbs-mgm/9Course-of-Study		Management	0.75	3 of 12 tech related courses	https://brocku.ca/goodman/ipbs-mgm/9Course-of-Study

	Greater Niagara Chamber of Commerce and Goodman School of Business/ Professional Development	Certificate	Graduate		1								Professional Leadership Development			This specialized program equips leaders and aspiring managers with the tools needed to improve their efficiency and increase productivity by focusing on topics of creative & critical thinking, communication, strategic planning, change management, and personal growth.	https://brocks.ca/goodman-group/professional-development/about-public-programs/	Program Details May 16 – June 20, 2022 Online- instructor led	Leadership	1.00	Fully Business related courses for non thesis students;	https://brocks.ca/goodman-group/wp-content/uploads/sites/98/Professional-Leadership-Development-Program-May-June-2022.pdf
	Goodman School of Business/ Professional Development	Certificate	Graduate		1								Non-Profit Leadership			This specialized program equips leaders and aspiring managers with the tools needed to improve their efficiency and increase productivity by focusing on topics of creative & critical thinking, communication, strategic planning, change management, and personal growth.	https://brocks.ca/goodman-group/professional-development/about-non-profit-leadership-certificates/	Program Details May 16 – June 20, 2022 Online- instructor led The program resulted from polling over 600 non-profit organizations on their professional development needs, and tailored to fit a leadership development gap in the non-profit sector. Goodman Group's Non-Profit Leadership Development program provides you with the tools and information you need to successfully lead teams and organizations.	Leadership	1.00	Fully Business related courses	https://brocks.ca/goodman-group/wp-content/uploads/sites/98/Non-Profit-Leadership-C19-2022.pdf
Carleton University	Sprott School of Business	Certificate			1								Minor in Business (Entrepreneurship)	7	4		https://sprott.carleton.ca/occdon/minor-in-entrepreneurship/	Only students pursuing an undergraduate program (except B.Com. and B.L.B.) requiring at least 20.0 credits to graduate and who have completed at least 4.0 credits toward their degree with a minimum Overall CGPA of 7.00 may be admitted to the Minor in Business (Entrepreneurship). Students who are required to leave the Minor due to a low Minor CGPA may not return to the Minor at any subsequent date. Students are required to present a Minor CGPA of 6.50 or higher at graduation in order to be awarded a Minor in Business (Entrepreneurship).	Entrepreneurship	1.00	Fully Business related courses	https://calendar.carleton.ca/undergrad/undergrad-programs/business/#Minor_in_Business_Entrepreneurship
	Sprott School of Business	Bachelor				1							Bachelor in Commerce	37	23.5		https://sprott.carleton.ca/bachelors-of-commerce/	Normally, students are expected to have declared their concentration(s), if any, before commencing the sixth credits into the program. Only under special circumstances would a student be allowed to enroll in a concentration after the completion of the fifth credits.	Entrepreneurship	0.83	8.5 credits open electives; 2 of 20 credits are tech/math related	https://calendar.carleton.ca/undergrad/undergrad-programs/business/#Concentration_in_Entrepreneurship
	Sprott School of Business	Short Program	Undergraduate										concentration in Entrepreneurship				https://carleton.ca/globalacademy/entrepreneurship-program/	It is 4 or 6 weeks in duration with in-class sessions, incubator experience, networking opportunities, and advisory sessions with senior executives from the private sector.	Entrepreneurship			
	Sprott School of Business	Master	Graduate						1				Management	7	3		https://sprott.carleton.ca/msc-in-management/	Gain advanced study in two functional areas of business through course work. -Integrative courses not commonly found in other MSc programs focusing on interconnections between disparate phenomena. -Participate in a seminar series on current management problems involving business and government leaders and academic researchers. -Students enrolled full-time in the MSc in Management program may be permitted to transfer into Sprott's PhD in Management program, without completing the master's program, provided they meet certain conditions after their first year of study.	Management	0.58	1 credits are tech/math related; 4 of 15 elective courses are tech related	https://sprott.carleton.ca/msc-programs-requirements/
	Sprott School of Business	PhD	Graduate						1				Management	11	5		https://sprott.carleton.ca/phd-in-management/	Sprott's PhD in Management delivers advanced training in research and teaching, providing both theoretical and practical understanding of the complex problems facing business and managers. We offer a number of interdisciplinary, issue-focused courses to provide a holistic perspective to defining and solving problems. At the same time, students are able to ground their learning and research in selected functional areas and apply their knowledge to their areas of specialization.	Management	0.68	1 credits are tech/math related; 5 of 15 off 6 elective courses are tech related	https://sprott.carleton.ca/phd-in-management/phd-program-requirements/
	Dominican University College	none	1																			
	Huron University College	none	1																			
	Faculty of Business Administration	Master	Graduate						1				Management	6	5FCE		https://www.lakeheadu.ca/programs/department/business-programs/graduate-programs/ma	The MScMgt program is offered on a full-time basis (1 year) and part-time basis (3 years). The MScMgt consists of three and one-half full-course equivalents (seven half-courses), plus a two-part research project (one and one-half full-course equivalents) for a total of 17 FCEs. Core courses will focus on the following topics: Management Theory Research Methods Quantitative Analysis in Management Note A: 1. Core courses cannot be used as elective courses in the program. Electives should be selected in consultation with the Program Chair. 2. Students cannot choose a first-year course as an elective (a course which starts with a number 1) in the graduating year. 3. Students should consult the Program Chair for advice if in doubt. Note B: The Indigenous Content Requirement is being met by the inclusion of Business 3350. GRADUATION REQUIREMENT: Satisfactory completion of Year III - BAdmin (Management) with an overall average of at least 60% (C).	Management	0.90	0.5 of 5 fce are tech related	https://csd.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=27&chapterid=8501&pagegroup=27738&loadseriesid=75
	Faculty of Business Administration	Bachelor	Undergraduate						1				Management Major	9	5FCE		https://csd.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=27&chapterid=8501&pagegroup=27738&loadseriesid=75	1. Core courses cannot be used as elective courses in the program. Electives should be selected in consultation with the Program Chair. 2. Students cannot choose a first-year course as an elective (a course which starts with a number 1) in the graduating year. 3. Students should consult the Program Chair for advice if in doubt. Note B: The Indigenous Content Requirement is being met by the inclusion of Business 3350. GRADUATION REQUIREMENT: Satisfactory completion of Year III - BAdmin (Management) with an overall average of at least 60% (C).	Management	0.80	1 of 5 fce is tech related	https://csd.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=28&chapterid=8501&pagegroup=27738&loadseriesid=75
	Faculty of Business Administration	Certificate	Undergraduate						1				Honours Bachelor of Commerce	34	20.5		https://www.lakeheadu.ca/programs/department/business-programs/undergraduate/honours-bachelor-of-commerce	Satisfactory completion of all courses required for Year IV of the Honours Bachelor of Commerce (Global Entrepreneurship Major) with an overall average of at least 70% based on all Year IV courses.	Entrepreneurship	0.85	3 of 20.5 fce is tech related	https://csd.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=28&chapterid=8501&pagegroup=27738&loadseriesid=75
	Faculty of Business Administration	Certificate	Undergraduate						1				Entrepreneurship	6	3		https://www.lakeheadu.ca/programs/department/business-programs/entrepreneur-certificates-program	Combining an Honours BAdmin History with an Entrepreneur Certificate from the Faculty of Business Administration provides students with a unique opportunity to take series of courses designed to provide you with a strong business education, as well as develop management and entrepreneurial skills, that are an assets for those seeking to work in history and heritage organizations, NGOs, in a corporate setting, are other field where entrepreneurial skills are valued.	Entrepreneurship	1.00	Fully Business related courses	https://csd.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=28&chapterid=8501&pagegroup=27738&loadseriesid=75
	Faculty of Business Administration	Certificate	Undergraduate						1				Global Entrepreneurship	6	3		https://www.lakeheadu.ca/programs/department/business-programs/certificates/certificate-in-global-entrepreneurship	This program is open to non-business students enrolled in any degree program at Lakehead University, and is offered at the Oshawa campus. Combining an Honours BAdmin History with an Entrepreneur Certificate from the Faculty of Business Administration provides students with a unique opportunity to take series of courses designed to provide you with a strong business education, as well as develop management and entrepreneurial skills, that are an assets for those seeking to work in history and heritage organizations, NGOs, in a corporate setting, are other field where entrepreneurial skills are valued.	Entrepreneurship	1.00	Fully Business related courses	https://csd.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=27&chapterid=8501&pagegroup=27738&loadseriesid=75
	Laurentian University	Faculty of Management	Bachelor	Undergraduate					1				Entrepreneurship	40	120		https://laurentian.ca/programs/entrepreneurship/details	The BBA in Entrepreneurship program allows you to study full time or part time. The Faculty of Management develops socially responsible leaders for the global business world by providing flexible management education provided in respected scholarships, innovative and collaborative. BBA specialized programs provide students with the opportunity to obtain a four-year Bachelor of Business Administration degree in the following areas: Accounting, Entrepreneurship, Finance, Human Resources Management, International Management, Marketing and Operations Management, besides a Bachelor of Business Administration. A Laurentian Bachelor of Business Administration degree means that students can meet employer demands for candidates who are well diversified and flexible.	Management	0.73	18 courses are tech related; 54 electives without information for entrepreneur focus	https://laurentian.ca/assets/files/Department-Business-Admin-BBA-Handbook.pdf
	Faculty of Education and Professional Studies	Certificate	Undergraduate						1				Minor in Entrepreneurship	6	18		https://www.nipissingu.ca/academics/faculty-education-and-professional-studies/business3ba	A Minor in Entrepreneurship is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Entrepreneurship. In addition to the requirements listed below, please refer to the Minor Requirements section.	Entrepreneurship	1.00	Fully Business related courses	https://academiccalendar.nipissingu.ca/~Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=9&pagegroup=1479
	Nipissing University	Faculty of Education and Professional Studies	Bachelor	Undergraduate					1				Entrepreneurship and Innovation Leadership Major		36		https://www.nipissingu.ca/academics/faculty-education-and-professional-studies/business3ba	To graduate with a Bachelor of Business Administration (honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 66 credits of core requirements as outlined below. Students may also complete a concentration, along with their core BBA requirements. Available Concentrations are as follows: Accounting, Entrepreneurship and Innovation Leadership, Finance, Human Resources Management, Marketing, and International Business. Students completing the BBA (Honours) must achieve a minimum average of 70% in the program. Students completing the BBA (four-year) must achieve a minimum average of 66% in the program. In addition to the core BBA requirements, students must complete the following 18 credits:	Entrepreneurship	0.83	12 credits are tech/math related; 51 credits of electives	https://academiccalendar.nipissingu.ca/~Catalog/ViewCatalog.aspx?pageid=viewscatalogcatalogid=9&pagegroup=1471

OCAD University	Faculty of Arts & Science	Certificate	Graduate		1			Entrepreneurship & Social Innovation	6	3	https://www.ocadu.ca/sites/default/files/students/Office%20of%20the%20Registrar%202021-2022%20Program%20Guides%2021-2022%20PostGrad%20Program%20Guide%2021-2022%20EN%20and%20OC%20Postgrad%20cert%20Program%20Guide.pdf	Entrepreneurship	1.00	Fully Business related courses	https://www.ocadu.ca/sites/default/files/students/Office%20of%20the%20Registrar%202021-2022%20Program%20Guides%2021-2022%20PostGrad%20Program%20Guide%2021-2022%20EN%20and%20OC%20Postgrad%20cert%20Program%20Guide.pdf	
	Faculty of Arts & Science	Certificate	Undergraduate	Minor	1			Mines in Entrepreneurship & Social Innovation Minor	6	3	This Minor gives art and design students the opportunity to grasp the broader context of economics, management, socio-cultural, and environmental issues, social and technological trends changing the global economic landscape and to apply these perspectives to their creative practice.	https://www.ocadu.ca/academic/minors/entrepreneurship-social-innovation-minor	Entrepreneurship	1.00	Fully Business related courses	https://www.ocadu.ca/sites/default/files/students/Office%20of%20the%20Registrar%202021-2022%20Program%20Guides%2021-2022%20PostGrad%20Program%20Guide%2021-2022%20EN%20and%20OC%20Postgrad%20cert%20Program%20Guide.pdf
	Continuous Learning	Certificate	Undergraduate		1			Entrepreneurial Toolkit	10		The Building Your Entrepreneurial Toolkit program provides the basics of entrepreneurship allowing you to develop a new business idea within an existing organization or as a separate startup. At the end of the program, participants will be asked to pitch their idea using the various techniques and concepts taught throughout the course.	https://ontariotechu.ca/continuouslearning/programs/offerings-by-subject-area/business-and-leadership/programs/building-your-entrepreneurial-toolkit.php	Entrepreneurship	1.00	Fully Business related courses	https://ontariotechu.ca/continuouslearning/programs/offerings-by-subject-area/business-and-leadership/programs/building-your-entrepreneurial-toolkit.php
Redeemer University	Management Faculty	Bachelor	Undergraduate	Business Administration	1			Management	45	115	Management is a Bachelor of Business Administration degree. It is offered as an honors major and as a major.	https://www.redeemer.ca/programs/business-management/	Management	0.96	2 of 45 courses are tech related	https://www.redeemer.ca/programs/business-management/
Royal Military College of Canada	none	1														
Ryerson University	Faculty of Engineering and Architectural Science (FEAS)	Master	Graduate	Engineering	1			Innovation and Entrepreneurship	10	30	A unique component of the MEE is the technology commercialization and go-to-market project, in which student teams focus on commercializing their product or service and acquiring paying customers. The goal of the project is to establish a successful commercialization path for your technology venture.	https://www.ryerson.ca/master-engineering-innovation-entrepreneurship/courses/	Innovation	0.70	3 of 10 courses are engineer related	https://www.ryerson.ca/master-engineering-innovation-entrepreneurship/courses/
	Ted Rogers School of Business Management	Bachelor	Undergraduate	Entrepreneurship	1			Entrepreneurship Major	34	40	The Entrepreneurship major will teach you how to become an entrepreneur and play a key role in society by relentlessly pursuing opportunities to create and sustain a competitive and viable enterprise. The Entrepreneurship major is designed for you, whether your goal is to own your own business or to assist existing organizations grow and develop.	https://www.ryerson.ca/tedrogersschoolofbusiness-management/majors/entrepreneurship/	Entrepreneurship	0.90	4 of 40 credits are tech related	https://www.ryerson.ca/calendar/2022-2023/programs/business_major/entrepreneurship_major/
	Ted Rogers School of Management	Master	Graduate	Sciences in Management	1			Management	7	6	Designed for students interested in a research or academic career in business, MScM equips individuals with qualitative and quantitative research skills across several disciplines in management. Gain new knowledge of the complex problems facing organizations in the modern world and become an expert in a research area by completing and defending a thesis.	https://www.ryerson.ca/graduate/programs/master/science-management/	Management	0.89	3 of 18 electives are tech related	https://www.ryerson.ca/graduate/catalog/programs-and-courses/master/science-management/
	Ted Rogers School of Management	PhD	Graduate		1			Management	12	9	The program is designed to develop graduates who are skilled in research that includes a theoretical and practical understanding of the challenges that organizations experience, and who are able to disseminate that research in appropriate venues.	https://www.ryerson.ca/tedrogersschoolofbusiness-management/phd-management/	Management	0.89	1 of 9 courses are tech related	https://www.ryerson.ca/content/dam/tedrogersschoolofmanagement/documents/PhD-in-Management-course-calendar.pdf
St. Jerome's University	none	1														
Trent University	School of Business	Master	Graduate	Management	1			Management	13		Designed to address the needs of today's employers, the Master of Management curriculum develops students' knowledge of a broad spectrum of business and management disciplines, including accounting, corporate finance, marketing and strategic management. The program also encourages students to understand the larger social issues facing organizations in today's dynamic and competitive environment.	https://www.trentu.ca/mmg/	Management	0.92	1 of 13 courses are math related	https://www.trentu.ca/mmg/programs/master-management
	School of Business	Certificate	Undergraduate		1			Entrepreneurship	12	6	Examine business models across sectors and develop your leadership skills in a program recognized for its innovative and successful graduates	https://www.trentu.ca/futurestudents/specializations/entrepreneurship/graduate-undergraduate	Entrepreneurship	1.00	Fully Business related courses	https://www.trentu.ca/registrar/sites/trentu.ca/registrar/files/documents/TrentCalendar_2022-2023_May.pdf
	School of Business	Short Program	Graduate					Leadership			The program is designed to offer students opportunities to learn effective leadership strategies and communication. It also recognizes students for the current leadership initiatives that they take on as they progress through their academics.	https://www.trentu.ca/durham/student-life/student-experience/leadership-program.htm	Leadership	1.00	Fully Business related courses	https://www.trentu.ca/durham/student-life/student-experience/leadership-program.htm
University of Guelph	Gordon S. Lang School of Business and Economics	Master	Graduate	Management	1			Management	8	7	Lang's MSc in Management emphasizes leadership development and a better understanding of evidence-based management. Courses are delivered in a hybrid format with a mix of face-to-face classes, seminars, seminars, and online learning.	https://www.uoguelph.ca/lang/mssc-management	Management	0.86	1 credit is tech related	https://www.uoguelph.ca/lang/mssc-management
	Gordon S. Lang School of Business and Economics	PhD	Graduate		1			management	9	4.5	With the Lang's PhD in Management program, you'll explore complex challenges in modern business management and scholarship and develop relevant research within a general degree or in one of three unique academic fields in which the University has a distinct strength - marketing and consumer behavior, services management and organizational leadership.	https://www.uoguelph.ca/lang/programs/graduate-program/phd-management	Management	0.86	0.5 math related credits, 1 elective	https://www.uoguelph.ca/lang/programs/graduate-program/phd-management
	Gordon S. Lang School of Business and Economics	Master	Graduate	Arts	1			Leadership	10	5	This self-reflection enables you to better identify strategies and concepts that empower your own brand of leadership, transforming you into a more confident and resilient leader. We believe in changing perspectives to help you become a catalyst for transformation.	https://www.uoguelph.ca/lang/mssc-leadership	Leadership	1.00	Fully Business related courses	https://www.uoguelph.ca/lang/executive-program/m-leadership-academics
	Open Learning and Educational Content and Gordon S. Lang School of Business and Economics	Certificate			1			Leadership	5	2.5	The Certificate in Leadership is a multidisciplinary, five-course program. By combining face-to-face and online courses, the program aims to prepare you to thrive in today's dynamic workplace and to serve your community by equipping you with the necessary leadership skills to make a difference in your organization.	https://opened.uoguelph.ca/student-resources/Certificate-in-Leadership	Leadership	1.00	Fully Business related courses	https://opened.uoguelph.ca/student-resources/Certificate-in-Leadership/HROB20/HROB20HIDE-Foundations-of-Leadership
University of Ontario Institute of Technology	none	1														

University of Ottawa		Certificate		Minor	1					Science Entrepreneurship Option	5	15	The Science Entrepreneurship option is a 15-unit (five course) option that can be incorporated into your Honours BSc program. It provides an introduction to business management, new venture creation and entrepreneurship that will allow you to take a new scientific idea to market. It also includes a course on creativity and innovation, and a fourth year capstone course specifically dealing with commercializing a scientific product.	https://catalogue.uottawa.ca/en/undergraduate/science-entrepreneurship			1.00	Fully Business related courses	https://catalogue.uottawa.ca/en/undergraduate/science-entrepreneurship/program/requirements
		Certificate		Minor	1					Minor in Entrepreneurship	10	30	The Entrepreneurship Minor aims to create a more entrepreneurial graduate who will be equipped to choose the path of traditional start-up, social enterprise or apply their skills to positively impact existing companies and organizations with their entrepreneurial skills.	https://catalogue.uottawa.ca/en/undergraduate/minor-entrepreneurship/requirements			0.96	3 out of 22 electives are tech related with 9 credits	https://catalogue.uottawa.ca/en/undergraduate/minor-entrepreneurship/program/requirements
University of St. Michael's College	none	1																	
University of Sudbury	none	1												https://sustainability.ca/news/2022/06/26/news/1892/message-to-our-community-re-invent-our-education-formation-and-well-being					
University of Trinity College	none	1																	
University of Windsor	Faculty of Engineering - Odette School of Business	Master	Graduate	Engineering	1					Management	8	24	While all candidates in the program acquire competencies in accounting, financial management, administration, engineering design, product management, strategy and IP management, the elective courses and the capstone project allow students to expand core skills in one or more of the following practical areas:	https://www.uwindsor.ca/engineering/mem	Accelerate your engineering career by obtaining a Master of Engineering Management (MEM) degree from the University of Windsor. As Ontario's only weekend MEM and Canada's first online engineering management degree, the two-year program allows working professionals to earn their master's degree without interrupting their careers.	Management	0.50	3 of 6 required courses are engineer related, 4 of 8 electives are engineer related	https://www.uwindsor.ca/engineering/569/course-descriptions
	Odette School of Business	Master	Graduate	Management	1					Management	8	24	While all candidates in the program acquire competencies in accounting, financial management, administration, engineering design, product management, strategy and IP management, the elective courses and the capstone project allow students to expand core skills in one or more of the following practical areas:	https://www.uwindsor.ca/business/566/master-management	The Master of Management program is a course-based graduate program. This 16-month program offers you the benefits of world-class business education with the personal touch of a small school. While you will focus on the specialization of your choice, you will also be equipped with core business courses with multi-disciplinary relevance and receive the practical knowledge required to excel. These courses include Business Communication, Accounting Concepts & Techniques, Finance in a Global Perspective, Managing Employees, Marketing, Quantitative Studies, International Business, and Business Strategy.	Management	N/A	fall to open	http://web4.uwindsor.ca/units/registration/calendars/graduate/undergraduate/2022/2022-23/646036647873441a4bca5919385257369005608cb?OpenDocument
Victoria University	Gastown School of Business	Master	Graduate	Management	1					Management	11	16.5	The Master in Management program (MM) pairs perfectly with your non-business degree. This 12-month program builds on your existing knowledge base and will deepen your understanding of how to thrive in a complex environment. This way forward ensures that both industries and communities will flourish in the years to come.	https://www.uvic.ca/gastown/gill/mm/structure/index.php	Prepare for complete immersion into the MM community. You will meet organizational partners, mentors and faculty. These groups support our students' diverse backgrounds and unique career goals. Like our approach with work placement, we take a very personalized approach with providing career support, ensuring students are expanding personal networks and building important skill sets. We work with students to provide one-on-one coaching. We also provide exposure to a variety of organizations throughout the course of the program.	Management	1.00	Fully Business related courses	https://www.uvic.ca/gastown/gill/mm/structure/index.php
	Faculty of Education	Master		Education	1					Leadership Studies	10	15	This program can either focus on Adult Education or Community Engagement, or Educational Administration. The Master of Arts in these fields and prepares you for academic and research-based vocations.	https://www.uvic.ca/education/psychology/leadership-studies/pbl-program/index.php	Our program is context-driven, and therefore flexible and dynamic to the changes in Canada and the world. It features a high level of in-class group discussion, seminar-style teaching and experiential learning activities, and social interaction with peers and other knowledgeable community or school leaders and educators. Courses are scheduled during the day, evenings, and at weekends. Although most of the program is delivered face-to-face, some courses are online including the final MEd Project courses.	Leadership	1.00	Fully Business related courses	https://www.uvic.ca/calendar/pbl/9/programs/18_Yu00197Ac-uvic%20Current-Leadership%20Leadership%20Index%20Item-Programs
Wilfrid Laurier University	Faculty of Graduate and Postdoctoral Studies - Lazaridis School of Business and Economics	Master	Graduate	Management	1					Management of Innovation and Technology	9	4.5	The MSc in Management of Innovation and Technology is a part-time program designed to prepare leaders for a fast-moving global economy where the ability to manage advances in science and technology in the context of strategic business goals is critical to innovation, competition and success. Experiential field activities and gaining hands-on exposure to real-world business situations is emphasized in the program. Students who successfully complete the program are expected to have acquired autonomy in their ability to evaluate technology projects, to prepare and/or assess high-level business reports, and to communicate their new knowledge. The duration of the program is eleven months, with classes on alternating weekends (Friday/Saturday).	https://academic-calendar.wlu.ca/program.php?cal=34d-2869&p=5934&s=1055&y=86		Management	0.44	4 of 9 courses are tech related	https://academic-calendar.wlu.ca/program.php?cal=34d-2869&p=5934&s=1055&y=86
	Business Technology Management/Leadership	Certificate	Undergraduate		1					Leadership Minor/ Honours/ option	28	14	The Leadership program provides you with the opportunity to study leaders, past and present. You will also have the chance to learn about leadership issues.	https://students.wlu.ca/programs/human-and-social-sciences/leadership/index.html		Leadership	1.00	Fully Business related courses	https://academic-calendar.wlu.ca/department.php?cal=14d-3038&s=1847&y=85&Course_Offering
	Professional Development	Certificate	Graduate		1					Management and Leadership	7		This certificate is designed to provide a detailed overview of the knowledge and skills needed to be a successful, effective leader in any organization. Anyone wishing to prepare themselves for a leadership position will also find this certificate beneficial.	https://continuingeducation.wlu.ca/public/category/courseCategoryCertificateProfile.do?method=loadCertificate&id=1003795	Four required workshops and three electives* ensure participants gain a range of knowledge, with an emphasis on continuous learning, adaptation and creativity in problem solving and service development. You can complete this certificate in as little as one year or take up to seven years. If you completed the three-day Program Development and Project Management workshop prior to 2022, only two elective workshops are required.	Management	1.00	Fully Business related courses	https://continuingeducation.wlu.ca/public/category/courseCategoryCertificateProfile.do?method=loadCertificate&id=1003795
Wilfrid Laurier University		Certificate	Undergraduate		1					Entrepreneurship Concentration	4	2	For undergraduates, there are plenty of entrepreneurship-oriented courses that can lead to an Entrepreneurship Concentration for BBA students or Option in Social Entrepreneurship for all students in an undergraduate business program.	https://students.wlu.ca/work-leadership-and-volunteering/entrepreneurship/academic-credits/minors-and-options.html	Here's what the Entrepreneurship Concentration consists of: The following one (1) required course: ENTR200: The Entrepreneurial Method And any three (3) of: BU321: Social Entrepreneurship BU403: Entrepreneurial Finance BU421: Managing the Family Enterprise BU451: Law and Entrepreneurship BU479: High-Tech Marketing ENTR300: Business Model Creation ENTR301: Business Model Execution	Entrepreneurship	1.00	Fully Business related courses	https://students.wlu.ca/work-leadership-and-volunteering/entrepreneurship/academic-credits/minors-and-options.html
		MBA							1	Entrepreneurship Concentration	4	2	For undergraduates, there are plenty of entrepreneurship-oriented courses that can lead to an Entrepreneurship Concentration for BBA students or Option in Social Entrepreneurship for all students in an undergraduate business program.	https://students.wlu.ca/work-leadership-and-volunteering/entrepreneurship/academic-credits/minors-and-options.html	Here's what the Entrepreneurship Concentration consists of: The following one (1) required course: ENTR200: The Entrepreneurial Method And any three (3) of: BU321: Social Entrepreneurship BU403: Entrepreneurial Finance BU421: Managing the Family Enterprise BU451: Law and Entrepreneurship BU479: High-Tech Marketing ENTR300: Business Model Creation ENTR301: Business Model Execution	Entrepreneurship	1.00	Fully Business related courses	https://academic-calendar.wlu.ca/program.php?cal=34d-2869&p=5934&s=1055&y=86
York University	Schulich School of Business	Master	Graduate	Management					1	Management	15	45	Students will graduate from the MEdg program with: an ability to evaluate and solve management issues while taking into account risk, uncertainty and ambiguity; the skills needed to work effectively in groups and teams, and to communicate effectively to a range of audiences; and an understanding of the obligation to act in a socially and ethically responsible manner.	https://schulich.yorku.ca/programs/mmg/	Full-time (September entry only) 12 months To graduate, a student must achieve an overall GPA of at least 4.0. Students must complete the following to be eligible to graduate from the program: Master of Management graduates will be eligible for significant advanced standing into the Schulich MBA, after acquiring the requisite work experience to be eligible for the MBA. Open to individuals who hold an MBA degree from a recognized business school, the PDAM re-immerses graduates into the second year of the Schulich MBA program, allowing them to further their knowledge in an area of specialization or to update their skills. The PDAM is a diploma program consisting of Schulich MBA elective courses. Full-time students have a maximum of three consecutive terms to complete the requirements for the Post-MBA Diploma in Advanced Management. Part-time students must complete the requirements in a maximum of six consecutive terms.	Management	1.00	Fully Business related courses	https://schulich.yorku.ca/programs/mmg/
	Schulich School of Business	Post Undergraduate Diploma	Graduate							Management			The Post-MBA Diploma in Advanced Management enables you to deepen your knowledge of a functional area or industry sector and gives you the tools needed to accelerate your career.	https://schulich.yorku.ca/programs/pdam/		Management	N/A	choice of elective courses for this Diploma is up to the student	https://schulich.yorku.ca/programs/pdam/
	Liberal Arts & Professional Studies	Certificate	Undergraduate		1					Management	14	42	York's Certificate in Management helps you prepare for the challenges of contemporary management by providing theoretical and practical approaches to organizational behaviour, decision analysis, financial planning and accounting, human resources management, applied information systems and business law.	https://futurestudents.yorku.ca/programs/certificates/management	To obtain a professional certificate offered by the School of Administrative Studies, at least 18 credits of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.	Management	1.00	Fully Business related courses	https://calendar.students.yorku.ca/2022-2023/programs/AP/professional-certificate-in-management
	School of Administrative Studies	Post Undergraduate Diploma	Graduate							Management	8	18	This program covers organizational theory, marketing, accounting, finance, operations, information systems, law and others. It is designed to provide you with a robust understanding of the management field.	https://www.yorku.ca/graduates/pdm/	The students have a unique opportunity to choose to focus either on traditional business management or to select courses dealing specifically with public and not-for-profit sectors. Upon completion of the diploma, graduates of the GDM program can continue their studies at a more advanced level with our new Master of Science in Management Practice program.	Management	1.00	Fully Business related courses	https://mcmpp.graduates.yorku.ca/programs-overview/

[illegible]



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

Requirements: To be completed for proposals of new academic programs or revisions to existing academic programs (including termination).

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission.

Instructions:

1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.

1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.

2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.

3. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

Name of Program:

TIC- IIT and TIC- NPM

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Revenue						
Tuition revenue:						
Total # of domestic students (headcount)	12	14	16	18	20	
Domestic tuition rate	\$ 2,987.40	\$ 3,077.02	\$ 3,169.33	\$ 3,264.40	\$ 3,362.33	for 13 CU certificate, with domestic tuition, accounting for 3% increase each year in tuition
Total tuition revenue - domestic	\$ 35,848.80	\$ 43,078.31	\$ 50,709.28	\$ 58,759.20	\$ 67,246.60	
Total # of international students (headcount)	8	10	12	14	16	
International tuition rate	\$ 10,754.64	\$ 11,077.27	\$ 11,409.58	\$ 11,751.86	\$ 12,104.41	for 13 CU certificate, with international tuition rates, accounting for 3% increase each year in tuition
Total tuition revenue - international	\$ 86,037.12	\$ 110,772.70	\$ 136,914.96	\$ 164,526.04	\$ 193,670.56	
Student fees*						
Excursion	\$ -	\$ -	\$ -	\$ -	\$ -	
Lab	\$ -	\$ -	\$ -	\$ -	\$ -	There are no labs associated with these certificates.
Other (list in Comments)	\$ -	\$ -	\$ -	\$ -	\$ -	
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
Total Revenue	\$ 121,885.92	\$ 153,851.01	\$ 187,624.24	\$ 223,285.24	\$ 260,917.16	
Expenditures						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty	\$ 70,752.00	\$ 72,874.56	\$ 75,066.79	\$ 77,318.61	\$ 79,638.16	0.5 FTE for Cao, T. paid from LA Borde Chair, accounting for 3% increase in wage each year
Sessionals or limited term instructional support	\$ -	\$ -	\$ -	\$ -	\$ -	
Students						
Staff						
Honoraria						
Total salary and benefits	\$ 70,752.00	\$ 72,874.56	\$ 75,066.79	\$ 77,318.61	\$ 79,638.16	

Scholarships and bursaries						
Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
Total Expenditures	\$ 70,752.00	\$ 72,874.56	\$ 75,066.79	\$ 77,318.61	\$ 79,638.16	
Estimated Surplus or Deficit	\$ 51,133.92	\$ 80,976.45	\$ 112,557.45	\$ 145,966.63	\$ 181,279.00	<i>If deficit in any given year, explain how it will be managed</i>

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

Notes: Existing CTI is redesigned as CTI - LIT and CTI - NPM, Finance projections are for both certificates combined. There is la borde chair fund for program support and sessional hiring. External funding (Prairie Can for now) supports the experiential learning.

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



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

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

Instructions:

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

TIC- LIT and TIC- NPM

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment	\$ -	No Start up costs associated
Marketing and promotion		No additional marketing and promotion required
Curriculum development		No additional costs
Facilities refurbishment		No additional costs
Equipment and IT		No additional costs
Library enhancements		No additional costs
Other (<i>list in Comments</i>)		No additional costs
Total Start-Up Costs	\$ -	

Notes: Since this is redesign of an existing certificate, no additional resources are required.

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



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

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

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

TIC- IIT and TIC- NPM

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

The current target market for students is the under graduate students within the College of Engineering who are interested in deep tech innovation. In the past there has been little enrollment from graduate students within the College of Engineering and undergraduate students from other colleges on campus.

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

This should include new and existing faculty and staff resources.

0.5 FTE faculty position for teaching the courses is currently budgeted for these certificates, given the number of students that the course can accommodate and the enrollment rate, there will be no additional teaching resources required for instructing these certificates. Unless there is an unexplained exponential increase in enrollment, the resources will stay the same over the next few years.

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

There is currently no extra resources required from other units, apart from the support that is locally provided at the College of Engineering level.

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

Currently the main expenditure for the certificates is the salary for teaching the courses. The faculty member primarily supporting teaching in these courses is currently in a chair position and the salary is provided by the La Borde chair fund.

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

Warrington, Seanine

From: Isinger, Russ
Sent: Monday, December 5, 2022 10:35 AM
To: Akindele Odeshi (AD Academic, Engineering; Warrington, Seanine
Cc: Doell, Jason; Ojo, Temi; Zagiel, Eileen; Storey, Amanda
Subject: RE: CWR Forms - New Technological Innovation Certificates, College of Engineering

Approved

Russ

Russell Isinger, BA, MA

Interim Vice-Provost, Teaching, Learning and Student Experience and University Registrar
Professional Affiliate, Department of Political Studies, College of Arts and Science

Teaching, Learning and Student Experience
Room E-248, 105 Administration Place
University of Saskatchewan
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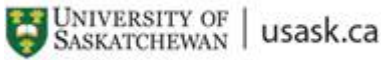
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From: Akindele Odeshi (AD Academic, Engineering <enr.academicdean@usask.ca>
Sent: Monday, December 05, 2022 10:23 AM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Ojo, Temi <temitope.ojo@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: RE: CWR Forms - New Technological Innovation Certificates, College of Engineering

Dear Seanine.
I confirm that the detail in the forms is correct.
Thanks for all your support.
Akindele

Akindele G. Odeshi, Ph.D., P.Eng., FCE
Associate Dean Academic

Professor, Materials Science and Metallurgy, Dept. of Mechanical Engineering
College of Engineering
Tel: (306) 966-4190 Direct: (306) 966-5118
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From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Monday, December 5, 2022 9:53 AM
To: Isinger, Russ <russell.isinger@usask.ca>; Akindele Odeshi (AD Academic, Engineering <engr.academicdean@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Ojo, Temi <temitope.ojo@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: CWR Forms - New Technological Innovation Certificates, College of Engineering

Dear Russ and Dr. Odeshi,

Please see the Consultation with the Registrar (CWR) forms outlining the College of Engineering's proposal for two new degree-level certificates, as follows:

Technological Innovation Certificate – New Product Market
Technological Innovation Certificate – Leading Innovative Teams

Please "reply-all" with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval. The signed forms and complete catalogue entries are required in the proposal packages being submitted to APC for review.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

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



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Technological Innovation Certificate – New Product Market

Degree(s): Undergraduate Degree Level Certificate

Field(s) of Specialization: Technology innovation

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Tate Cao, TIC coordinator, Ron and Jane
Graham School of Professional Development, tate.cao@usask.ca, 306-966-2135

Proposed date of implementation: September 2023

Proposal Document

1. Academic justification:

Motivation

First of its kind in Canada, the Ron and Jane Graham School of Professional Development was founded in 2012. The initial focus of the school was to develop and foster better “soft” skills in the engineering students, particularly communication skills. The school took over the coordination of the Engineering Entrepreneurship Option (EEO) in 2015. The EEO was implemented in 2009 in collaboration with the Edwards School of Business. It is an undergraduate engineering program that consists of seven courses. In 2019, the program was redesigned based on market research and student feedback to the Technological Innovation Certificate (TIC) that contains 10 courses in a total of 29 credits. The new program is open to a broader audience and has a stronger focus on Innovation and Design to better meet the needs for technological-based entrepreneurship. The field of technological innovation is relatively new to Canada. However, based on the report from

Kauffman Foundation from United States, it is important to recognize and differentiate technological innovation-based entrepreneurship and regular entrepreneurship¹.

The proposed short certificates will convert the current certificate into two Short Certificates in

- New Product Market (TI-NPM)
- Leading Innovative Team (TI-LIT)

The mini certificates will be offered along with the current Tech Innovation Certificate. The goal is to better facilitate students to formal credentials in these areas. The certificates provided students with the option to complete the program post-graduation if they so desired and opened the credential to students who are practicing professionals. The short certificate with five courses will make it easier for students to commit to this new area of study and to complete a given programme prior to graduation. At the same time, recent alumni and professionals seeking to add a credential will find a shorter program more convenient to coordinate with their professional and academic commitments. Students who see benefits of the mini certificate may choose to complete the full Technological Innovation Certificate instead.

Furthermore, it was identified in the historical data that few international or Aboriginal students participated in these certificates, meanwhile, many international and Aboriginal students participated in startup businesses. High cost and time commitment were identified as a barrier. The shorter certificate will be more accessible for these underrepresented student groups, contributing to the Equity, Diversity and Inclusion (EDI) mission in both College of Engineering and economic opportunities.

Thematically focused short certificates bring benefits to the marketability of the programme. Students can choose a credential or credentials which reflect their interests and aspirations. The nature of the expertise gained from the training will be more apparent to potential employers compare to the case with a more general certificate. This will allow the School of Professional Development to strengthen its presence as a provider of professional services in the local market. By clearly signaling the nature of a given credential to industry audiences and local incubators, the SoPD can differentiate itself with Value creation and further the university's involvement in the local professional development. The same transparency of content will also assist in marketing the Certificate to students and prepare them for more specialized and personalized participation in professional and personal development.

¹ Aulet, W., & Murray, F. (2013). A tale of two entrepreneurs: Understanding differences in the types of entrepreneurship in the economy. *Available at SSRN 2259740*.

These shorter certificates will allow students participating in existing extracurricular activities offered by College of Engineering, including award winning SIGMA Educational Skill Accelerator program².

Given the courses included in the short certificates already exist, the School of Professional Development has already gained experience in delivering training in these areas to undergraduates and professionals.

Strategic Alignment

College

College of Engineering identified in its strategic plan the guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The new certificates support these principles with increased accessibility and unique experiential learning opportunities. They will transform how students understand the relevance of innovation and team management to their education, careers, professional and personal development. Both certificates will **cultivate innovation** by providing students with broader skill sets through diverse knowledge and experiential learning. These certificates will increase the overall participation of innovation both in startup communities and established companies, it will **deliver value** to community and industry by equipping students with knowledge, skills and passion for implementing and leading innovative initiatives. Through the participation of course offerings by Edwards School of Business, we will foster in students the appreciation and **build respect** of diverse perspectives and skills of different disciplines. And lastly, the increased access will equip potential student innovators with necessary knowledge, skills and other additional support provided by the program (such as access to funding through SIGMA program and mentorship from Executive in Residence and Entrepreneur in Residence). It will allow our graduates to have a higher change to be successful entrepreneurs or intrapreneurs. The alumni will join the courses as guest speakers and community supporters to encourage and **inspire success**.

University

The University Plan 2025 has been given “the name nīkānītān manācihitowinihk in Cree and ni manachīthitonaan in Michif which translates as ‘Let us lead with respect’. The short certificates align with the heart of the university’s plan. Each of the streams was created to inspire students to explore their **courageous curiosity** on the topic of innovation, either as an entrepreneur of a startup company or an intrapreneur in an established company. The certificates provides opportunities for students from different backgrounds (particularly

² SREDA (2021) 7shifts, Brillist, SalonScale and the U of S win awards, <https://sreda.com/7shifts-brillist-salonscale-and-the-u-of-s-win-awards/>

engineering and business) to explore ***boundless collaboration*** and form ***inspired communities*** both through classroom setting and social opportunities associated with such exposures. These opportunities will allow students to understand how they can be involved in innovation and see how interdisciplinary collaboration fosters innovation.

Environmental Scan

Three environmental scan was conducted to better understand the current practices of engineering entrepreneurship education in Canada. In 2020, the program coordinator initiated and established a focus group on Engineering Entrepreneurship and Technological Innovation through Canadian Engineering Education Association (CEEAA). Interviews were conducted to understand the current practice in Canadian Engineering Entrepreneurship Education (CEEAA) (Published, CEEAA 2020)³. In 2022, SoPD hired a graduate student to collect information on program offerings based on the previous work and a similar report from University of Toronto. In this round of scan, similar programs in ninety-seven (97) Canadian Higher Education institutes were examined using keywords “entrepreneur”, “entrepreneurship”, “innovation”, “product”, “leadership”, and “management” on the institutions’ websites. Later in summer 2022, another student sponsored by Mitacs continued analyzing the information collected by identifying similar programs offerings and their uniqueness by conducting data analysis and conducting further interviews with program managers (accepted, CCSBE 2022).

Due to innovation is important for many disciplines, only programs that focus on the technological innovation and engineering entrepreneurship are considered as equivalent or similar for the purpose of this proposal.

Comparable Programs in Saskatchewan

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the Short Certificates focusing on New Product Market (TI-NPM) and Leading Innovative Teams (TI-LIT) should generate little to no curricular duplication within the province. University of Regina offers a Certificate in Ideation, Creativity and Entrepreneurship that is for general small business without focus on the technological innovation. No similar program was identified. Within University of Saskatchewan, no similar program was identified besides the Technological Innovation program.

Comparable Programs Across Canada

An environmental scan of post-secondary education institutions across Canada (university level only) found only ** institutions offering undergraduate level of certificates for

³ Cao, T. N., Bubbar, K., Chang, W. H., Meister, D., Laguë, C., Fisher, A., ... & Villaume, F. (2020). A Snapshot of Entrepreneurship Education at Canadian Engineering Schools—A Representative Overview from EETI SIG Members. *Proceedings of the Canadian Engineering Education Association (CEEAA)*.

engineering students. These certificates contain different range of credit, however, 9-15 credit units is the most common.

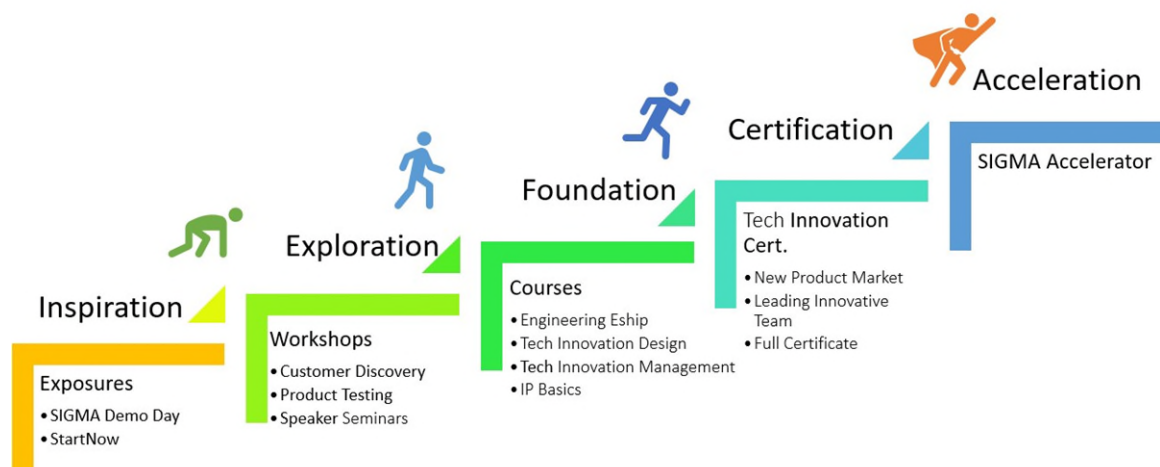
- University of Calgary offers a 3 Tier Engineering Entrepreneurship Certificate for Engineering students. The program has a focus on product design in its Tier 2. The program is not for credit.
- University of Alberta offers a 12 credits Certificate in Innovation and Entrepreneurship for the whole campus.
- McMaster University offers a Minor in Innovation that is jointly offered by the Faculty of Engineering, the DeGroote School of Business and Forge Startup Incubator. The program is open to all university students at McMaster and focuses on Sprint and Pitching skills. It requires 12 units of credits to complete.
- University of New Brunswick offers a Diploma in Technology Management and Entrepreneurship (TME) that targets undergraduates and working professionals. It contains five courses and has a similar focus on product development through Product Design and Development (TME 4025).
- York University offers a Bergeron Entrepreneurs in Science and Technology (BEST) program that features a certificate program. The program contains eight courses with a focus on product development and technology adoption. It is worth noting that seven out of the eight courses in the program are also part of the engineering students' degree program.
- University of Waterloo offers an Entrepreneurship Option in Engineering. It is a six-course option that builds around Finance and Strategy.
- University of Toronto offers a Certificate in Entrepreneurship, Innovation and Small Business for engineering students. It requests one Economics courses and two electives focusing on management.
- Queen's University offers a Innovation Stream that focuses on business model and technology, but it is only for its Electrical and Computer Engineering students.
- University of Ottawa offers a Master's in Engineering Entrepreneurship, undergraduate courses and an entrepreneurship co-op with a design focus for engineering students. No undergraduate certificate was identified.
- Western University offers an Engineering Leadership and Innovation Certificate that contains three courses focusing on leadership.

- McGill offers a 18 credit Certificate on Technological Entrepreneurship by Faculty of Engineering and Management. It centres around business planning.

From the environmental scan, only University of New Brunswick, York University and McMaster University offers programs that centers around product design and integrated with an academic incubator. All the certificates identified allows students to complete with 3-8 courses.

Competitive Advantage

The proposed Short Certificates in Technological Innovation have a competitive advantage in being of value both for undergraduate students taking courses for credit, and for professionals seeking training in specific skills and professional development. The strength of these certificates lies in their rigour as an academic programme, and their integration with co-curricular activities offered by Ron and Jane Graham School of Professional Development. Each certificate features a suite of five full-term courses, taught by fully qualified faculty members from College of Engineering and Edwards School of Business. Moreover, the courses center around two unified themes to address the common themes of Product Market Fit and Team Management, two common issues identified by numerous academic research. The certificates will allow the technical students to explore the area of innovation and entrepreneurship in the specific context of how technology interacts with market and how to manage a technology with a innovative and diverse team. Furthermore, the certificates features engineering courses focusing on project based experiential learning, as well as resources such as Entrepreneur in Residence and Executive in Residence. The students will learn while they apply their skills in a team setting. Selected teams will have opportunities to take their journey further into SIGMA Accelerator. Such integration is unique and innovative in Saskatchewan and Canada. The certificate can be stacked or converted into Technological Innovation Certificate if students choose to do so.



2. Admissions

To apply, prospective students will be required to apply through the centrally administered online application system. Prospective students can be admitted into the program in either fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th).

Prospective students will be competitively ranked (based upon average) and must meet these criteria:

- 1 Completed at least 60 credit units of post-secondary studies
- 1 60% Minimum average of 60% on 18 or more transferable units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English

3. Description of the program

Certificate in Technological Innovation – New Product Market

Draft Calendar Entry

The Certificate in Technological Innovation – New Product Market (CTI-NPM) program is a certificate that prepares students for new technological product development, an essential skill for entrepreneur and product managers. The program cultivates an interdisciplinary and a customer focused mindset in product development practice. In particular, the students will develop skills in the practice of marketing research and product definition. The program consists of five courses (12 credits). All courses within the program have a product-market focus. The program is jointly delivered by the Ron and Jane Graham School of Professional Development, College of Engineering and Edwards School of Business.

Registration in the Certificate is available to undergraduate students who are enrolled in engineering degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete the required courses listed below.

For more information please refer to the Tech Innovation Program website: <https://research-groups.usask.ca/tech-innovation/index.php>

Course information

All required courses and most of the elective course in the Certificate in Technological Innovation program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Program Requirements

Required Courses (10 credits)

GE 490.1 Guest Seminar Series
COMM 204.3 Introduction to Marketing
GE 348.3 Engineering Economics
GE 431.3 Engineering Entrepreneurship (Capstone)

Elective Courses (3 credits)

COMM 211.3 Human Resource Management
COMM 205.3 Introduction to Operations Management
COMM 304.3 Business Law
COMM 354.3 Consumer Behaviour
GE 450.3 Technology Innovation Management
COMM 358.3 Sales Management
RCM 400.3 Rhetorical Theory and Practice of Persuasion
RCM 404.3 Leadership as Communication
RCM 401.3 Oral Rhetoric

Optional Course and Extracurricular Activities

GE 495.6 Technological Innovation Capstone Design
GE 496.3 Technological Innovation Design
GE 451.1 Intellectual Property Fundamentals
Saskatchewan Innovation Growth and Market Accelerate (SIGMA)
Educational Skill Accelerator Co-Curriculum Check

Program Admissions

Prospective students will be required to submit an application for admission online through the centrally administered online application system. Prospective students can be admitted into the certificate program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions will continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year.

Admission Qualifications

Regular Admission

- 1 Completed at least 60 credit units of post-secondary studies
- 1 Minimum average of 60% on 18 or more transferable units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English

Selection Criteria

Regular Admission: Academic average – 100% weighting

Competitive ranked admission (top down average) is in place to manage enrolment in the college.

Categories of Applicants

Regular Admission

Admission is based on the successful completion of at least 60 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60% in the most recent 18 credit units of completed coursework.

Alignment with the USask Learning Charter

The new short certificates will continue to align the programs' objectives with the USask Learning Charter. Each of these short certificates, along with the existing Technological innovation Certificate, contributes to the five learning pursuits outlined in the Charter.

In the Learning Charter, the learning pursuit of "truth and understanding" requires that students will be able "to apply critical and creative thinking to problems, including analysis, synthesis, and evaluation," and will "be adept at learning in various ways, including independently, experientially, and in teams". Tech innovation courses require students to analyze real life problems and work in groups to resolve difficult problems with innovative solutions. The course work requires students to practice using the theory presented to help solve real life challenges and problems in a practical setting from both technological and business perspectives.

The pillar of "the pursuit of knowledges" encourages students to "[understand] how one's subject area may intersect with related disciplines, perspectives, and worldviews." The practice of technological innovation requires the students to use their technical training to work with students from other disciplines, business in particular, to understand customer needs and the contextual background for the problem they are solving. It will help students to draw on the body of theory that is related to entrepreneurship and team management such as sociology, psychology, leadership, and rhetoric.

With a commitment to "the pursuit of integrity and respect," students should be learning to "exercise intellectual integrity and ethical behaviour." The courses and faculty consistently emphasize the ethical considerations are crucial to new technologies introductions and team leadership. The students are required to demonstrate their integrity and show respect as they work with students from other disciplines and with potential customers from different cultural and social backgrounds.

In the "pursuit of skills and practices," students will work on "developing and applying appropriate skills of research, inquiry and knowledge creation and translation" and "communicating clearly, substantively, and persuasively in different contexts." This goal is at the heart of our Certificates. The students are required to understand the problems they are facing and to communicate their solutions to the faculty, potential customers and clients clearly.

Finally, the Learning Charter asks students to engage in “individual and community pursuits” by “committing to positive growth and change for oneself and for local, national and global communities.” In essence, the Certificates prepare students to be Problem Solvers for the betterment of the local, national and global community.

The certificates prepare students for the challenges facing technological innovators as either a potential entrepreneur or an intrapreneur within an established organization. The students will be exposed to new knowledge and skills and practice their learnings in diverse contexts. The

certificates will provide students the opportunity to pursue all of the goals outlined in the university's learning charter.

4. Consultation

The new proposed short certificates will be the bridge between regular engineering programs and current Technological Innovation Certificate. The certificate will allow engineering students to explore their passion and curiosity of innovation and entrepreneurship before committing to a larger certificate. The knowledge and skills can scaffold between these certificates.

In the summer of 2020, the SoPD hired a graduate student to conduct phone interviews and surveys of the alumni of Engineering Entrepreneurship Option, the precursor to of the Technological innovation Certificate.

Make the program more accessible to the students

Offering short certificates will ensure that students can easily complete at least one certificate without a significant change to their degree progress.

Make the value of the certificate clearer to both students and potential employers

Many alumni identified their biggest take away from the program is its boost on their professional careers. The short certificates are named with a specialization that can target students with different needs and different career interests.

More real-life application than theory

The focus areas of each certificate will allow us to develop assignments and experiential learning experiences that better serves students. Furthermore, the students identified the needs of skills such as team management, sales, negotiation, conflict resolution and oral communication. The short certificate will provide such focus and allow students to take advantages of SoPD's other certificates that focus on these skills.

Once a draft proposal was developed, stakeholders such as the Edwards School of Business, Opus, Co.Labs, and SaskTech were consulted.

The short certificates will provide opportunities for further study for students in Engineering. GE348 is a required course for all Engineering students. The short certificates will attract students and alumni who are looking for additional training and professional development with two or three more courses.

5. Budget

The Technological Innovation Certificate was developed in 2018. The two mini certificates proposed in this new proposal require only the resources are already in place. There are no additional startup resources required. A combined budget for the Technological Innovation

Certificate, Technological Innovation – New Product Market, and Technological Innovation – Team Building is provided, as one Certificate will not be offered without the other.

Tuition revenues generated by the new certificate programs will be allocated based on the Transparency Activity-Based System (TABBS) model at the University of Saskatchewan. As a result, the College of Engineering will retain 25% of tuition generated by COMM courses in the program, and 100% of revenue generated by GE and RCM courses in the program. Edwards School of Business will retain 75% of tuition generated by COMM courses.

It is worth noting that La Borde Chair funding, Prairie Canada Economic Development Agency and Innovation Saskatchewan had provided funding for the experiential learning portion of the program. Additional funding will be secured through collaboration with Prairie Can, Innovation Saskatchewan and other stakeholders.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

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



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Technological Innovation Certificate – Leading Innovative Teams

Degree(s): Undergraduate Degree Level Certificate

Field(s) of Specialization: Technology innovation

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Tate Cao, TIC coordinator, Ron and Jane
Graham School of Professional Development, tate.cao@usask.ca, 306-966-2135

Proposed date of implementation: September 2023

Proposal Document

1. Academic justification:

Motivation

First of its kind in Canada, the Ron and Jane Graham School of Professional Development was founded in 2012. The initial focus of the school was to develop and foster better “soft” skills in the engineering students, particularly communication skills. The school took over the coordination of the Engineering Entrepreneurship Option (EEO) in 2015. The EEO was implemented in 2009 in collaboration with the Edwards School of Business. It is an undergraduate engineering program that consists of seven courses. In 2019, the program was redesigned based on market research and student feedback to the Technological Innovation Certificate (TIC) that contains 10 courses in a total of 29 credits. The new program is open to a broader audience and has a stronger focus on Innovation and Design to better meet the needs for technological-based entrepreneurship. The field of technological innovation is relatively new to Canada. However, based on the report from

Kauffman Foundation from United States, it is important to recognize and differentiate technological innovation-based entrepreneurship and regular entrepreneurship¹.

The proposed short certificates will convert the current certificate into two Short Certificates in

- New Product Market (TI-NPM)
- Leading Innovative Team (TI-LIT)

The mini certificates will be offered along with the current Tech Innovation Certificate. The goal is to better facilitate students to formal credentials in these areas. The certificates provided students with the option to complete the program post-graduation if they so desired and opened the credential to students who are practicing professionals. The short certificate with five courses will make it easier for students to commit to this new area of study and to complete a given programme prior to graduation. At the same time, recent alumni and professionals seeking to add a credential will find a shorter program more convenient to coordinate with their professional and academic commitments. Students who see benefits of the mini certificate may choose to complete the full Technological Innovation Certificate instead.

Furthermore, it was identified in the historical data that few international or Aboriginal students participated in these certificates, meanwhile, many international and Aboriginal students participated in startup businesses. High cost and time commitment were identified as a barrier. The shorter certificate will be more accessible for these underrepresented student groups, contributing to the Equity, Diversity and Inclusion (EDI) mission in both College of Engineering and economic opportunities.

Thematically focused short certificates bring benefits to the marketability of the programme. Students can choose a credential or credentials which reflect their interests and aspirations. The nature of the expertise gained from the training will be more apparent to potential employers compare to the case with a more general certificate. This will allow the School of Professional Development to strengthen its presence as a provider of professional services in the local market. By clearly signaling the nature of a given credential to industry audiences and local incubators, the SoPD can differentiate itself with Value creation and further the university's involvement in the local professional development. The same transparency of content will also assist in marketing the Certificate to students and prepare them for more specialized and personalized participation in professional and personal development.

¹ Aulet, W., & Murray, F. (2013). A tale of two entrepreneurs: Understanding differences in the types of entrepreneurship in the economy. *Available at SSRN 2259740*.

These shorter certificates will allow students participating in existing extracurricular activities offered by College of Engineering, including award winning SIGMA Educational Skill Accelerator program².

Given the courses included in the short certificates already exist, the School of Professional Development has already gained experience in delivering training in these areas to undergraduates and professionals.

Strategic Alignment

College

College of Engineering identified in its strategic plan the guiding principles are to inspire success, cultivate innovation, build respect, and deliver value.

The new certificates support these principles with increased accessibility and unique experiential learning opportunities. They will transform how students understand the relevance of innovation and team management to their education, careers, professional and personal development. Both certificates will **cultivate innovation** by providing students with broader skill sets through diverse knowledge and experiential learning. These certificates will increase the overall participation of innovation both in startup communities and established companies, it will **deliver value** to community and industry by equipping students with knowledge, skills and passion for implementing and leading innovative initiatives. Through the participation of course offerings by Edwards School of Business, we will foster in students the appreciation and **build respect** of diverse perspectives and skills of different disciplines. And lastly, the increased access will equip potential student innovators with necessary knowledge, skills and other additional support provided by the program (such as access to funding through SIGMA program and mentorship from Executive in Residence and Entrepreneur in Residence). It will allow our graduates to have a higher chance to be successful entrepreneurs or intrapreneurs. The alumni will join the courses as guest speakers and community supporters to encourage and **inspire success**.

University

The University Plan 2025 has been given “the name nīkānītān manācihitowinihk in Cree and ni manachīthitonaan in Michif which translates as ‘Let us lead with respect’. The short certificates align with the heart of the university’s plan. Each of the streams was created to inspire students to explore their **courageous curiosity** on the topic of innovation, either as an entrepreneur of a startup company or an intrapreneur in an established company. The certificates provides opportunities for students from different backgrounds (particularly

² SREDA (2021) 7shifts, Brillist, SalonScale and the U of S win awards, <https://sreda.com/7shifts-brillist-salonscale-and-the-u-of-s-win-awards/>

engineering and business) to explore ***boundless collaboration*** and form ***inspired communities*** both through classroom setting and social opportunities associated with such exposures. These opportunities will allow students to understand how they can be involved in innovation and see how interdisciplinary collaboration fosters innovation.

Environmental Scan

Three environmental scan was conducted to better understand the current practices of engineering entrepreneurship education in Canada. In 2020, the program coordinator initiated and established a focus group on Engineering Entrepreneurship and Technological Innovation through Canadian Engineering Education Association (CEEA). Interviews were conducted to understand the current practice in Canadian Engineering Entrepreneurship Education (CEEA) (Published, CEEA 2020)³. In 2022, SoPD hired a graduate student to collect information on program offerings based on the previous work and a similar report from University of Toronto. In this round of scan, similar programs in ninety-seven (97) Canadian Higher Education institutes were examined using keywords “entrepreneur”, “entrepreneurship”, “innovation”, “product”, “leadership”, and “management” on the institutions’ websites. Later in summer 2022, another student sponsored by Mitacs continued analyzing the information collected by identifying similar programs offerings and their uniqueness by conducting data analysis and conducting further interviews with program managers (accepted, CCSBE 2022).

Due to innovation is important for many disciplines, only programs that focus on the technological innovation and engineering entrepreneurship are considered as equivalent or similar for the purpose of this proposal.

Comparable Programs in Saskatchewan

An environmental scan of post-secondary education institutions in Saskatchewan indicates that the Short Certificates focusing on New Product Market (TI-NPM) and Leading Innovative Teams (TI-LIT) should generate little to no curricular duplication within the province. University of Regina offers a Certificate in Ideation, Creativity and Entrepreneurship that is for general small business without focus on the technological innovation. No similar program was identified. Within University of Saskatchewan, no similar program was identified besides the Technological Innovation program.

Comparable Programs Across Canada

An environmental scan of post-secondary education institutions across Canada (university level only) found only ** institutions offering undergraduate level of certificates for

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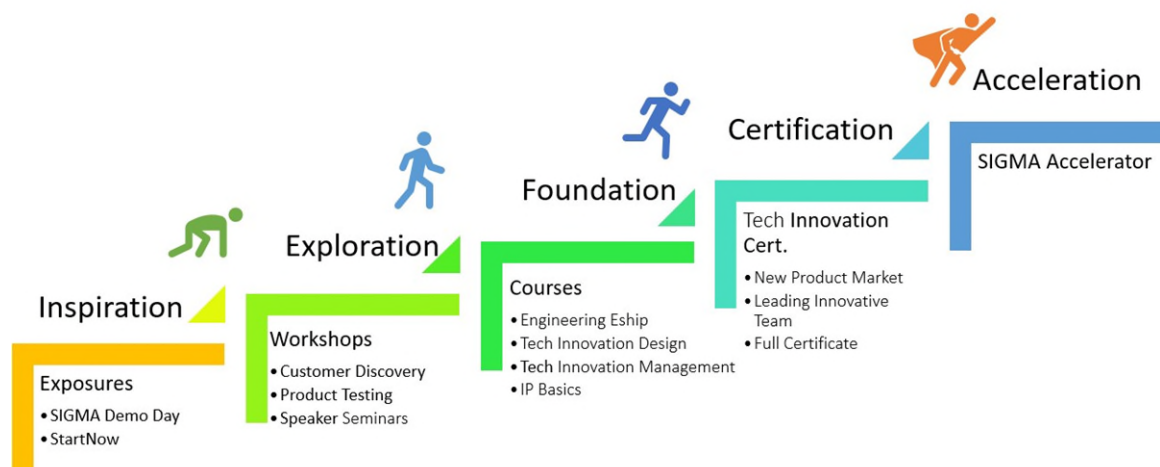
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From the environmental scan, only University of New Brunswick, York University and McMaster University offers programs that centers around product design and integrated with an academic incubator. All the certificates identified allows students to complete with 3-8 courses.

Competitive Advantage

The proposed Short Certificates in Technological Innovation have a competitive advantage in being of value both for undergraduate students taking courses for credit, and for professionals seeking training in specific skills and professional development. The strength of these certificates lies in their rigour as an academic programme, and their integration with co-curricular activities offered by Ron and Jane Graham School of Professional Development. Each certificate features a suite of five full-term courses, taught by fully qualified faculty members from College of Engineering and Edwards School of Business. Moreover, the courses center around two unified themes to address the common themes of Product Market Fit and Team Management, two common issues identified by numerous academic research. The certificates will allow the technical students to explore the area of innovation and entrepreneurship in the specific context of how technology interacts with market and how to manage a technology with a innovative and diverse team. Furthermore, the certificates features engineering courses focusing on project based experiential learning, as well as resources such as Entrepreneur in Residence and Executive in Residence. The students will learn while they apply their skills in a team setting. Selected teams will have opportunities to take their journey further into SIGMA Accelerator. Such integration is unique and innovative in Saskatchewan and Canada. The certificate can be stacked or converted into Technological Innovation Certificate if students choose to do so.



2. Admissions

To apply, prospective students will be required to apply through the centrally administered online application system. Prospective students can be admitted into the program in either fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th).

Prospective students will be competitively ranked (based upon average) and must meet these criteria:

- 1 Completed at least 60 credit units of post-secondary studies
- 1 Minimum average of 60% on 18 or more transferable units from a recognised and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English.

3. Description of the program

Certificate in Technological Innovation – Leading Innovative Teams

Draft Calendar Entry

The Certificate in Technological Innovation – Leading Innovative Teams (CTI-LIT) program is a certificate that prepares students for being a team leader in managing implementing new technologies and managing the organizational changes. The program cultivates in the students the strategic mindset to assess an organization's capacity for innovation, to engage effectively with key stakeholders, and to shape their organization so that they can continuously build and commercialize valuable innovations. The program consists of five courses (12 credits). All courses within the program have a organizational management focus. The program is jointly delivered by the Ron and Jane Graham School of Professional Development, College of Engineering and Edwards School of Business.

Registration in the Certificate is available to undergraduate students who are enrolled in engineering degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete the required courses listed below.

For more information please refer to the Tech Innovation Program website: <https://research-groups.usask.ca/tech-innovation/index.php>

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All required courses and most of the elective course in the Certificate in Technological Innovation program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

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Program Requirements

Required Courses (10 credits)

GE 451.1 Intellectual Property Fundamentals
COMM 205.3 Introduction to Operations Management
GE 348.3 Engineering Economics
GE 450.3 Technology Innovation Management (Capstone)

Elective Courses (3 credits)

COMM 201.3 Introduction to Financial Accounting
COMM 211.3 Human Resource Management
COMM 340.3: Introduction to International Business
COMM 347.3: Indigenous Business in Canada
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Selection Criteria

Regular Admission: Academic average – 100% weighting

Competitive ranked admission (top down average) is in place to manage enrolment in the college.

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The short certificates will provide opportunities for further study for students in Engineering. GE348 is a required course for all Engineering students. The short certificates will attract students and alumni who are looking for additional training and professional development with two or three more courses.

5. Budget

The Technological Innovation Certificate was developed in 2018. The two mini certificates proposed in this new proposal require only the resources are already in place. There are no additional startup resources required. A combined budget for the Technological Innovation

Certificate, Technological Innovation – New Product Market, and Technological Innovation – Team Building is provided, as one Certificate will not be offered without the other.

Tuition revenues generated by the new certificate programs will be allocated based on the Transparency Activity-Based System (TABBS) model at the University of Saskatchewan. As a result, the College of Engineering will retain 25% of tuition generated by COMM courses in the program, and 100% of revenue generated by GE and RCM courses in the program. Edwards School of Business will retain 75% of tuition generated by COMM courses.

It is worth noting that La Borde Chair funding, Prairie Canada Economic Development Agency and Innovation Saskatchewan had provided funding for the experiential learning portion of the program. Additional funding will be secured through collaboration with Prairie Can, Innovation Saskatchewan and other stakeholders.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms

- Calendar-draft list of new and revised courses

Required if resources needed:

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

University	College	Degree Type	Level	Major	Certificate	Bachelor	Master	Phd	MBA	Program Name	Number of Courses	Number of Credit	Program Focus	Link	Program Information	Search Term Used	Curriculum Ratio	Interpretations	Link of C	
Saskatchewan																				
	Engineering	Certificate	Undergraduate		1					Professional Communication Leadership and Negotiation	3	9	The Certificate in Professional Communication: Leadership and Negotiation (CPC-LN) program is a certificate of proficiency program that prepares students for a professional career by cultivating communicative judgment in professional practice. In particular, students will develop skills in the interpersonal practice of leadership and negotiation as persuasive communication. The program consists of three courses (9 credit units). All courses within the program have a rhetorical foundation and are delivered by the Ron and Jane Graham School of Professional	https://programs.usask.ca/engineering/professional-communication-leadership-negotiation/index.php	Registration in the Certificate in Professional Communication: Leadership and Negotiation is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete RCM 495.3 Leadership as Communication, RCM 499.3 Negotiation as Rhetorical Practice, and one of either: RCM 402.3 Interpersonal Communication and Rhetoric or RCM 495.3 Rhetorical Peer Mentorship.	Leadership	1.00	Fully Business related courses	https://programs.usask.ca/engineering/professional-communication-leadership-negotiation/index.php	
	Engineering	Certificate	Undergraduate		1					Technological Innovation	9	26	The Technological Innovation Certificate program introduces students to business fundamentals and to the processes necessary to design and commercialize technologically innovative solutions. Students who complete the program will have the knowledge, skills, and abilities necessary to identify good problems involving tech innovation opportunities, to design solutions to those problems, and to commercialize their innovations.	https://programs.usask.ca/engineering/tech-innovation-cert/index.php		Innovation	0.63	9 required credit units are tech related, 1 of 8 electives are tech related, up to 3 credits	https://catalogue.usask.ca/pg-450	
	Education	PhD	Graduate					1		Educational Leadership	10	30		https://programs.usask.ca/grad-studies/educational-leadership/index.php#DegreeRequirements		Leadership	1.00	Fully Business related courses	https://programs.usask.ca/grad-studies/educational-leadership/index.php#DegreeRequirements	
	Public Administration	Certificate	Graduate		1					Science and Innovation Policy	3	9	The Graduate Certificate in Science and Innovation Policy provides students with a foundation in science and innovation policy theory, methodology and practical policy applications. Students will develop analytical skills and gain a solid understanding of the basics of science and innovation policy. This certificate will be of interest to those who want to increase their understanding of key policy issues in science and innovation and those already in the science and innovation space who want to gain skills in policy analysis.	https://programs.usask.ca/grad-studies/science-innovation-policy-cert/index.php#AdmissionRequirements	The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Public Administration (M.P.A.). Courses completed for one Graduate Certificate may not be used toward another certificate.	Innovation	1.00	Fully Business related courses	https://programs.usask.ca/grad-studies/science-innovation-policy-cert/index.php#AdmissionRequirements	
Business Administration	Certificate	Undergraduate		1						Leadership	3	9		https://programs.usask.ca/grad-studies/leadership-cert/index.php#AdmissionRequirements		Leadership	1.00	Fully Business related courses	https://programs.usask.ca/grad-studies/leadership-cert/index.php#AdmissionRequirements	
Campion College	none																			
First Nations University of Canada	none																			
Luther College	Management faculty	Bachelor	Undergraduate	Management		1				Management Major and Minor	21	128	Management faculty at Luther serve as academic advisors and work closely with you on your career choices—including possible focuses on marketing, financially based classes, and entrepreneurship—to prepare you for any career choice.	https://www.luther.edu/business/majors/minor/management/	To qualify for the bachelor of arts degree, students must complete 128 semester hours of credit with a cumulative grade point average of 2.00 (C) or higher. Only four (combined) one-credit HP 100/28-110 courses will be applied toward the 128 semester hours of credit. The 128 hours must include the following: At least 90 credit hours outside the student's major discipline. (Refer to specific majors for variances to this policy). 64 credit hours completed in residence. 2 January terms. These 2 month-long terms must include a first-year seminar, and one of the following types of experiences: study away, directed readings, student-initiated project. All college requirements, as articulated.	Management	0.90	2 of 21 courses are tech related	https://www.luther.edu/catalog/curriculum/management/	
St. Thomas More College	none	1																		
University of Regina	Faculty of Arts	Certificate	Undergraduate			1				Intercultural Leadership	10	30	The Intercultural Leadership Program is intended to prepare undergraduates students for employment and leadership positions with the Saskatchewan crown corporations and other organizations. Students complete a 30-credit hour certificate that will prepare them for leadership in an international context and to serve in both the public and private sectors of Saskatchewan and beyond.	https://www.regina.ca/academics/programs/bs-cert-intercultural-leadership.html	Students will discover both the similarities and differences of their own cultural backgrounds and those of other students and will explore leadership from different worldviews through developing knowledge of the ideas, values, and legacies of other students. Emphasis will be placed on the value of community resources, including the role of Elders, and the importance of leadership in a community context. This cross-cultural understanding is pertinent to envisioning the broad picture necessary for developing leadership for change.		1.00	Fully Business related courses	https://www.regina.ca/student/register/resource-s-for-students/academic-calendars-and-schedule/undergraduate-calendars/assets/pdf/2022-23/Course-Catalogue-Final-2022-2023.pdf	
	Faculty of Business Administration (Kenneth Levens Graduate School of Business)	Master	Graduate	Administration			1			Leadership	10	30	The Levens M.Admin Leadership will apply your management style to theory to lead employees effectively and strategically. You will expand your expertise in strategy, governance and leadership through courses focused on organizational design, continuous learning and conflict resolution.	https://www.regina.ca/business/levens/programs/masteradmin_leadership.html		Leadership	1.00	Fully Business related courses	https://www.regina.ca/business/levens/programs/masteradmin_leadership.html	
	Centre for Continuing Education	Certificate			1					Nonprofit Sector Leadership and Innovation	5	15	The NSLI certificate (15 credit hours, 5 courses) is designed for anyone who wants to acquire the expertise to pursue paid employment and/or voluntary work in the nonprofit (voluntary, community-based) sector. This certificate will provide the necessary background in the structure and roles of nonprofit organizations, organization management, human resources, communications and strategic planning. All courses are grounded in a community-engaged, experiential learning model.	https://www.regina.ca/academics/programs/ccce/nonprofit-sector-leadership-innovation.html	The NSLI certificate (15 credit hours, 5 courses) is designed for anyone who wants to acquire the expertise to pursue paid employment and/or voluntary work in the nonprofit (voluntary, community-based) sector. This certificate will provide the necessary background in the structure and roles of nonprofit organizations, organization management, human resources, communications and strategic planning. All courses are grounded in a community-engaged, experiential learning model.	Leadership	1.00	Fully Business related courses	https://www.regina.ca/student/register/resource-s-for-students/academic-calendars-and-schedule/undergraduate-calendars/assets/pdf/2022-23/Course-Catalogue-Final-2022-2023.pdf	
	Centre for Continuing Education	Certificate	Graduate		1					Professional Leadership	7	9.8	The Professional Leadership Certificate will provide you with increased awareness and understanding of leadership and will enable you to become a more effective, evolved leader. You will explore the philosophies of a well-rounded leader from a career and personal perspective.	https://www.regina.ca/ccce/career-development/business-management/professional-leadership.html	This program has been approved for 98 CPD/ CPD hours for courses in the Professional Leadership Certificate. Each approved course is eligible for 14 CPD hours. Each certificate course is being offered in a blended format using Zoom and CCE Community. You will be required to commit to a total of 14 hours of learning including: pre-work, after class work with your group, and on your own.	Leadership	1.00	Fully Business related courses	https://www.regina.ca/ccce/career-development/business-management/professional-leadership.html	
	Centre for Continuing Education	Certificate	Graduate		1					Advanced Leadership	6	4.5	This program takes an immersive look at both your personal and professional leadership journey. You will receive one-on-one professional coaching along with in-classroom learning and cohort support to assist in defining your leadership brand.	https://www.regina.ca/ccce/career-development/business-management/advanced-leadership.html	In this cohort-based program, you will maximize your leadership strengths and competencies while gaining powerful insights to leadership development. Using the EQ 2.0 assessment tool, you will understand how your Emotional Intelligence impacts your leadership style. The Advanced Leadership Certificate is open to graduates of the Professional Leadership Certificate, ELIS and SBE. Those with equivalent management or professional development experience will also be considered. 45.5 class hours + take home work	Leadership	1.00	Fully Business related courses	https://www.regina.ca/ccce/career-development/business-management/advanced-leadership.html	
UIB																				
University of Alberta	Alberta School of Business	Bachelor	Undergraduate	Commerce		1				Entrepreneurship and Innovation	40	120	Student develops an entrepreneurial mindset	https://www.alberta.ca/business/programs-commerce/majors/entrepreneurship-and-innovation.html	A 4 year degree programs that consists of 4120 with specific degree requirements. Students in the Bachelor of Commerce Program must declare a major and then follow the specific course requirements of the major.	Entrepreneurship	0.80	3 Courses related to math/computer science; 15 courses in total	https://calendar.alberta.ca/preview_program.php?catoid=314&prod=39813&term=10785	1
	Alberta School of Business	MBA	Graduate						1	Entrepreneurship and Innovation	20	60	Student gain the competencies to manage technology innovation, entrepreneurial ventures and commercialization processes in generating business plans and ideas.	https://www.alberta.ca/business/programs/mba/degree-programs/innovation-entrepreneurship.html	During the first year of this MBA studies, students complete the same core courses as all other MBA students. Students are able to take Innovation & Entrepreneurship electives during the first year of the program. In year two, students choose from a wide range of electives in Innovation & Entrepreneurship, either focusing on one key area such as finance or management or gaining a general overview of all areas. Students will apply their knowledge in a project course by developing business and strategy plans for University spin-off companies or other start-ups.	Entrepreneurship	1.00	Fully Business related courses	https://www.alberta.ca/business/media-library/programs/mba/documents/innovation2019.pdf	1

	Augustana Faculty	Bachelor	Undergraduate	Management		1						Management	40	120		Management includes the planning, organizing, and directing of human resources to successfully reach one's goals.	https://apps.augustana.edu/ta/c/programs/ta/su/su17b/mgmt.html	The four-year Bachelor of Management degree consists of #120 arts, science and professional fees. Classification of Courses is as follows: #72 in the Management program and the credits required for the Foundation and Knowledge components of the Augustana Core. Because of the possibility of overlap between the credits required for portions of the Augustana Core and those required for the Management program.	Management	0.77	18 Interdisciplinary credits, 6 math related credits, except for 15 electives	https://calendar.augustana.ca/preview_program.php?catid=316&post=5535&term=10166
	Faculty of Extension CPD	Certificate	Graduate			1						Leadership	6	18		The Advanced Certificate in Leadership program will provide emerging leaders with the opportunity to learn, experience, develop and practice new leadership skills to be bring with them to their organizations.	https://ext.augustana.ca/enroll/leadership	This leader-ship training program is designed for professionals in a supervisory, mid-level management, and emerging leader-ship positions in a wide range of employment sectors, including private, government, and education.	Leadership	1.00	Fully Business related courses	https://ext.augustana.ca/enroll/leadership
University of British Columbia	Faculty of Management	Bachelor	Undergraduate	Management		1						Management	40	120		The Bachelor of Management degree teaches management techniques that can be applied to many sectors. During the program, you'll explore subjects such as sustainability, accounting, entrepreneurial technology, leading in complex environments, finance, negotiation, human resources, and marketing. You'll also have the chance to focus those skills in a particular topic area, and will have the chance to minor in computer science, cultural studies, economics, psychology, or sociology.	https://you.ubc.ca/ubc_programs/management/	A four year program. The program has two required, hands-on projects: The Live Case Challenge lets you apply your classroom learning and teamwork skills to solve a current issue faced by a partner organization. The Capstone Service Learning and Consulting course includes immersive, team-based work that explores connections among students' disciplines and the challenges that are being faced in the off-campus community. You'll also have the option to explore research in the management field through a directed studies course, where you'll do supervised research at the undergraduate level with a faculty member. As well, you'll be part of the Management Student Association (MSA) on the Okanagan campus, which allows you to connect with other students and build your support system, and participate in local, national, or international competitions and conferences. To broaden your experience, you can choose to take part in the Co-op program, where you'll gain real-world experience in a job relevant to your interests while getting paid. To broaden your experience, you can choose to take part in the Co-op program, where you'll gain real-world experience in a job relevant to your interests while getting paid.	Entrepreneurship	0.90	6 Math related credits; 18-27-9-6 electives; others all management credits	https://www.calendar.ubc.ca/okanagan/index.cfm?tree=12,197,1091,136
	UBC's Social and Economic Change Laboratory (SE-Change)	Master	Graduate	Management		1						Management	11	32		The post-experience Master of Management is a boundary-pushing program that focuses on management in the context of social and economic change. The program is concerned with "what" and "what that means—in particular, with the pursuit of "truth" through open inquiry. Immense yourself in bold thinking and action as part of a collaborative group of peers, exploring new and viable ways of leading and managing in a 360-degree program.	https://exchange.ubc.ca/programs/post-experience-master-of-management/	This Master of Management is a 25-month part-time program offered by UBC's Social and Economic Change Laboratory (SE-Change). A blended model of part-time online studies, and three in-person intensives at UBC's Okanagan campus and in other parts of the world, allows space and time for your professional and personal commitments.	Entrepreneurship	1.00	Fully Business related courses	https://exchange.ubc.ca/programs/post-experience-master-of-management/
	UBC's Social and Economic Change Laboratory (SE-Change)	Master	Graduate			1						Management	11	32		The dual degree program involves qualified students the option to earn, in one course of study, a select undergraduate UBC degree and a UBC Master of Management (MOM). In four and one-half years, both degrees can be completed through intensive study. The MOM is an approach based on different models of learning and interdisciplinary to focus on organizational behavior, social change, community development, global context, and the empowerment of individuals. The program connects education and employability. It	https://exchange.ubc.ca/programs/dual-degree-master-of-management/	The 32 credits of the MOM Dual Degree Option program will be delivered between May and December, immediately following the completion of students' undergraduate degrees. Study will be full-time and cohort-based. It will entail intense periods of study, delivered to enable student success by their working closely with faculty and staff, enabling completion of the program in four and half years. The 8-month period spans approximately 25 weeks. It will include three, week-long study free periods, one at the end of August and two at the end of December, in consideration of students' health and wellness. Students will complete one credit per week over the 32 weeks of study, and continues will increase to allow instructors to emphasize.	Entrepreneurship	1.00	Fully Business related courses	https://exchange.ubc.ca/programs/dual-degree-master-of-management/
	The Faculty of Applied Science	Certificate	Undergraduate	Minor								Minor in Entrepreneurship	6	18		Students desiring foundations in the knowledge and practical skills related to the formation of an entrepreneurial enterprise are encouraged to consider the Minor in Entrepreneurship. Upon successful completion of this minor program, the notation "Minor in Entrepreneurship" will be placed on the student's transcript.	https://www.sander.ubc.ca/programs/level3-education-program/level3-education-program-advanced-leadership	Enrollment in the program is limited. Applications for admission must be made through Engineering Student Services by May 15. For an application to be considered, the student must be a good standing and eligible for at least third-year standing in the Faculty of Applied Science with a cumulative average of at least 68% in the previous two years. Meeting the stated minimum requirements does not guarantee admission into the minor. Preference will be given to students who have completed COMM 280.	Entrepreneurship	0.75	3-6 Credits of applied science; 12-15 credits about entrepreneur	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,272,1610
	UBC SAITDER School of business	Certificate	Graduate			1						Advanced Leadership	6			This certificate is an intensive, part-time educational program for experienced and aspiring managers, looking to better their skill set. The certificate program draws from the core business areas of Leadership, Strategy, and Communication; these core areas are delivered with senior executive level curriculum to develop best-in-class leadership practices. The advanced certificate has the combined focus of individual development, team leadership, and strategic organizational transformation.	https://www.sander.ubc.ca/programs/level3-education-program/level3-education-program-advanced-leadership	In view of the current pandemic, the program is delivered 100% online. But learning online does not mean learning about! The experiential, multi-layered format is designed to balance quiet reflection time with faculty-led discovery, virtual coaching and active collaboration with colleagues. You will also have access to self-directed resources (readings, videos, self-assessments etc.) that you can review at any time.	Entrepreneurship	1.00	Fully Business related courses	https://www.sander.ubc.ca/programs/level3-education-program/programs/executives
University of Calgary	Haskayne School of Business: Management MGMT	Master	Graduate	Management		1						Management	10	33		Designed for recent graduates of non-business fields, the Haskayne Master of Management program provides students with the opportunity to supplement their undergraduate field of interest with business skills and knowledge. Upon graduation, students will possess an interdisciplinary skillset that will provide the comprehensive edge needed to successfully launch their career.	https://grad.ucalgary.ca/future-students/graduate-program/management-minorant-course	The Master of Management is an interdisciplinary program that brings together students from a variety of non-business backgrounds, such as arts, science, kinesiology, engineering and more. Through this intensive 10-month program, you will gain business skills and connections, form strong bonds with your cohort and gain the confidence to pursue a successful career. Hear what our alumni and current students have to say about their experience.	Management	0.88	1 co-write related course; 7 business courses	https://www.ucalgary.ca/pubs/calendar/grad/current/haskayne/grad/c
	Faculty of Graduate Studies	Certificate	Graduate			1						Engineering, Leadership in Engineering and Advanced Practice LEAP	4	12			https://www.ucalgary.ca/pubs/calendar/grad/current/engineering/leap.html	Students who complete the Graduate Certificate in Leadership in Engineering and Advanced Practice may receive credit for the 12 units of coursework completed in the certificate program, if they are subsequently accepted to the Graduate Diploma in Leadership in Engineering and Advanced Practice program.	Leadership	0.50	6 thematic technical courses; 6 business courses	https://www.ucalgary.ca/pubs/calendar/grad/current/engineering/leap.html
	Haskayne School of Business	Bachelor	Undergraduate	Commerce		1						Concentrate Management	33	99		A concentration in Entrepreneurship and Innovation (ENI) focuses on the start-up and operation of high potential business. The key to any successful entrepreneurial venture is being prepared. This means doing your research, understanding informational and networking events, and beginning to build your knowledge and connections in the industries connected to your business venture.	https://haskayne.ucalgary.ca/future-students/bcomm/concentrations/eni	Entrepreneurship is best learned through doing, so courses in this area offer hands-on experiences through projects that expose students to all aspects of business development. The concentration in Entrepreneurship and Innovation allows students to study Opportunity Identification (ENI 401), New Venture Planning (ENI 403), and New Venture Start-Up (ENI 405).	Management	0.87	Core: 2 tech related courses; 13 business courses; with operation management concentration	https://www.ucalgary.ca/pubs/calendar/current/cba/4-1-4-1.html
	Haskayne School of Business	Certificate	Undergraduate			1						Leadership Studies	18	54		Small or start-up companies post part-time, contract, and summer positions allow you the opportunity to use your entrepreneurial skills and experience life in a newly launched business.	https://www.ucalgary.ca/pubs/calendar/current/leadership-studies-certificate.html	Undergraduate students must successfully complete a minimum of 18 units from the Field of Leadership Studies as follows, with a maximum of 12 units from any one Faculty: a) Core courses (6 units): Leadership Studies 401 (non-business students) or Management Studies 453 (business students); and Leadership Studies 501. Note: Kinesiology 311 and 411 may be substituted for Leadership Studies 401 and 501 respectively. b) Electives (12 units): An additional 12 units from the Field of Leadership Studies, of which a minimum of 3 units must be at the 400 level or above.	Leadership	1.00	Fully Business related courses	https://www.ucalgary.ca/pubs/calendar/current/leadership-studies-certificate.html
	Haskayne School of Business	Certificate	Undergraduate			1						Entrepreneurial Thinking	18	54		This course has been designed to provide proven methods of entrepreneurial thinking to all Haskayne students. Entrepreneurial thinking has become one of the most important skills all firms seek in new hires, as an entrepreneurial mindset is an asset regardless of career path. Students will learn how to identify a problem, rapidly test their solution, and determine how to structure a disruptive business model to solve the problem. During the course students will be exposed to many events to interact with experts and pitch their ideas to receive feedback.	https://haskayne.ucalgary.ca/future-students/graduate-program/management-minorant-course	Students will work towards the certificate by simply taking courses that meet prerequisite requirements. Students are encouraged to add the embedded certificate in Entrepreneurial Thinking as early as possible to ensure appropriate advising and support while progressing through their studies. To add the embedded certificate to a current degree program, students must apply for a program revision starting October 1, 2021. To apply for the program revision.	Entrepreneurship	1.00	Fully Business related courses	https://haskayne.ucalgary.ca/embedded-certificate-in-entrepreneurial-thinking
	Haskayne School of Business	Certificate	Graduate			1						Entrepreneurship and Innovation Option for Graduate Students	2	6		Together with the Faculty of Graduate Studies, we offer the Entrepreneurship and Innovation Option to equip graduate students with the fundamental skills of entrepreneurial thinking that will allow them to become successful, real world innovators. The Entrepreneurship and Innovation Option features two courses that provide graduate students from all faculties with hands-on experience to discover business opportunities, determine their feasibility, and build strong business models to transform their ideas into fully developed ventures.	https://haskayne.ucalgary.ca/future-students/bcomm/concentrations/eni	There are no class experiential courses unless COVID-19 restrictions lead to the need for remote or online participation. Due to the experiential and team-based nature of the courses, audits are not permitted.	Entrepreneurship	1.00	Fully Business related courses	https://haskayne.ucalgary.ca/future-students/bcomm/concentrations/eni
	UCalgary Continuing Education	Certificate	Graduate			1						Emerging Leaders		10		The Certificate for Emerging Leaders program can help leaders of all levels of experience deal with the constant changes in today's fast-paced workplace. The focus is on building skills in the areas of building relationships, coaching, communication, personal effectiveness, and professional skills. The flexibility of this certificate makes it ideal for aspiring, new and developing leaders. Students are encouraged to build their own certificate by carefully selecting seminars that not only meet the requirements of the program, but at the same time meet their own career needs.	https://conted.ucalgary.ca/pubs/catalogue/courses/Certificate/Programs/level3-education-program/level3-education-program-advanced-leadership	Students can take seminars first and enrol in the certificate later, applying at that time for credit for those seminars that you have completed and which meet the certificate requirements. However a certificate requirements are subject to change, we recommend you apply for admission as early as possible, thereby locking in the certificate requirements and ensuring you receive credit for all of your seminars. It is strongly recommended that you complete this certificate within the first year of the start date of your first year seminar.	Leadership	1.00	Fully Business related courses	https://conted.ucalgary.ca/timeline/cert/1706260
University of Calgary																						

Queen University	Faculty of Arts and Science	Certificate	Undergraduate		1					Entrepreneurship, Innovation & Creativity (QEC - ENIN)	5	15	This certificate was designed to allow students to develop an entrepreneurial mindset and to execute intrapreneurial innovation. Students will have the opportunity to study and practice skills in marketing and promotion as well as finance and business planning. Through a variety of interdisciplinary courses, students will be challenged to brainstorm, research, design, and present a new product or service to peers, end users, leadership teams, potential investors and to online and digital publics.	https://www.queens.ca/artsci_online/programs/certificate-in-entrepreneurship-innovation-creativity	This certificate program consists of 15.0 units. 6.0 of these units are required courses, while the other 9.0 units can be selected from a set of option courses - option courses offered fully online are listed below. *Students who want to learn about creative and technical entrepreneurship may complete and count both ENIN 301 (3.0 units) and CHEE 302 (3.0 units) toward the 15.0 credits required for this Certificate. Students who opt to complete and count both ENIN 301 and CHEE 302 only need to complete 3.0 units from the list of eligible "Innovation Centre" courses below. **Students who have taken CHEE 310 (3.0 units) (no longer offered) may substitute CHEE 310 (3.0 units), Engineering Innovation & Entrepreneurship for CHEE 302 (3.0 units), Technical Entrepreneurship. Students may count only one of these courses toward their QEC plan.	Entrepreneurship	0.86	1/2 option courses of engineering; 1/11 innovation option courses of tech	https://www.queens.ca/artsci_online/programs/certificate-in-entrepreneurship-innovation-creativity
	Faculty of Engineering and Applied Science	Master	Graduate	Management			1			Innovation & Entrepreneurship	11		This program is specifically designed for those who will start, grow or drive new ventures whether in a startup or inside a corporation. Special skills, strategies and strengths are needed to turn an idea into a viable and thriving business. The Master of Management Innovation & Entrepreneurship equips you for that success.	https://smith.queens.ca/grad_studies/mies/index.php	The year-long program combines three intense residential boot camps at Smith School of Business in Kingston with an experiential, goal-driven project supported by an advisor throughout the year. This is a team-by-doing program with self-directed courses, workshops, guest speakers and innovation projects being launched. There are two program formats: immersed-on-campus in student life or anywhere in the world, depending on the type of project you are launching.	Entrepreneurship	0.82	2 of 11 courses are tech/engineer related	https://smith.queens.ca/grad_studies/mies/program-details/certificate.php
	Smith School of Business	Master	Graduate	Sciences in Management			1			Management Information Systems	9	18	An exceptional research-focused program that provides an advanced-level conceptual foundation in your chosen field. With an MSc, you are ready to enter a high-quality PhD program or embark on consulting and research-based careers.	https://smith.queens.ca/grad_studies/MSc/index.php		Management	0.33	12 of 18 courses are tech related	https://smith.queens.ca/grad_studies/MSc/program-details/area-of-specialization/management-information-systems.php
	Smith School of Business	PhD						1		Management Information Systems	12	30	The PhD in Management program is designed to develop highly skilled and ethical researchers who discover and transmit new knowledge that contributes meaningfully to the academic community, the broader business community, and society. As a PhD student, you will master the critical thinking, research, and writing skills necessary to serve as a respected researcher, teacher, colleague and mentor, respectful of the diversity of methodologies, philosophies and perspectives through which contributions to knowledge can be made.	https://smith.queens.ca/grad_studies/PHD/program_details.php	There are three stages to the PhD program structure, each designed to help you learn the skills necessary to develop a successful academic career. The three stages of the PhD program are:	Management	0.40	18 of 30 courses are tech related	https://smith.queens.ca/grad_studies/PHD/program-details/area-of-specialization/management-information-systems.php
	Smith School of Business	Short Program	Graduate							Leadership	6		Our Leadership program provides the insights that will help you to build yourself as a leader. Through intensive self-discovery, peer coaching, and one-on-one coaching, you will achieve a deep understanding of yourself and your leadership style. You will be guided in creating a powerful personal development plan to fully realize your leadership potential.	Graduate	This program focuses on six themes: Transformational Leadership Personal Leadership Style Action Learning Situational Exercises Advanced Coaching Action Plan	Leadership	1.00	Fully Business related courses	https://smith.queens.ca/next/education/programs/leadership.php
University of Toronto	Institute for Management & Innovation	Certificate	Undergraduate	Minor	1					Minor in Business, Science and Entrepreneurship	8	4	The Minor in Business, Science and Entrepreneurship (ERMN2017) was created to provide UTM science students with the opportunity to learn business principles in an offering that recognizes business concepts with examples drawn from the sciences. It will provide students pursuing an Honours Bachelor of Science degree at UTM with fundamental business knowledge that will complement their science education and support their future success.	https://www.utm.utoronto.ca/utm/programs/minor-business-science-and-entrepreneurship	Those who are accepted into the minor will be exposed to more than one field of study (Fundamentals of Accounting, Human Resources, Marketing, Finance, Strategy, Operations), hence making themselves more marketable for whatever they choose to pursue post undergraduate studies. Students will have two skill sets to utilize in the workplace as being a strong knowledge of a specific science discipline coupled with the fundamentals of business will allow students the opportunity to evaluate and make decisions while taking into account both the science as well as the business imperatives that typically drive these organizational decisions.	Entrepreneurship	0.88		https://www.utm.utoronto.ca/utm/programs/in-line-business-science-and-entrepreneurship
	Roman Commerce	Certificate	Graduate		1					Management Specialist		20	The program innovative curriculum combining studies in management, economics, and the liberal arts for an enriched professional undergraduate experience. The program explores the role of commerce in modern society while developing skill and confidence in analysis, effective communication, and decision making. The Roman Commerce program offers a Bachelor of Commerce (BCom) degree in three different specialist programs: Finance & Economics, Accounting, and Management.	https://utm.calendar.utoronto.ca/section/Management	All programs within the Bachelor of Commerce degree build on a common foundation of business and liberal arts courses. Roman Commerce students specialize in one of three programs: Accounting, Finance and Economics, or Management. Each program combines courses in management and applied economics with a variety of advanced courses in the liberal arts and sciences. The balance assures graduates of a solid understanding of business and modern society along with a command of critical skills in decision-making and organizational leadership. Roman Commerce graduates frequently become economists, accountants, actuaries, financial analysts, marketing analysts, managers of firms and government, or proprietors of small businesses. Some Roman Commerce students elect to undertake post-graduate studies in the form of further university education: law schools and MBA programs have been particularly favoured destinations of recent graduates.	Management	1.00	Fully Business related courses	https://utm.calendar.utoronto.ca/section/Management
	Institute for Management and Innovation	Master		Management			1			Innovation	12	6	The MMI curriculum provides a strong foundation in economic analysis, technology management, business strategy, finance, accounting, marketing, and policy. The required academic core courses focus on management and economics, and students select their electives tailored to their interests and goals. A four-month mandatory internship requirement allows students to gain valuable, real-world work experience and an opportunity to demonstrate the key competencies they learn in the MMI program.	https://www.utm.utoronto.ca/utm/imm/imm-core-courses/imm-core-courses	The Master of Management of Innovation (MMI) program is designed for students with a background in science and engineering. It is an accelerated 12-month professional degree for individuals pursuing management careers in technology-focused organizations. A four-month mandatory internship requirement allows students to gain valuable, real-world work experience and an opportunity to demonstrate the key competencies they learn in the MMI program.	Innovation	0.78	2/9 required courses are tech related	https://www.utm.utoronto.ca/utm/imm-core-courses

		Master	Graduate	Management			1			Digital Management	20		The MSc in Management provides students with a focused curriculum which can be leveraged as a competitive advantage in the market.	https://www.jrey.amsu.ca/mse/	Our 16-month MSc in Management program is a transformational experience for recent graduates who want to hone their skill sets, develop their leadership abilities, and kick start their careers.	Management	0.70	5 of 20 required courses are tech related, 4 total	https://www.jrey.amsu.ca/mse/program-overview/digital-management/
	Jey	PhD					1			Management Science			<ul style="list-style-type: none"> Healthcare Management Science (sample paper) Health (sample paper) and Pharm Economics (sample paper) Supply Chain Management (sample paper) Marketing Operations (sample paper) Blockchain Business Applications (sample paper) Revenue Management, Pricing Optimization (sample paper) Transportation Networks (sample paper) Energy Networks (sample paper), Smart Cities and Infrastructure (sample paper) Risk Management, Bayesian Statistics, Data Driven Models (sample paper) Optimization Methods (sample paper) Machine Learning (sample paper) Healthcare Operations (sample paper) Medical Decision Making (sample paper) Stochastic Scheduling (sample paper) Analytics/CR Applications (sample paper) sample paper), Sports Analytics (sample paper) 	https://www.jrey.amsu.ca/phd/disciplines/management-science/	The doctoral program in Management Science is designed for those interested in pursuing academic careers in management science at top business schools.	Management	0.63	3 of 8 focus are engineer related	https://www.jrey.amsu.ca/phd/disciplines/management-science/
Other Colleges or Universities																			
Alberta																			
	Faculty of Business	Bachelor	Undergraduate	Management			1			Management General	30	90	The program explores the ethical, global, political, and environmental issues that organizations face every day. You will learn to plan, organize, direct, and control the functions and processes of an organization, and build your leadership skills.	https://www.athabasca.ca/business/programs/bachelor-of-management-general.html	All courses are online individualized study, allowing you to complete the coursework at your own pace. You can finish this program in as little as 1 year (post-diploma route) or 3 years (regular route) of full-time study. Or work at your own pace and take as long as you need. There is no time limit for completion. Graduates of the 3-year Bachelor of Management program will be able to ladder their degree into any of the 4-year Bachelor of Commerce routes.	Management	0.86666667	12 credits are math/tech related	https://www.athabasca.ca/calendar/undergraduate/program-regulations/degrees/bachelor-of-management.html#programs
	Faculty of Business	Certificate	Undergraduate				1			Management Applications	10	30	Management Applications will help you develop a broad administrative perspective through a curriculum that includes: <ul style="list-style-type: none"> accounting computers and management information systems finance organizational behaviour HR management law marketing 	https://www.athabasca.ca/programs/summary/university/certificate-in-management-application.html#summary	The University Certificate in Management Applications is a 30-credit online certificate program. You must complete at least 15 credits through Athabasca University. All courses are online individual study, allowing you to complete the coursework at your own pace. You can finish this program in as little as 1 year of full-time study or work at your own pace and take as long as you need. There is no time limit for completion. If you successfully complete this certificate, you may apply to ladder your coursework into the Bachelor of	Management	0.90	3 credits of tech related	https://www.athabasca.ca/calendar/undergraduate/program-regulations/university-certificates/university-certificate-in-management-applications.html#calendar-element-required
	Faculty of Business	Certificate	Undergraduate				1			Management Foundations	10	30	Management Foundations will provide you with foundational knowledge in business management, including: <ul style="list-style-type: none"> administration communications economics e-commerce critical thinking and analysis 	https://www.athabasca.ca/business/programs/university/certificate-in-management-foundations.html	The University Certificate in Management Applications is a 30-credit online certificate program. You must complete at least 15 credits through Athabasca University. All courses are online individual study, allowing you to complete the coursework at your own pace. You can finish this program in as little as 1 year of full-time study or work at your own pace and take as long as you need. There is no time limit for completion. If you successfully complete this certificate, you may apply to ladder your coursework into the Bachelor of	Management	0.90	3 credits of math related	https://www.athabasca.ca/calendar/undergraduate/program-regulations/university-certificates/university-certificate-in-management-foundations.html#programs
	Faculty of Business	Certificate	Undergraduate				1			Leadership	8	8	Athabasca University's (AU's) online Leadership Certificate of Completion (LCCCL) focuses on soft skill leadership development.	https://www.athabasca.ca/business/about/about-out-offerings/professional-development/leadership-certificate-of-completion.html	The Leadership Certificate of Completion is made up of 8 online courses worth 1 graduate-level credit each. All courses are pre-set with a scheduled start and end dates and assignment deadlines. Courses are asynchronous, so you never have to be online at a specific time.	Leadership		Fully Business related courses	https://www.athabasca.ca/business/about/about-out-offerings/professional-development/leadership-certificate-of-completion.html
	Faculty of Business	Post Undergraduate Diploma								Leadership and Management	16	18	Graduate Diploma in Leadership and Management will help you develop your leadership and management skills. Our courses provide graduate-level professional development for managers and experienced professionals who are poised for advancement.	https://www.athabasca.ca/programs/summary/graduate-diploma-in-leadership-and-management.html#required-courses	The Graduate Diploma in Leadership and Management is an 18-credit online graduate program. You must complete at least 9 credits through Athabasca University. The Graduate Diploma in Leadership and Management has continuous admission - you can apply at any time, and start with any course you choose. All courses are online propped study, with defined start and end dates. Most courses are offered at least once a year. There are no exams or quizzes - instead you will apply what you learn to your own organization. You will be assessed through practical exercises, discussion forums, papers and case studies.	Leadership	0.89	2 tech/engineer related credits	https://www.athabasca.ca/calendar/graduate/graduate-diploma-in-leadership-and-management.html#program-regulations
Concordia University of Edmonton																			
	Faculty of Management	Bachelor	Undergraduate	Management			1			Bachelor of Management	40	120	Initially, you will establish a solid foundation of technical competence and skills with courses such as accounting, finance, information technology, management ethics, and international business, all the while developing effective management skills.	https://concordia.ab.ca/management/bachelor/	Your Bachelor of Management degree can be customized to your interests and competencies. You select your emphasis from a range of career paths from accounting and management to human resources, management and leadership.	Management	0.96	3 credits math related, 48 elective or minors	https://concordia.ab.ca/student-services/region-academic-calendar/2022-2023/10-6-undergraduate-degrees-program-10-3-bachelor-of-management/
		Certificate	Undergraduate	Minor			1			Minor innovation and entrepreneurship	5	15	Learn about the process of creating and managing business innovations and high-tech start-ups, and how entrepreneurship's place within the economy can add value to products, services and processes.	https://www.macewan.ca/academics/programs/bachelor-of-commerce/academics/innovation-entrepreneurship/	In this minor, you apply what you learn to practical situations, creating business plans, conducting case studies and meeting with community mentors. Overall Minor Requirements: <ul style="list-style-type: none"> 15 senior-level credits as specified Minors are not a graduation requirement Block transfer students cannot take a minor 	Entrepreneurship		Fully Business related courses	https://www.macewan.ca/documents/minor_requirements_minor.pdf
	School of Business	Bachelor	Undergraduate	Commerce			1			Honours Management	40	120	The Management major focuses on the management of organizations. It provides students with a solid foundation in the fundamentals of business and specialization in key aspects of leadership, including team building, conflict resolution, consulting, change management and organizational development.	https://calendar.macewan.ca/programs/degree-programs/bachelors/management/Management%20Honours	The program consists of three types of courses: core, major/minor and elective. Core courses develop fundamental skills and abilities in business and management. Upon completion of core courses, the student will choose one of seven majors: Accounting, Human Resources Management, International Business, Legal Studies in Business, Management, Marketing or Supply Chain Management. The courses in the major develop deep knowledge of business within a focal area and the elective courses broaden education beyond business and take the degree to the student's interests. Co-operative Education streams are also available. Students may explore their options in completing a second major, one or two minors, or a double major with a non-business minor. The program will prepare students for graduate studies in related fields.	Management	0.88	5 required courses are math/tech related	https://calendar.macewan.ca/programs/degree-programs/bachelors/management/degree-requirements.html
Murray State University																			
	Continuing Education in Business and Management	Certificate					1			Entrepreneurship	5	3.5	Learn the fundamental skills of entrepreneurship that help you grow your business. Start by developing a business planning canvas to determine the feasibility of your idea. Strengthen your business management techniques and learn new marketing strategies for attracting the right customers. Gain in-depth knowledge of the launch process, including strategies for implementation, direction and resources. The Entrepreneurship concentration focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, sales, business development and product management. Entrepreneurship students will learn to shape entrepreneurial opportunities, assess financial feasibility, develop a unique business model, while living an entrepreneurial experience.	https://www.murray.ca/Programs/Courses/ContinuingEducation/business/continuingeducation/business/continuingeducation.html	Format: Live, online and classroom. Learn More Complete the 5 required courses (35 hours) Can be completed within 1 semester up to a maximum of 3 years. At the end of this hands-on program, you possess a business plan designed for success and the know how to put your plan into action. Facilitated by subject matter experts, who are entrepreneurs in their own right, this program is eligible towards the Blue Seal Certification.	Entrepreneurship		Fully Business related courses	https://www.murray.ca/Programs/Courses/ContinuingEducation/business/continuingeducation/business/continuingeducation.html
	Bisset School of Business	Bachelor	Undergraduate	Business Administration			1			General Management Major	17	51	This experience includes forming teams, connecting business models, talking with customers and users, assessing feasibility, while launching a new venture or initiative. The skills and competencies gained in an Entrepreneurship concentration are vital for the success of any business or organization. The concentration also provides customized paths for students wishing to specialize in venture creation or intrapreneurship.	https://www.murray.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm	The foundation of the BBA in General Management includes 16 required core business courses, a total of 10 business specific courses and/or elective courses, 10 General Education courses, and four elective courses, for a total of 40 courses over four years. Students pursuing a concentration will complete 10 specific courses as defined by the requirements for that concentration instead of the 10 business specific/elective courses.	Entrepreneurship	0.94	1 of 17 courses are math related	https://www.murray.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm
	Bisset School of Business	Bachelor	Undergraduate	Business Administration			1			Concentration in Innovation and Entrepreneurship	10	30	This experience includes forming teams, connecting business models, talking with customers and users, assessing feasibility, while launching a new venture or initiative. The skills and competencies gained in an Entrepreneurship concentration are vital for the success of any business or organization. The concentration also provides customized paths for students wishing to specialize in venture creation or intrapreneurship.	https://www.murray.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm	The foundation of the BBA in General Management includes 16 required core business courses, a total of 10 business specific courses and/or elective courses, 10 General Education courses, and four elective courses, for a total of 40 courses over four years. Students pursuing a concentration will complete 10 specific courses as defined by the requirements for that concentration instead of the 10 business specific/elective courses.	Entrepreneurship	0.80	2 of 10 courses are tech related	https://www.murray.ca/Programs/Courses/Faculties/Schools/Centres/Business/Programs/GeneralManagement/Curriculum/Courses_GenMGMT.htm

Royal Roads University	Professional and continuing studies	Certificate	Graduate		1				Executive Management	13	9	Doing both master's degrees will give you the advantage you're looking for in your career. You'll gain executive leadership knowledge and gain the experience, skills and perspective to lead a global business.	https://www.royalroads.ca/programs/graduate/certificate-management-and-leadership/hub-program-description	You'll choose one of four program completion options in your Royal Roads MCM: global management project internship research project Royal Roads graduate certificate MFTS MicroMaster's	Management	1.00	Fully Business related courses	https://www.royalroads.ca/programs/graduate/certificate-management-and-leadership/hub-courses
	Professional and continuing studies	MBA	Graduate					1	Executive Management	24	51	Deepen your strategic knowledge of business practices to broaden your influence in the workplace. You'll build leadership, analytical and management skills to move yourself and your career forward.	https://m.prod.opisbops.dey/programs/master-business-administration-executive-management/hub-program-description	You'll choose one of two specialization options in your Royal Roads MBA: Royal Roads graduate certificate MFTS MicroMaster's	Management	1.00	Fully Business related courses	https://m.prod.opisbops.dey/programs/master-business-administration-executive-management/hub-courses
	Professional and continuing studies	Certificate			1				Management and Leadership	4	9	Develop your leadership vision and edge to lead change in your organization and your life. Learn the knowledge and skills to become a creative, strategic leader, with hands-on practice and projects.	https://www.royalroads.ca/programs/graduate/certificate-leadership/hub-overview	If you have already completed this program, you can transfer all credits towards Royal Roads MBA, MGM, MA in Tourism Management, and MA in Interdisciplinary Studies programs. The tuition will be adjusted accordingly. You can also use this program to build towards the Graduate Diploma in Project Management and Organizational Leadership.	Management	1.00	Fully Business related courses	https://www.royalroads.ca/programs/graduate/certificate-leadership/hub-courses
	Professional and continuing studies	Master	Graduate	Arts				1	Global Leadership	13	36	Develop the capacity to lead yourself and others with an understanding of complex global systems. Impact the wellbeing of communities and the planet, as you lead organizations and teams effectively.	https://www.royalroads.ca/programs/master-arts-global-leadership/hub-program-description	The Master of Arts in Global Leadership is a 36-credit program offered over 13 or 24 months. You can choose to complete this program through a blend of online courses and on-campus residencies, or on-campus with some elective choices available online. There are four delivery options: Blended 24-month program Blended intensive 13-month program on-campus 24-month program on-campus intensive 13-month program The Graduate Diploma in Global Leadership is a nine-month, 18 credit program.	Leadership	1.00	Fully Business related courses	https://www.royalroads.ca/programs/master-arts-global-leadership/hub-courses
	Professional and continuing studies	Post Undergraduate Diploma	Graduate						Global Leadership		18	Building on the foundation of the courses in the Graduate Certificate in Global Leadership, you'll focus on systems thinking and expand your capacity for cross-cultural communication.	https://www.royalroads.ca/programs/graduate-diploma-global-leadership/hub-program-description	You can choose to complete this program in one of two ways: through a blend of online courses and a two-week residency on campus, including a two-week residency with students in the Blended program	Leadership	1.00	Fully Business related courses	https://www.royalroads.ca/programs/graduate-diploma-global-leadership/hub-courses
Simon Fraser University	Beedie School of Business (Charles Chang Institute for Entrepreneurship)	Certificate	Undergraduate		1				Innovation and Entrepreneurship	7	22	The IMI area is focused around creating positive change through entrepreneurship (including intrapreneurship and innovation) of all types (including scientific & technological, social, systemic, process financial, educational and technical). Our research seeks to make meaningful and practical contributions to the aspirations, mindsets, organizations and ecosystems required to support social and economic value creation. In service of this vision, our teaching and programs focus on responsible, real-world and interdisciplinary approaches to solving meaningful challenges and creating opportunities.	https://www.sfu.ca/students/admission/programs/a-z/innovation-and-entrepreneurship/interview.html	Units applied to one certificate may be applied also to major or minor programs of a bachelor's degree under the normal regulations governing these programs but may not be applied to another Simon Fraser University certificate or diploma. Grade Requirements: In addition to normal university grade point average requirements, the Beedie School of Business requires a minimum 2.30 overall SFU Business course grade point average for entry into all 300 and 400 division business courses. For a course to be accepted as fulfilling a prerequisite, or for a minor division requirement, or for a core course to be accepted in a student's program in business, a student must have obtained a minimum grade of C- (C minus). A minimum grade point average of 2.00 calculated on all courses applied towards the certificate is required for graduation from a business certificate.	Innovation	1.00	Fully Business related courses	https://www.sfu.ca/students/calendar/2022/sfrp/programs/business-major/bachelor-of-entrepreneurship/certificate.html
	Beedie School of Business	Bachelor	Undergraduate	Business Administration	1				Concentration Innovation and Entrepreneurship	26	39	Lets to translate your vision into a business plan and make it grow. Studying entrepreneurship will show you how to identify market opportunities, get the funding you need, find and keep employees, deliver quality goods and services at a cost effective price, and much more. Courses include Project Management, New Venture Planning, New Product Development and Design, Leadership, New Venture Finance and more.	https://beedie.sfu.ca/programs/undergraduate/cba-major/concentration	Identifies market opportunities, manages projects, understands and leverages the behavioral dynamics of change, and provides leadership in a rapidly changing environment. Not everyone knows which concentration(s) to pick or continues with the first concentration they select. Hands-on experience through business courses, engagement with student organizations, or work experience like co-op may open your eyes to possibilities and careers you'd never considered. A constant assessment of your options is natural and encouraged until you find the perfect match between your interests, strengths and long-term goals. We support you in selecting your concentration(s) through the Business Career Passport, our Academic and Career Advising teams, and the resources below.	Innovation	0.85	3/12 lower required course are tech/math related; 1/9 higher required course are tech/math related; 5 concentration fully business courses	http://www.sfu.ca/students/calendar/2022/sfrp/programs/business-major/bachelor-of-business-administration.html
	Continuing Studies	Certificate			1				Leadership Essentials	4	10	Recent events around the world have shown the pressing need for leaders who can navigate the uncertainty and complexity of our times. Designed for new or aspiring leaders, this online certificate program will allow you to develop the critical social and emotional intelligence required to build collaborative relationships, manage change and create an equitable and inclusive organizational culture.	http://www.sfu.ca/continuing-studies/programs/leadership-essentials/certificate.html?_ga=2.243351173.1891406092.1948865431.1648172557	Earn your certificate in as little as one year. Take fully online courses on a flexible schedule. Learn from experts in the leadership field. Connect with a professional network of peers who work in diverse contexts. Graduate with a certificate that confers SFU alumni status. Course duration: 10 Weeks Course work: 10 hours/week	Leadership	1.00	Fully Business related courses	https://www.sfu.ca/continuing-studies/programs/leadership-essentials/certificate.html?_ga=2.243351173.1891406092.1648172557-1948865431.1648172557
Thompson Rivers University	Bob Gagliardi School of Business and Economics	Post Undergraduate Diploma	Graduate						Entrepreneurship	20	60		https://www.tru.ca/programs/canadian-centre-entrepreneurship-post-baccalaureate-diploma.html#		Entrepreneurship	0.85	3 of 20 courses are math/tech related	https://www.tru.ca/gagliardi/post-bacc-post-baccalaureate-diploma-details-and-requirements.html
	Bob Gagliardi School of Business and Economics	Bachelor	Undergraduate					1	Major Entrepreneurship	8	33	Entrepreneurship Majors will learn to research new business ideas, prepare formal business plans, secure initial financing, and manage small businesses on an on-going basis.	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html	Entrepreneurship Majors graduates are well qualified to pursue a master degree in the field, and possibly a PhD if they wish to pursue a career in teaching and research. For those students wanting only an exposure to entrepreneurship, an Entrepreneurship Minor is also available.	Entrepreneurship	1.00	Fully Business related courses	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html
	Bob Gagliardi School of Business and Economics	Certificate	Undergraduate	Minor	1				Minor Entrepreneurship	4	12	Entrepreneurship Majors will learn to research new business ideas, prepare formal business plans, secure initial financing, and manage small businesses on an on-going basis.	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html	Entrepreneurship Majors graduates are well qualified to pursue a master degree in the field, and possibly a PhD if they wish to pursue a career in teaching and research. For those students wanting only an exposure to entrepreneurship, an Entrepreneurship Minor is also available.	Entrepreneurship	C	Fully Business related courses	https://www.tru.ca/gagliardi/degrees/bba/majors/minors/entrepreneurship.html
	Business and Management Studies	Certificate	Undergraduate		1				Entrepreneurial Skills 1/ Entrepreneurial Skills 2	5	15	The Certificate in Entrepreneurial Skills 1 provides you, a small business owner/operator, with the essential skills and competitive strategies to help your enterprise thrive.	https://www.tru.ca/distance/programs/business-management/certificate-in-entrepreneurial-skills-1.html	This certificate can lead to the Certificate in Entrepreneurial Skills 2 program, providing a pathway into the Diploma in Management Studies program, which can ladder into a bachelor's degree.	Entrepreneurship	0.94	12 required fully business courses; 3 of 10 electives are math/tech/engineer related	https://www.tru.ca/distance/programs/business-management/certificate-in-entrepreneurial-skills-1.html
	Bob Gagliardi School of Business and Economics	Diploma	Undergraduate						Management	20	60	The Management Diploma is a two-year program that helps graduates develop key employment skills in areas such as oral and written communication, problem-solving, accounting, marketing, human relations, economics, law, information systems, and business ethics and enables them to enter-level general administration and sales positions.	https://www.tru.ca/gagliardi/certificates-diploma-management-diploma.html	Those who complete just the first year will be awarded a Business Foundations Certificate. This qualifies graduates for some entry-level positions, but they are encouraged to continue their education part-time or online if possible.	Management	0.80	4 of 20 courses are math/tech related	https://www.tru.ca/gagliardi/certificates-diploma-management-diploma.html
Bob Gagliardi School of Business and Economics	Certificate		Minor	1					Management Minor	20	60	Most professionals outside of business still require a strong foundation in the principles of management to be effective on the job. Whether it is for budgeting know-how needed to serve as a team leader on a major TV documentary, selling skills required for working as a pharmaceutical company sales representative, or people skills need in selecting the programming staff at a computer graphics firm, the ability to manage effectively is important.	https://www.tru.ca/gagliardi/degrees/minor-management.html	The Bachelor of Arts (BA), Bachelor of Computer Science (BCS) and Bachelor of Science (BSc) degrees at TRU each have a Minor in Management offered by the School of Business and Economics, which provides students the opportunity to acquire these needed skills. Students taking the Minor in Management can ladder into one of the Post-baccalaureate Diplomas in Business after graduation and complete the requirements in as little as one year. The transfer credit awarded depends on the requirements of the specific post-baccalaureate diploma. Student can also ladder into the Graduate Diploma in Business Administration (GDBA) which must be completed before applying to the MBA. Transfer credit in the GDBA can also be awarded for Minor in Management courses.	Management	0.73	3 from 11 courses are tech/math related	https://www.tru.ca/gagliardi/degrees/minor-management.html
Trinity Western University	School of Graduate Studies	Certificate	Graduate		1				Leadership	5	15		https://www.tru.ca/leadership-ma/graduate-certificate-leadership		Leadership	1.00	Fully Business related courses; 1 tech related capstone choice	https://www.tru.ca/leadership-ma/courses-ma-leadership
	School of Graduate Studies	Master	Graduate	Arts				1	Leadership	14	41	The MA in Leadership degrees are offered with two foundational curriculum themes – Transformational Service Leadership and Values-Based Leadership. Our degree program is designed to develop emerging leaders using the Competency Model to become confident and effective servant-leaders for the 21st Century.	https://www.tru.ca/academics/school-graduate-studies/leadership/leadership-ma	Our capstone project is a focused and facilitated Leadership Integration Project (LIP) that applies the Leadership competency model, which each learner completes as part of the degree. This project improves leadership capacity and impact across the five diverse sectors upon which MA Lead focuses. Students interested in the Thesis Track must submit an application. Contact the Program Coordinator (lead@tru.ca) for additional details. The Leadership Integration Thesis provides opportunity for students to conduct innovative independent leadership research. The process of research—from identification of a problem for investigation, research design, data collection and analysis, to written report of findings—is the focus.	Leadership	1.00	Fully Business related courses	https://www.tru.ca/academics/school-graduate-studies/educational-leadership-ma/courses
	School of Graduate Studies	Master	Graduate	Arts				1	Leadership (Business Stream) in Mandarin	12	34	The Master of Arts in Leadership (Business Stream) in Mandarin Program at Trinity Western University focuses on the leadership challenges and needs Chinese businesses and organizations have in today's complex and uncertain environment.	https://www.tru.ca/academics/school-graduate-studies/ma-leadership/business-stream-mandarin	Committed for the life-long learning needs of working professionals, the program is practical and flexible. Its unique and integrated learning model comprises of rich and systematic online learning, face-to-face experiential learning, business visits, and overseas travel studies. Since the launch of the program in April 2011, it has already enrolled 19 cohorts, with more than 270 students and alumni.	Leadership	1.00	Fully Business related courses	https://www.tru.ca/academics/school-graduate-studies/ma-leadership/business-stream-mandarin/courses
Trinity Western University		Bachelor	Undergraduate	Arts				1	Leadership	17	120	TWU's BA in Leadership program will give you the tools you need to lead well in whatever setting you find yourself. You will learn how to communicate better, work effectively in team environments, manage conflict, motivate colleagues and lead authentically in ways that apply immediately to your work and life.	https://www.tru.ca/degree/completion/certificates/leadership/ba	Our Leadership major (42-44 semester hours) consists of two elements: leadership theory and leadership praxis.	Leadership	1.00	Fully Business related courses	

	Trinity Western University's uniquely designed BA in Leadership program, offered at both the Langley and Richmond campuses, will give you the management skills and knowledge you need to stand out in your career—in as few as 16 months. Our outstanding team of friendly, qualified and supportive instructors, learning coaches, and transitioners will work together to help you build confidence and succeed.	https://www.twu.ca/academics/twu-global/leadership-the-international/	Graduate in 16 months by following our 4-3-2-1 Go! formula for success: 4 Semesters Our academic tutors will create a study plan for you. Follow it, and you can graduate in as few as 4 semesters (or 16 months)! 3 Hours Study 3 hours for every credit hour of your course. Statistics show this is essential if you want to succeed. 2.5 GPA Maintain a 2.5 GPA or higher to attract job recruiters and graduate schools. 1 Learning Lab Take advantage of a learning lab designed to help international students improve their writing skills and get ahead. Finally... GO! Graduate with a BA in Leadership, the perfect springboard for future graduate studies or the career of your dreams.	Leadership	1.00	Fully Business related courses; 1 tech related capstone choice	https://www.twu.ca/academics/twu-global/leadership-the-international/courses													
University of Northern British Columbia	none	1																		
University of the Fraser Valley	Continuing education	Certificate	Graduate		1				Management	13		The program covers key topics such as communication styles, customer service, conflict resolution, team building, leadership, marketing and branding, presentation skills, and time and stress management.	https://www.ufrv.ca/continuing-education/programs/management-skills/	The Management Skills certificate program includes 9 courses and 2 one-day workshops. Courses and workshops must be completed within three years.	Management	1.00	Fully Business related courses	https://www.ufrv.ca/continuing-education/programs/management-skills/		
	UFV's Business	Certificate	Graduate		1				Management	8	27	The program covers key topics such as communication styles, customer service, conflict resolution, team building, leadership, marketing and branding, presentation skills, and time and stress management.	https://www.ufrv.ca/calendar/current/Programs/BUSINESS_MANAGEMENT.htm	The Management Post-baccalaureate certificate (MPBC) is a one-year, eight-course, 27-credit post-degree program that will provide students coming from a non-business background with the opportunity to study management. It will enhance students' knowledge of business, position them for graduate work, and award them a business credential specializing in international business and global management.	Management	1.00	Fully Business related courses	https://www.ufrv.ca/calendar/current/Programs/BUSINESS_MANAGEMENT.htm		
University of Victoria	Gastown School of Business	Bachelor	Undergraduate	Commerce	1				Entrepreneurship	42	98	Gastown's Entrepreneurship specialization will help you develop the entrepreneurial mindset needed to start a new venture, grow an existing business or engage in a variety of entrepreneurship support careers such as accounting, consulting, law, and venture capital.	https://www.uvic.ca/gastown/undergraduate/current/specifications/entrepreneurship/		Entrepreneurship	0.95	2 courses of all required and specialization courses are math related	https://www.uvic.ca/gastown/undergraduate/current/structure/index.php		
	Gastown School of Business	Master	Graduate	Management		1			Management	11	33	Gastown's Entrepreneurship specialization will help you develop the entrepreneurial mindset needed to start a new venture, grow an existing business or engage in a variety of entrepreneurship support careers such as accounting, consulting, law, and venture capital.	https://www.uvic.ca/gastown/gill/umn/structure/index.php		Management	1.00	Fully Business related courses	https://www.uvic.ca/gastown/gill/umn/structure/index.php		
	Educational Psychology and Leadership Studies	Master	Graduate	Arts		1			Leadership studies	11	33	Leadership is about confidently using your skills, passion and values to enact change in organization life. You will study the theories & philosophies of leadership, and learn how to apply these to your own contexts, while developing professional skills in organizational management. This program can either focus on Adult Education and Community Engagement, or Educational Administration. The Master of Arts is thesis-based and prepares you for academia and research-based vocations.	https://www.uvic.ca/education/academic-study/leadership/index.php		Leadership	1.00	Fully Business related courses	https://www.uvic.ca/education/psychology/leadership-studies/bs_program_options/index.php		
	Educational Psychology and Leadership Studies	Master	Graduate	Education		1			Leadership studies	11	33	Leadership is about confidently using your skills, passion and values to enact change in organization life. You will study the theories & philosophies of leadership, and learn how to apply these to your own contexts, while developing professional skills in organizational management. This program can either focus on Adult Education and Community Engagement, or Educational Administration. The Master of Education is project-based and prepares you directly to enter the job market.	https://www.uvic.ca/education/academic-study/leadership/index.php		Leadership	1.00	Fully Business related courses	https://www.uvic.ca/education/psychology/leadership-studies/bs_program_options/index.php		
	Educational Psychology and Leadership Studies	Master	Graduate	Philosophy		1			Leadership studies	111	33	The program is individually designed (offered by special arrangement only), with an emphasis on creating a program that examines leadership theory & practices in particular fields of disciplinary interest. It is designed to empower the next generation of researchers, scholars, and practitioners to make significant contributions to the field and address the diverse needs of the world at large.	https://www.uvic.ca/education/academic-study/leadership/index.php		Leadership	1.00	Fully Business related courses	https://www.uvic.ca/education/psychology/leadership-studies/bs_program_options/index.php		
Vancouver Island University	Professional Training and Development	Certificate	Graduate		1				Management Skills for Supervisors	4	12	Management Skills is a three-part program designed to improve managerial effectiveness through specific skills training. It will appeal to supervisors, administrators, project leaders, and department heads in business, industry, public and not-for-profit sectors.	https://www.viu.ca/programs/business-management/management-skills-supervisors	The 12-day program is offered in three four-day modules approximately one month apart. This approach allows participants to integrate new skills and learning on-the-job, then return to class for reinforcement, review, and additional new material. The format includes videos, self-scoring inventories, role plays, case studies, short lectures, and structured exercises to provide a stimulating adult learning experience. Participants who successfully complete all three parts of the program will receive a certificate from Vancouver Island University. In addition, participants receive two credits per part towards certificate, diploma and degree programs at VIU. Three take-home assignments demonstrating application of skills and knowledge to the work situation must be completed.	Management	1.00	Fully Business related courses	https://www.viu.ca/programs/business-management/management-skills-supervisors		
	Faculty of Management	Bachelor	Undergraduate	Business Administration	1				Management	40	120	The courses focus on how managers resolve the behavioral and organizational problems found in the workplace.	https://management.viu.ca/business/bachelors/business-administration	The BBA program offers a choice of seven majors. Student may choose to complete more than one major, which allows students to further personalize their education. If you are wondering which major is best for you, see what the Discipline Chairs say about their subject. Students also have the option of adding a Minor within BBA to their chosen Major(s). Currently the BBA has four Minors: Marketing International Business Management HR Management Management Note: A Minor cannot be completed on its own. Also, you cannot complete two Minors instead of one Major.	Management	0.90	2 required courses are math related, 3 of 15 open electives are tech related	https://www.viu.ca/courses/management/PACGMT483		
Manitoba																				
Brandon University	none	1																		
Canadian Mennonite University	none	1																		
St. Paul's College	Saint Paul College's Business	Certificate	Undergraduate		1				Entrepreneurship	8	24	The Entrepreneurship Certificate program focuses on the essentials of entrepreneurship and small business management, and provides students with a basic understanding of how to start and market an entrepreneurship/small business operation.	https://www.saintpaul.edu/programs/entrepreneurship	Hybrid, online and traditional in-class courses on Saint Paul College campus, St. Paul, MN Part-time/Full-time Options This program can be completed by using a combination of day, evening, and online courses. Part-time and full-time options are available.	Entrepreneurship	1.00	Fully Business related courses	https://www.saintpaul.edu/programs/ProgramGuides/EntrepreneurshipCertificate.pdf		
The University of Winnipeg	Professional Applied and Continuing Education	Certificate	Graduate		1				Management	9	29	The Management Certificate is designed for individuals who want to develop their professional skills and further their career. Students explore current business topics and trends using the case analysis methodology and develop the skills to help businesses compete in the current competitive environment. The Certificate program emphasizes skills such as leading and motivating employees, communication and problem-solving.	https://pacc.uwinnipeg.ca/part-time-programs/management-certificate	The Management Certificate is fully online	Management	1.00	Fully Business related courses	https://pacc.uwinnipeg.ca/part-time-programs/management-certificate		
	Faculty of Graduate Studies and Faculty of Business and Economics	Master	Graduate	Management		1			Management	10	30	With the focus of the MIM on technology, innovation and operations management, the degree is addressing the challenges and opportunities facing organizations in all industries.	https://www.uwinnipeg.ca/master-in-management/index.html	The Master in Management (MIM) with a specialization in Technology, Innovation and Operations is a 30-credit hour degree offered in a unique hybrid/delivery model. Students will study both on-campus and online. The program has been developed into three modules. Module 1 is an intensive, in-person two week (full day) introduction to the degree held in August. Module 2 is the core of the program with six courses delivered in an online format. Generally students studying part time will take one course per University semester. Module 3 concludes the program and will be delivered in an intensive two week (full day) capstone session also in August.	Management	0.70	3 of 10 courses are tech related	https://www.uwinnipeg.ca/academics/graduate-calendar/docs/grad-mim.pdf		
Université de Saint-Boniface	none	1																		
New Brunswick																				
Mount Allison University	none	1																		
St. Thomas University	none	1																		
Faculty of Administration	Certificate	Undergraduate			1				Management	8	24	To do this, the program focuses on problem solving in management, ethical decision making and good corporate governance.	https://www.umoncton.ca/moncton-students/programmes/programme_select-177		Management	1.00	Fully Business related courses	https://www.umoncton.ca/moncton-students/programmes/programme_select-177		

Université de Moncton	Faculty of Administration	Master	Graduate	Management		1					Management	7	45		https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=116	The student must register full-time for 24 months from the first registration. Each student registered in the Master of Science in Management program must have a thesis supervisor from the start of the first semester of their first year of studies. In accordance with the regulations in force at the University, this person must be a member of the Assembly of the Faculty of Graduate Studies and Research. The thesis director will help the student in the choice of courses and thesis subject and in carrying out the thesis. The choice of thesis supervisor must be submitted for approval to the Graduate Studies Committee of the Faculty of Administration. Public defense is required.		Management	0.80	9 courses are tech related	https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=116																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	Faculty of Administration	Bachelor	Undergraduate	Business Administration		1					Management / (management - cooperative scheme)	30	120	the program focuses on mastering theoretical concepts and problem-solving techniques in management in the context of ethical decision-making and good corporate governance.	https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=2	The training of managers in management uses methods that are mainly centered on participation. Subjects that mainly involve the transmission of knowledge can be the subject of presentations, discussions, practical exercises and case studies. Company visits, teamwork, simulations and role-playing are also other means of learning the practice of management. The objective is to enable students to develop the skills necessary for the effective practice of management.		Management	0.86	15 credits are abtech related; 9 open electives	https://www.umoncton.ca/umcnc-students/programmes/?programme_sselect=7																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												

	Greater Niagara Chamber of Commerce and Goodman School of Business/ Professional Development	Certificate	Graduate		1								Professional Leadership Development			This specialized program equips leaders and aspiring managers with the tools needed to improve their efficiency and increase productivity by focusing on topics of creative & critical thinking, communication, strategic planning, change management, and personal growth.	https://brocks.ca/goodman-group/professional-development/about-public-programs/	Program Details May 16 – June 20, 2022 Online- instructor led	Leadership	1.00	Fully Business related courses for non thesis students;	https://brocks.ca/goodman-group/wp-content/uploads/sites/98/Professional-Leadership-Development-Program-May-June-2022.pdf	
	Goodman School of Business/ Professional Development	Certificate	Graduate		1								Non-Profit Leadership			This specialized program equips leaders and aspiring managers with the tools needed to improve their efficiency and increase productivity by focusing on topics of creative & critical thinking, communication, strategic planning, change management, and personal growth.	https://brocks.ca/goodman-group/professional-development/about-non-profit-leadership-certificates/	Program Details May 16 – June 20, 2022 Online- instructor led The program resulted from polling over 600 non-profit organizations on their professional development needs, and tailored to fit a leadership development gap in the non-profit sector. Goodman Group's Non-Profit Leadership Development program provides you with the tools and information you need to successfully lead teams and organizations.	Leadership	1.00	Fully Business related courses	https://brocks.ca/goodman-group/wp-content/uploads/sites/98/Non-Profit-Leadership-C19-2022.pdf	
	Sprott School of Business	Certificate			1								Minor in Business (Entrepreneurship)	7	4		https://sprott.carleton.ca/occdon/minor-in-entrepreneurship/	Only students pursuing an undergraduate program (except B.Com. and B.L.B.) requiring at least 20.0 credits to graduate and who have completed at least 4.0 credits toward their degree with a minimum Overall CGPA of 7.00 may be admitted to the Minor in Business (Entrepreneurship). Students who are required to leave the Minor due to a low Minor CGPA may not return to the Minor at any subsequent date. Students are required to present a Minor CGPA of 6.50 or higher at graduation in order to be awarded a Minor in Business (Entrepreneurship).	Entrepreneurship	1.00	Fully Business related courses	https://calendar.carleton.ca/undergrad/undergrad-programs/business/#Minor_in_Business_Entrepreneurship	
	Sprott School of Business	Bachelor				1							Bachelor in Commerce	37	23.5		https://sprott.carleton.ca/bachelors-of-commerce/	Normally, students are expected to have declared their concentration(s), if any, before commencing the sixth credits into the program. Only under special circumstances would a student be allowed to enroll in a concentration after the completion of the fifth credits.	Entrepreneurship	0.83	8.5 credits open electives; 2 of 20 credits are tech/math related	https://calendar.carleton.ca/undergrad/undergrad-programs/business/#Concentrations_in_Enterpreneurship	
	Sprott School of Business	Short Program	Undergraduate										concentration in Entrepreneurship,			The short-term Entrepreneurship program is specifically meant for entrepreneurs who are interested in learning about the North American markets and want to engage with various start-up ecosystems in Canada.	https://carleton.ca/globalacademy/entrepreneurship-program/	It is 4 or 6 weeks in duration with in-class sessions, incubator experience, networking opportunities, and advisory sessions with senior executives from the private sector.	Entrepreneurship				
	Sprott School of Business	Master	Graduate				1						Management	7	3		https://sprott.carleton.ca/msc-in-management/	Gain advanced study in two functional areas of business through course work. -Integrative courses not commonly found in other MSc programs focusing on interconnections between disparate phenomena. -Participate in a seminar series on current management problems involving business and government leaders and academic researchers. -Students enrolled full-time in the MSc in Management program may be permitted to transfer into Sprott's PhD in Management program, without completing the master's program, provided they meet certain conditions after their first year of study.	Management	0.58	1 credits are tech/math related; 4 of 15 elective courses are tech related	https://sprott.carleton.ca/msc-programs-requirements/	
	Sprott School of Business	PhD	Graduate				1						Management	11	5		https://sprott.carleton.ca/phd-in-management/	Sprott's PhD in Management delivers advanced training in research and teaching, providing both theoretical and practical understanding of the complex problems facing business and managers. We offer a number of interdisciplinary, issue-focused courses to provide a holistic perspective to defining and solving problems. At the same time, students are able to ground their learning and research in selected functional areas and apply their knowledge to their areas of specialization.	The ability to gain advanced study in two functional areas of business through course work. -Integrative courses not commonly found in other PhD programs focusing on interconnections between disparate phenomena. -Participating in a seminar series on current management problems involving business, government leaders and academic researchers. -The PhD in Management can be completed full-time or part-time.	Management	0.68	1 credits are tech/math related; 5 of 15 off 6 elective courses are tech related	https://sprott.carleton.ca/phd-in-management/phd-program-requirements/
	Dominican University College	none	1																				
	Huron University College	none	1																				
	Faculty of Business Administration	Master	Graduate				1						Management	6	5FCE		https://www.lakeheadu.ca/programs/department/business-programs/graduate-programs/ma	Students in this program will gain an advanced knowledge of theoretical and conceptual components of the management disciplines and develop their abilities to independently undertake original research within the domain of management disciplines. Students will also develop research related skills and work to understand, practice, and examine ethical considerations in management research.	The MScMgt program is offered on a full-time basis (1 year) and part-time basis (3 years). The MScMgt consists of three and one-half full-course equivalents (seven half-courses), plus a two-part research project (one and one-half full-course equivalents) for a total of 12 FCEs. Core courses will focus on the following topics: Management Theory Research Methods Note A: Quantitative Analysis in Management 1. Core courses cannot be used as elective courses in the program. Electives should be selected in consultation with the Program Chair. 2. Students cannot choose a first year course as an elective (a course which starts with a number 1) in the graduating year. 3. Students should consult the Program Chair for advice if in doubt. Note B: The Indigenous Content Requirement is being met by the inclusion of Business 3350. GRADUATION REQUIREMENT: Satisfactory completion of Year III - BAdmin (Management) with an overall average of at least 60% (C).	Management	0.90	0.5 of 5 for are tech related	https://csk.lakeheadu.ca/Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=27&chapterid=8501&pagegroup=27738&loadseriesid=75
	Faculty of Business Administration	Bachelor	Undergraduate				1						Management Major	9	5FCE		https://csk.lakeheadu.ca/Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=27&chapterid=8501&pagegroup=27738&loadseriesid=75	1. Core courses cannot be used as elective courses in the program. Electives should be selected in consultation with the Program Chair. 2. Students cannot choose a first year course as an elective (a course which starts with a number 1) in the graduating year. 3. Students should consult the Program Chair for advice if in doubt. Note B: The Indigenous Content Requirement is being met by the inclusion of Business 3350. GRADUATION REQUIREMENT: Satisfactory completion of Year III - BAdmin (Management) with an overall average of at least 60% (C).	Management	0.80	1 of 5 fce is tech related	https://csk.lakeheadu.ca/Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=28&chapterid=8501&pagegroup=27738&loadseriesid=75	
	Faculty of Business Administration	Certificate	Undergraduate				1						Honours Bachelor of Commerce	34	20.5		https://www.lakeheadu.ca/programs/department/business-programs/undergraduate-programs/honours-bachelor-of-commerce	Satisfactory completion of all courses required for Year IV of the Honours Bachelor of Commerce (Global Entrepreneurship Major) with an overall average of at least 70% based on all Year IV courses.	Entrepreneurship	0.85	3 of 20.5 fce is tech related	https://csk.lakeheadu.ca/Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=28&chapterid=8501&pagegroup=27738&loadseriesid=75	
	Faculty of Business Administration	Certificate	Undergraduate				1						Entrepreneurship	6	3		https://www.lakeheadu.ca/programs/department/business-programs/entrepreneur-certificates-program	Combining an Honours BAdmin History with an Entrepreneur Certificate from the Faculty of Business Administration provides students with a unique opportunity to take series of courses designed to provide you with a strong business education, as well as develop management and entrepreneurial skills, that are an assets for those seeking to work in history and heritage organizations, NGOs, in a corporate setting, are other field where entrepreneurial skills are valued.	ACADEMIC REGULATIONS ENTREPRENEUR CERTIFICATE PROGRAM: 1. All required courses must be taken at Lakehead University. 2. The certificate will be conferred at the same time as/ upon completion of a degree at Lakehead University provided the student has attained a grade of no less than 60% in each of the courses of the certificate program.	Entrepreneurship	1.00	Fully Business related courses	https://csk.lakeheadu.ca/Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=28&chapterid=8501&pagegroup=27738&loadseriesid=75
	Faculty of Business Administration	Certificate	Undergraduate				1						Global Entrepreneurship	6	3		https://www.lakeheadu.ca/programs/department/business-programs/certificates-program-in-global-entrepreneurship	This program is open to non-business students enrolled in any degree program at Lakehead University, and is offered at the Oshawa campus. Combining an Honours BAdmin History with an Entrepreneur Certificate from the Faculty of Business Administration provides students with a unique opportunity to take series of courses designed to provide you with a strong business education, as well as develop management and entrepreneurial skills, that are an assets for those seeking to work in history and heritage organizations, NGOs, in a corporate setting, are other field where entrepreneurial skills are valued.	ACADEMIC REGULATIONS ENTREPRENEUR CERTIFICATE PROGRAM: 1. Recommended that students be registered in the certificate prior to the completion of 50% of the course requirements for the course of study. 2. All required courses must be taken at Lakehead University. 3. Students must attain a minimum grade of 60% in each of the courses of the certificate program. 4. The certificate may be conferred upon completion of a degree at Lakehead University or it may be conferred post-degree upon completion of the certificate requirements. Note: Given the scheduling of courses, a post-degree.	Entrepreneurship	1.00	Fully Business related courses	https://csk.lakeheadu.ca/Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=27&chapterid=8501&pagegroup=27738&loadseriesid=75
	Laurentian University	Faculty of Management	Bachelor	Undergraduate			1						Entrepreneurship	40	120		https://laurentian.ca/programs/entrepreneurship/details	The BBA in Entrepreneurship program allows you to study full time or part time. The Faculty of Management develops socially responsible leaders for the global business world by providing flexible management education provided in respected scholarships, innovative and collaborative. BBA specialized programs provide students with the opportunity to obtain a four-year Bachelor of Business Administration degree in the following areas: Accounting, Entrepreneurship, Finance, Human Resources Management, International Management, Marketing and Operations Management, besides a Bachelor of Business Administration. A Laurentian Bachelor of Business Administration degree means that students can meet employer demands for candidates who are well diversified and flexible.	Management	0.73	18 courses are tech related; 54 electives without affection for entrepreneur focus	https://laurentian.ca/assets/files/Department-Business-Admin-BBA-Handbook.pdf	
	Faculty of Education and Professional Studies	Certificate	Undergraduate				1						Minor in Entrepreneurship	6	18		https://www.nipissingu.ca/academics/faculty-education-and-professional-studies/business3ba	A Minor in Entrepreneurship is available to students pursuing a program of study in a different discipline. Students will need to achieve a minimum 60% average in the 18 credits presented for the Minor in Entrepreneurship. In addition to the requirements listed below, please refer to the Minor Requirements section.	Entrepreneurship	1.00	Fully Business related courses	https://academiccalendar.nipissingu.ca/~Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=9&pagegroup=1479	
	Faculty of Education and Professional Studies	Bachelor	Undergraduate				1						Entrepreneurship and Innovation Leadership Major		36		https://www.nipissingu.ca/academics/faculty-education-and-professional-studies/business3ba	To graduate with a Bachelor of Business Administration (Honours) or a Bachelor of Business Administration (four-year), students must complete 120 credits, including 66 credits of core requirements as outlined below. Students may also complete a concentration, along with their core BBA requirements. Available Concentrations are as follows: Accounting, Entrepreneurship and Innovation Leadership, Finance, Human Resources Management, Marketing, and International Business. Students completing the BBA (Honours) must achieve a minimum average of 70% in the program. Students completing the BBA (four-year) must achieve a minimum average of 66% in the program. In addition to the core BBA requirements, students must complete the following 18 credits:	Entrepreneurship	0.83	12 credits are tech/math related; 51 credits of electives	https://academiccalendar.nipissingu.ca/~Catalog/ViewCatalog.aspx?pgid=viewcatalog&catalogid=9&pagegroup=1471	

OCAD University	Faculty of Arts & Science	Certificate	Graduate		1			Entrepreneurship & Social Innovation	6	3	https://www.ocadu.ca/sites/default/files/students/Office%20of%20the%20Registrar%202021-2022%20Program%20Guides%2021-2022%20PostGrad%20Program%20Guide%2021-2022%20EN%20and%20OC%20Postgrad%20cert%20Program%20Guide.pdf	Entrepreneurship	1.00	Fully Business related courses	https://www.ocadu.ca/sites/default/files/students/Office%20of%20the%20Registrar%202021-2022%20Program%20Guides%2021-2022%20PostGrad%20Program%20Guide%2021-2022%20EN%20and%20OC%20Postgrad%20cert%20Program%20Guide.pdf	
	Faculty of Arts & Science	Certificate	Undergraduate	Minor	1			Minors in Entrepreneurship & Social Innovation Minor	6	3	This Minor gives art and design students the opportunity to grasp the broader context of economics, management, socio-cultural, and environmental issues, social and technological trends changing the global economic landscape and to apply these perspectives to their creative practice. The Building Your Entrepreneurial Toolkit program provides the basics of entrepreneurship allowing you to develop a new business idea within an existing organization or as a separate startup. At the end of the program, participants will be asked to pitch their idea using the various techniques and concepts taught throughout the course.	https://www.ocadu.ca/academic/minors/entrepreneurship-social-innovation-minor	Entrepreneurship	1.00	Fully Business related courses	https://www.ocadu.ca/sites/default/files/students/Office%20of%20the%20Registrar%202021-2022%20Program%20Guides%2021-2022%20PostGrad%20Program%20Guide%2021-2022%20EN%20and%20OC%20Postgrad%20cert%20Program%20Guide.pdf
	Continuous Learning	Certificate	Undergraduate		1			Entrepreneurial Toolkit	10		https://ontariotechu.ca/continuouslearning/programs/offering-by-subject-area/business-and-leadership/programs/building-your-entrepreneurial-toolkit.php	Entrepreneurship	1.00	Fully Business related courses	https://ontariotechu.ca/continuouslearning/programs/offering-by-subject-area/business-and-leadership/programs/building-your-entrepreneurial-toolkit.php	
Redeemer University	Management Faculty	Bachelor	Undergraduate	Business Administration	1			Management	45	115	Management is a Bachelor of Business Administration degree. It is offered as an honors major and as a major.	https://www.redeemer.ca/programs/business-s-management/	Management	0.96	2 of 45 courses are tech related	https://www.redeemer.ca/programs/business-s-management/
Royal Military College of Canada	none	1														
Ryerson University	Faculty of Engineering and Architectural Science (FEAS)	Master	Graduate	Engineering	1			Innovation and Entrepreneurship	10	30	A unique component of the MEE is the technology commercialization and go-to-market project, in which student teams focus on commercializing their product or service and acquiring paying customers. The goal of the project is to establish a successful commercialization path for your technology venture.	https://www.ryerson.ca/master-engineering-innovation-entrepreneurship/courses/	Innovation	0.70	3 of 10 courses are engineer related	https://www.ryerson.ca/master-engineering-innovation-entrepreneurship/courses/
	Ted Rogers School of Business Management	Bachelor	Undergraduate	Entrepreneurship	1			Entrepreneurship Major	34	40	The Entrepreneurship major will teach you how to become an entrepreneur and play a key role in society by relentlessly pursuing opportunities to create and sustain a competitive and viable enterprise. The Entrepreneurship major is designed for you, whether your goal is to own your own business or to assist existing organizations grow and develop.	https://www.ryerson.ca/tedrogersschoolofbusiness-management/majors/entrepreneurship/	Entrepreneurship	0.90	4 of 40 credits are tech related	https://www.ryerson.ca/calendar/2022-2023/programs/business_majors/entrepreneurship_major/
	Ted Rogers School of Management	Master	Graduate	Sciences in Management	1			Management	7	6	Designed for students interested in a research or academic career in business, MScM equips individuals with qualitative and quantitative research skills across several disciplines in management. Gain new knowledge of the complex problems facing organizations in the modern world and become an expert in a research area by completing and defending a thesis.	https://www.ryerson.ca/graduate/programs/master-sciences-management/	Management	0.89	3 of 18 electives are tech related	https://www.ryerson.ca/graduate/catalog/programs-and-courses/master-sciences-management/
	Ted Rogers School of Management	PhD	Graduate		1			Management	12	9	The program is designed to develop graduates who are skilled in research that includes theoretical and practical understanding of the challenges that organizations experience, and who are able to disseminate that research in appropriate venues.	https://www.ryerson.ca/tedrogersschoolofbusiness-management/phd-management/	Management	0.89	1 of 9 courses are tech related	https://www.ryerson.ca/content/dam/tedrogersschoolofmanagement/documents/PhD-in-Management-course-calendar.pdf
St. Jerome's University	none	1														
Trent University	School of Business	Master	Graduate	Management	1			Management	13		Designed to address the needs of today's employers, the Master of Management curriculum develops students' knowledge of a broad spectrum of business and management disciplines, including accounting, corporate finance, marketing and strategic management. The program also encourages students to understand the larger social issues facing organizations in today's dynamic and competitive environment.	https://www.trentu.ca/mmg/	Management	0.92	1 of 13 courses are math related	https://www.trentu.ca/mmg/programs/master-management
	School of Business	Certificate	Undergraduate		1			Entrepreneurship	12	6	Examine business models across sectors and develop your leadership skills in a program recognized for its innovative and successful graduates	https://www.trentu.ca/futurestudents/specializations/entrepreneurship/graduate-undergraduate	Entrepreneurship	1.00	Fully Business related courses	https://www.trentu.ca/registrar/sites/trentu.ca/registrar/files/documents/TrentCalendar_2022-2023.pdf
	School of Business	Short Program	Graduate					Leadership			The program is designed to offer students opportunities to learn effective leadership strategies and communication. It also recognizes students for the current leadership initiatives that they take on as they progress through their academics. There are several workshops that run throughout the year to allow for students to decide which workshops they wish to attend that fit their schedule. Most of the workshops are an hour in length. The program also has an Official Certificate that recognizes students who achieve the requirements that provide leaders with the appropriate skills: Level 1 Level 2: (You must complete Level 1 before you can obtain this level.) Level 3: (You must complete Level 2 before you can obtain this level.) The certificates are given out at the end of the year at a special leadership recognition event in March.	https://www.trentu.ca/durham/student-life/student-experience/leadership-program.htm	Leadership	1.00	Fully Business related courses	https://www.trentu.ca/durham/student-life/student-experience/leadership-program.htm
University of Guelph	Gordon S. Lang School of Business and Economics	Master	Graduate	Management	1			Management	8	7	Lang's MSc in Management emphasizes leadership development and a better understanding of evidence-based management. Courses are delivered in a hybrid format with a mix of face-to-face classes, seminars, seminars, and online learning.	https://www.uoguelph.ca/lang/mssc-management	Management	0.86	1 credit is tech related	https://www.uoguelph.ca/lang/mssc-management
	Gordon S. Lang School of Business and Economics	PhD	Graduate		1			management	9	4.5	With the Lang's PhD in Management program, you'll explore complex challenges in modern business management and scholarship and develop relevant research within a general degree or in one of three unique academic fields in which the University has a distinct strength - marketing and consumer behavior, services management and organizational leadership.	https://www.uoguelph.ca/lang/programs/graduate-program-phd-management	Management	0.86	0.5 math related credits, 1 elective	https://www.uoguelph.ca/lang/programs/graduate-program-phd-management
	Gordon S. Lang School of Business and Economics	Master	Graduate	Arts	1			Leadership	10	5	This self-reflection enables you to better identify strategies and concepts that empower your own brand of leadership, transforming you into a more confident and resilient leader. We believe in changing perspectives to help you become a catalyst for transformation.	https://www.uoguelph.ca/lang/mssc-leadership	Leadership	1.00	Fully Business related courses	https://www.uoguelph.ca/lang/executive-program-mba-leadership-academics
	Open Learning and Educational Content and Gordon S. Lang School of Business and Economics	Certificate			1			Leadership	5	2.5	The Certificate in Leadership is a multidisciplinary, five-course program. By combining face-to-face and online courses, the program aims to prepare you to thrive in today's dynamic workplace and to serve your community by equipping you with the necessary leadership skills to make a difference in your organization.	https://opened.uoguelph.ca/student-resources/Certificate-in-Leadership	Leadership	1.00	Fully Business related courses	https://opened.uoguelph.ca/student-resources/Certificate-in-Leadership/HROB20/HROB20HIDE-Foundations-of-Leadership
University of Ontario Institute of Technology	none	1														

[illegible]



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

Requirements: To be completed for proposals of new academic programs or revisions to existing academic programs (including termination).

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission.

Instructions:

1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.

1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.

2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.

3. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

Name of Program:

TIC- IIT and TIC- NPM

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Revenue						
Tuition revenue:						
Total # of domestic students (headcount)	12	14	16	18	20	
Domestic tuition rate	\$ 2,987.40	\$ 3,077.02	\$ 3,169.33	\$ 3,264.40	\$ 3,362.33	for 13 CU certificate, with domestic tuition, accounting for 3% increase each year in tuition
Total tuition revenue - domestic	\$ 35,848.80	\$ 43,078.31	\$ 50,709.28	\$ 58,759.20	\$ 67,246.60	
Total # of international students (headcount)	8	10	12	14	16	
International tuition rate	\$ 10,754.64	\$ 11,077.27	\$ 11,409.58	\$ 11,751.86	\$ 12,104.41	for 13 CU certificate, with international tuition rates, accounting for 3% increase each year in tuition
Total tuition revenue - international	\$ 86,037.12	\$ 110,772.70	\$ 136,914.96	\$ 164,526.04	\$ 193,670.56	
Student fees*						
Excursion	\$ -	\$ -	\$ -	\$ -	\$ -	
Lab	\$ -	\$ -	\$ -	\$ -	\$ -	There are no labs associated with these certificates.
Other (list in Comments)	\$ -	\$ -	\$ -	\$ -	\$ -	
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						
Total Revenue	\$ 121,885.92	\$ 153,851.01	\$ 187,624.24	\$ 223,285.24	\$ 260,917.16	
Expenditures						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty	\$ 70,752.00	\$ 72,874.56	\$ 75,066.79	\$ 77,318.61	\$ 79,638.16	0.5 FTE for Cao, T. paid from LA Borde Chair, accounting for 3% increase in wage each year
Sessionals or limited term instructional support	\$ -	\$ -	\$ -	\$ -	\$ -	
Students						
Staff						
Honoraria						
Total salary and benefits	\$ 70,752.00	\$ 72,874.56	\$ 75,066.79	\$ 77,318.61	\$ 79,638.16	

Scholarships and bursaries						
Marketing and promotion						
Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
Total Expenditures	\$ 70,752.00	\$ 72,874.56	\$ 75,066.79	\$ 77,318.61	\$ 79,638.16	
Estimated Surplus or Deficit	\$ 51,133.92	\$ 80,976.45	\$ 112,557.45	\$ 145,966.63	\$ 181,279.00	<i>If deficit in any given year, explain how it will be managed</i>

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

Notes: Existing CTI is redesigned as CTI - LIT and CTI - NPM, Finance projections are for both certificates combined. There is la borde chair fund for program support and sessional hiring. External funding (Prairie Can for now) supports the experiential learning.

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



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

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

Instructions:

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

TIC- LIT and TIC- NPM

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment	\$ -	No Start up costs associated
Marketing and promotion		No additional marketing and promotion required
Curriculum development		No additional costs
Facilities refurbishment		No additional costs
Equipment and IT		No additional costs
Library enhancements		No additional costs
Other (<i>list in Comments</i>)		No additional costs
Total Start-Up Costs	\$ -	

Notes: Since this is redesign of an existing certificate, no additional resources are required.

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



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

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

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

TIC- IIT and TIC- NPM

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

The current target market for students is the under graduate students within the College of Engineering who are interested in deep tech innovation. In the past there has been little enrollment from graduate students within the College of Engineering and undergraduate students from other colleges on campus.

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

This should include new and existing faculty and staff resources.

0.5 FTE faculty position for teaching the courses is currently budgeted for these certificates, given the number of students that the course can accommodate and the enrollment rate, there will be no additional teaching resources required for instructing these certificates. Unless there is an unexplained exponential increase in enrollment, the resources will stay the same over the next few years.

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

There is currently no extra resources required from other units, apart from the support that is locally provided at the College of Engineering level.

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

Currently the main expenditure for the certificates is the salary for teaching the courses. The faculty member primarily supporting teaching in these courses is currently in a chair position and the salary is provided by the La Borde chair fund.

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

Warrington, Seanine

From: Isinger, Russ
Sent: Monday, December 5, 2022 10:35 AM
To: Akindele Odeshi (AD Academic, Engineering; Warrington, Seanine
Cc: Doell, Jason; Ojo, Temi; Zagiel, Eileen; Storey, Amanda
Subject: RE: CWR Forms - New Technological Innovation Certificates, College of Engineering

Approved

Russ

Russell Isinger, BA, MA

Interim Vice-Provost, Teaching, Learning and Student Experience and University Registrar
Professional Affiliate, Department of Political Studies, College of Arts and Science

Teaching, Learning and Student Experience
Room E-248, 105 Administration Place
University of Saskatchewan
Saskatoon, Saskatchewan, Canada
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Office: 306-966-8710
Cell: 306-280-6178
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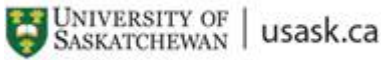
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From: Akindele Odeshi (AD Academic, Engineering <enr.academicdean@usask.ca>
Sent: Monday, December 05, 2022 10:23 AM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Ojo, Temi <temitope.ojo@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: RE: CWR Forms - New Technological Innovation Certificates, College of Engineering

Dear Seanine.
I confirm that the detail in the forms is correct.
Thanks for all your support.
Akindele

Akindele G. Odeshi, Ph.D., P.Eng., FCE
Associate Dean Academic

Professor, Materials Science and Metallurgy, Dept. of Mechanical Engineering
College of Engineering
Tel: (306) 966-4190 Direct: (306) 966-5118
Email: enr.academicdean@usask.ca



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From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Monday, December 5, 2022 9:53 AM
To: Isinger, Russ <russell.isinger@usask.ca>; Akindele Odeshi (AD Academic, Engineering <enr.academicdean@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Ojo, Temi <temitope.ojo@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: CWR Forms - New Technological Innovation Certificates, College of Engineering

Dear Russ and Dr. Odeshi,

Please see the Consultation with the Registrar (CWR) forms outlining the College of Engineering's proposal for two new degree-level certificates, as follows:

Technological Innovation Certificate – New Product Market
Technological Innovation Certificate – Leading Innovative Teams

Please "reply-all" with your confirmation that the detail in the forms is correct. Your confirmation email will replace a signature of approval. The signed forms and complete catalogue entries are required in the proposal packages being submitted to APC for review.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

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

Draft Catalogue Entry

Technological Innovation Certificate – New Product Market

Admission Requirements

To apply, prospective students will be required to apply through the centrally administered online application system. Prospective students can be admitted into the program in either fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th).

Prospective students will be competitively ranked (based upon average) and must meet these criteria:

- Completed at least 60 credit units of post-secondary studies
- 60% Minimum average of 60% on 18 or more transferable units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- Proficiency in English

Program of Study

The Certificate in Technological Innovation – New Product Market (CTI-NPM) program is a certificate that prepares students for new technological product development, an essential skill for entrepreneur and product managers. The program cultivates an interdisciplinary and a customer focused mindset in product development practice. In particular, the students will develop skills in the practice of marketing research and product definition. The program consists of five courses (12 credits). All courses within the program have a product-market focus. The program is jointly delivered by the Ron and Jane Graham School of Professional Development, College of Engineering and Edwards School of Business.

Registration in the Certificate is available to undergraduate students who are enrolled in engineering degree program at the University of Saskatchewan; however, it may also be completed as a stand-alone program. Students are required to complete the required courses listed below.

For more information please refer to the Tech Innovation Program website:

<https://researchgroups.usask.ca/tech-innovation/index.php>

Course information

All required courses and most of the elective course in the Certificate in Technological Innovation program are offered on an annual basis during the fall and winter terms. Select courses may be offered during the spring and summer terms.

For further information on current academic offerings, please consult the Dynamic Schedule or contact the School of Professional Development, College of Engineering via telephone (306-966-7830).

Certificate in Technological Innovation – New Product Market

Program Requirements (13 credit units)

Required Courses (10 credits)

- GE 490.1 Guest Seminar Series

- COMM 204.3 Introduction to Marketing
- GE 348.3 Engineering Economics
- GE 431.3 Engineering Entrepreneurship (Capstone)

Elective Courses (3 credits)

- COMM 211.3 Human Resource Management
- COMM 205.3 Introduction to Operations Management
- COMM 304.3 Business Law COMM 354.3 Consumer Behaviour
- GE 450.3 Technology Innovation Management
- COMM 358.3 Sales Management
- RCM 400.3 Rhetorical Theory and Practice of Persuasion
- RCM 404.3 Leadership as Communication
- RCM 401.3 Oral Rhetoric

Optional Course and Extracurricular Activities

Students may find the following courses useful to complete as additional learning experiences:

- GE 495.6 Technological Innovation Capstone Design
- GE 496.3 Technological Innovation Design
- GE 451.1 Intellectual Property Fundamentals Saskatchewan Innovation Growth and Market Accelerate (SIGMA) Educational Skill Accelerator Co-Curriculum Check

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?

Technological Innovation Certificate-New Product Market (maximum of 60 characters) - this is the description that displays on a student's official transcript

Tech Innov Cert-NewProductMkt (maximum of 30 characters)

TICNPM - suggested credential code with the above 30 character description

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

Cert.

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

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

Degree

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:

TICN - InTechInnovCert-NewProdMkt

Code is maximum of 4 characters

Description is maximum of 30 characters

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

EN [Engineering]

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

N/A

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

TECI [Technical Innovation] - currently exists in student system

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?

Technological Innovation Certificate-New Product Market (maximum of 60 characters)

Tech Innov Cert-NewProductMkt (maximum of 30 characters)

TICNPM - suggested credential code with the above 30 character description

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

Tech Innov Cert-NewProductMkt (maximum of 30 characters)

TIC-NPM - suggested program code with the above 30 character description

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

N/A

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

College of EN [EN] / School of Professional Development [SPD]

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

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

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

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

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

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

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

Section 7: Course Information

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

No

2

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

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

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

Yes ☐ No ☐

If NO, please describe.

- 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

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

Yes

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

YYYY09 [September term] or YYYY01 [January term]

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

YYYY09 term has a deadline of June 30; YYYY01 term has a deadline of November 15

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

Only one major attached to the program

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?

Refer to the School of Professional Development

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

Yes

9 What is the application deadline?

Information in 3. above

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

- Proficiency in English.
- Completed at least 60 credit units of post secondary studies.
- Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.

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.)

Competitively ranked based upon average and must meet the admission qualifications above.

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

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

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

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

16 Will the standard application fee apply?

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

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

Yes ☐ No ☐

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

Fall Convocation 2023

4

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

Anticipate about 10 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202305 [May 2023]

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

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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

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

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☐

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

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

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

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

* See attached documents for further details

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

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: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Change to Admissions Qualifications- Certificates in Professional Communication**

MOTION: *It is recommended that Council approve the changes to the admissions qualifications for the degree-level certificates in Professional Communication, effective the 2024-25 intake.*

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 Engineering is proposing a change to the admissions requirements for the degree-level certificates in Professional Communication offered through the Ron and Jane Graham School of Professional Development to remove the requirement that applicants have completed “RCM 200 or demonstrated proficiency in English” and are seeking to replace the requirement with the “proficiency in English.” This change ensures that the certificate programs are accessible to working professionals, alumni, and students who have not completed RCM 200 and aligns language proficiency requirements with other USask programs.

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its December 14, 2022 meeting and had no concerns about the change

ATTACHMENTS:

1. **Proposed change to admissions requirements for the Certificate in Professional Communication**

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?

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

The following admissions information applies to these programs.

- CLN - Cert in Prof Comm-Lead Negot
- CPCM - Cert in Prof Comm-Pers Comm
- CTPW - Cert in Prof Comm-TechProfWrit

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.)

- Proficiency in English.
- Completed at least 60 credit units of post secondary studies (updated from completed at least 60 credit units of post-secondary studies and completion of RCM 200 (formerly RCM 300) or demonstrated proficiency in English).
- Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.

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

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):

Warrington, Seanine

From: Isinger, Russ
Sent: Monday, December 5, 2022 10:47 AM
To: Warrington, Seanine
Cc: Akindele Odeshi (AD Academic, Engineering; Doell, Jason; Ojo, Temi; Zagiel, Eileen; Storey, Amanda)
Subject: Re: CWR Form - Certificates in Professional Communication - Revision to Admission Requirements

Approved

Russell Isinger, BA, MA

Interim Vice-Provost,
Teaching, Learning and
Student Experience and
University Registrar

Professional Affiliate, Department of Political Studies

University of Saskatchewan
E248 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - 306-966-8710
Cell Phone - 306-280-6178
Fax - 306-966-6730

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

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

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Sent from Russell Isinger's iPhone XS

On Dec 5, 2022, at 9:54 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Dear Russ and Dr. Odeshi,

Please see the Consultation with the Registrar (CWR) form outlining proposed revisions to the admission requirements for the Certificates in Professional Communication.

Please “reply-all” with your confirmation that the detail in the form is correct. Your confirmation email will replace a signature of approval. The signed form and complete catalogue entry are required in the proposal package being submitted to APC for review.

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

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

<Certs Prof Comm - Admission Change - Final Consultation with the Registrar Form.xls>

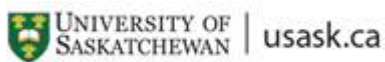
Warrington, Seanine

From: Akindele Odeshi (AD Academic, Engineering)
Sent: Monday, December 5, 2022 10:50 AM
To: Warrington, Seanine; Isinger, Russ
Cc: Doell, Jason; Ojo, Temi; Zagiel, Eileen; Storey, Amanda
Subject: RE: CWR Form - Certificates in Professional Communication - Revision to Admission Requirements

Dear Seanine,
Sorry I miss this.
I confirm that the detail in this form is correct as well
Thanks
Akindele

Akindele G. Odeshi, Ph.D., P.Eng., FCE

Associate Dean Academic
Professor, Materials Science and Metallurgy, Dept. of Mechanical Engineering
College of Engineering
Tel: (306) 966-4190 Direct: (306) 966-5118
Email: engr.academicdean@usask.ca



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From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Monday, December 5, 2022 9:55 AM
To: Isinger, Russ <russell.isinger@usask.ca>; Akindele Odeshi (AD Academic, Engineering <engr.academicdean@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Ojo, Temi <temitope.ojo@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Storey, Amanda <amanda.storey@usask.ca>
Subject: CWR Form - Certificates in Professional Communication - Revision to Admission Requirements

Dear Russ and Dr. Odeshi,

Please see the Consultation with the Registrar (CWR) form outlining proposed revisions to the admission requirements for the Certificates in Professional Communication.

Please "reply-all" with your confirmation that the detail in the form is correct. Your confirmation email will replace a signature of approval. The signed form and complete catalogue entry are required in the proposal package being submitted to APC for review.

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Senior Editor and Coordinator

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UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Certificate in Professional Communication-Technical & Professional Writing

Degree(s): Undergraduate Level Certificate

Field(s) of Specialization: Professional Communication

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail): Burton Urquhart, CPC Chair, Ron and Jane Graham
School of Professional Development, burton.urquhart@usask.ca, 306 966 5386

Proposed date of implementation: September 2023

Proposal Document

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

2. Admissions

- a. Prospective students will be required to submit an application for admission online through the centrally-administered online application system. Prospective students can be admitted into the Certificate of proficiency program in either the fall term (provided they apply online by June 30th) or the winter term (provided they apply online by November 15th). The Office of Recruitment and Admissions will hopefully continue to receive and process program applications based upon admission criteria stipulated by the College of Engineering each academic year. With respect to admission qualifications, prospective students will be competitively ranked (based upon average) and must meet two criteria: 1) They have completed at least 60 credit units of post-secondary studies. Average is calculated on a minimum of 18 CUs most recently completed, or overall average.
- b. In the 2022-23 intake of the CPC short Certificates, one criterion for admission into the program was stated as “completion of RCM 200: Effective Professional Communication (formerly RCM 300) or demonstrated proficiency in English.” This admission criterion is ambiguous because completion of RCM 200 could be seen as demonstrating English proficiency. However, RCM 200 is not an acceptable indicator of the level of academic English that is required by the University for admission purposes. Proficiency in English is also a redundant criterion because students will already possess proficiency in English if they have been or will be admitted to the University. Also, completion of RCM 200 as an admission criterion inhibits professionals, alumni or undergraduate students from other colleges, where RCM 200 is not a mandatory course, from applying and taking the CPC certificates. To clarify the admission criteria, the below stated admission criterion is proposed for these certificate programs.

These proposed changes do not affect tuition, overall credit units, or program length.

Admission Qualifications

Regular Admission

- 1 Completed at least 60 credit units of post-secondary studies
- 1 Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan
- 1 Proficiency in English

Selection Criteria

Regular Admission: Academic average – 100% weighting

Competitive ranked admission (top down average) is in place to manage enrolment in the college.

Categories of Applicants

Regular Admission

Admission is based on the successful completion of at least 60 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60% in the most recent 18 credit units of completed coursework.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Change to Admissions Qualifications – International Dental Degree Program**

MOTION: *It is recommended that Council approve the changes to the admissions qualifications for the International Dental Degree Program, effective the 2023-24 intake.*

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Dentistry is proposing a change to the admissions requirements for the International Dental Degree Program, to require completion of the Advanced Dental Admissions Test (ADAT) administered by the American Dental Association (ADA) in place of the Assessment of Fundamental Knowledge (AFK) examination delivered by the National Dental Examining Board of Canada. This change is being implemented because the AFK examination has moved to pass/fail assessment, and the ADAT utilizes test score which are used to rank applicants in order to determine admissions.

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its January 11, 2023 meeting and were assured that the change would not disadvantage applicants financially and that applicants will have sufficient time to complete the requirements prior to the 2023-24 intake for the program.

ATTACHMENTS:

1. **Admissions Qualifications – International Dental Degree Program**

<https://programs.usask.ca/programs/admission-requirements.php#CollegeofDentistry>

Admission Qualifications

- Completion of a degree in a dental program from an academic institution not recognized by the Commission on Dental Accreditation of Canada (CDAC),
- Completion of the Advanced Dental Admissions Test (ADAT) administered by the American Dental Association (ADA),
- Proficiency in English

Deleted: Assessment of Fundamental Knowledge (AFK) examination of the National Dental Examining Board of Canada (NDEB) within 3 years of the application deadline.

IDDP Assessment of Clinical Skills Examination and Interview

Applicants may be selected to participate in the IDDP Assessment of Clinical Skills Examination and Interview. Selection of applicants will be based on ADAT score. Clinical and/or academic experience, as detailed in the required Letter of Application, will be the secondary criterion used for selection between applicants with equal ADAT scores. A maximum of 30 applicants will be invited to participate in the IDDP Assessment of Clinical Skills and Interview with a maximum of 5 positions reserved for residents of Saskatchewan. Applicants will be assessed on clinical skills as well as communication skills in a clinical setting using the common North American dental vernacular and a formal panel interview.

Deleted: AFK

Deleted: AFK

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Change to Admissions Qualifications – Graduate Programs in the School of Environment and Sustainability**

MOTION: *It is recommended that Council approve the changes to the admissions qualifications for graduate programs in the School of Environment and Sustainability, effective the 2024-25 intake.*

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 School of Environment and Sustainability and the College of Graduate and Postdoctoral Studies are proposing changes to the following graduate programs to ensure consistency of admissions requirements across their program offerings: Graduate Certificate in Governance Foundations for Sustainability, Graduate Certificate in Sustainability Solutions, Graduate Certificate in Community Energy Planning and Finance, Graduate Certificate in Energy Transitions, Master of Sustainability (MSs), Master of Water Security (MWS), Graduate Certificate in Sustainable Water Management, Graduate Certificate in Water Resources, and the Graduate Certificate in Water Science.

Aside from minor adjustments to ensure consistency in admissions requirements across program offerings, an up-to-date Curriculum Vitae has been added as an admission requirement for all programs.

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its January 11, 2023 meeting and noted that language related to probationary admission was not included in the proposed changes to the MWS program. Corrections were made at the college-level to ensure that language was present for the MWS program and a revised proposal was presented to APC, which considered it by email and voted to recommend the changes for Council approval on January 12, 2023.

ATTACHMENTS:

1. **Changes to admissions requirements for SENS programs**
2. **Changes to admissions requirements for Master of Water Security**



MEMORANDUM

To: Academic Programs Committee of Council

Copy: Dr. Kasten Liber, SENS

From: Graduate Programs Committee, CGPS

Date: December 15, 2022

Re: **Changes to admission requirements for SENS programs**

The School of Environment and Sustainability is proposing changes to the admission requirements for the following programs: Graduate Certificate in Governance Foundations for Sustainability, Graduate Certificate in Sustainability Solutions, Graduate Certificate in Community Energy Planning and Finance, Graduate Certificate in Energy Transitions, Master of Sustainability (MSs), Master of Water Security (MWS), Graduate Certificate in Sustainable Water Management, Graduate Certificate in Water Resources, and the Graduate Certificate in Water Science.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on December 05, 2022. The committee felt this proposal was well crafted and the reasoning for updating the language for all admission requirements to ensure consistency across all SENS programs was sound. The following motions were passed:

Motion(s): To recommend approval of the requested change in admission requirements and the decrease in overall credit units for the Graduate Certificate in Governance Foundations for Sustainability.
(Eramian/Yang) CARRIED

To recommend conditional approval of the requested change in admission requirements and the program requirements for the Graduate Certificate in Sustainability Solutions pending the rationale for program change being resubmitted to the chair.
(Stewart/Eramian) CARRIED

To recommend approval of the requested change in admission requirements for the Graduate Certificate in Community Energy Planning and Finance.
(Lieverse/Eramian) CARRIED

To recommend approval of the requested change in admission requirements for the Graduate Certificate in Energy Transitions.
(Lieverse/Eramian) CARRIED

To recommend approval of the requested change in admission requirements for the Master of Sustainability (MSs).
(Lieverse/Eramian) CARRIED

To recommend approval of the requested change in admission requirements for the Master of Water Security (MWS).

(Lieverse/Eramian)

CARRIED

To recommend approval of the requested change in admission requirements for the Graduate Certificate in Sustainable Water Management.

(Lieverse/Eramian)

CARRIED

To recommend approval of the requested change in admission requirements for the Graduate Certificate in Water Resources.

(Lieverse/Eramian)

CARRIED

To recommend approval of the requested change in admission requirements for the Graduate Certificate in Water Science.

(Lieverse/Eramian)

CARRIED

Attached please find the proposal outlining the changes to the admission requirements.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

Governance Foundations for Sustainability

The Graduate Certificate in Governance Foundations for Sustainability will help professionals who work with (or within) government agencies to better understand the basic structures of governance, actor groups and policy communities who influence governance, and the present-day imperatives of working with Indigenous peoples. Courses related to reconciliation and negotiation will also provide practical tools to become more effective practitioners when planning and implementing sustainability innovations.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These **are** minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the ~~M.Sc.~~ program.]
- **A completed online application, the application fee, and all supporting application documents including**
 - Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
 - Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters. ***In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.***
 - Up-to-date Curriculum Vitae: Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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

For more information on language proficiency requirements, see the [College of Graduate and Postdoctoral Studies Academic Policies](#).

Sustainability Solutions

The Graduate Certificate in Sustainability Solutions teaches new strategies to design and implement solutions to sustainability challenges. Courses build competencies towards regenerative design and sustainability alternatives to common sustainability problems by teaching key concepts and practical tools. New professionals and longstanding professionals will become more effective practitioners by learning about sustainability innovations and how to apply them.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
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For more information on language proficiency requirements, see the [College of Graduate and Postdoctoral Studies Academic Policies](#).

Community Energy Planning and Finance

Graduate Certificate (G.Cert.)

The Graduate Certificate in Community Planning and Finance provides tools for planning and financing community renewable energy projects.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
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- **A completed online application, the application fee, and all supporting application documents including**
 - **Statement of Intent:** Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
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 - **Up-to-date Curriculum Vitae:** Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Energy Transitions

Graduate Certificate (G.Cert.)

The Graduate Certificate in Energy Transitions is designed for professionals who seek to better understand how to navigate policy processes for transitioning to renewable energy.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
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Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend

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For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Master of Sustainability (M.Ss.)

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These **are** minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the M.Ss. program.]
- **A completed online application, the application fee, and all supporting application documents including**
 - Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
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For more information on language proficiency requirements, see the [College of Graduate and Postdoctoral Studies Academic Policies](#).

Water Security

Master of Water Security (M.W.S.) - Project-based

The Master of Water Security (M.W.S.) is an interdisciplinary project-based program that focuses on a holistic approach to water security.

For more information on this field of study, see the [School of Environment and Sustainability](#) website.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the MWS program.]
- Students must have completed a course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
- A completed online application, the application fee, and all supporting application documents including
 - [Statement of Intent](#): Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
 - [Letters of reference](#): Applicants will need to provide three letters of reference—either academic or professional letters. In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.
 - [Up-to-date Curriculum Vitae](#): Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

Sustainable Water Management

Graduate Certificate (G.Cert.)

The Graduate Certificate in Sustainable Water Management focuses on human dimensions of sustainable water management, including policy approaches and public health. It is designed for professionals who recognize that their work must include a foundational knowledge of how humans affect and are affected by water quality and quantity.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]
- Students must have completed a course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
- A completed online application, the application fee, and all supporting application documents including
 - [Statement of Intent](#): Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
 - [Letters of reference](#): Applicants will need to provide three letters of reference—either academic or professional letters. In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.
 - [Up-to-date Curriculum Vitae](#): Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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

For more information on language proficiency requirements, see the [College of Graduate and Postdoctoral Studies Academic Policies](#).

Water Resources

Graduate Certificate (G.Cert.)

The Graduate Certificate in Water Resources focuses on enhancing foundational knowledge in water resource and hydrological theory, data analysis and modelling. It is designed for professionals who seek to build expertise and professional networks.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]
- Students must have completed a course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
- A completed online application, the application fee, and all supporting application documents including
 - [Statement of Intent](#): Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
 - [Letters of reference](#): Applicants will need to provide three letters of reference—either academic or professional letters. In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.
 - [Up-to-date Curriculum Vitae](#): Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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

academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

~~For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).~~

Water Science

Graduate Certificate (G.Cert.)

The Graduate Certificate in Water Science provides opportunities to apply knowledge in the water sciences to address extant and emerging water quality issues. This certificate is tailored for practitioners with interest in the water sciences, aiming to deepen their knowledge as it relates to chemical risk, ecosystem management and hydrogeological processes.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the program.]
- Students must have completed a course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
- A completed online application, the application fee, and all supporting application documents including
 - [Statement of Intent](#): Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
 - [Letters of reference](#): Applicants will need to provide three letters of reference—either academic or professional letters. In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.
 - [Up-to-date Curriculum Vitae](#): Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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

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

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 EXCEPT AS NOTED in 10 below

The change below applies to the following existing program.

- MWS-GP [Master of Water Security]

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 to Admission Requirement (noted in red)

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, **OR a three-year first cycle undergraduate degree**
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. **A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the College of Graduate and Postdoctoral Studies. [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the MWS program.]**
- Up-to-date Curriculum Vitae: Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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?

202405 [May 2024]

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="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 TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 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"/>
9 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 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?
Is an existing degree, diploma, or certificate being renamed?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

No

X

Yes

No

X

2

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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 EXCEPT AS NOTED in 10 below

The change below applies to the following existing programs.

- MSUST-C-GP [Master of Sustainabil-Course]
- MSUST-P-GP [Master of Sustainabil-Project]
- GCGFS-GP [Grad Cert Govern Found Sustain]
- GCSS-GP [Grad Cert Sustain Solutions]
- GCCEP-GP [Grad Cert Comm Energy Plan Fin]
- GCET-GP [Grad Cert Energy Transitions]
- GCSWM-GP [Grad Cert Sustain Water Mgmt]
- GCWR-GP [Grad Cert Water Resources]
- GCWS-GP [Grad Cert Water Science]

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 to Admission Requirement

Up-to-date Curriculum Vitae (CV): Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

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

MEMORANDUM

To: Academic Programs Committee of Council

Copy: Dr. Kasten Liber, SENS

From: Graduate Programs Committee, CGPS

Date: January 12, 2023

Re: **Changes to admission requirements for Master of Water Security (M.W.S.)**

The School of Environment and Sustainability is proposing changes to the admission requirements to include probationary admission requirements for the Master of Water Security (M.W.S.) program.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal by email on January 11, 2023. The following motions was passed:

Motion(s): *To recommend approval of the requested change in admission requirements for the Master of Water Security (MWS).*

(Heavin/Eramian)

CARRIED

Attached please find the proposal outlining the changes to the admission requirements.

If you have any questions, please contact the Academic Affairs Specialist at
gradprograms.academicaffairs@usask.ca

Water Security

Master of Water Security (M.W.S.) - Project-based

The Master of Water Security (M.W.S.) is an interdisciplinary project-based program that focuses on a holistic approach to water security.

For more information on this field of study, see the [School of Environment and Sustainability](#) website.

Admission Requirements

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, OR a three-year first cycle undergraduate degree, in an academic discipline relevant to the proposed field of study, from an institution that meets the criteria set forth in the [Bologna Declaration](#), will be acceptable as the equivalent of an undergraduate degree.
- a minimum cumulative weighted average of **at least** a 70% (U of S grade system equivalent) in the last two years of study (e.g., 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the [College of Graduate and Postdoctoral Studies](#). [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the MWS program.]
- Students must have completed a course at the undergraduate level (100-level or equivalent) in both mathematics and statistics with at least 70% (USask grade system equivalent).
- A completed online application, the application fee, and all supporting application documents including
 - Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to join the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program. ***This statement is a key component in adjudicating each applicant's suitability for the program.***
 - Letters of reference: Applicants will need to provide three letters of reference—either academic or professional letters. In their letters of reference, all referees should speak to the applicant's ability for success in a graduate program.
 - Up-to-date Curriculum Vitae: Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

Probationary Admission: Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be

reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Program Director or Graduate Chair may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

Consultation with the Registrar Form

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

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

1

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

Yes

☐

No

☒

Yes

☐

No

☒

2

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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 EXCEPT AS NOTED in 10 below

The change below applies to the following existing program.

- MWS-GP [Master of Water Security]

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 to Admission Requirement (noted in red)

- a four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, **OR a three-year first cycle undergraduate degree**
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. **A minimum overall TOEFL score of 86, a minimum overall IELTS score of 6.5, or another approved test as outlined by the College of Graduate and Postdoctoral Studies. [Note: These are minimum language proficiency requirements; however, stronger scores are generally expected for successful entry into the MWS program.]**
- Up-to-date Curriculum Vitae: Applicants must include all post-secondary education, work experiences, and any publications, presentations, and awards.

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

- 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?

202405 [May 2024]

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="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).

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

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

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 TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	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"/>
9	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	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: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: Change to Grade Descriptors – Doctor of Pharmacy Program

MOTION: *It is recommended that Council approve change to the grade descriptors for the Doctor of Pharmacy program in the College of Pharmacy and Nutrition, effective May 2023.*

PURPOSE:

University Council has the authority to approve exemptions to the standard grade descriptors outlined in the Academic Courses Policy.

CONTEXT AND BACKGROUND:

The College of Pharmacy and Nutrition is proposing a change to the grade descriptors for the Doctor of Pharmacy (PharmD) program to raise a minimal pass from 50% to 60% and to align the literal grade descriptors accordingly. This change would align the program with other professional health science programs at USask and with other PharmD programs in Canada.

The change will ensure that student progressing through the program have the required knowledge and skills to be successful in their therapeutic and practical courses.

CONSULTATION:

The proposed changes were approved within the college on May 30, 2022. The Academic Programs Committee reviewed the proposed changes at its January 11, 2023 meeting and were assured that the impact of the change will be manageable at the college.

Additionally, APC advises that the Academic Courses Policy will need to be updated to reflect this change once approved.

ATTACHMENTS:

1. Grade Descriptor change – Usask Doctor of Pharmacy Program

Grading Descriptor Change for the USask Doctor of Pharmacy (PharmD) Program

Rationale:

Students in the PharmD program are expected to demonstrate competency in knowledge, skills, and attitudes appropriate to their level of training.

As healthcare professionals, pharmacists are held to high societal standards to provide care to individuals and communities safely, effectively, and with compassion. The College of Pharmacy and Nutrition must ensure its students graduate from the PharmD program with the competencies necessary to meet these standards.

Context:

The PharmD program was implemented in 2017, with the first class graduating in 2021. During a review of the new program, assessment practices were identified as an area of opportunity, and in particular, how to ensure students are retaining the knowledge and skills necessary for a successful transition into practice. The College was seeing an increase in the number of students struggling or not achieving success in their experiential learning courses in the final year of the program, so the need to identify these students earlier in the program was prioritized.

The decision to increase the pass mark for all numeric courses to a 60% in the PharmD program was informed by:

- Comparison to the literal descriptors with the USask Academic Courses Policy. The descriptors for a “minimal pass (50-59%)” does not align with the expectation for our students. To achieve credit for a course where they only have “some familiarity with the subject matter/techniques” or “some evidence of analytic skills” is not appropriate for a health professional and is inadequate to ensure future safe and effective care. Faculty did discuss the potential to increase the pass mark even further, but it was decided to evaluate the impact of a 60% threshold first based on results of an environmental scan.
- Environmental Scan. In reviewing all Canadian PharmD programs (excluding French-speaking Universities), only USask and Memorial University allow students to pass courses with a mark of 50%; grade requirements to pass a course vary from 60 – 70% across all other programs.

	USask	UBC	UAlberta	UManitoba	Waterloo	UToronto	Memorial	Dalhousie
Course	50%	60%	n/a	C (60%)	60% / 70% ^a	60%	50%	60-65%
Promotion	60%	n/a	GPA 2.1 (65%)	C (60%)	60%	C- (60%)	65%	n/a

n/a: information not available online; a: Clinical patient care rotations

Review and discussion occurred at a PharmD Curriculum Retreat on May 30, 2022. All program faculty and instructors were in attendance, except for two individuals. The passing grade change to 60% received overwhelming support and was approved.

Motion:

That the following grade descriptors be formally adopted for the PharmD program:

Percentage	Literal Description of Expected Performance
90-100 Exceptional	A superior performance with consistent strong evidence of: <ul style="list-style-type: none">- a comprehensive incisive grasp of the subject matter;- an ability to make insightful critical evaluation of the material given;- an exceptional capacity for original, creative and/or logical thinking;- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
80-89 Excellent	An excellent performance with strong evidence of: <ul style="list-style-type: none">- a comprehensive knowledge of the subject matter;- an ability to make sound critical evaluation of the material given;- a very good capacity for original, creative and/or logical thinking; - an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts fluently.
70-79 Good	A good performance with evidence of: <ul style="list-style-type: none">- a substantial knowledge of the subject matter;- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;- some capacity for original, creative and/or logical thinking;- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.
60-69 Satisfactory	A generally satisfactory and intellectually adequate performance with evidence of: <ul style="list-style-type: none">- an acceptable basic grasp of the subject material;- a fair understanding of the relevant issues;- a general familiarity with the relevant literature and techniques;- an ability to develop solutions to moderately difficult problems related to the subject material;- a moderate ability to examine the material in a critical and analytical manner.
<60%	An unacceptable performance.
50-59%	Evidence of familiarity with sufficient subject matter and/or skills to recommend granting a supplemental examination in <u>some</u> cases.
<50%	Failure. No supplemental examinations granted.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Name Change – Aboriginal Business Administration Certificate to Indigenous Business Administration Certificate**

MOTION: *It is recommended that Council approve the name change for the Aboriginal Business Administration Certificate to the Indigenous Business Administration Certificate, effective May 2023.*

PURPOSE:

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

CONTEXT AND BACKGROUND:

The Edwards School of Business is proposing changing the name of the existing Aboriginal Business Administration Certificate to the Indigenous Business Administration Certificate. This change will ensure that the name of the program is aligned with institutional naming conventions. This change is well supported by members of the college.

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its January 11, 2023 meeting had no concerns with the proposed change.

ATTACHMENTS:

1. **Request for Name Change – Aboriginal Business Administration Certificate**



UNIVERSITY OF
SASKATCHEWAN

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Date

College

College approval date

Proposed effective date of the change

1. Proposed change of name

From:

To:

College

Department

Program name

Degree name

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

☐

Attachments

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

☐

Attachments

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

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

PRESENTED BY: Carolyn Augusta, chair, Academic Programs Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Academic Calendar 2023-24**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of December 14, 2022, the Academic Programs Committee approved the Academic Calendar for 2022-23.

The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes and timing of statutory holidays.

ATTACHMENTS:

1. Academic Calendar 2023-24

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
May		
Mon. May 1, 2023	First day of Spring term classes for Nursing Year 2 and Year 3	
Mon. May 1, 2023	First day of classes for Pharmacy Year 4	
Mon. May 1, 2023	Last day of Winter Term classes for Medicine Year 2	
Wed. May 3, 2023	First day of Winter Term examinations for Medicine Year 2	
Wed. May 3, 2023	Start of PHAR 487 integrating seminar for Pharmacy Year 4	
Fri. May 5, 2023	Last day of Winter Term classes for Medicine Year 1	
Fri. May 5, 2023	End of PHAR 487 integrating seminar for Pharmacy Year 4	
Mon. May 8, 2023	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Mon. May 8, 2023	First day of Winter Term examinations for Medicine Year 1	
Tues. May 9, 2023	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thurs. May 11, 2023	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 12, 2023	Last day of Winter Term examinations for Medicine Year 1 and Year 2	
Fri. May 12, 2023	Last day of Winter Term classes for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. May 12, 2023	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 12, 2023	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 12, 2023	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon. May 15, 2023	First day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Mon. May 15, 2023	Convocation faculty meeting	
Tues. May 16, 2023	Convocation faculty meeting	
Tues. May 16, 2023	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 17, 2023	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thurs. May 18, 2023	University Council meeting	
Fri. May 19, 2023	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 19, 2023	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 22, 2023	Victoria Day – university closed	
Fri. May 26, 2023	Last day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Fri. May 26, 2023	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 29, 2023	Last day of instruction for Quarter 1 classes	
Mon. May 29, 2023	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tues. May 30, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Wed. May 31, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
June		
Thurs. Jun. 1, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Fri. Jun. 2, 2023	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Fri. Jun. 2, 2023	Annual Indigenous Convocation Celebration	
Fri. Jun. 2, 2023	Deadline to pay Spring Term and Multi-Term tuition	
Mon. Jun. 5, 2023	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Mon. Jun. 5, 2023	Spring Convocation	
Tues. Jun. 6, 2023	Spring Convocation	
Wed. Jun. 7, 2023	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 7, 2023	Spring Convocation	
Thurs. Jun. 8, 2023	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thurs. Jun. 8, 2023	Spring Convocation	
Fri. Jun. 9, 2023	Spring Convocation	
Mon. Jun. 12, 2023	Winter Term and Multi-Term deferred and supplemental examinations begin	
Thurs. Jun. 15, 2023	University Council meeting	
Fri. Jun. 16, 2023	Winter Term and Multi-Term deferred and supplemental examinations end	
Tues. Jun. 20, 2023	Orientation for Medicine Year 4	
Thurs. Jun. 22, 2023	Last day of instruction for Quarter 2 and Spring Term classes	
Thurs. Jun. 22, 2023	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Thurs. Jun. 22, 2023	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Jun. 23, 2023	Mid-Term break for Multi-Term (T1T2) classes	Mid-Term break for Multi-Term (T1T2) classes ends July 3, 2023
Fri. Jun. 23, 2023	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 26, 2023	Exam period for Quarter 2 and Spring Term classes	
Tues. Jun. 27, 2023	Exam period for Quarter 2 and Spring Term classes	
Fri. Jun. 30, 2023	Last day of Spring term classes for Nursing Year 2 and Year 3	
July		
Sat. Jul. 1, 2023	Canada Day – university closed	
Mon. Jul. 3, 2023	Canada Day (in lieu) – university closed	
Tues. Jul. 4, 2023	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Wed. Jul. 5, 2023	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 7, 2023	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. Jul. 7, 2023	Last day of classes for CDA Spring Cohort	
Mon. Jul. 10, 2023	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Mon. Jul. 10, 2023	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Wed. Jul. 12, 2023	Last day to withdraw from Summer Term classes with 75% tuition credit	
Mon. Jul. 17, 2023	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 17, 2023	Orientation begins for Medicine Year 3	
Mon. Jul. 17, 2023	Fall Term classes begin for Medicine Year 4	
Mon. Jul. 24, 2023	Last day of instruction for Quarter 3 classes	
Mon. Jul. 24, 2023	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jul. 24, 2023	First day of Summer term classes for Post Degree BSN	
Tues. Jul. 25, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Wed. Jul. 26, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Thurs. Jul. 27, 2023	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Thurs. Jul. 27, 2023	Deadline to pay Summer Term tuition	
Fri. Jul. 28, 2023	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Mon. Jul. 31, 2023	Fall Term classes begin for Medicine year 3	
August		
Tues. Aug. 1, 2023	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Aug. 2, 2023	Orientation begins for Medicine Year 1	
Wed. Aug. 2, 2023	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Thurs. Aug. 3, 2023	Orientation begins for Medicine Year 2 – Regina campus students	Orientation begins for Medicine Year 2 – Regina campus will continue through the end of Fri. Aug. 4, 2023
Fri. Aug. 4, 2023	Orientation begins for Medicine Year 2 – Saskatoon campus students	
Mon. Aug. 7, 2023	Saskatchewan Day – university closed	
Tues. Aug. 8, 2023	Fall Term classes begin for Medicine Year 1 and Year 2	
Mon. Aug. 14, 2023	Classes begin for Veterinary Medicine Year 1	
Wed. Aug. 16, 2023	Classes begin for Veterinary Medicine Year 2 and Year 3	
Thurs. Aug. 17, 2023	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Thurs. Aug. 17, 2023	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 17, 2023	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 17, 2023	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Aug. 18, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Mon. Aug. 21, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Tues. Aug. 22, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 25, 2023	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Fri. Aug. 25, 2023	Last day of Summer term classes for Post Degree BSN	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Mon. Aug. 28, 2023	Classes begin for Pharmacy Year 1, 2 and 3	
Mon. Aug. 28, 2023	Classes begin for Nutrition Year 1 and Year 4	
Mon. Aug. 28, 2023	Clinical rotations begin for Veterinary Medicine Year 4	
Mon. Aug. 28, 2023	Classes begin for Physical Therapy Year 1 and Year 2	
Mon. Aug. 28, 2023	Orientation and classes begin for Dentistry (including DMD program all years, DETH and CDA Fall Cohort)	
Thurs. Aug. 31, 2023	Closing date for submission of applications for Fall Convocation	
Thurs. Aug. 31, 2023	Orientation for Engineering Year 1	
September		
Fri. Sept 1, 2023	Fall Term classes begin Engineering Year 1	
Mon. Sep. 4, 2023	Labour Day – university closed	
Tues. Sep. 5, 2023	Residence move in day – all buildings	
Tues. Sep. 5, 2023	Clinical Placements begin for Physical Therapy Year 3	
Tues. Sep. 5, 2023	Orientation for Nursing Year 2 and NURS 450.9	
Tues. Sep. 5, 2023	First day of Fall term classes for Post Degree BSN	
Tues. Sep. 5, 2023	Orientation for Law Year 1	
Wed. Sep. 6, 2023	First day of Fall Term classes for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies (except for MBA and Physical Therapy) Law (except Year 1), Nursing (except Post Degree BSN) and Nutrition (except Year 1 and Year 4). This excludes the colleges of Dentistry, Medicine, Pharmacy, Veterinary Medicine.	
Wed. Sep. 6, 2023	Orientation for Law Year 1 (cont'd)	
Thurs. Sep. 7, 2023	First day of Fall Term classes for Law Year 1	
Fri. Sep. 15, 2023	Application deadline for academic exchanges for Winter 2024	
Sat. Sep. 16, 2023	Spring and Summer Term supplemental and deferred examinations	
Tues. Sep. 19, 2023	Deadline for registration changes for Fall Term and Multi-Term (September to April) classes with 100% tuition credit	
Tues. Sep. 19, 2023	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Mon. Sep. 25, 2023	No classes for Veterinary Medicine Year 1 – White Coat Ceremony	
Tues. Sep. 26, 2023	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thurs. Sep. 28, 2023	University Council meeting	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Fri. Sep. 29, 2023	Tuition payment deadline for Fall Term classes	
Fri. Sep. 29, 2023	National Day for Truth and Reconciliation (in lieu) – university closed	
Sat. Sep. 30, 2023	National Day for Truth and Reconciliation – university closed	
October		
Wed. Oct. 4, 2023	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Wed. Oct. 4, 2023	Last day to withdraw from Fall Term classes with 50% tuition credit	
Mon. Oct. 9, 2023	Thanksgiving Day – university closed	
Mon. Oct. 9, 2023	Fall break week (Mon. Oct. 9 to Fri. Oct. 13, 2023) for Veterinary Medicine Year 1, Year 2, and Year 3	Classes resume on Mon. Oct. 16, 2023.
Wed. Oct. 11, 2023	Convocation faculty meeting	
Thurs. Oct. 12, 2023	Convocation faculty meeting	
Thurs. Oct. 19, 2023	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Thurs. Oct. 19, 2023	University Council meeting	
Sat. Oct. 28, 2023	University Senate meeting	
November		
Mon. Nov. 6, 2023	Fall Reading Week (Mon. November 6 to Fri. November 10, 2023) begins for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies (except for MBA and Physical Therapy) Law, Medicine (Year 1 and Year 2 only), Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Nursing and Veterinary Medicine.	Classes resume on Mon. Nov. 13, 2023
Wed. Nov. 8, 2023	Fall Convocation	
Thurs. Nov. 9, 2023	College of Nursing Break Day (for both graduate and undergraduate programs)	Classes resume on Mon. Nov. 13, 2023
Fri. Nov. 10, 2023	Remembrance Day (in lieu) – university closed	
Sat. Nov. 11, 2023	Remembrance Day – university closed	
Thurs. Nov. 16, 2023	University Council meeting	
December		
Fri. Dec. 1, 2023	Last day of Classes for the College of Dentistry (excluding CDA Fall cohort)	
Mon. Dec. 4, 2023	First day of Fall Term examinations for the College of Dentistry (excluding CDA Fall Cohort)	
Mon. Dec. 4, 2023	Last day of Fall Term classes for Medicine (Year 1 and Year 2)	
Tues. Dec. 5, 2023	Last day of Fall Term classes for the College of Law	
Tues. Dec. 5, 2023	First day of Fall Term examinations for Medicine Year 1 and Year 2	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Fri. Dec. 8, 2023	Last day of Fall term classes for the colleges of Agriculture and Bioresources, Arts and Science, Dentistry (CDA program only) Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Law, Medicine, and Veterinary Medicine.	
Fri. Dec. 8, 2023	Last day to withdraw from Fall Term classes without academic penalty	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Sat. Dec. 9, 2023	First day of Fall term final examinations (including night classes) for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies and Nursing, Nutrition (except year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, and Veterinary Medicine.	
Mon. Dec. 11, 2023	Last day of Fall Term examinations for Medicine Year 1 and Year 2	
Tues. Dec. 12, 2023	Last day of Fall Term classes for Veterinary Medicine Year 3	
Wed. Dec. 13, 2023	Last day of Fall Term classes for Veterinary Medicine Year 2	
Thurs. Dec. 14, 2023	University Council meeting	
Thurs. Dec. 14, 2023	Last day of Fall Term classes for Veterinary Medicine Year 1	
Thurs. Dec. 14, 2023	First day of Fall Term final examinations for Veterinary Medicine Year 3	
Fri. Dec. 15, 2023	Last day of Fall Term classes for Medicine Year 3	
Fri. Dec. 15, 2023	First day of Fall Term final examinations for Veterinary Medicine Year 2	
Sat. Dec. 16, 2023	First day of Fall Term final examinations for Veterinary Medicine Year 1	
Sun. Dec. 17, 2023	Last day of clinical rotations for Veterinary Medicine Year 4	
Sun. Dec. 17, 2023	Last day of Fall term classes for Post Degree BSN	
Sun. Dec. 17, 2023	Last day of Fall Term classes for Medicine Year 4	
Mon. Dec. 18, 2023	Last day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3	
Mon. Dec. 18, 2023	Start of PHAR 488 Integrating seminar for Pharmacy Year 4	
Wed. Dec. 20, 2023	End of PHAR 488 Integrating seminar for Pharmacy Year 4	
Wed. Dec. 20, 2023	Last day of Fall Term final examinations for Veterinary Medicine Year 2	
Thurs. Dec. 21, 2023	Last day of Fall Term final examinations for the College of Law	
Fri. Dec. 22, 2023	Last day of Fall Term classes for Engineering Year 1	
Sat. Dec. 23, 2023	Last day of Fall term final examinations (including night classes) for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies and Nursing, Nutrition (except year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, and Veterinary Medicine.	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Sun. Dec. 24, 2023	Christmas Eve	
Mon. Dec. 25, 2023	Christmas Day – university closed	
Tues. Dec. 26, 2023	Boxing Day – university closed	
Wed. Dec. 27, 2023	University closed	
Thurs. Dec. 28, 2023	University closed	
Fri. Dec. 29, 2023	University closed	
Sun. Dec. 31, 2023	New Year's Eve – university closed	
January		
Mon. Jan. 1, 2024	New Year's Day – university closed	
Tues. Jan. 2, 2024	Residence move in day – All Buildings	
Tues. Jan. 2, 2024	Orientation for Post Degree BSN Year 1 and NURS 450.9	
Tues. Jan. 2, 2024	First day of clinical rotations for Veterinary Medicine Year 4	
Tues. Jan. 2, 2024	First day of Winter Term for Dentistry (including CDA Fall cohort), Medicine (all years), Nutrition Year 4 and Pharmacy Year 4.	
Wed. Jan. 3, 2024	First day of Winter Term for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Nursing (except Post Degree BSN Year 1), Nutrition (except Year 4), Pharmacy (except Year 4) and Veterinary Medicine (except Year 4). This excludes the colleges of Dentistry, Law, and Medicine.	
Thurs. Jan. 4, 2024	First day of Winter Term for the College of Law	
Tues. Jan. 16, 2024	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Wed. Jan. 17, 2024	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Tues. Jan. 23, 2024	Last day to withdraw from Winter Term classes with 75% tuition credit	
Thurs. Jan. 25, 2024	University Council meeting	
Tues. Jan. 30, 2024	Last day to withdraw from Winter Term classes with 50% tuition credit	
Wed. Jan. 31, 2024	Tuition payment deadline for Winter Term classes	
February		
Thurs. Feb. 1, 2024	Application deadline for academic exchanges for Fall 2024, full academic year (multi-term) exchange programs for 2024-25 and Spring/Summer 2025 programs abroad	
Wed. Feb. 14, 2024	Registration for Spring and Summer Term classes opens	
Mon. Feb. 19, 2024	Family Day – university closed	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Mon. Feb. 19, 2024	Winter Term Break Week (Mon. Feb. 19 to Fri. Feb. 23, 2024) for the colleges of Agriculture and Bioresources, Arts and Science, Dentistry, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Law, Medicine (Year 1 and Year 2 only), Nursing (except for Post Degree BSN Year 1), Nutrition (except Year 4), Pharmacy (except Year 4) and Veterinary Medicine (Year 1, Year 2 and Year 3 only).	Classes will resume on Mon. Feb. 26 th , 2024
Tues. Feb. 20, 2024	Fall Term deferred and supplemental examinations begin	
Fri. Feb. 23, 2024	Mid-Term Break (starting at 6pm on Fri. Feb. 23 to Mon. Feb. 26, 2024) begins for Veterinary Medicine Year 4 (no clinical rotations)	Clinical rotations will resume on Tues. Feb. 27, 2024.
Tues. Feb. 27, 2024	Clinical rotations resume for Veterinary Medicine Year 4	
March		
Thurs. Mar. 21, 2024	University Council meeting	
Fri. Mar. 29, 2024	Good Friday – university closed	
Sun. Mar. 31, 2024	Closing date for submission of applications for Spring Convocation	
Sun. Mar. 31, 2024	Last day of Winter term classes for Post Degree BSN	
April		
Wed. Apr. 3, 2024	Last day of Winter Term classes for Law (all years)	
Wed. Apr. 3, 2024	First day of Spring term classes for Post Degree BSN	
Fri. Apr. 5, 2024	Last day of classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1) and Graduate and Postdoctoral Studies, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing and Veterinary Medicine.	
Fri. Apr. 5, 2024	Last day to withdraw from Winter Term and Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Apr. 5, 2024	First day of final examinations for Law (all years)	
Sat. Apr. 6, 2024	First day of final examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1) and Graduate and Postdoctoral Studies, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Law, Medicine, Nursing and Veterinary Medicine.	
Fri. Apr. 12, 2024	Last day of Winter Term classes for Medicine Year 4	
Fri. Apr. 12, 2024	Last day of Winter term classes for College of Nursing	
Mon. Apr. 15, 2024	First day of Winter term final examinations for College of Nursing	
Mon. Apr. 15, 2024	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Spring Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Wed. Apr. 17, 2024	Last day of Winter Term classes for Veterinary Medicine Year 1 and year 2	
Thurs. Apr. 18, 2024	University Council meeting	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Thurs. Apr.18, 2024	Last day of Winter Term classes for Veterinary Medicine Year 3	
Thurs. Apr. 18, 2024	First day of Winter Term final examinations for Veterinary Medicine Year 2	
Fri. Apr. 19, 2024	Last day of Winter Term final examinations for Law (all years)	
Fri. Apr. 19, 2024	First day of Winter Term final examinations for Veterinary Medicine Year 1	
Sat. Apr. 20, 2024	University Senate meeting	
Sat. Apr. 20, 2024	First and last day of Winter Term final examinations for Veterinary Medicine Year 3	
Sun. Apr. 21, 2024	Last day of clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 22, 2024	(Mandatory) 4 th year orientation for Veterinary Medicine Year 3	
Mon. Apr. 22, 2024	Start of PHAR 489 Integrating seminar for Pharmacy Year 4	
Fri. Apr. 26, 2024	End of PHAR 489 Integrating seminar for Pharmacy Year 4	
Fri. Apr. 26, 2024	Last day of Winter term final examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1) and Graduate and Postdoctoral Studies, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing and Veterinary Medicine.	
Mon. Apr. 29, 2024	Last day of Winter Term final examinations for Veterinary Medicine Year 2	
Mon. Apr. 29, 2024	First day of classes for Pharmacy Year 4	
Tues. Apr. 30, 2024	Last day of Winter Term final examinations for Veterinary Medicine Year 1	
Tues. Apr. 30, 2024	Last day of Winter and Multi-term classes for Engineering Year 1	
Tues. Apr. 30, 2024	Last day of Winter term final examinations for College of Nursing	
May		
Wed. May 1, 2024	Start of PHAR 487 Integrating seminar for Pharmacy Year 4	
Fri. May 3, 2024	End of PHAR 487 Integrating seminar for Pharmacy Year 4	
Fri. May 3, 2024	Last day of Winter Term classes for Medicine Year 1 and 2	
Mon. May 6, 2024	First day of Winter Term final examinations for Medicine Year 1 & 2	
Mon. May 6, 2024	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Tues. May 7, 2024	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thurs. May 9, 2024	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 10, 2024	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 10, 2024	Deadline for registration changes for Multi-Term classes with 100% tuition credit	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Fri. May 10, 2024	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Fri. May 10, 2024	Last day of Winter Term and Multi-Term classes for Dentistry all years (including CDA Fall Cohort)	
Fri. May 10, 2024	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Mon. May 13, 2024	First day of Winter Term and Multi-Term final examinations for Dentistry all years (including CDA Fall Cohort)	
Mon. May 13, 2024	Convocation faculty meeting	
Tues. May 14, 2024	Convocation faculty meeting	
Tues. May 14, 2024	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 15, 2024	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thurs. May 16, 2024	University Council meeting	
Fri. May 17, 2024	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 17, 2024	Last day to withdraw from Spring Term classes with 50% tuition credit	
Sun. May 19, 2024	Last day of Spring term classes for Post Degree BSN	
Mon. May 20, 2024	Victoria Day – university closed	
Fri. May 24, 2024	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Fri. May 24, 2024	Last day of Winter Term and Multi-Term final examinations for Dentistry all years (including CDA Fall Cohort)	
Mon. May 27, 2024	Last day of instruction for Quarter 1 classes	
Mon. May 27, 2024	First day of Summer term classes for Post Degree BSN	
Mon. May 27, 2024	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. May 29, 2024	Exam period (Wed. May 29 to Fri. May 31 st , 2024) for Quarter 1 classes	
Wed. May 29, 2024	Mid-Term break (Wed. May 29 to Fri. May 31 st , 2024) for Spring Term (T1) and Multi-Term (T1T2) classes begins	Classes resume on Mon. Jun. 3, 2024.
Fri. May 31, 2024	Annual Indigenous Convocation Celebration	
June		
Mon. Jun. 3, 2024	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Mon. Jun. 3, 2024	Deadline to pay Spring Term and Multi-Term tuition	
Mon. Jun. 3, 2024	Spring Convocation	
Tues. Jun. 4, 2024	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Tues. Jun. 4, 2024	Spring Convocation	
Wed. Jun. 5, 2024	Spring Convocation	
Thurs. Jun. 6, 2024	Spring Convocation	
Thurs. Jun. 6, 2024	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Fri. Jun. 7, 2024	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Fri. Jun. 7, 2024	Spring Convocation	
Thurs. Jun. 13, 2024	University Council meeting	
Tues. Jun. 18, 2024	Winter Term and Multi-Term deferred and supplemental examinations begin	
Fri. Jun. 21, 2024	Winter Term and Multi-Term deferred and supplemental examinations end	
Fri. Jun. 21, 2024	Last day of instruction for Quarter 2 and Spring Term classes	
Fri. Jun. 21, 2024	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Jun. 21, 2024	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jun. 24, 2024	Exam period (Mon. June 24 to Wed. June 26, 2024) for Quarter 2 and Spring Term classes	
Mon. Jun. 24, 2024	Mid-Term break (Mon. June 24 to Fri. June 28, 2024) for Multi-Term (T1T2) classes begins	Classes will resume on Tues. Jul. 2, 2024
July		
Mon. Jul. 1, 2024	Canada Day – university closed	
Tues. Jul. 2, 2024	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Wed. Jul. 3, 2024	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 5, 2024	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Mon. Jul. 8, 2024	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Mon. Jul. 8, 2024	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Wed. Jul. 10, 2024	Last day to withdraw from Summer Term classes with 75% tuition credit	
Mon. Jul. 15, 2024	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 22, 2024	Last day of instruction for Quarter 3 classes	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Mon. Jul. 22, 2024	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tues. Jul. 23, 2024	Exam period (Tues. July 23 to Wed. July 24, 2024) for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Tues. Jul. 23, 2024	Mid-Term break (Tues. July 23 to Wed. July 24, 2024) for Summer Term and Multi-Term classes begins	Classes resume on Thurs. Jul. 25, 2024
Thurs. Jul. 25, 2024	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Thurs. Jul. 25, 2024	Deadline to pay Summer Term tuition	
Fri. Jul. 26, 2024	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Tues. Jul. 30, 2024	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Jul. 31, 2024	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
August		
Mon. Aug. 5, 2024	Saskatchewan Day – university closed	
Thurs. Aug. 15, 2024	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Thurs. Aug. 15, 2024	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 15, 2024	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 15, 2024	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Aug. 16, 2024	Exam Period (Fri. August 16 to Tues. August 20, 2024) for Multi-Term, Summer Term, and Quarter 4 classes begins	
Fri. Aug. 23, 2024	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Sun. Aug. 25, 2024	Last day of Summer term classes for Post Degree BSN	
September		
Mon. Sep. 2, 2024	Labour Day – university closed	
Sat. Sep. 14, 2024	Spring and Summer Term supplemental and deferred examinations	
Thurs. Sep. 19, 2024	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Thurs. Sep. 26, 2024	University Council meeting	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
Mon. Sep. 30, 2024	National Day for Truth and Reconciliation – university closed	

- Please note that the General Academic Assembly (GAA) date for 2024 will be determined at a later date

UNIVERSITY COUNCIL
PLANNING & PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY:	Vicki Squires Chair, Planning and Priorities Committee
DATE OF MEETING:	January 26, 2023
SUBJECT:	Name Change: Department of Anthropology & Archaeology
MOTION:	<i>That the name of the Department of Anthropology & Archaeology be changed to the Department of Anthropology.</i>

SUMMARY:

On January 11, 2023, the Planning and Priorities Committee (PPC) received a proposal to change the name of the Department of Anthropology & Archaeology to the Department of Anthropology. Clint Westman, the Department Head, Lorin Elias, Vice Dean Academic; and Alexis Dahl, Director, Programs Office from the College of Arts & Science presented the report to the committee.

Dr. Westman summarized the rationale for changing the name of the department. He noted that the current title is an anomaly across the higher education landscape, as Archaeology is a discipline within Anthropology. He also reported that the Department and the College support the proposal.

There were questions and comments about continuing to ensure that USask's archaeology programs are known to prospective students. Dr. Westman also relayed that all related courses were being retained, but that two graduate courses would be broadened. The current enrollment in the undergraduate and graduate programs, and the faculty complement were reported.

By way of background, on November 16, 2022, the Academic Programs Committee approved the name change for the Bachelor of Science in Archaeology to the Bachelor of Science in Anthropology, and *the name change for the Bachelor of Arts in Archaeology and Anthropology to the Bachelor of Arts in Anthropology, both effective September 2024.*

ATTACHMENTS:

1. Completed PPC Request for Name Change Form



UNIVERSITY OF
SASKATCHEWAN

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Date

College

College approval date

Proposed effective date of the change

1. Proposed change of name

From:

To:

College

Department

Program name

Degree name

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

☐

Attachments

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

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Attachments

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

Name and phone number of person completing this form:

ARCH courses to be relabeled and renumbered where necessary:

Minor course revisions (effective 202405):

ARCH 112 The Human Journey Introduction to Archaeology and Biological Anthropology
ARCH 116 Introduction to Near Eastern and Classical Archaeology
ARCH 250 Introduction to Archaeological Science
ARCH 251 Introduction to Archaeological Interpretation
ARCH 252 Near Eastern Archaeological Field Work
ARCH 257 Archaeology of Ancient Egypt
ARCH 258 Archaeology of Ancient Mesopotamia
ARCH 259 Archaeology of North America
ARCH 270 Human Evolution
ARCH 350 Introduction to Boreal Forest Archaeology
ARCH 352 Historical Archaeology
ARCH 353 Plains Archaeology
ARCH 356 Development of Complex Cultures in Eastern Mediterranean and Near Eastern Regions
ARCH 357 The Archaeology of Prairie Settlement
ARCH 359 Archaeology of Northwest Coast and Plateau
ARCH 360 Archaeological Resource Management
ARCH 361 Archaeological Field Methods
ARCH 383 Career Internship in Cultural Resource Management
ARCH 459 Geoarchaeology
ARCH 462 Contemporary Archaeological Theory
ARCH 465 Spatial Analysis of Archaeological Data
ARCH 470 Human Osteology
ARCH 471 Forensic Anthropology
ARCH 472 Paleopathology
ARCH 475 Bioarchaeology

Relabel to ANTH (no change to number).

Rationale: The label change corresponds with a broader name change for the department and all undergraduate programs, with the "Department of Archaeology and Anthropology" becoming the "Department of Anthropology." The new department name is simpler, further integrates our programs, and aligns with most other anthropology/archaeology departments at universities across North America (archaeology being one of several subdisciplines of anthropology). The BA programs in Archaeology and Anthropology will be similarly re-named "Anthropology." All undergraduate Archaeology (ARCH) courses will therefore be renamed "Anthropology" (ANTH).

ARCH 244 Archaeology and Cultural Development Ancient Israel and Syria Late Bronze Age to Hellenistic Period

Relabel/Renumber to **ANTH 241**

Rationale: See above. Number is being changed as ANTH 244 already exists.

ARCH 330 The Archaeology of Human Environmental Impact

Relabel/Renumber to **ANTH 331**

Rationale: See above. Number is being changed as ANTH 330 already exists.

ARCH 354 The Archaeology of Culture Contact

Relabel/Renumber to **ANTH 355**

Rationale: See above. Number is being changed as ANTH 354 existed until 202205 (number not yet available).

ARCH 385 Computer Applications in Archaeology

Relabel/Renumber to **ANTH 386**

Rationale: See above. Number is being changed as ANTH 385 existed until 201305 (number not yet available).

ARCH 403 Analysis and Public Exhibition of Cultural Artifacts

Relabel/Renumber to **ANTH 405**

Rationale: See above. Number is being changed as ANTH 403 already exists.

Course split (effective May 2023)

This is included here for information only, as course splits are approved at the college level.

ARCH 458.6 Zooarchaeology into

ANTH 457.3 Zooarchaeology I

Term 1; 1.5 Lecture hours and 1.5 Lab/practicum hours

This course is designed to expose you to the basic elements of zooarchaeology, which is the study of faunal remains from archaeological sites. It will focus on specimen identification, quantification, taphonomy, modification, age and sex estimations, seasonality, and other contemporary techniques in this discipline. You will be exposed to a wide variety of animal taxa from large and small-bodied ungulates, to carnivores, fishes, and birds. The presentation of course material is based on lectures, laboratory activities, and discussions of methods, approaches, and case studies. A heavy emphasis is placed on learning through hands-on experience and developing practical skills in working with large faunal assemblages. Please note that this is NOT a course in comparative vertebrate or invertebrate anatomy, nor this is a course in human or non-human mammalian anatomy.

Prerequisite(s): ARCH 250.3

Note: Students with credit for ARCH 458.6 may not take this course for credit.

Instructor(s): Tatiana Nomokonova

ANTH 458.3 Zooarchaeology II

Term 2; 1.5 Lecture hours and 1.5 Lab/practicum hours

This course is designed to expose you to advanced issues and discourses in the field of zooarchaeology related to contemporary methods and theoretical approaches. It will address a range of topics that cover different aspects of human-animal studies including subsistence, foraging strategies, domestication, bone chemistry, use of biometrics, animal life histories, integration of Indigenous knowledge, and other contemporary techniques and approaches applied in the discipline. The presentation of course material is based on lectures, laboratory activities with a sample faunal assemblage, and discussions of methods, theoretical approaches, and case studies. A heavy emphasis is placed on learning through hands-on experience and developing practical skills in working with large faunal assemblages.

Prerequisite(s): ANTH 457.3

Note: Students with credit for ARCH 458.6 may not take this course for credit.

Instructor(s): Tatiana Nomokonova

Rationale: Eliminates a 6 credit unit course, and allows students to take only the first half of the old course. The prerequisites have been changed to no longer require a class in human anatomy, which gives students the opportunity to train in handling only animal remains if they are uncomfortable handling human remains. The Department has submitted proposals to the appropriate committees of Council to rename the Department, rename the department's programs, and relabel all undergraduate ARCH courses to ANTH courses. As this course split is effective 1 year earlier than the request for the other courses, it makes sense to apply the new label now.

ANTH 457.3 and 458.3 (together) will be equivalent to ARCH 458.6.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair

DATE OF MEETING: January 26, 2023

SUBJECT: School of Environment & Sustainability Faculty Council Bylaws

MOTION: *That the changes to the Faculty Council Bylaws of the School of Environment and Sustainability be approved, effective immediately.*

SUMMARY:

It is recommended that the proposed revisions (attached) to the School of Environment and Sustainability (SENS) Faculty Council Bylaws be approved. On December 15, 2023, University Council duly received notice of motion to change. On November 11, 2023, the Governance Committee (PPC) received a proposal to revise the bylaws and membership of SENS. Dr. Karsten Liber, Executive Director of SENS presented the draft revisions to the committee.

In the revisions originally presented, it was recommended that staff positions be added to the voting membership. The committee discussed that University Council has delegated select authority to Faculty Councils on a range of matters relating to the academic affairs of Colleges and Schools. As such, voting representation on Faculty Councils must be consistent with University Council, which in turn reflects *The University of Saskatchewan Act, 1995*. In accordance with *The Act*, University Council voting membership consists only of faculty and student representation. The recommendation was accepted by SENS, and the draft was revised and resubmitted, then approved by the Governance Committee.

Upon review of all Colleges' and Schools' Faculty Council memberships, two others were found to have staff positions with voting privileges, and two required clarification as to whether the administrative positions are occupied by faculty or staff. The Governance Committee will be contacting these colleges to encourage their review of these bylaws, recommending that they remove any staff from the lists of voting Faculty Council members.

ATTACHMENTS:

1. SENS Faculty Council Bylaws Revisions – Tracked Changes



UNIVERSITY OF SASKATCHEWAN

School of Environment and Sustainability

USASK.CA/SENS

Faculty Council Bylaws

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PREAMBLE

These bylaws describe and set forth procedures relating to the governance of the faculty council of the School of Environment and Sustainability, and are subject to the bylaws, policies, and regulations of the University Council, which establishes the faculty council. To the extent that any previous resolution of the faculty council or its predecessors or any committee of that council is inconsistent with this bylaw, this bylaw has precedence.

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PART ONE: FACULTY COUNCIL REGULATIONS

A. Constitutional Powers and Duties

The faculty council of the School of Environment and Sustainability is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by the *University of Saskatchewan Act 1995*.

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Under *Part Three* of the University Council's *Bylaws*, the faculty council of each college or school, subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council, shall have charge of matters of scholarship and discipline. The duties delegated by University Council to the faculty councils are laid out in *Part Three, Section V, Subsection 2* of the University Council Bylaws.

In addition to these statutory powers and duties, faculty council serves as a forum for the participation and engagement of members of faculty council in discussions of policies, plans, and decisions by the School administration that directly affect those areas for which faculty council has responsibility.

B. Membership

The membership of the faculty council of the School of Environment and Sustainability is prescribed in the *Bylaws* of the University Council, *Part Three, Section V, Subsection 1*. At the time of approval of these bylaws, membership is specified as follows:

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(i) The faculty council of all colleges and schools shall include the following (*denotes non-voting members):

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- (a) The President of the University*
- (b) The Provost and Vice-President Academic *
- (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*

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- (g) The Vice-Provost Teaching and Learning*
- (h) Chief Information Officer and The Associate Vice-President Student and Enrolment Services*
- (i) The Associate Vice-President Information and Communications Technology*

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- (j) The Dean of the College, or School or, in the case of a School that is not part of a College, the Executive Director of the School, when the School is not encompassed within a College
- (k) The Dean of the Graduate and Postdoctoral Studies or designate
- (l) The Dean of the University Library or designate*
- (m) The University Secretary or designate*
- (n) The University Registrar or designate*

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School of Environment and Sustainability

Faculty Council Bylaws

Approved by SENS Faculty Council October 14, 2016
Approved by University Council February 16, 2017
Revisions Approved by SENS Faculty Council May 11, 2018
Revisions Approved by University Council December 17, 2020
Revisions Approved by SENS Faculty Council, June 3, 2022
Page 1

- (ne) Such other persons as ~~the~~ University Council may, from time to time, appoint in a voting or non-voting capacity;
- (op) Such other persons as the Faculty Council may, from time to time, appoint in a non-voting capacity*

Faculty of the School of Environment and Sustainability

See (i) Sections (a) to (o) above.

- (pq) All faculty members who hold a standard, 100%, ~~in-scope~~ appointment in the School;
- (qr) All faculty members holding primary-joint and secondary-joint appointments in the School;
- (r) ~~Twos~~ — One graduate student ~~representatives, one representative~~ registered in ~~either the School's thesis programs PhD or MES Programs~~ and one ~~registered in the School's non-thesis programs project-based graduate student representative~~, one of which will be the president of the School of Environment and Sustainability Students' Association (~~SENSA~~);
- (st) One ~~postdoctoral fellow Postdoctoral Fellows~~ registered in the School through the College of Graduate and Postdoctoral Studies (~~CGPS~~), and, selected by the fellows ~~of the School~~.

The following members may be heard in faculty council; but may not vote:

- i. Associate members
- ii. Adjunct members

Members on leave retain their right to participate and vote in meetings but are not counted in quorum.

In accordance with a duly approved motion of the faculty council, it may recommend changes in its membership to the University Council.

C. Appointment and Election of Members

For those members of the faculty council who are not members by virtue of their position as administrators or as members of the faculty of the School of Environment and Sustainability:

1. Sessional lecturers currently employed by the School shall be heard in faculty council; but may not vote.
2. The ~~president of the School of Environment and Sustainability Students' Association (SENSA President)~~ shall serve on faculty council concurrently with ~~their his or her~~ term as SENSA President; and shall vote.
3. The second graduate student representative ~~from any of our graduate programs of either the PhD, MES or Professional Programs~~ shall serve on faculty council, have a vote, and be selected by the ~~School's~~ students.
4. The ~~postdoctoral fellow Postdoctoral Fellows~~ representative shall serve on faculty council, have a vote, and be selected by the ~~School's fellows Fellows~~.
5. A vacancy in SENS graduate student or ~~the~~ postdoctoral fellow representatives will not affect the number required for quorum.
6. Staff members shall be heard in faculty council; but may not vote.

An *ex officio* member who is entitled under Council bylaws to delegate ~~their his or her~~ membership may designate an individual to serve on the faculty council with the same powers as the designator. Such designations will last for a twelve-month period of time and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in ~~their his or her~~ place. To initiate the designation, the *ex officio* member will inform the chair of faculty council. During the period of designation, the *ex officio* member who initiated the designation may attend meetings of the faculty council with a voice but no vote.

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D. Duties, Terms of Office and Election of Officers

1. The Executive Director of the School of Environment and Sustainability is the chair of the faculty council. The chair shall vote.
2. The chair shall be responsible ~~for:~~
 - (a) ~~PresidingTo-preside~~ at all meetings of the faculty council, to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
 - (b) ~~PreparingTo-prepare~~ a draft agenda for each meeting of the faculty council and to present it for approval at the meeting.
 - (c) In accordance with the University Council's Bylaws, ~~transmittingto-transmit~~ to the University Council for consideration and review all matters which belong to the care of the University Council or which from their nature concern more than one college or school.
 - (d) ~~EnsuringTo-ensure~~ the maintenance of an archive of the proceedings and all approved minutes of faculty council meetings.
 - (e) As the spokesperson for faculty council, ~~explainingto-explain~~ the decisions, activities, and procedures of faculty council.

The chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.

3. The vice-chair of faculty council shall be designated by the Executive Director.
4. In the chair's disability or absence, the vice-chair shall have all the powers and perform all the duties of the chair. The vice-chair will preside at meetings in place of the chair if the chair declares a conflict of interest in any matter.
5. The secretary acts as the delegate of the University Secretary under University Council's *Bylaws Part Three, Section V.1.E*. Under the general direction of the chair, the secretary shall be responsible ~~for:~~
 - (a) ~~AssistingTo-assist~~ the chair in the preparation of agendas and minutes.
 - (b) ~~ArrangingTo-arrange~~ for the distribution of notice of meetings, agendas, and minutes to all members of the faculty council.
 - (c) ~~RecordingTo-record~~ attendance at all meetings.
 - (d) ~~RecordingTo-record~~ all motions, resolutions, and other decisions taken at meetings.
 - (e) ~~ArrangingTo-arrange~~ for and ~~carryingcarry~~ out elections in accordance with these bylaws and ~~providingprovide~~ the result to the chair.

E. Meetings

1. Regular meetings of the faculty council will be held ~~8--~~ 10 times each academic year, typically once a month during the regular academic session.
2. Notice of regular meetings will be in writing and will be provided to all members no less than ~~{30}~~ days in advance of the meeting.
3. A special meeting of the faculty council may be held at any time upon the call of the chair, or in the chair's disability or absence, of the vice-chair. Upon the written petition of not fewer than 20% of voting members, the chair shall call a special meeting for the transaction of such business only as may be specified in the notification of the meeting. Special meetings require written notice to all members not less than seven ~~{7}~~ days in advance.
4. An agenda and, wherever practical, all supporting materials shall be ~~made availableseet~~ to each member of the faculty council at least two ~~{2}~~ days in advance of the meeting.

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5. The quorum for regular and special meetings will be 50% plus one of faculty in-scope of the University of Saskatchewan Faculty Association (USFA) holding standard, primary-joint, or secondary-joint appointments with the School. Any faculty meeting these criteria who are on leave shall not be counted in the calculation of quorum. Faculty members on leave retain the right to participate in meetings, but are not considered part of quorum.
6. Any regular meeting may be postponed or cancelled at the call of the chair.
7. Regular meetings of the faculty council are normally open to the members of the university community and may, at the discretion of the chair, be open to the general public. Non-members may speak at the discretion of the chair but, unless they are voting members of the faculty council, are not entitled to vote. The chair may call for any meeting or portion of a meeting to be closed. Every member of the faculty council, whether a voting or non-voting member, shall be entitled to attend closed meetings and sessions, unless that member has a conflict of interest, in which case the conflict shall be declared, and the chair shall rule whether the member should remain. Student members will be considered to be in a conflict of interest and excluded from consideration of those matters where the performance of students is under review or consideration.

F. Procedures and Voting

1. Meetings shall be presided over by the chair or, in the absence or disability of the chair, the vice-chair; or, in the absence or disability of both, by any other member of the faculty council as agreed to by the majority of members at the meeting.
2. The agenda will be approved at the beginning of each meeting. Except as provided elsewhere in these bylaws, all questions legitimately before faculty council shall be decided by a majority of votes of the members present.
3. Voting will normally be by show of hands, except in instances where the USFA Collective Agreement specifies a written vote. A procedural motion to require a written vote must be seconded and approved by majority.
4. In matters requiring an urgent decision, and at the call of the chair, a motion may be put to the members electronically. Electronic approval of a simple majority of the voting members of faculty council to any motion will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the faculty council.
5. Any member may have his or her vote recorded for the minutes on request. The number voting for or against a motion shall be entered on the minutes at the call of any two ~~{2}~~ members.

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G. Committees

1. The standing committees of the School of Environment and Sustainability as of January 1, 2017 are: Admissions and Awards, ~~Graduate Academic~~ Programs, Engagement, and Undergraduate Programs.
2. The faculty council may establish standing and *ad hoc* committees to facilitate its work and, subject to the approval of University Council and without jeopardizing Council's authority, may delegate decisions to its standing committees.
3. Unless a motion of faculty council passed in accordance with a delegation by the University Council specifically provides otherwise, all recommendations of committees will be brought to faculty council for consideration.
4. All standing committees will meet and report to faculty council at least five ~~{5}~~ times each academic year. Responsibility for calling committee meetings rests with the chair of the committee.
5. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of faculty council, but who are affiliated with SENS.

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6. There is no requirement that committees be composed entirely of faculty council members.
7. All standing and *ad hoc* committees will have written terms of reference outlining their composition and accountabilities and approved by the faculty council. –Each committee should regularly review its own terms of reference, and may recommend changes to faculty council as required. –The membership and terms of reference of standing committees of the faculty council are specified in Part Two of these bylaws.
8. Faculty shall be appointed to committees by the chair of the faculty council as part of the regular assignment of duties. Staff shall also be appointed by the chair of the faculty council. SENSSA is responsible for the appointment of student members, where applicable.
9. The term of office for the chair and members of standing committees is outlined in the terms of reference for each committee.
10. Term of office for chairs and members of standing committees will begin July 1 unless otherwise specified. The term of student members will normally begin on October 1.
11. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six consecutive months or more.
12. In the case of a vacancy on a committee, the faculty council delegates authority to fill the vacancy to the Executive Director in accordance with the membership requirements of the committee, for the balance of the academic year.
13. The Executive Director is an *ex officio* non-voting member of all standing committees.
14. An *ex officio* member of a committee may designate an individual to serve in their/er or his place with the same powers as the designator. –Such designations shall last for a twelve–month period of time and are subject to renewal. –In the event that the individual is unable to complete the full term, another individual may be designated in their/his or her place. To initiate the designation, the *ex officio* member will inform the chair of the faculty council and the chair of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may attend meetings of the committee with a voice but no vote.
15. Committees may appoint a vice-chair. –In the absence of the chair, and where a vice-chair has been appointed, the vice-chair will preside. –In the absence of both the chair and vice-chair, the committee may appoint a member to chair the meeting.
16. The quorum for all standing committees is a majority of the voting members.
17. Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The chair shall have the deciding vote in the case of a tie.
18. The Executive Director may seek the advice or assistance of a committee of faculty council with respect to particular items of business. –The advice and assistance shall not contradict or conflict with policies of the faculty council, and the committee shall report to faculty council on the general nature of the advice given.

H. Records

1. Council Bylaws require that “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 the University Council and/or to the President of the University.”
2. Wherever practical, draft minutes, including a record of all motions and resolutions, from all regular and special meetings, shall be circulated to all members with the agenda material for the next meeting, and will be presented for adoption at that meeting.

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- Records of motions from closed sessions may be deemed confidential by the chair and the related portion of the minutes may remain confidential at the discretion of the chair. In such cases, the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

I. Independence and Conflict of Interest

- Members of the faculty council and its committees will have as their principal concern the welfare of the School and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from Council Bylaws, Part Two, Section V.1]
- There are no restrictions on the right of a member of faculty council to participate in debate and to vote on any matter that comes before the faculty council. However, if a member of faculty council has a conflict of interest in any matter under consideration, the member shall disclose ~~their~~his or her interest when speaking on the matter in faculty council proceedings, and the disclosure will be recorded in the minutes.
- A member of a committee of the faculty council will disclose and identify a conflict of interest (including a perceived conflict of interest); and will abstain from voting in committee proceedings on matters on which ~~they have~~he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter. The minutes will reflect the disclosure and any abstention or withdrawal.
- The chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee; and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

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J. Amendment

- A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than ~~thirty~~[30] days prior to the date of the meeting at which the motion is to be considered; and will require a 2/3 majority vote of those present and voting.

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PART TWO: COMMITTEE TERMS OF REFERENCE

A. Standing and *ad hoc* Committees of SENS Faculty Council

1. Admissions and Awards Committee (A&A)

Context

The School of Environment and Sustainability administers four graduate ~~degree~~ programs and ~~eight graduate~~one undergraduate certificate ~~programs—for which A&A has the responsibility for overseeing admissions and awards:~~

Degree Programs

- ~~Master of Sustainability (MSs) with fields of study in Regenerative Sustainability and Energy Security~~ Master of Sustainable Environmental Management (course-based)
- Master of Water Security (MWSe)course-based
- Master of Environment and Sustainability (MEST)thesis-based

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- Doctor of Philosophy in Environment and Sustainability (~~PhD~~thesis-based)

Undergraduate **Certificate Programs**

- of Proficiency in Sustainability Solutions
- Governance Foundations for Sustainability
- Community Energy Planning and Finance
- Energy Transitions
- Sustainable Water Management
- Water Science
- Water Resources
- Climate Change Vulnerability Assessment and Adaptation Action

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Mandate

To administer all graduate awards, scholarship and fellowship nominations, and admissions for the School of Environment and Sustainability.

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Responsibilities

The Admissions and Awards Committee has the following responsibilities:

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1. To administer the admissions of the School. ~~The Admissions and Awards Committee oversees the selection and admission of students to the School's graduate programs. This includes ensuring that recommendations for admission are forwarded to the College of Graduate and Postdoctoral Studies (CGPS), and that applicants are informed by letter that they have been so recommended. Copies of these letters are to be sent to CGPS Admissions; the actual admission is determined by CGPS. All~~ Negative decisions (both positive and negative) are must be communicated to applicants through the USask Recruit system. SENS will keep documentation regarding ~~all negative~~ decisions on file for one year as the decision may be appealed to the CGPS Admissions and Recruitment Committee.
2. To administer scholarships and fellowships for the School. ~~The Admissions and Awards Committee is shall be~~ responsible for the distribution of scholarship funds allocated to SENS by the University of Saskatchewan. ~~The Committee will ensure that all students receiving a scholarship or fellowship through SENS are aware of the conditions for renewal of such awards. The Committee will ensure that CGPS is notified regarding qualified applicants for Dean's Scholarships, and will work with the Graduate AdvisorsSecretaries to ensure that students are aware of external funding opportunities, and will assist with applications for these as appropriate.~~
3. To administer graduate awards for the School. This includes, but is not limited to, ~~the~~ Research and Experience Awards, ~~the~~ Graduate Research Fellowships, Fellowship, the Graduate Teaching FellowshipsFellowship, the Excellence in EnvironmentMowat Awards, and Sustainability Graduate Award, and the nominations for ~~the~~ CGPS Thesis awards. The Committee will ensure that all students (and their supervisors) eligible for an award are aware of the conditions for applying. The Committee will ensure that CGPS is notified regarding qualified applicants for awards and will work with the Graduate AdvisorsSecretaries and supervisors to ensure that all eligible students are nominated and will assist with nominations for these as appropriate. Two nominees from the Committee will work with the AssistantAssociate Director Academic and the Executive Director to select winners of SENS awards such as the Excellence in Environment and Sustainability GraduateMowat Award.
4. To advise or assist eligible students with submission of scholarship and fellowship applications external to the School (e.g., University of Saskatchewan Dean's Scholarship, Tri-~~AgencyCouncil~~ fellowships);

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5. To develop policies related to student funding, admissions, advising, and supervision, and ensure those policies are followed.
6. To ensure that admission policies support the commitment to equity, diversity and inclusion made by SENS in its graduate handbook.
7. To guide the transfer of existing University of Saskatchewan graduate students into the School.
8. To help build reconciliation with Indigenous peoples, as appropriate, through the committee's various activities.

Membership

The Committee will be composed of three or more faculty members (including the Committee Chair) who are also members of CGPS, the College of Graduate and Postdoctoral Studies. The Executive Director will recommend appointments to this committee, with the approval of the School's faculty. The Executive Director will also appoint at least one staff member to A&A as a non-voting member. All members—including the chair, faculty, and staff—will function as full members with voting privileges. Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

Chair

The Executive Director will recommend appointment of the Chair for this committee, with approval of the School's Faculty Council. The Chair shall have a vote. The term of appointment is typically three years.

Meetings

Meetings of the Committee will be held regularly so that admission, scholarships, scholarship and other deadlines can be met. The Committee will operate by consensus, or by majority vote if consensus cannot be reached. The Chair of the Committee has a vote. Administrative support will be provided by the School.

Accountability

The Admissions and Awards Committee will be accountable to the faculty and the Executive Director of the School through its Chair. The Committee Chair (or designated alternate) shall report monthly to the SENS Faculty Council during the regular academic session.

2. Graduate Academic Programs Committee (GPC)

Context

The School of Environment and Sustainability administers four graduate programs, including -and one undergraduate certificate:

- Master of Sustainable Environmental Management (course- and project- and -based)
- Master of Water Security (course and project-based)
- Master of Environment and Sustainability (thesis-based degree programs and graduate-level certificate programs.)
- Doctor of Philosophy in Environment and Sustainability (thesis-based)
- Undergraduate Certificate of Proficiency in Sustainability

Mandate

To provide strategic guidance for the development, integration, advancement, and evaluation of the graduate academic programs of the School. This includes overseeing the curricula of the SENS graduate academic programs, making recommendations to the School's faculty regarding course and program requirements, and supporting/overseeing the design and implementation of innovative practices within courses and

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the four SENS graduate courses and SENS graduate academic programs. The Graduate Academic Programs Committee will manage/oversee the development and implementation of new graduate programs (both degrees and/or certificates) in SENS.

Responsibilities

The Graduate Programs Committee has the following responsibilities:

1. To support and help administer the school's graduate programs including To oversee the curriculum, teaching, and teaching evaluation of the academic programs of the School, ensuring that students are provided with essential knowledge, skills, and abilities in the area of environment and sustainability.
2. To support inclusion, equity, and diversity in our graduate programs and course offerings by providing advice and support
3. To assess capacity to deliver the graduate programs within the School
- 2.4. To support To oversee the development and implementation of new graduate programs or certificates in the School
5. To propose, and possibly develop, new graduate programs, or other academic and training programs in the School
- 3.6. To oversee the development and implementation of innovative learning opportunities, non-traditional course formats, and alternative ways of knowing and learning in the SENS curricula, such as: experiential learning experiences, field course experiences, distributed learning, and compressed course formats.
7. To undertake periodic review and renewal of SENS graduate programs as requested by faculty council or the Executive Director
8. To recommend possible changes to the graduate academic programs of the School to the School's Executive Director and faculty in light of changing priorities within the School and University and in response to changes and evolution observed within comparable Canadian and international graduate programs
- 4.9. To support course design and To ensure that the implementation that considers needed accommodations for diverse students. This includes supporting accommodations for any non-traditional formats including the accommodation of students with disabilities or other special needs identified by access and equity services.
5. To support Indigenization in SENS curricula and oversee linkages of the academic programs and to help build reconciliation with internal and external partners.
6. To assess capacity to deliver the graduate programs within the School.
- 7.10. To explore ways to make SENS courses attractive to, available to, and relevant for Indigenous peoples, where appropriate, through the committee's various activities students.
- 8.11. To ensure that, at the least, a subset of the SENS course offerings is available to students beyond those registered in the School.
12. To coordinate, as needed, with the Undergraduate Programs Committee on curricular support, strategic decision-making, and other areas
9. To recommend possible changes to the academic programs of the School to the School's Executive Director and faculty in light of changing priorities within the School and University, and in response to changes and evolution observed within comparable Canadian and international graduate programs;
10. To undertake periodic review and renewal of SENS graduate programs.

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11. To propose and possibly develop new graduate programs, or other academic and training programs, in the School.
12. To help build reconciliation with Indigenous peoples, where appropriate, through the committee's various activities.

Membership

The Committee will be composed of three or ~~more~~^{four} faculty members (including the Committee Chair) who are also members of ~~CGPS, the College of Graduate and Postdoctoral Studies, and up to 2 students.~~ The Executive Director will recommend appointments to this committee, with the approval of the School's faculty. ~~In addition to its faculty members, the Committee will include one or two graduate students who will have voting privileges. and~~ The Executive Director will also appoint at least one staff member to serve on GPC as a non-voting member. ~~All members – the chair, faculty, students, and staff – will function as full members with voting privileges.~~ Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

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Chair

The Executive Director will recommend the appointment of the Chair for this committee, with the approval of the School's faculty. ~~The Chair shall have a vote.~~ The term of appointment is typically three years.

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Meetings

Meetings of the Committee will be held regularly to address the School's graduate programs and curricula. ~~The Committee will operate by consensus, or by majority vote if consensus cannot be reached. The Committee will report monthly to the School Faculty Council during the regular academic session.~~ Administrative support necessary to fulfill the committee's responsibilities will be provided by the School.

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Accountability

The ~~Graduate Academic~~ Programs Committee will be accountable to the faculty and the Executive Director of the School through its Chair. The Chair (or designate) will report monthly to the SENS Faculty Council during the regular academic session.

3. Engagement Committee

Context

The mission of the School of Environment and Sustainability is to enable sustainable communities and environments through collaborative research and teaching, graduate student engagement, and community involvement. We broaden understanding and develop champions of environmental sustainability by creating, exchanging, and translating knowledge using diverse perspectives.

To assist in the realization of this mission, the Engagement Committee will focus on the facilitation of knowledge creation, exchange, translation, and community involvement, as they relate to the teaching, research, and scholarly activities of the School.

Outreach is seen as one of the cornerstones to achieving the goals of the committee and of SENS. The Engagement Committee will have an important role in coordinating, and when appropriate, providing support for outreach activities both internal and external to SENS and the University.

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Mandate

To facilitate and undertake outreach and engagement activities on behalf of the School of Environment and Sustainability, with an aim to extending the activities of the School into the local and regional community.

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Responsibilities

The Engagement Committee has the following responsibilities:

1. To identify and develop potential partnerships with other academic and administrative units at the University of Saskatchewan, and with ~~organization~~ external agencies outside of the University, ~~with a focus on knowledge creation, exchange, and translation.~~
2. ~~To assist, where needed, identify opportunities for community consultation beyond the instructor of School.~~
3. ~~2. To plan~~ ENVS 990 ~~to plan~~ seminars in accordance with the ENVS 990: -Seminar in Environment and Sustainability policy.
4. ~~3. To identify opportunities for SENS to host special seminars or lecturers of interest to the public, for example, a SENS Earth Day lecturer.~~
5. ~~4. To oversee the annual SENS spring research symposium and assist ENVS 992 Project Directors in the delivery of the annual SENS summer professional symposium.~~ To oversee the SENS Symposium.
5. ~~To ensure that planning for all events and activities are viewed through a lens of equity, diversity, and inclusion~~
6. To ensure that Indigenous perspectives are well represented ~~and help build reconciliation with Indigenous peoples, as appropriate, through~~ the ~~committee's various activities~~ engagement work of the School.
7. ~~To liaise with partners regarding areas of mutual interest, with a focus on knowledge creation, exchange, and translation.~~
8. ~~7. To help ensure that the School of Environment and Sustainability is represented as required at both internal and external events relating to outreach and engagement.~~
8. ~~To work~~ help build reconciliation with Indigenous peoples, as appropriate, through the School's Communication Specialist to liaise with SENS alumni, including administering the Alumni Ambassador Program
9. ~~To provide input on strategic recruitment efforts and, where possible, to assist with recruitment events and~~ committee's various activities

9.

Membership

The Committee will be composed of three or more faculty members (including the Committee Chair). The Executive Director will recommend appointments to this committee with the approval of the School's faculty. In addition to its faculty members, the Committee will include one ~~graduate student who will have voting privileges, and~~ The Executive Director will also appoint at least one staff member to serve on the Engagement Committee as a non-voting member. ~~All members—the chair, faculty, students, and staff—will function as full members with voting privileges.~~ Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

Chair

~~The~~ To be appointed by the Executive Director ~~will recommend the appointment of the Chair for this committee with the approval of the School's faculty. The term of appointment is typically a~~ three years, year term.

Meetings

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Meetings of the Committee will be held regularly to facilitate the planning and execution of outreach and engagement activities. The Committee will operate by consensus, ~~and the Chair (or by majority vote if consensus cannot be reached, designate)~~ will report monthly to the School Faculty Council during the regular academic session. ~~Administrative support necessary to fulfill the committee's responsibilities will will~~ be provided by the School, ~~as required and appropriate.~~

Accountability

The Engagement Committee will be accountable to the Executive Director and the Faculty of the School through its Chair. ~~The Chair (or designate) will report monthly to the SENS Faculty Council during the regular academic session.~~

4. Undergraduate Programs Committee (UPC)

Context

~~The School of Environment and Sustainability administers the Undergraduate Certificate of Proficiency in Sustainability. The Environmental Programs Coordinator (EPC) is housed in SENS; this position has a 21-credit unit program designed to be completed concurrently with an mandate to provide value-added support for the undergraduate degree. Because only the core certificate courses are offered by SENS, the certificate must reflect the current state of relevant environment and sustainability themed undergraduate programming environmental programs at the University of Saskatchewan. Strategic relationships with partners and units on campus are key to a successful undergraduate certificate program. As such, the EPC provides an important connection between SENS and these programs.~~

Mandate

~~To provide strategic guidance for the development, integration, advancement, and evaluation of undergraduate academic initiatives of the School. This includes overseeing the curricula and operations of the SENS undergraduate academic programs initiatives, making recommendations to the School's faculty regarding course and program requirements for these initiatives, and overseeing the design and implementation of innovative practices within undergraduate courses under SENS's SENS academic authority. The Undergraduate Programs Committee will also support oversee the development and implementation of new undergraduate programs in SENS.~~

Responsibilities

~~The Undergraduate Programs Committee has the following responsibilities:~~

- ~~To manage the structure To oversee the curriculum, teaching, and evaluation of the undergraduate academic programs of the School and oversee the curriculum of SENS's undergraduate courses, ensuring that students are provided with essential knowledge, skills, and abilities in the area of environment and sustainability.~~
- ~~To support oversee the development and implementation of new undergraduate programs in the School, working in conjunction with the Academic Programs Committee.~~

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3. To oversee the development and implementation of innovative learning opportunities, non-traditional course formats, and alternative ways of knowing and learning in the undergraduate courses under SENS's SENS' academic authority, such as: experiential learning experiences, field course experiences, distributed learning, and compressed course formats.
4. To ensure that the implementation of traditional and any non-traditional course formats includes accommodations for including the accommodation of students with disabilities or other special needs identified by access and equity services.
5. To undertake regular review and renewal of SENS undergraduate programs, considering programming changes within the University, changing priorities within the School and University, and the evolving landscape for comparable undergraduate programming at Canadian and international institutions
6. To recommend changes to SENS undergraduate academic programs to the School's Executive Director and faculty
7. To assess program enrollment and advise on effective recruitment strategies to meet program enrollment goals and where possible, to assist with recruitment event and activities
8. To evaluate the needs to effectively deliver the undergraduate programs within the School and make recommendations to the School's Executive Director
9. To provide advising support for students working towards completion of SENS undergraduate programs
10. To administer SENS undergraduate program awards, including co-ordination of annual calls for award nominations, and adjudication of awards
- 5.11. To promote~~To oversee~~ linkages of the undergraduate academic programs with internal and external partners.
6. ~~To assess capacity to deliver the undergraduate programs within the School.~~
- 7.12. ~~To explore ways to make SENS undergraduate courses attractive to, available to, and relevant for Indigenous students.~~
8. ~~To recommend possible changes to the undergraduate academic programs of the School to the School's Executive Director and faculty in light of changing priorities within the School and University, and in response to changes and evolution observed within comparable Canadian and international undergraduate programs;~~
9. ~~To undertake periodic review and renewal of SENS undergraduate programs.~~
- 10.13. ~~To help build reconciliation with Indigenous peoples, where appropriate, through the committee's various activities.~~
14. To support inclusion, equity, and diversity in SENS undergraduate programs and course offerings by providing advice and support
15. To coordinate, as needed, with the Graduate Programs Committee on curricular support, strategic decision-making, and other areas.

Membership

The Committee will be composed of three~~two~~ or more faculty members (including the Committee Chair) and will include faculty who hold standard, primary-joint, or secondary-joint appointment in SENS, and who instruct undergraduate courses under the School's SENS' academic authority. ~~The EPC will be an ex-officio member of this committee.~~ The Executive Director will recommend appointments to

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this committee, with the approval of the School's faculty. ~~In addition to its faculty members, the Committee will include one graduate student, to be invited by the committee to serve for a one-year term with voting privileges. The Executive Director will also appoint at least one staff member to serve on UPC as a non-voting member. All members – the chair, faculty, students, and staff – will function as full members with voting privileges.~~ Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership. ~~Where deemed appropriate by the committee, faculty who teach in SENS undergraduate programs but do not hold a SENS appointment, or University staff working on undergraduate sustainability programming may be invited to participate as ex officio members.~~

Chair

The Executive Director will recommend the appointment of the Chair for this committee, with the approval of the School's faculty. ~~The Chair shall have a vote.~~ The term of appointment is typically three years.

Meetings

Meetings of the Committee will be held regularly ~~to administer the School's undergraduate programs.~~ The Committee will operate by consensus, or by majority vote if consensus cannot be reached. ~~The Committee will report monthly to the School Faculty Council during the regular academic session.~~ Administrative support ~~necessary to fulfill the committee's responsibilities~~ will be provided by the School.

Accountability

The Undergraduate Programs Committee will be accountable to the faculty and the Executive Director of the School through its Chair. ~~The Chair (or designate) will report monthly to the SENS Faculty Council during the regular academic session.~~

B. Other School Committees Not Accountable to Council

Committees Governed by the Collective Agreements

1. Search Committees
2. Renewals and Tenure Committee
3. Promotions Committee
4. Salary Review Committee

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**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: January 26, 2023

SUBJECT: College of Graduate & Postdoctoral Studies Bylaws

NOTICE OF MOTION: *That Council approve the Faculty Council Bylaws of the College of Graduate and Postdoctoral Studies, effective March 16, 2023.*

SUMMARY:

Faculty Council bylaws require approval by University Council (Council) at the recommendation of the Governance Committee of Council. This is a notice of motion to Council to request approval for changes to the CGPS Faculty Council membership and the Bylaws. This report is in accordance with the requirement for a 30-day notice of any Council Bylaws amendments.

In the version originally presented, it was recommended that two graduate administrators (staff) be added to the voting membership. The committee discussed that University Council has delegated select authority to Faculty Councils on a range of matters relating to the academic affairs of Colleges and Schools. As such, voting representation on Faculty Councils must be consistent with University Council, which in turn reflects *The University of Saskatchewan Act, 1995*. In accordance with *The Act*, University Council voting membership consists only of faculty and student representation. The recommendation was accepted by CGPS, and the draft was revised and resubmitted, then approved by the Governance Committee.

Upon review of all Colleges' and Schools' Faculty Council memberships, two others were found to have staff positions with voting privileges, and two required clarification as to whether the administrative positions are occupied by faculty or staff. The Governance Committee will be contacting these colleges to encourage their review of their bylaws, recommending that they remove any staff from the lists of voting Faculty Council members.

ATTACHMENT:

1. CGPS Faculty Council Bylaws



COLLEGE OF GRADUATE AND POSTDOCTORAL STUDIES BYLAWS

The University of Saskatchewan is situated 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. The College of Graduate and Postdoctoral Studies is committed to decolonization leading to reconciliation and fostering equity, diversity, and inclusion.

These bylaws describe the membership, duties and procedures relating to the governance of the College of Graduate and Postdoctoral Studies and are subject to the bylaws, policies, and regulations of [University Council](#), which establishes faculty councils.

The College of Graduate and Postdoctoral Studies is unique among colleges in terms of the size of the faculty complement including over a thousand faculty members and hundreds of Adjunct members such that the faculty membership mirrors the general academic assembly in size and scope. Due to the size of the graduate faculty complement, the Graduate Faculty Council is a representative body designed to meet the unique needs of the College of Graduate and Postdoctoral Studies.

To the extent that any previous resolution of the Graduate Faculty Council or its predecessors or any committee of that council is inconsistent with these bylaws, these bylaws have precedence.

The College of Graduate and Postdoctoral Studies will be abbreviated in these bylaws as CGPS.

The CGPS Faculty Council Membership, standing committees and terms of reference for the committees are to be reviewed at least once every 5 years.

PART 1. APPOINTMENT OF FACULTY TO CGPS¹

Faculty membership in CGPS is required to participate in graduate education. The membership elects members at large to the CGPS Faculty Council.

Academic units may nominate individuals associated with their respective departments, colleges and schools who are actively engaged in furthering the education of graduate students and enhancing the research, scholarly and artistic work at the University of Saskatchewan for membership in the College of Graduate and Postdoctoral Studies (CGPS). Nomination for appointments to CGPS must have the support of the head of the academic unit and the office of the dean/executive director of the college/graduate school supporting the graduate program

A nominee may be eligible for membership within the CGPS provided at least one of the following three criteria are met:

1. The nominee has had previous experience supervising graduate students and/or has taught graduate-level course work in at least two of the last three years or;
2. The nominee has conducted a peer review, or has had an article, book or exhibition of artistic work published or accepted for publication within the last three years or;
3. The nominee has had substantial involvement in ongoing research which offers resources and opportunities for graduate students.

¹ The membership eligibility in these draft bylaws is verbatim from the current Section 18 of the CGPS Policy and Procedure Manual with revision.

Appointments are made for five-year renewable terms July through June in the following categories:

Graduate Faculty: Individuals with academic appointments within other colleges/schools may be nominated as members of graduate faculty within the CGPS. This includes tenured, probationary, continuing term, emeriti, or in some circumstances academic programming appointments. Membership is renewable for as long as the member remains in good standing and active in graduate and postdoctoral studies

Medical Graduate Faculty: Medical graduate faculty members must be a licensed Saskatchewan physician or a clinical PhD, holding a clinical appointment in the individual's respective health region as well as an academic appointment in a department or a division within the College of Medicine at the University of Saskatchewan. A medical graduate faculty membership is subject to the limitations outlined by *The University of Saskatchewan Act* with respect to the statutory definition of a faculty member and as defined by the Procedures Manual for Medical Faculty. Graduate medical faculty members are members of graduate faculty within the College of Graduate and Postdoctoral Studies. Appointments are renewable for as long as the member remains in good standing and active in graduate and postdoctoral studies.

Adjunct Professor: An individual who is not an employee of the University of Saskatchewan whose knowledge, expertise and skills contribute to the academic unit's research and teaching functions with respect to graduate students and postdoctoral fellows, may be recommended for appointment as an adjunct professor (**USFA collective agreement 13.1.2**). Adjunct professors are members of graduate faculty within the College of Graduate and Postdoctoral Studies and are encouraged to participate in the affairs of the college as appropriate. Memberships is renewable for as long as the member remains in good standing and active in graduate and postdoctoral studies.

A **one-time member** may be appointed to serve on a graduate student advisory committee, teach a graduate-level course or serve as an external examiner of a master student's thesis. At minimum, the one-time member is expected to be a subject matter expert and typically have an earned degree equivalent to or advanced beyond that sought by the student. Generally, one-time members are non-CGPS members who have specific expertise in a specialized area and wish to contribute to the program of an individual graduate student.

PART 2 COLLEGE OF GRADUATE AND POSTDOCTORAL FACULTY COUNCIL (CGPSFC)

The College of Graduate and Postdoctoral Studies (CGPS) is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by [the University of Saskatchewan Act 1995](#). CGPS Faculty Council conducts business on behalf of the University Council as laid out in its bylaws.

CGPS Faculty Council [has](#) authority over all matters related to the academic affairs of the College. The Dean [of CGPS convenes an annual Graduate Faculty Membership meeting in May of each calendar year to provide a report to its membership on college activity.](#)

Membership of the Faculty Councils (as per 220616 University Council Bylaws)

(*denotes non-voting members)

- (a) The President of the University*;
- (b) The Provost and Vice-President, Academic*;
- (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*.

In addition to the membership listed in the University Council Bylaws (Section V; Paragraph 1. noted above from (a) to (o), the CGPS Faculty Council includes the following voting members:

- (p) The Vice, Associate or Assistant Dean(s) or delegates appointed to support graduate studies and by the Dean or Executive director of Colleges and Schools;
- (q) The Vice-President, Research, the Vice-Provost, Indigenous Engagement and the Dean or Designate of the University Library will all serve as CGPSFC voting members;
- (r) A representative from each department that delivers graduate programs who will typically be the Graduate Chair; for non-departmentalized schools and colleges, or programs delivered within a college, the representative will typically be a director of graduate studies or graduate chair (e.g., MBA Program);
- (s) Graduate Chairs of Interdisciplinary Programs;
- (t) Nine (9) Faculty members at large, self-nominated through an open call process managed by CGPS' Nominations committee; each given three-year appointments;
- (u) The president and vice-president, (or) two delegates of the Graduate Students' Association executive team;
- (v) Five (5) graduate students registered in CGPS self-nominated through an open call process managed by CGPS' Nominations committee;
- (w) One (1) Indigenous Graduate Student appointed by the GSA; if the GSA is unable to make an appointment, the Dean will appoint a student;
- (x) Two (2) graduate administrators appointed as non-voting members representing operational perspective of graduate programming; individuals will self-nominate through an open call process managed by CGPS' Nominations committee;
- (y) One (1) Postdoctoral Scholar; appointed annually
- (z) CGPS Council Standing Committee chairs, if not already serving in a voting capacity (e.g., Grad Chair).

Responsibilities

- To make recommendations to University Council, President, Vice-President (Academic), Vice-President (Research), or other parties regarding the maintenance of academic and research standards in the requirements in graduate studies for admissions, programs of study, conditions for graduation, and the nature of degrees to be conferred;
- To establish academic policies for the advancement and graduation of graduate students and their suspension for neglect of studies, or defective scholarship;
- To have jurisdiction over scholarship and discipline in the graduate area;
- To recommend candidates for graduate degrees and diplomas, including the Earned D.Litt. and D.Sc.;
- To establish procedures to investigate any cases of alleged graduate student misconduct or complaints by graduate students of misconduct of which they may be victims, and to report to Council any cases which subsequently call for investigation by that or other bodies;
- To create standing and ad hoc committees; to name members to these committees; to delegate to committees, where appropriate, study and action on matters under its jurisdiction; to receive and take appropriate action on reports of committees;
- To initiate or consider and approve proposals on new or changed CGPS policies;
- To receive reports from the CGPS Awards Committee; to advise the Dean and Associate Dean on procedures and criteria for the distribution and allocation of existing graduate student awards, as well as for the enhancement of these awards, and to approve changes in policies for awards and honours proposed by the Awards Committee;
- To establish criteria for membership in the Faculty of the College of Graduate and Postdoctoral Studies;

- To establish criteria for the appointment of Graduate Faculty, Medical Graduate Faculty, Adjunct Professors and Professional Affiliates;
- To recommend to the Graduate Academic Affairs initiatives to improve the graduate student experience;
- To recommend to the Graduate Programs Committee initiatives to strengthen the quality of graduate programs;
- To delegate to the Graduate Programs Committee the authority to approve new and revised graduate programs and courses and inform Council;
- To amend regularly review and amend these bylaws.

Meetings and Voting

- Council [will](#) meet at least typically monthly from [October](#) to May.
- [Council meetings are chaired by CGPS Dean; in the event a conflict, \(e.g., motion to which the Dean has an active role\), the Dean as chair will remove themselves and the Associate Dean will act as chair for the duration of that business. The Associate Dean will be appointed as Chair in the absence of the Dean.](#)
- Attendance shall be taken and any member missing two consecutive meetings may be asked by the Council Chair to resign their position if elected or for the unit to name another designate.
- Quorum shall be 50% + 1 of the voting membership.
- The meetings are open to anyone wishing to attend, but only members and invited guests will be recognized to speak.
- Any member of the CGPS Faculty may request in writing to be heard by CGPS Faculty Council and may suggest motions or other documents for the consideration of the CGPS Faculty Council.
- Minutes shall be recorded and accessible through the CGPS website.
- Any member may request to be named in the minutes.
- Meetings will be held virtually or in person with provisions to attend virtually.
- Voting will be done through electronic poll for virtual (or hybrid) meetings.
- Votes are recorded in the minutes as carried.
- Motions are carried by a simple majority of voting members present.
- Motions of substantive policy changes should be brought initially for discussion and/or as notice of motion.
- Motions from the floor require a 2/3 majority of the voting members present.

PART 3 STANDING COMMITTEES OF CGPS FACULTY COUNCIL

General Regulations

- The roles identified on each committee are constructed to provide inclusion across disciplinary areas where appropriate is sensitive to rank and experience in administration of graduate programs.
- The nominations committee is charged with providing a slate of nominees that aligns with the university values for [Equity, Diversity, and Inclusion \(EDI\)](#).
- The slate of committee members [is](#) put forward by the nomination committee.
- Unless stipulated in the [respective CGPSFC Committee\(s\) Terms of Reference, Committee Chairs will be appointed](#) by the nominations committee [to](#) three-year terms.
- Committee meetings shall be monthly and fall on a regular schedule to be published in March for the following year; those accepting committee [membership appointments](#) must be available for the majority of the meetings.

Meetings and Voting

- [Will typically](#) meet monthly from September to May.
- Quorum shall be 50% + 1 of the voting membership of the committee or any subcommittee thereof.
- The meetings are open to anyone wishing to attend, but only members and invited guests will be recognized to speak.
- Minutes [will](#) be [taken](#) and [are](#) accessible to [CGPS stakeholders through USask's intranet \(CGPS PAWS Channel\)](#).
- Any member may request to be named in the minutes.

- Meetings may be held virtually or in person with a provision to attend virtually.
- Voting will be done by a show of hands by calling for abstentions, objections, and in favour in that order including those who are attending virtually.
- Votes are recorded as carried or not carried.
- Motions of substantive policy changes should be brought as initially as notice of motion for discussion and input.
- Unless otherwise stated in the terms of reference for the committee, all committee meetings are open to observers who can attend but will not be recognized by the Chair unless they are invited guests to speak to an agenda item.
- A committee may meet in camera when items warrant such as when private information regarding a student is involved.

Terms of reference for Standing Committees of the CGPS Faculty Council are as follows:

- [Graduate and Postdoctoral Council](#)
- [Nominations Committee](#)
- [Executive and Coordinating Committee](#)
- [Awards and Scholarships Committee](#)
- [Graduate Programs Committee](#)
- [Graduate Academic Affairs Committee](#)
- [Postdoctoral Studies Advisory Committee](#)
- [Interdisciplinary Committee](#)
- [Earned D.Litt. Committee](#)
- [Earned D.Sc. Committee](#)

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Scott Bell, Vice Chair, Nominations Committee of Council

DATE OF MEETING: January 26, 2023

SUBJECT: **Electronic Decision Forthcoming: Senior Leader Searches**

SUMMARY:

The Board-approved [Search and Review Procedures](#) specify that review committees will conduct their work in accordance with employment equity policies. In addition, University Council Bylaws state that “In nominating individuals to Council and other university committees, the Nominations Committee will strive to achieve a balance of equity, diversity, and inclusion in representation” (USask, 2022, p. 20).

To that end, the Nominations Committee met on January 17, 2023, to participate in Equity, Diversity, and Inclusion (EDI) training with Liz Duret and Abdur Rehman Ahmad. The committee will be developing a plan to enhance the implementation of EDI principles with Council, on Council and USFA Collective Agreement committees, and senior leader searches.

In application of these learnings (and the commencement of a long journey to move forward toward enhancing representation, equity, and inclusion), upcoming searches include and require appointments by Council:

- Dean, College of Engineering
 - 1 senior leader who is not a member of the college and is a member of Council
- Vice Provost, Indigenous Engagement
 - 1 senior leader who is also a member of Council - Vicki Squires, Associate Dean, College of Education (appointment approved by Council on December 15, 2022)
 - 4 members of the GAA selected by Council

The Nominations Committee will be soliciting volunteers until January 30, 2022. It will strive to ensure that the majority of the members are Indigenous. To ensure timely appointments, following the meeting of the Committee on January 31st, an electronic motion will be distributed to University Council for vote, rather than waiting until the March 16, 2023 Council meeting for consideration. Comments, questions, and nominations “from the floor” will be facilitated by email by the Governance Office.

The slate of potential nominees will be determined by considering the specific vacancies, reviewing the list of senior administrators who are also University Council members, reviewing the list of GAA and Council members (depending on the vacancy), examining the list of volunteers to committees, as well as EDI, representation of disciplines, areas of expertise, and workload.

Specifically, given the nature of the Vice-Provost Indigenous Engagement appointment, the Nominations Committee will strive to ensure the majority of the nominated members are Indigenous. As needed, the Office of the Vice Provost Indigenous Engagement will also be conducting verification of Indigenous citizenship/membership in keeping with the implementation of the [deybwewin | taapwaywin | tapwewin: Indigenous Truth Policy](#). The Nominations Committee will strive to ensure that the majority of the nominated members are Indigenous.

REFERENCES:

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

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Steven Rayan; chair, Research, Scholarly and Artistic Work Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Mid-Year Report of the Research, Scholarly, and Artistic Work Committee of Council**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The Research, Scholarly, and Artistic Work (RSAW) Committee of Council is responsible for the broad oversight of mechanisms supporting research, scholarly, and artistic activity at the University, under the wider purview of University Council. It is an important and exciting standing committee involved both in the day-to-day work as well as forward-looking aspirational aspects of RSAW on campus. The committee enjoys a symbiotic relationship with the Office of the Vice-President Research and other administrative offices, and the duties of the committee range from strategizing around research supports and advising OVPR to receiving research ethics reports — to name a few items.

We are at an exciting juncture for RSAW at USask as several new supports come online this academic year. For example, the joint project led by OVPR and the Provost's Office to reimagine Signature Areas is creating new pathways for uplifting RSAW across the academy. This committee played a key role in supporting that work in 2021-2022 and will continue to do so this year.

In this report, we describe ongoing projects and major priorities of the RSAW Committee in 2022-2023.

New and Updated Institutional Research Support Strategies

The committee has been engaged in active discussions with the proponents of various projects intended to revamp institutional policies around research support, namely:

- *Research Ethics Strategy* — led by Terry Fonstad, AVPR (presented to RSAW on October 6)
- *Responsible Use of Infrastructure Strategy* — led by Terry Fonstad, AVPR (presented to RSAW on October 6)

- *Procurement Strategy* — led by Shari Baraniuk, AVPR and CIO (presented to RSAW on October 6)
- *Research Data Management Strategy* — led by Melissa Just, Dean, University Library, and Jason Hlady, Director, Research, Library and Data Centre Technologies (presented to RSAW on November 3)

The committee recognizes the potential for streamlined ethics and procurement procedures, which responds to challenges faced by some researchers on campus, as communicated to RSAW through a number of channels. The committee is also interested in the potential for more equitable access to existing research tools and infrastructure, which is a guiding principle of the emerging Responsible Use of Infrastructure Strategy.

The Research Data Management Strategy, which is in part a response to incoming Tri-Agency data management requirements, will be presented at the January 26 meeting of University Council. Members will have the opportunity to ask questions of the proponents. This consultation with Council is a direct result of recommendations made by RSAW during the committee's meeting with Jason Hlady on November 3.

Responsible Conduct of Research and Research Ethics Boards Reports

On November 3, the committee received two annual reports for the 2021-2022 academic year: the Responsible Conduct of Research (RCR) and Research Ethics Boards (REB) reports, respectively.

The RCR report presents the numbers of allegations received, the numbers of those proceeding to a hearing, and the numbers and nature of findings of a breach of this policy. The REB report, commissioned by the Research Ethics Office, details the activities of the Biomedical Research Ethics Board and the Behavioural Research Ethics Board, and outlines deviations from approved protocols and complaints about the conduct of certain research projects.

RSAW subsequently presented these reports for information at the meeting of University Council on November 17.

The committee appreciated the opportunity to engage with proponents of these reports during the November 3 meeting. The committee asked, for instance, about the educational nature of corrective actions for breaches of the policies. In regard to animal ethics, the committee took an interest in the handling of indirect costs and how funding for animal welfare can be made sustainable. This will be a future agenda item for RSAW.

Supporting SAW and the Definition of RSAW at USask

A major priority of the RSAW Committee this year is to cultivate means and resources by which to support, prioritize, and uplift the "SAW" part of RSAW, which includes the Social Sciences, Humanities, and Fine Arts. To this end, the committee invited Dawn Wallin, AVPR Engagement; Bram Noble, Vice-Dean RSAW, College of Arts & Science; and Ernie Barber and Natasha Koechl, members of the Fine Arts Merger project, to a joint panel on December 1.

Key priorities articulated by the panelists include:

- a definition of research, scholarly, and artistic work that can coherently inform institutional processes;
- the need for broader metrics that take into account evidence of success in the Social Sciences, Humanities, and Fine Arts rather than force practitioners of these disciplines to alter their perspectives and methodologies to favour the metrics of other disciplines;
- the need for resources to support and foster interdisciplinary scholarship;
- the need for resources and faculty recruitment to create a better balance between faculty members' RSAW activities, teaching loads, and administrative assignments (which was highlighted in particular with regards to the Fine Arts).

The committee will explore channels through which these items can be assessed and addressed. We note that the need for a coherent definition of research, scholarly, and artistic work at USask has already been a major priority for the RSAW Committee. Work towards capturing such a definition began in 2021-2022. That year, three panels were convened around the Fine Arts, Publicly-Engaged Scholarship, and Interdisciplinary Scholarship, respectively, with the aim of understanding the overarching features of such work as well as the challenges and misconceptions faced by scholars practicing in these areas. This term, a fourth panel around Indigenous Scholarship will be convened. The committee will use the information gathered from these panels and other venues to author a draft definition of RSAW for Council's review, optimally by the end of this academic year. The committee looks forward to engaging with Council on this crucial step in understanding and shaping the research, scholarly, and artistic instrument of the University of Saskatchewan.

**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REQUEST FOR INPUT**

PRESENTED BY: Steven Rayan; chair, Research, Scholarly and Artistic Work Committee

DATE OF MEETING: January 26, 2023

SUBJECT: **Research Data Management (RDM) Strategy**

COUNCIL ACTION: **Request for Input**

SUMMARY:

As part of an ongoing consultation process, Jason Hlady (Director, Research, Library and Data Centre Technologies) presented the University's emerging Research Data Management (RDM) Strategy to the RSAW Committee at their November 3, 2022 meeting. The strategy is, in part, a response to incoming Tri-Agency data management requirements. The request for wider feedback from Council is a result of the discussions with RSAW. Council members will have the opportunity to hear the details of the strategy and to ask questions of the proponents.

Melissa Just (Dean, University Library) and Jason Hlady will speak to the RDM institutional strategy at the January 26 Council meeting.

ATTACHMENTS:

Research Data Management Strategy

Research Data Management Institutional Strategy

Winter 2023

BE WHAT THE WORLD NEEDS

Research Data Management (RDM)



RDM is the organization, storage, and sharing of data collected and produced in a research project.



Data that is well-managed can be shared with collaborators, is more easily published, and can be reused to support further discovery.¹



RDM saves time and resources in the long run and helps prevent errors and the need to redo research.



There are increasing requirements for RDM imposed by institutions, funding agencies, and publishers.

1. e.g., Verhaar, P., Schoots, F., Sesink, L. and Frederiks, F., 2017. Fostering effective data management practices at Leiden University. *LIBER Quarterly*, 27(1), pp.1–22. DOI: <http://doi.org/10.18352/lq.10185> and Whyte, A., Tedds, J. 2011. Making the case for research data management. DCC Briefing Papers. Edinburgh: Digital Curation Centre. Available online: <http://www.dcc.ac.uk/resources/briefing-papers/making-case-rdm>.

BE WHAT THE WORLD NEEDS

RDM Strategy Governance



RDM Sponsors Committee

- Shari Baraniuk, CIO / AVP-IT
- Terry Fonstad, AVP-R (Ethics/Infrastructure)
- Angela Jaime, Vice Provost-IE
- Melissa Just, Dean, Library



RDM Working Group

- Leah Johnson, RASI/OVPR
- Li Zhang, Library
- Kevin Read, Library
- Sarah Rutley, Library
- Jason Hlady, ICT

BE WHAT THE WORLD NEEDS

Tri-Agency RDM Policy

- The [Tri-Agency Research Data Management \(RDM\) Policy](#) launched Mar 15/2021
 - requirements for all Canadian universities that have Tri-Agency funding
- The first of these requirements is for every institution to have an Institutional RDM strategy
- "The strategy will outline how the institution will provide its researchers with an environment that enables and supports world-class research data management practices"

BE WHAT THE WORLD NEEDS

Tri-Agency Policy Requirements



Institutions

Research institutions administering tri-agency funds will be required to create an institutional research data management strategy.

March 1, 2023



Data Management Plans

For certain funding opportunities, the agencies will require DMPs to be submitted to the appropriate agency at time of application.

2023-



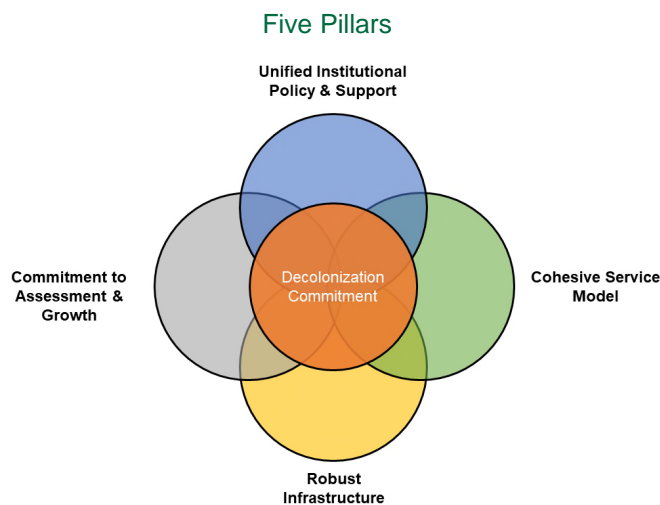
Data Deposit

Grant recipients will be required to deposit into a digital repository all research data, metadata and code that support journal publications that arise from agency-supported research.

TBD (later)

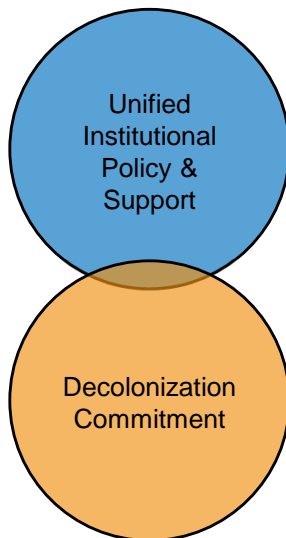
BE WHAT THE WORLD NEEDS

Institutional RDM Strategy Approach



BE WHAT THE WORLD NEEDS

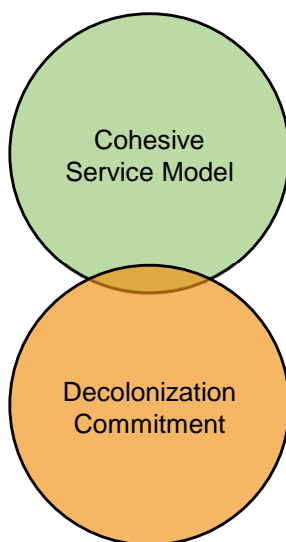
Strategy recommendations



- Coordinate existing disparate RDM services among service units
- Amend USask policies and procedures to reflect Tri-Agency RDM requirements
- Ensure Indigenous policies and procedures are considered and new policy aligned

BE WHAT THE WORLD NEEDS

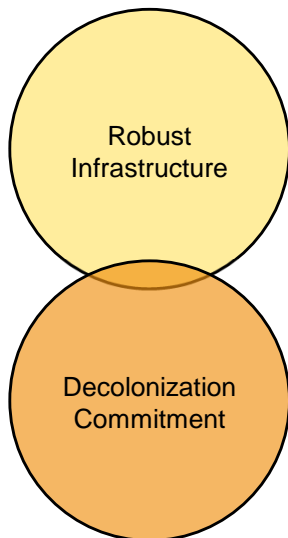
Strategy recommendations



- Develop a comprehensive researcher-focused RDM service model
- Provision RDM training for faculty, researchers, students, and staff
- Interweave Indigenous-specific service and training support

BE WHAT THE WORLD NEEDS

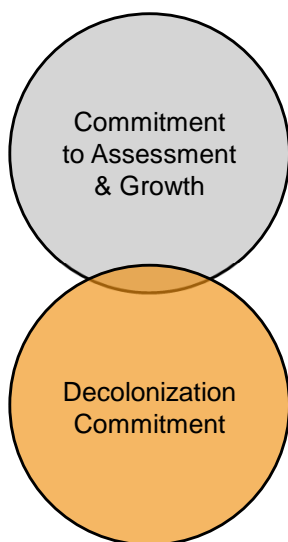
Strategy recommendations



- Extend infrastructure and technology to enable researchers to effectively manage their data
- Adopt Indigenous principles (e.g., OCAP, CARE) when extending infrastructure to ensure suitable data stewardship practices

BE WHAT THE WORLD NEEDS

Strategy recommendations



- Monitor and continuously improve the effectiveness of the RDM strategy and services
- Commit to ongoing consultation with Indigenous research stakeholders to improve RDM support

BE WHAT THE WORLD NEEDS

Consultations

- Tri-Agency consultations with community 2018-19
- ADRs, RSAW, Deans' Council: Fall 2019
- Faculty Focus groups: Feb 2020
- RSAW: Gap Analysis 2021
- RTC: Policy 2020, Gap Analysis 2021, Strategy draft 2022
- REBs: May 2022
- Fall 2022: Provost, VPR, Deans' Council, ADRs, RSAW, GSA, Library, RTC
- Winter 2023: University Council

BE WHAT THE WORLD NEEDS

Feedback



BE WHAT THE WORLD NEEDS

USask Research Data Management Strategy and Roadmap

Fall 2022

Prepared by:

Tri-Agency Research Data Management Institutional Strategy Working Group

Jason Hlady (Chair), Leah Johnson, Kevin Read, Sarah Rutley, Li Zhang, Meika Taylor

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Background

Research data management (RDM) refers to the collection, documentation, storage, sharing, and preservation of research data throughout the lifecycle of a research project [1]. Good RDM practices improve research efficiency, support research integrity and replication, and enhance research visibility and impact [2]. These outcomes benefit researchers and their institutions, funders, and the research enterprise in Canada and internationally.

In 2016 the Tri-Agency began to signal that RDM would be an emerging priority in the national research landscape. Released that year, the [Tri-Agency Statement of Principles on Digital Data Management](#) states that “[t]he agencies [SSHRC, CIHR, and NSERC] expect grant holders to incorporate data management best practices into their research, and research institutions to provide their researchers with an environment that enables world class data stewardship practices.” In 2018 the Agency began soliciting feedback on a draft RDM Policy, and in March 2021 released the finalized [Tri-Agency Research Data Management Policy](#) outlining new expectations for researchers and academic institutions.

The three key requirements of the Policy, including their projected implementation dates, are:

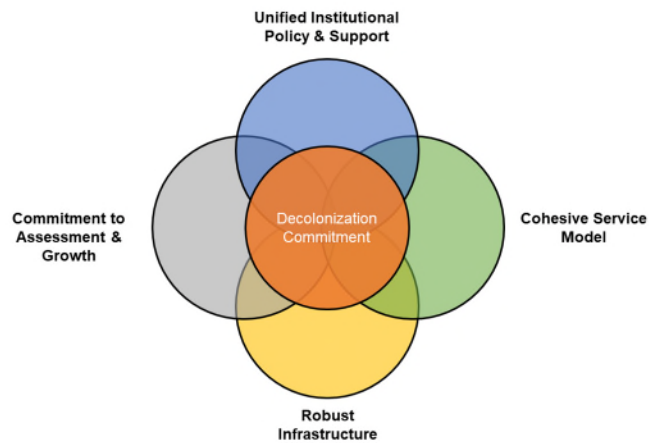
- **Institutional strategies:** Institutions must develop and post RDM strategies, notifying the Agencies of their completion
 - March 2023
- **Data Management Plans (DMPs):** Researchers must submit DMPs with applications for Tri-Agency funding
 - phase-in begins 2022
- **Data deposit:** Researchers funded by the Tri-Agency must deposit all research data, metadata, and code supporting published research conclusions in a digital repository. Open sharing of research data is encouraged where appropriate.
 - phase-in begins after institutional strategies have been reviewed

Anticipating the release of the Policy, in 2019 USask struck the Institutional RDM Strategy Working Group to deliver its institutional RDM strategy – a concise and directive document outlining how USask will build capacity to support research data management broadly and respond to the Tri-Agency Policy specifically. This work culminated in the present Institutional Strategy.

Approach

The working group took a two-pronged approach to understand the national and institutional RDM landscape and develop institutional recommendations. First, they reviewed [nationally administered institutional RDM survey results](#) to identify priority areas and service needs. Second, they developed a USask RDM Gap Analysis [3] based on an institutional review of existing RDM support and feedback from focus groups held with Tri-Agency funded USask faculty members in February 2020. This gap analysis led to the identification of key pillars that are necessary for providing sustainable RDM support.

Pillars of a Successful RDM Strategy



Using the pillars as the foundation for RDM support at USask, the working group developed recommendations informed by the gap analysis. For each recommendation, the following questions were considered: What campus stakeholders would be impacted? How long would it take to implement? What resources are required? When should it be implemented?

Recommendations were then prioritized based on:

- level of urgency according to the requirements of the Tri-Agency RDM Policy;
- ability to be adopted immediately;
- likelihood of being sustainably and feasibly implemented;
- facility to incorporate Indigenization and Decolonization best practices; and
- dependencies on other recommendations.

After prioritization was complete, the recommendations were discussed with sponsors from OVPR, ICT, OVP-IE, and the Library, and were finalized as the recommendations presented in this strategy.

The recommendations are presented below in table form and include the following variables:

- **Action:** The specific action USask should take to support RDM. Each action may have multiple deliverables.
- **Pillar:** The specific RDM pillar the action is aligned with.
- **Decolonization commitment:** A description of how Indigenization/Decolonization will be incorporated into the action.
- **Responsible team:** What campus partners should be involved in implementing the action.
- **Implementation timeline:** When the action should be implemented.

Recommendations

High Priority (Ranked)

Actions	RDM Pillar	Indigenization and Decolonization Commitment	Responsible Team(s)	Implementation Timeline
Appoint leaders from across campus to oversee the development of an RDM Support Team.	<i>Unified Institutional Policy & Support</i>	<ul style="list-style-type: none"> • Include OVPIE representation from the beginning stage. • Prioritize alignment with USask Indigenous Strategy in group's first steps. 	OVPR, REB, OVPIE, Library, ICT, and CHASR	FY 2023-24
Appoint service providers from OVPR, REB, OVPIE, University Library, IT, and CHASR to the RDM Support Team to provide coordinated RDM services.	<i>Cohesive Service Model</i>	<ul style="list-style-type: none"> • Include OVPIE representation from the beginning stage. • Prioritize alignment with USask Indigenous Strategy in group's first steps. 	OVPR, REB, OVPIE, Library, ICT, and CHASR	FY 2023-24
Provide coordinated RDM support to students, faculty, and staff through the RDM Support Team.	<i>Cohesive Service Model</i>	<ul style="list-style-type: none"> • Incorporate principles of Indigenous Data Governance (e.g., OCAP, CARE, TCPS2) into RDM support model. 	OVPR, REB, OVPIE, Library, ICT, and CHASR	FY 2024-25
Amend USask Research Procedures 2.3 and 3.1 to include language supporting compliance with funder RDM policies.	<i>Unified Institutional Policy & Support</i>	<ul style="list-style-type: none"> • Incorporate existing and applicable Indigenous policies and data governance principles in procedure revision. 	OVPR	FY 2023
Develop a core RDM training requirement for prospective and current Tri Agency-funded USask researchers to ensure compliance with the Research Data Management Policy.	<i>Cohesive Service Model</i>	<ul style="list-style-type: none"> • Include principles of Indigenous Data Governance (e.g., OCAP, CARE, TCPS2) in required training. 	OVPR, REB, OVPIE, Library	FY 2024-25
Develop University-wide recommendations for research data deposit and sharing solutions.	<i>Robust Infrastructure</i>	<ul style="list-style-type: none"> • Include clear and explicit recommendations for Indigenous data. 	Library, ICT, OVPR	FY 2024-25

Revise ethics approval procedures to include mandatory training on Indigenous data principles (e.g., OCAP, CARE, TCPS2) for researchers, where applicable.	<i>Unified Institutional Policy & Support</i>	<ul style="list-style-type: none"> Develop strategy to identify research that will require Indigenous ethics approvals. 	OVPR, OVPIE	FY 2024-25
Develop a DMP tracking mechanism to monitor USask compliance with the Tri-Agency policy.	<i>Commitment to Assessment & Growth</i>	<ul style="list-style-type: none"> In consultation with OVPIE, determine important characteristics for tracking Indigenous data DMPs. 	OVPR, REI, REB, OVPIE	FY 2023-24
Track, evaluate, and report on support delivered to researchers by the RDM Support Team (e.g., consultations, training, referrals).	<i>Commitment to Assessment & Growth</i>	<ul style="list-style-type: none"> Incorporate Indigenous research support metrics in consultation with OVPIE. 	Library, ICT, OVPR	FY 2024-25
Integrate core RDM concepts and skills into undergraduate and graduate curricula.	<i>Cohesive Service Model</i>	<ul style="list-style-type: none"> Introduce principles of Indigenous Data Governance (e.g., OCAP, CARE, TCPS2) into curricula. 	OVPR, REB, CGPS, College ADRs	FY 2024-25

Recommended Future Initiatives

Actions	RDM Pillar	Indigenization and Decolonization Commitment	Responsible Team(s)	Implementation Timeline
Analyze suitability of existing USask infrastructure and processes for stewarding Indigenous data.	<i>Robust Infrastructure</i>	<ul style="list-style-type: none"> Partner with OVPIE and Indigenous community stakeholders to identify gaps and inform future development. 	Library, ICT, OVPIE	FY 2025
Investigate research lifecycle solutions (e.g., electronic lab notebooks, Open Science Framework) to improve collaboration and RDM throughout the research process.	<i>Robust Infrastructure</i>	<ul style="list-style-type: none"> Ensure lifecycle solutions accommodate CARE principles for Indigenous data sovereignty. 	Library, ICT	FY 2025
Revise University Standards for Promotion and Tenure to recognize data management and sharing in the University's promotion, tenure, and renewal processes.	<i>Unified Institutional Policy & Support</i>	<ul style="list-style-type: none"> Include Indigenous knowledge and ways of knowing in revision. 	OVPR, UFSA, University Council, VP-Faculty Relations	FY 2026

References

- [1] Portage Network. (2019). [Primer: Research Data Management](#).
- [2] Whyte, A., Tedds, J. (2011). [Making the Case for Research Data Management](#). DCC Briefing Papers.
- [3] University of Saskatchewan Research Data Management Working Group. (2020). USask Research Data Management Gap Analysis.

DRAFT

**UNIVERSITY COUNCIL
EXECUTIVE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Dirk de Boer, University Council Vice Chair

DATE OF MEETING: January 26, 2023

SUBJECT: University Council Bylaws: Governance Committee Terms of Reference

NOTICE OF MOTION: *That Council approve revisions to University Council Bylaws for the Governance Committee's terms of reference, effective March 16, 2023.*

SUMMARY:

It is recommended that University Council approve refinements to the Terms of Reference of the Governance Committee of Council to state its role more accurately in advising University Council and Faculty Councils on their bylaws. The proposed changes are in the spirit of good governance at USask, reflecting the need for accountability, transparency, and faculty and student engagement in academic decision-making.

It has been the practice that membership changes in Faculty Council bylaws have been brought forward for approval to University Council (Council) at the recommendation of the Governance Committee of Council. Yet the Governance Committee is also consulted on the full scope of the Bylaws and provides expert advice and guidance to Faculty Councils, their Governance and Executive Committees, and chairs. The authority of Faculty Councils is delegated by University Council. Therefore, their bylaws must be in keeping with University Council Bylaws and governance.

Through the Governance Committee's recent review of several proposals for revisions to Faculty Council bylaws (College of Graduate and Postdoctoral Studies, School of Environment and Sustainability, College of Arts & Science, College of Pharmacy & Nutrition, College of Nursing), several misalignments between University Council and faculty council Bylaws became apparent. Furthermore, there must be alignment between legislation, bylaws, and practices. This is the role of a governance and/or executive committee in higher education organizations, hence these proposed revisions.

Language is also clarified for the role of the Governance Committee in nominating the Nominations Committee of University Council.

ATTACHMENT:

1. University Council Bylaws Excerpt: Governance Committee Terms of Reference

II. GOVERNANCE COMMITTEE

Tracked changes as of January 8, 2023

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 University Council, Colleges and Schools changes to their 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 to University 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) To annually (or as needed) submit to University Council syntactical or technical corrections to the Bylaws (e.g., position titles) for approval, including position titles, e.g., for senior leaders in Council committee terms of reference.

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

PRESENTED BY:	Kathleen James-Cavan, Chair Teaching, Learning and Academic Resources Committee of Council
DATE OF MEETING:	January 26, 2023
SUBJECT:	Wellness Strategy Report
COUNCIL ACTION:	For Information Only

SUMMARY:

The Teaching, Learning and Academic Resources Committee (TLARC) of University Council examined learning and teaching practices that enable or constrain student mental health and well-being. The approach is a deliberate shift from positioning mental health issues as an individual problem to focusing on the interaction between the individual and the environment including the practices, systems, structures and learning environments of higher education that enable or create barriers to mental well-being (Hughes & Spanner, 2019; Lister et al., 2021).

This integrated report argues for learning and teaching practices that support student mental well-being, lays out the need and foci for change, and offers examples where change has been successfully undertaken. The student population involved in this project was primarily undergraduates; therefore, results should be interpreted as focused on teaching and learning practices at that level. Many of the conclusions, however, would be relevant to taught graduate programming. This project does not address thesis- or dissertation-based graduate education.

ATTACHMENTS:

1. Wellness Strategy Report



Learning and Teaching Practices that Support Student Mental Health and Well-being



UNIVERSITY OF
SASKATCHEWAN



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Project Team

- Nancy Turner, Director, Teaching and Learning Enhancement, Office of the Vice Provost Teaching, Learning and Student Experience
- Murray Drew, Professor, Department of Animal Science, College of Agriculture and Bioresources
- Peter Hedley, Director, Student Affairs and Services, Office of the Vice Provost Teaching, Learning and Student Experience
- Rose Roberts, Educational Development Specialist, Gwenna Moss Centre for Teaching and Learning

Project Support

Maryellen Gibson, Student Wellness Centre

Advisory Committee

TLARC Wellness Strategy working group

Version 10, January 2022

1. Introduction

This Teaching, Learning and Academic Resources Committee (TLARC) of University Council project examined learning and teaching practices that enable or constrain student mental health and well-being. The approach taken here is a deliberate shift from positioning mental health issues as an individual problem to one that focuses on the environment and the barriers and enablers to mental well-being that reside within it, including the practices, systems, structures and learning environments of higher education (Hughes & Spanner, 2019; Lister et al., 2021). The sources considered in this project were:

- 1. learning and teaching practices that support student mental health and well-being from the literature, Canadian HE, and USask,**
- 2. University of Saskatchewan (USask) undergraduate student perceptions,**
- 3. key leader and service provider perspectives on issues and opportunities in teaching and learning practices that support student mental health and well-being,**
- 4. aggregated pandemic related survey and focus group data related to the themes of teaching and learning practices and mental health, where the approach to data generation allowed for ethical use.**

The key deliverable of this work is this integrated report that makes the case for learning and teaching practices that support student mental well-being, laying out the need for change, potential foci for that change and examples where change has been successfully undertaken, addressing the questions of why, what and how. As the student population involved in this project was primarily undergraduates, results should be interpreted as focused on teaching and learning practices at that level, noting that many of the conclusions would also be relevant for taught graduate programming. This project does not address thesis or dissertation based graduate education. Key recommendations for next and longer-term steps at the USask are outlined.

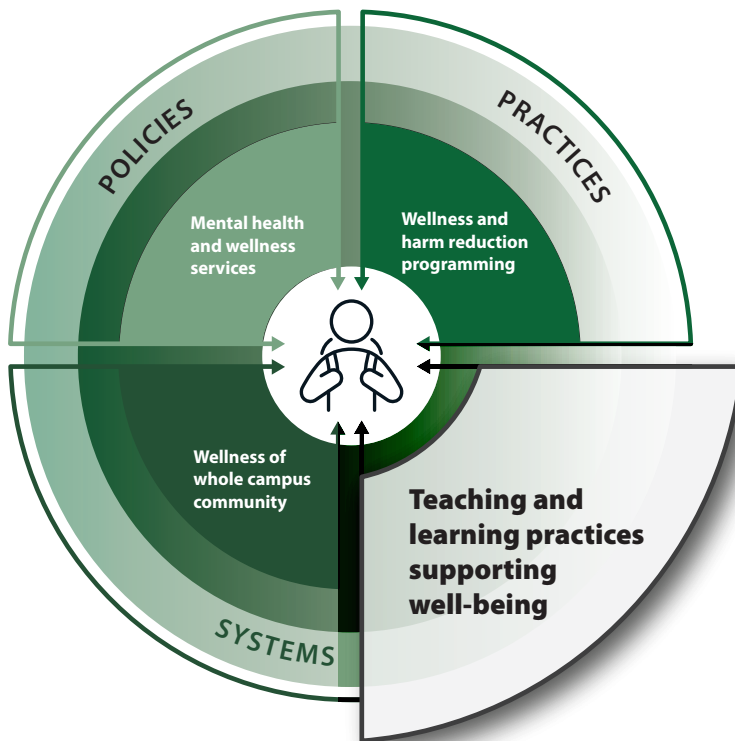
2. The impact of the Pandemic on the timing and content of this report

This project was initiated in 2019 with data generation and analysis completed by February 2020. In March 2020 the project was paused due to the pandemic. As such, the main perspectives and findings outlined in this report are reflective of a pre-pandemic USask context. On resumption of the project in September 2021 it was decided to proceed in a way that would honor the voices and input of students, faculty, staff and academic leaders before the pandemic whilst acknowledging that our reality has shifted. To achieve both, the project team has left the findings of the report largely untouched, but has added in a pandemic lens, highlighted with a magnifying glass throughout the document, to each section where it was seen to be relevant. The pandemic perspectives were derived from pandemic connected projects that generated data on USask student experiences and perspectives (e.g., Student Pulse survey December 2020) and USask faculty and staff perspectives (e.g., Post Pandemic Shift Commission). The source of data is referenced in each pandemic lens insert. We are grateful to colleagues who allowed us to draw on this work to strengthen the report. We hope our approach acknowledges that pre-pandemic issues related to teaching and learning practices and student mental health remain relevant and arguably more pressing for us to address whilst weaving in what we have heard and learned throughout the pandemic to strengthen the findings. We have also added in references to literature published over the past 20 months and activity related to mental health, where appropriate.

3. Scope

It is important to note that this project is focused on teaching and learning practices for student mental wellbeing, not about mental wellbeing. With that said, improving teaching and learning practices to support student wellbeing cannot exist in a vacuum. Timely access to mental health services, including counselling and medical professionals is essential. Providing education about mental wellbeing and providing students with access to activities and practices that promote mental wellbeing are required. The entire university community must be aware of the issues surrounding mental wellbeing and the elimination of stigma in all its forms and actively engage in promoting community wellbeing. This must include considering and supporting faculty and staff well-being to enable creation of an environment conducive to mental wellbeing for our students. Mental well-being must not only be supported at the individual level, but also woven into the systems, policies and practices of universities at all levels. As such, we can consider several elements necessary to support mental well-being in higher education as shown in Figure 1.

FIGURE 1 | SUPPORTING MENTAL HEALTH AND WELL-BEING IN HIGHER EDUCATION



The Okanagan Charter, adopted by the USask in 2017, calls on post-secondary schools to embed health into all aspects of campus culture. The USask is making strides in this regard with an institutional Wellness Strategy and components of our University Plan 2025 and Learning, Teaching and Student Experience plan inclusive of these issues. We, along with the higher education sector, have much work to do. This report is focused on one component of this work, teaching and learning practices to support student mental well-being (quadrant 4, figure 1). This element of an overall plan has significant potential to proactively influence student mental health and well-being by getting upstream from the symptoms and focusing on the potential causes of student distress and anxiety in our teaching and learning environments. This focus on teaching and learning practices has not been as central to efforts to support the mental health and wellbeing of students in North American higher education to date.

4. Sources

As noted above, this project examined teaching and learning practices that may constrain or enable student mental well-being. In doing so, data were generated and gathered from several sources including University of Saskatchewan students, faculty, academic leaders and from the academic and grey literature. The method of data generation or gathering for each area is outlined in the sections that follow.

4.1 | Strand 1: Literature and good practice

Published literature and relevant projects from other institutions and national contexts were gathered and reviewed in addition to examples of good practice from other higher education institutions and USask instructors. Examples from USask instructors were identified through the project team, staff at the Gwenna Moss Centre for Teaching and Learning, and interviews with senior college leaders. Those identified were interviewed to create brief synopses of their practice. A total of 20 instructors participated in this strand of the project. This information has informed the structure of this report. Four examples were selected as exemplars and brief case studies were written by these faculty members to highlight good practice in teaching and learning (highlighted in the text boxes outlined in green on pages 14-23).

4.2 | Strand 2: Student perspectives

Given the nature of this strand of work, USask research ethics board approval was sought and received prior to initiation of data collection. These data were collected in a series of focus groups and semi-structured individual interviews with undergraduate students. The questions used to guide the focus groups and interviews can be found in the appendix. Participants were recruited from peer health mentors, library peer mentors and campus student leaders. These groups were identified as undergraduate students who, through their work as mentors and leaders, would have both personal perspectives and experiences to share, as well a broader perspective regarding challenges and opportunities faced by students from across the institution, they had opportunity to work with in their mentor/leader roles. All identified members of these groups were invited to take part. Ultimately, 15 students were recruited to participate through this convenience sampling approach. The group included diversity regarding area of study (Arts and Science, Health Sciences, Kinesiology, Agriculture, Engineering, Computer Science) and year of study (second to fifth year). Furthermore, international students, Indigenous students, student parents, and those who had studied abroad took part in the focus groups and interviews. As such, the student participants brought diverse and varied perspectives, not presented here as representative of USask student views, but as essential voices to consider in relation to student mental health and well-being.

The transcribed data was analyzed using narrative analysis (Clandinin & Connelly, 2000). The verbatim narratives were placed into an initial set of themes (workload, professor-student interactions, classroom environment, institutional environment/policies and financial), recurring terms/phrases were narrowed down to one version and a seamless composite narrative was created, as if one individual was speaking from their experience. Narratives that had the potential of being identifiable to one person were removed from the composite narrative. These narratives informed the structure of this report with key sections extracted and used throughout (highlighted in the light orange text boxes) to provide student voice in each section.

Aggregate data from two pandemic student pulse surveys undertaken in November 2020 (n=3286) and March 2021 (n=2127) were also used to create the pandemic lens sections seen throughout the report. Quantitative results presented here have been pulled from the original pulse survey outcomes. Qualitative comments from two of the open-ended questions in the November 2020 pulse survey (Which of the following issues (if any) have been a challenge for you in adapting to remote learning? 'Other,' and What is one additional thing USask could do to help you feel part of a caring community?) were also analyzed using narrative analysis (Roberts, 2009). In total, 3330 comments were analyzed using the questions from the initial focus groups and interviews with students. The comments were then moved under the same themes as the previous analysis: Workload, Assessment, Student-Teacher Interactions, Classroom Environment,

Institutional Environment/Polices, and Financial. With two additional categories added: Mental Health and Remote Learning. These analyses were draw together with the literature and good practice data as the basis for sections 6, 7 and 8 in this report.

Additionally, student responses on the core open-ended questions¹ for departments using the Student Learning Experience Questionnaire in Fall 2019 (n=16542 comments) and Fall 2020 (n=15916 comments) were analyzed to compare relative frequency of words or phrases related to mental health, workload, belonging, relevance, feedback, assessment, engagement, and learning environment. As well, Fall 2020 responses for one pandemic specific question² (n=6932 comments) was also assessed for frequency of keywords related to assessment, engagement, and learning environment.

These pandemic data sources were used to create the pandemic lens sections seen throughout the report.

4.3 | Strand 3: Key leadership and service provider perspectives

Discussions were undertaken with several Associate Deans Academic and staff members who provide direct student support (e.g., academic advisors, student wellness staff, librarians, Student Learning Services staff) regarding the challenges they currently face or are aware of in relation to learning and teaching practice that influences student mental well-being. A total of 17 individuals participated in the initial work for this strand of the project. The key themes from these discussions informed the structure of this report and were used to identify individuals for strand 2 as noted above.

In addition, summary reports from phase one (survey of university community, n=379), phase two (3 faculty engagement groups, n=26) and phase three (university community workshop on teaching and learning) of the Post Pandemic Shift Commission project as well as the commission's final report were used to create the pandemic lens sections seen throughout the report. These data were generated between and February and June 2021.

SUMMARY

This TLARC project examined learning and teaching practices that enable or constrain student mental health and well-being

- The project team considered data from the literature, examples of good practice from other institutions and the USask, and USask student, academic leader and service provider perspectives
- This report outlines the need for change in teaching and learning practices to enable student mental health and well-being, potential foci for that change and examples where change has been successfully undertaken, addressing the questions of why, what and how

¹ Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course; Please comment on the overall quality of the instruction in this course; Please comment on the overall quality of your learning experience in this course.

² Please comment on those online/remote teaching strategies that were particularly supportive of your learning during the COVID 19 pandemic.

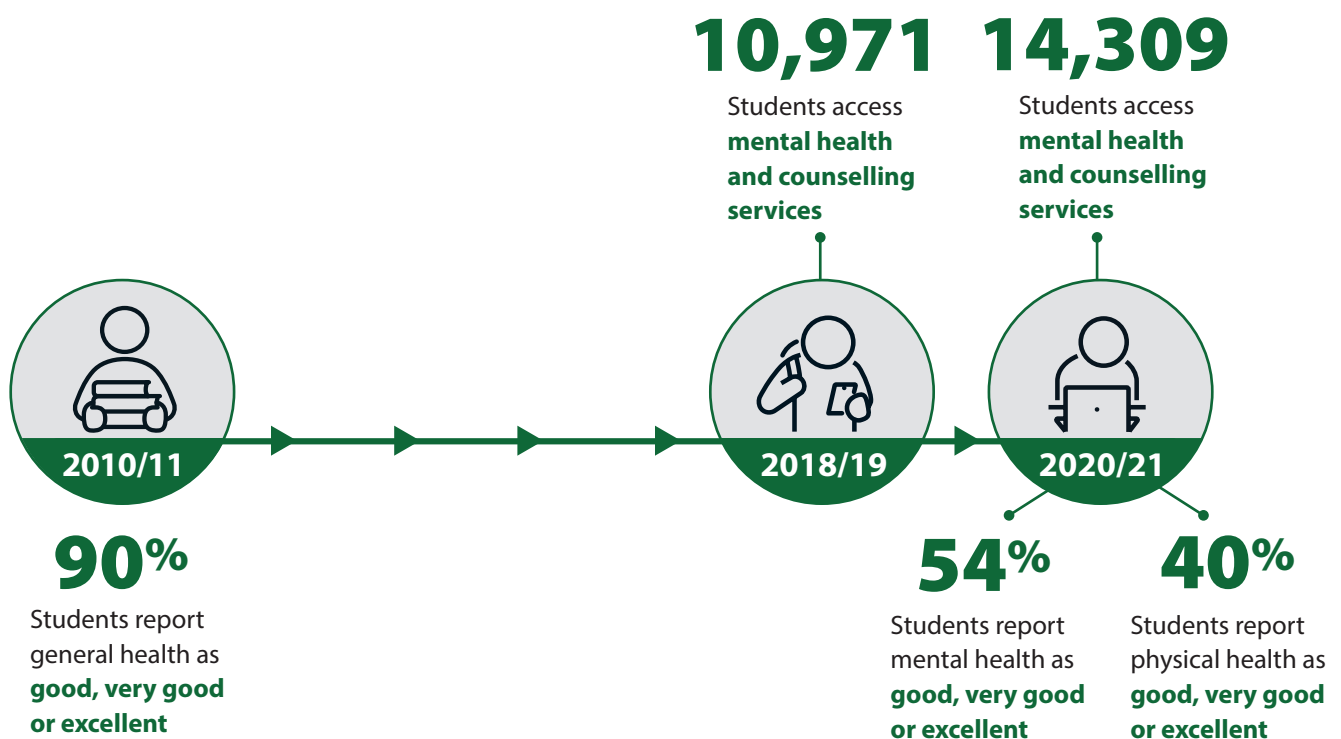
5. Where are we now?



Like if you can talk to someone or find somebody who's good at taking breaks and doing things for themselves, they're few and far between which is...not good. That's exactly what university is promoting, and I don't think that's good for anyone if you're missing out in your studying or you're missing out in your sleep or you're missing out on your friends. This is a generation we're creating. They can't - nobody I think, nobody can take a break."

5.1 | Broad higher education and societal context

Gaining a post-secondary education can be exciting and transformative, but in 2022, amid an ongoing global pandemic, it is also arguably more challenging than ever before. At USask, students' self-reported mental and physical health has declined over the past decade (USask National College Health Assessment, 2011, 2013, 2016, 2019, USask Canadian Campus Wellbeing Survey, 2021). Ninety percent of USask students in 2011 reported their general health as good, very good or excellent while only 54% reported the same for their mental health and 40% for their physical health in 2021 (USask Canadian Campus Wellbeing Survey, 2021). In 2019, the factors reported by the most students as impacting academic performance were stress (42.4%), anxiety (36.1%), sleep difficulties (30.4%) and depression (25.4%) with the number of students reporting these as impactful having increased by as much as 14% since 2011 (USask National College Health Assessment, 2011, 2019). In the 2019 USask National College Health Assessment survey 70% of students reported feeling overwhelming anxiety within the last 12 months. We see students' struggles reflected in the dramatically increasing need for and usage of mental health and accessibility services on campus. University of Saskatchewan students accessing campus mental health and counselling services rose from 10,971 students in the 2018-19 academic year to 14,309 in the 2020-21 academic year.



The reasons for this increase in mental health service use in this short time period are undoubtedly multi-faceted and complex. On the positive side, shifts in societal attitudes towards mental health continue to reduce the stigma around mental health issues enabling more people, especially young people, to benefit from receiving the care, treatment and support they need. Additionally, educational institutions continue to invest in supports for the mental health and wellness of the student population enabling a more diverse student population to attend university. Undoubtedly, in the 2020/2021 academic year, the mental health of many students was also impacted negatively by the pandemic.

In addition, social isolation and loneliness are increasingly major contributing factors to poor mental health (Richardson et al., 2017). In the 2019 National College Health Assessment survey, 68% of USASK student respondents reported feeling very lonely within the last 12 months. Issues of loneliness and isolation have been exacerbated during the pandemic, particularly for Canadians aged 18-34 (Findlay & Arim, 2020).

Broader societal factors, including uncertainty in the future of our economy and job opportunities alongside uncertainty related to the health of our planet have added to a sense of instability and risk that contributes to increasing pressure to not just succeed but exceed others in life, including in academic study. This is coupled by increased financial pressures experienced by students to pay for a university education. In a study by Eisenberg et. al. (2007), students with financial problems were at higher risk for mental health problems (depression, anxiety). Financial concerns and major disruption to employment plans for were both exacerbated for postsecondary students by the pandemic (Statistics Canada, 2020).

Students are also experiencing increased expectations to excel in education. This has led to a significant increase in perfectionism in university students since 1989 (Curran & Hill, 2019). Students place unreasonable expectations on themselves and if they do not meet them, they are overly self-critical. If they fall short of their academic goals, they end up feeling like they are failures leading to increased susceptibility to depression, anxiety and suicidal ideation (Curran & Hill, 2019). Additionally, the intrinsic (social and family relatedness, autonomy, personal growth, volunteering) and extrinsic (high marks, job, money) motivations of students have changed significantly compared to their parents (Twenge et al., 2010; Twenge & Donnelly, 2016). High extrinsic motivation combined with low intrinsic motivation is associated with decreased mental wellbeing and low self-esteem (Schmuck, 2001).

While these challenges are not impacting only university students, research does indicate that mental health difficulties are widespread in university student populations (Baik et al., 2017), particularly high levels of stress, anxiety and depression (American College Health Association, 2019) which have been exacerbated during the pandemic (Prowse et al., 2021). At USask, the total number of students registering for protected category related supports or accommodations with Access and Equity Services increased threefold between 2011/12 and 2020/21, with 75% of students registering with an invisible disability/mental health condition. Young university students may be experiencing higher levels of psychological distress than same aged peers in the general community (Stallman, 2010). There is also evidence that reported distress in students in later years of study is higher than that reported by first years, indicating that there is a decline in wellbeing in first year that persists throughout one's degree (Stallman, 2010). It is noteworthy that, in the 2019 National College Health Assessment survey, nearly two thirds of USask students reported academics as being traumatic or very difficult to handle within the last 12 months, with this proportion having increased by 10% since 2011.



PANDEMIC LENS

Negative descriptors such as **stress**, **anxiety**, **overwhelm**, **lonely**, and **unmotivated** were twice as likely to appear in student SLEQ comments in Fall 2020 as compared to Fall 2019.

SUMMARY

There has been a 30% increase in use of mental health services in just two years at USask. The reasons for this are influenced by societal shifts that include:

- a positive shift in societal attitudes toward mental health and a resultant ability for individuals to access mental health services
- improved access to and services within higher education for those with existing mental health concerns
- increased complexity, social isolation, and uncertainty exacerbated by the pandemic
- increased pressure to succeed, and a focus on extrinsic motivators
- Research suggests that mental health difficulties are widespread in university students with some studies noting a higher level of psychological distress than age-matched peers and increasing distress as higher education study progresses.

5.2 | Teaching and learning practices

With this broader context in mind, the focus of this report is on teaching and learning practices that enable mental well-being. Teaching and learning practices as considered here include:

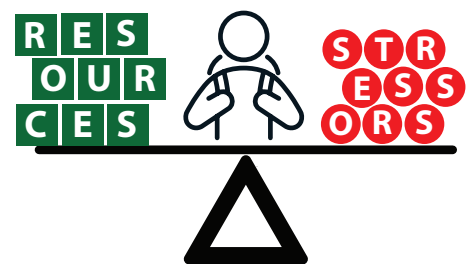
- the outcomes we intend our students to achieve (learning goals)
- what is taught or not taught (content)
- how it is taught (instructional activities, learning activities)
- how it is assessed (practice, feedback, goal setting, reflection, and grading)

These practices create learning environments that influence student opportunity for personal and academic success. Each of these have been shown to have an impact on student mental health and well-being (see Baik et al., 2017 for a comprehensive overview).

In the best of contexts, teaching practices set out and guide students regarding what is important to know and do (in the context of a discipline or a profession) and provide activities so students can practice, get feedback, and eventually know and do the things deemed to be important in that program of study. At its core, teaching and learning practice plays out between a student and an instructor. With this noted, it is important to acknowledge that teaching practices selected and enacted by an instructor are influenced by the contexts of the academic program, department and institution in which those practices occur. Teaching does not take place in a vacuum; outcomes, content, learning activities and assessment are shaped by culture, policies and systems. This, and the necessary actions for program teams, departments and institutions to enable teaching practices that support student mental health and well-being, will be considered in section 8.

In considering teaching and learning practices that support mental well-being, it is important to acknowledge that not all university students experience mental health issues or psychological distress. Variation in the ways in which students experience university study and teaching and learning practices can be due to differences in the individual student's circumstances as well as their environment.

Baik and colleagues (2017) highlight these student circumstances as stressors and resources. Stressors are the aspects of a student's circumstance that can negatively impact their learning such as inadequate preparation for study at university, financial pressure, or isolation. Resources are the aspects of a student's circumstance that can support effective

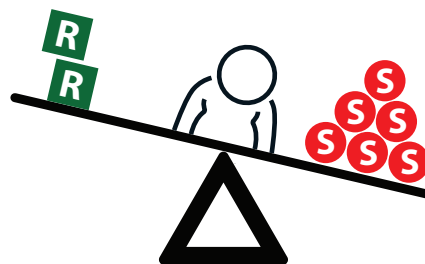


learning such as an understanding of higher education study (because, for example, one's parents studied in higher education), strong social networks and supports, and a belief that one can learn any subject through focused effort (Dweck, 2000). These are just a few examples of the stressors and resources that interact with the environment to support or undermine student well-being. The institutional environment can add to, amplify or mitigate the stressors and foster or drain an individual's resources (Baik et al., 2017).

So, what happens when the student, with their varied stressors and resources, meets the teaching and learning environment of the instructor, program, department, and institution? Drawing together the literature and the data generated from this project, the ways that this interaction might negatively influence student mental health and well-being, are outlined. This is followed by an examination of teaching and learning practices that can positively affect these outcomes. Finally, the ideal end state is discussed in relation to creation of learning environments that enable positive student mental health.

6. Teaching and learning practices that add or amplify stressors and drain resources

In this section teaching and learning practices that add to and/or amplify student stressors and drain student resources are explored in relation to areas known to impact student mental health.



6.1 | What do I need to know and do?



Understand that we're human too, I feel like some profs don't understand that I have four other classes that I'm taking and I can't be studying for this class every single day for how many hours a day. I need you to teach me and to make this time productive so that I don't have to go and re-learn something for myself. That's reasonable to ask or if you're asking for all these assignments, they're not all going to be fantastic when you increase the number of them. I don't think the course load needs to be as heavy as it is. I get that you want us to be a master of everything or whatever but that's not reasonable. There's just so many other little things that are attached, that it just amplifies the stress and definitely decreases your mental health."

The above narrative speaks to students finding themselves overwhelmed by all there is to know and do with a sense that the expectations are either unclear or unreasonable. This USask student narrative supports findings in the literature that identify the following practices as having been shown to add to or amplify student stressors and drain their resources:

- **Overcrowding the course**, leaving students overwhelmed and/or not feeling able to adequately achieve what is being asked
- **Not making the connection between learning experiences clear or explicit**, making opaque to students the relationships between concepts or why certain knowledge or tasks are required
- **Assuming students have knowledge or skills that they do not have**, resulting in students being lost or struggling to catch up
- **Not clarifying expectations**, what 'good' looks like, or guiding students in how they might achieve it, leaving opaque to students the standards being expected, where to invest their time in learning, or how they might develop their knowledge and skills so as to demonstrate them

Intentional curriculum design can enable student wellbeing (Slavin et al., 2014a; Tang & Ferguson, 2014).



PANDEMIC LENS

"I'm in my 3rd year and took two 1st year courses because I need electives and even those classes have a huge amount of extra work to be expected, ... I've never had so many assignments in all my years of university. Some classes had a minimum of three assignments per week that each took, on average, several hours to complete." Pulse Survey 2020

6.2 | Do I belong?



"In first year I was like 'am I even good for university? Do I even, can I even do this?' and then it got better as classes got smaller. Professors have the opportunity to use different teaching styles with different cohorts of students in smaller classroom environments."

This narrative speaks to students feeling they do not belong in university and are not capable of succeeding. This USask student narrative supports findings in the literature regarding the following practices that have been shown to add to or amplify student stressors and drain their resources:

- **Not facilitating students' connection to or ability to 'see themselves' in the learning or environment**, leaving students disconnected from the environment and the courses taught
- **Creating an environment that is impersonal**, where students feel anonymous, amplifying student isolation
- **Creating a learning environment that is lonely**, where student struggle to connect and collaborate

As noted above, in the 2019 National College Health Assessment survey, nearly 70% of USASK student respondents reported feeling very lonely at some point in the school year. Studies also report that a sense of belonging and connectedness to peers, instructors and the institution is essential to mental wellbeing and the rates of depression, anxiety and stress significantly increase when students feel isolated (Baik et al., 2017; Stebleton et al., 2014).



PANDEMIC LENS

In the Winter 2021 student pulse survey, nearly 2/3 of respondents reported that a greater ability to interact with the professor (67%) and a greater ability to interact with other students (62%) would improve their experience with online learning.

In the Post Pandemic Shift Commission conversation starter survey in February 2021 the most frequently raised theme related to mental health supports was creation of a sense of belonging and community

6.3 | Why does this matter to me?



Higher learning or just academics in general is about learning to take tests. We're not learning to learn the material, but to remember it for the final. You're just actually learning to answer these questions for now and then to relearn it in a month and a half for your final and then also learn the new material and then dump that onto a page and then move on to the next class. Cramming it to try to pass but not learning how to apply that so it's wasting time honestly."

This narrative speaks to students feeling disconnected from their learning experience, lacking clarity on the intent of the tasks they are undertaking. This USask student narrative supports findings in the literature regarding the following practices that have been shown to add to or amplify student stressors and drain student resources:

- **Not facilitating or providing opportunity for students to connect the course to their interests**, future, and/or broader goals, leaving students unmotivated, feeling their learning lacks relevance or will help them achieve goals important to them
- **Creating an environment where the focus is primarily on achievement of external rewards**, decreasing student's motivation from internal drivers (e.g., joy, personal meaning or importance) and capacity to be self-directed and act to achieve their goals (autonomy)

Research suggests that supporting students to find meaning and positivity in the activities they undertake in our courses and programs will reduce unnecessary stressors in the learning environment and promote student wellbeing (Slavin et al., 2014b; Tang & Ferguson, 2014).



PANDEMIC LENS

"Grades are a major concern, as they can determine what scholarships/graduate programs are available to me. I'd say roughly 90% of class mates I talked to about the last midterm didn't finish it, me being one of them and I don't even get test anxiety. I feel it adds unnecessary stress. The option to partake in assignments for extra credit may help to boost marks for students who lost marks from unmet deadlines."

6.4 | Can I succeed?



It's like so much of the rest of my life depends on what happens on a class by class basis, like one mark, one evaluation, one course. It feels like it has a really, really large stamp on my future and I think that's promoted a lot through the way we discuss our academics with the emphasis on averages getting into professional colleges, obtaining scholarships, having a kind of academic recognition on campus, or admission into honors program that are required for graduate study."

This narrative speaks to students feeling a great pressure to succeed in every learning experience for fear of having one negative outcome impact their future irrevocably. This USask student narrative supports findings in the literature regarding the following practices that have been shown to add to or amplify student stressors and drain student resources:

- **Not clarifying the 'rules of the game'**, leaving students unclear regarding what actions will lead them to academic success
- **Being silent about issues of position, power and privilege in the learning environment**, thus missing the opportunity to create an inclusive, open and safe context for students.
- **Creating learning experiences that are rigid and inflexible**, undermining student autonomy
- **Not allowing students opportunity to practice, get feedback, and reflect** on the experience to enable learning.

A student's ability to develop competence will be diminished if constructive and timely feedback is not provided to students or if errors or gaps in knowledge or skill are pointed out without explanation as to how a student might improve (Baik et al., 2017). Additionally, meaningful and appropriate choice within learning experiences can provide students opportunity to draw on their strengths whilst learning (Baik et al., 2017).



PANDEMIC LENS

I don't think the instructors realize what the reality is like for a student. Several of my peers withdrew. I was not anticipating such rigid and huge demands. I don't feel we have been given the necessary tools to carry out the expectations laid out in a pandemic environment." Pulse Survey 2020

SUMMARY

Student mental well-being is influenced by the interplay of their individual stressors, available resources, and the environment or context in which their learning takes place (Baik et al., 2017). An institutional learning environment can undermine a student's capacity to develop competence, a sense of belonging, a view that their learning has relevance, and a belief they can succeed. As an institution, we have committed to providing resources to support mental well-being. We need to additionally consider the learning environments we create with our students and examine how our teaching and learning practices can create environments that enable good mental health and well-being.

7. Teaching and learning practices that mitigate stressors and foster resources

In this section teaching and learning practices that mitigate student stressors and foster student resources are explored in relation to areas known to impact student mental health.



7.1 | Design



I'm at the tail end of my degree and I just have electives left and it's like "did I really need to do a whole term just of electives?" I've done so many electives already and I get being a well-rounded student and everything but at the end of the day it just feels like it's a bit of a cash grab."

This narrative speaks to students feeling unclear about why they have been required to take or do something and how it is relevant to their end goals. This USask student narrative supports findings in the literature regarding the following design practices that have been shown to mitigate student stressors and foster student resources:

- **Streamlining content** – boiling down a course curriculum to what is essential for students to know and do
- **Purposefully organizing and sequencing learning experiences** to build knowledge and skills within and across learning experiences (modules/courses/programs), where possible, allowing time for practice and feedback
- **Aligning learning outcomes** (what a student will be able to do once finished), **instructional activities** (the activities that will allow the student to learn and eventually achieve the outcomes) **and assessment** (ways in which students can practice, get feedback, and eventually demonstrate achievement of the outcomes)
- **Making explicit what is expected and why it matters** as part of process of learning
- **Designing for optimal student challenge** (not too hard, not too easy, just right...)
- **Considering workload and assignment timing**, wherever possible, across courses to minimize overloaded periods for assignments and examinations.

"A carefully planned curriculum with clear learning goals, sequenced learning activities, and assessment tasks that inform both learning and subsequent teaching are the basis of student competence." (Baik et al., 2017, p. 19).



PANDEMIC LENS

At the end of the Fall 2020 remote teaching and learning term, students reported they appreciated when content and activities were streamlined and focused on essential learning outcomes for the course. There was a perception of increased workload and students appreciated courses where instructors reduced content and/or adjusted assessments.

Aligning outcomes and instructional approaches for difficult content

LYNN WEBER,
DEPARTMENT OF VETERINARY
BIOMEDICAL SCIENCES

I teach VBMS 224, an introduction to veterinary physiology. It contains many complex concepts that are difficult to master. An example of how I approach this is the concept of difference/similarity between iso-osmotic versus isotonic solutions, and how that relates to different cells in the body is an essential and difficult concept for first-year veterinary students. Often students mistakenly think they already know this material, but in reality, they generally have an insufficient understanding. I use these approaches to teach and assess this concept:

First, I explain why the subject material is important. For iso-osmotic versus isotonic, it must be clear from the outset that the one lecture and one lab they do on this material has direct implications for movement of body water when an animal is severely dehydrated. In other words, we relate these seemingly boring, picky chemical concepts and their difference to pathological conditions and clinical treatments that they will use as a DVM.

I try to streamline content to focus on what is essential. I use hands-on lab activities and in-lab small group discussions to reinforce the basic concepts. The hands-on activity needs an obvious visual change to reinforce the concept, so we use animal blood diluted with different solutions, leading to visible changes after hemolysis to reinforce the essentials of the concept.

Lastly, I align these concepts with other elements of the curriculum. For example, iso-osmotic versus isotonic relates closely to elements taught in biochemistry as well as renal physiology. Sequencing is critical to ensure this basic concept is solidly grasped by the DVM students first, then the biochemistry and renal physiology taught in a suitable sequence following this. The other courses/sections where this concept is needed do not attempt to re-teach these concepts, avoiding overlap and saving time in the curriculum.

7.2 | Instruct



"Discussion groups have really helped me, just going through different scenarios and articles and stuff like that and our prof is really good at directing the conversation when he could tell things are getting maybe off track, he kind of redirects it. And we had a lot of guest speakers, it gets boring to sometimes read those books but those practical stories are more interesting."

This narrative speaks to instructional strategies that support students learning. This USask student narrative supports findings in the literature regarding the following instructional practices have been shown to mitigate student stressors and foster student resources:

- **Engage in active and engaging instruction**, that is aligned with outcomes and assessments and focuses on students doing and thinking
- **Instruct in ways that enable students to connect to each other and the instructor**
- **Design learning activities that bring out diverse perspectives and experiences** and allows students to contribute their experiences, cultures, and views in the learning environment.
- **Provide opportunities for students to practice, get feedback, and reflect**, allowing students to learn through and from experience.

"Such experiences enhance a student's sense of belonging, as well as experiences of autonomy and competence. Close relationships with other students or an academic will also sustain a student who feels out of place or that they are not a natural 'fit' within their course or institution." (Baik et al., 2017, p. 18).



I love the interactive classes because that's where I learn, like I don't learn from writing. I need someone to teach me through it. I saw this classroom where everyone was just sitting in a circle and the prof sat there too, like all in a circle, all interacting with one another and that's how they were being taught and for me that's the best way for me to learn."



PANDEMIC LENS

At the end of the Fall 2020 remote teaching and learning term, students reported appreciating activities where a sense of connection with their instructor was created. Highlights for students included introductory videos where faculty told the class a bit about themselves and set out the ways in which they strove to support students.

Additionally, In response to the question, "please comment on those online/remote teaching strategies that were particularly support of your learning during the COVID-19 pandemic" the most frequently occurring word (noted 631 times in the 6932 comments) was 'discussion'.

Helping students see themselves as global actors with agency in the world

COLLEEN BELL,
DEPARTMENT OF POLITICAL STUDIES

In Term 1, I taught International Studies 110: Global Issues, a class of 86 mostly first-year students from across the University. One issue that comes up in my teaching is that students are aware, increasingly so, that the world is facing major problems, politically, socially, and environmentally. On the one hand, this awareness attracts them to internationally focused courses. On the other hand, most feel at a loss about what can be done and how to coordinate and implement change on a global scale. One of the ways that my students describe this conundrum, is that the world is very big and they feel very small. This view reflects feelings of helplessness and hopelessness, which I believe affect both engagement in learning and student well-being.

To try and address these issues, and also teach core academic skills and curricula, I implemented a project to expose students to the research cycle of questioning, investigating, and disseminating their findings on one

of three thematic areas: Climate Change, International Terrorism, and Global Refugee Crisis. Students chose and modified their research question, discovered claims, studies, and reasoned arguments about it, publicly presented their discoveries in a video, and reflected on what they now understood about the issue that they did not previously know and what needs to be done. In deliberations with students, I discovered that not only did they learn valuable knowledge, but that they transformed their perspectives on themselves. Previously, they often viewed themselves as onlookers to a stream of global tragedies and impending crises. The project allowed them to see themselves differently, as agents, empowered with ideas about the world and how we might make it better. In my view, this transformation supports student well-being in a tumultuous global environment. My students showed me that as educators we can design learning processes that both empower students in their learning and their well-being simultaneously.

7.3 | Relate



I understand memorization and retaining concepts specifically is a really large aspect of learning, but to integrate a concept really fully you have to be able to connect it to other ideas. I would like to see more of an emphasis on making sure that the connections between different units in course material are presented really clearly to students, because that provides a really good line for them to start drawing their own connections and contribute to their own retention and learning over the course."

This narrative speaks to the importance for students of supporting them making connections between concepts across their learning experience. This USask student narrative supports findings in the literature regarding the following teaching and learning practices have been shown to mitigate student stressors and foster student resources:

- **Create inclusive and respectful environments** - efforts to bring examples drawn from varying perspectives, cultures or worldviews into your content as well as using inclusive language and avoiding generalizations or stereotypes about any group. The principles of universal design for learning can help guide practices in this regard.
- **Connect content and approaches to what is known about students** and what their interests and experiences are by, for example, finding out what you can about your students, their circumstances and their prior learning at the start of a course or program.
- **Demonstrate the connection between course outcomes/expectations and student goals** as part of process of learning and facilitate student's connection to their ambitions (work, addressing societal needs, etc.).

"Providing rationale for curriculum choices and decisions, in terms that demonstrate understanding of students' perspectives and concern for their interests and goals, will help students to endorse those choices and decisions, thereby supporting a sense of autonomy and agency." (Baik et al., 2017, p. 19).



I've had professors... saying 'take care of your mental wellbeing' and that kind of thing. I think I'd feel a lot more comfortable going to professors that acknowledge that this is an important aspect of being a student...taking care of your mental wellness."



PANDEMIC LENS

At the end of the Fall 2020 remote teaching and learning term, students reported a consistent struggle to find information and a fear of missing key content or expectations. Navigating courses with different structures, using different tools, and varying weekly expectations was a significant challenge. Students appreciated faculty posting checklists of tasks required at the start of each week or courses organized in modules (e.g., not just posting files) that used an assignment calendar.

Building relationships with students before they arrive at the University of Saskatchewan

MURRAY DREW,
DEPARTMENT OF ANIMAL
AND POULTRY SCIENCE

I teach ANBI 110: Introduction to Animal Bioscience. The class had 74 students this year, which includes 64 women whose primary interest is becoming a veterinarian. They know they will need excellent grades to be accepted into the WCVM so, they have put themselves under a huge amount of self-imposed stress. It is also the only course they take that is delivered by our department in first year and is our one opportunity to connect with them.

Last year, I tried a strategy to build that connection before they even arrived on campus. I sent an email to the class in mid-August asking for a picture (with an animal) and one interesting thing about themselves. I also asked what I could do to help them be more successful in the course. The response rate this year was 84%, and the emails they sent were very thoughtful. Most students said that

making myself available for help outside of class was very important to them. Some mentioned that they had ADHD or suffered from anxiety and that they hoped I would be understanding if they were having difficulty. Virtually all of them ended their email by thanking me for contacting them and said it helped them feel a little less stressed about starting classes. Once they got to the U of S, I noticed some real differences in the class environment. Student engagement increased dramatically. I estimate that over half the students have answered a question or taken part in a discussion in class. Attendance has never been below 90%, which is significantly higher than in the past. I also feel more engaged with the students, so lectures are more fun for me as well. This took only a small investment of time, but the response was terrific. I will definitely continue to do this.

7.4 | Assess



If regurgitation is what I see on my first midterm, then I'm just going to go memorize everything and just train myself to meet that standard of regurgitation and then what am I getting from this class? Nothing because I'm just going to forget about it if I don't actually understand it. So are you trying to create robots or somebody that's actually going to learn and interpret it in their own way and then give their ideas and they get graded based on that."



I get that there is a need to have some kind of assessment on the knowledge that you've built up throughout the year but I don't think it's necessarily an exam. I would love if there were more options...like take home exams, they can be a great way to show what you've learned or final projects. Diversifying the kind of evaluations that you give students so that is not just tests that comprise their final marks."

These narratives speak to the importance of assessment practice to students. Assessment is also known to be a key mechanism to enable student learning. This USask student narrative supports findings in the literature regarding the following assessment practices have been shown to mitigate student stressors and foster student resources:

- **Undertake low or no stakes assessment with constructive feedback** as part of learning process – this has been shown to reduce anxiety and support student learning
- **Provide flexibility and choice in ways students demonstrate the learning outcomes**, increasing inclusivity
- **Create clarity regarding expectations in assessments**, for example, by providing rubrics and using them in self-assessment and/or peer-assessment
- **Use outcomes-based approaches to assessment**

These practices can expand the value of assessment from just assessment of learning (where students demonstrate their competence through assessment) to include a focus on assessment for learning (where undertaking the assessment supports student's learning).



PANDEMIC LENS

“*I think it is unfair that my exams only offer 1 minute per question. If I were writing my exam on campus, in a gym as usual, I would be given 3 full hours to complete my exam, regardless of how many questions... I understand they don't want students to cheat but giving us loads of midterms and assignments isn't really helping us learn either.*”

Assessment practices were raised frequently in the post-pandemic shift commission work. Many called for an evaluation of exam and assessment procedures and a move to a more inclusive and flexible approach.

“*I think it's nice when professors have a lot of different ways to get marks and its not all just midterm and final. The classes that I have enjoyed the most and that have been the least stressful are the ones where there are multiple assignments. It's more accommodating to various learning styles not necessarily just people who can memorize material.*”

Examining implicit skills in assessment

SANDY BONNY,
INDIGENOUS STUDENT ACHIEVEMENT PATHWAYS
(ISAP), COLLEGE OF ARTS AND SCIENCE

I teach an ISAP section of INTS 102: Essential Skills for Studying Science to a small cohort of students interested in accessing STEM degree pathways and professional colleges. Students who opt-in to ISAP are looking for an academically robust, culturally aware, small-class environment early in their undergraduate journey. They bring rich life experiences and a depth of knowledge that is uncommon in first year classrooms, but often have non-standard K-12 preparation and missed opportunities that urban high school students have to build mathematical literacy and academic vocabulary.

I've adapted my approach to assessment at the levels of assignment design, class delivery, and examination practices – aiming to strike a balance that fairly promotes mastery of 'skills for studying science' while positioning my students' cultural and personal strengths as assets for STEM learning.

Rather than asking students to navigate academic resources independently (which privileges western and urban high school graduates) I invite guest experts from our campus community to meet with small groups of students for collaborative discussions of topics that they are researching. The ISAP students' lived experiences often provide a strong starting point for learning in this way;

our visiting experts always enjoy themselves too! How do you Indigenize an undergraduate research experience? You provide the opportunity to Indigenous students to ask the questions they are passionate about with advocates who are passionate about welcoming them into their disciplines through creative and critical inquiry.

On exams, learners with non-traditional high school backgrounds often encounter a gap in 'implied skills,' with the effect that they are being 'tested twice': once on course objectives (fair) and once on acculturation to academic norms (questionable!). Building an academic vocabulary is a challenge for many students. To address this, I provide students a one-page case study a week before their first midterm, as well as a list of relevant course vocabulary. On the midterm, a long answer question rewards accurate use of words from the vocabulary list, encouraging the use of disciplinary rather than common language in student's responses. For the second midterm, I present a second case study, and assign the class the task of building a relevant vocabulary list—a strategy I hope they can carry over to other courses. By the final exam, it is rewarding to see their growth in confidence sharing their thoughts in long answer format using the 'tools' of disciplinary language.

SUMMARY

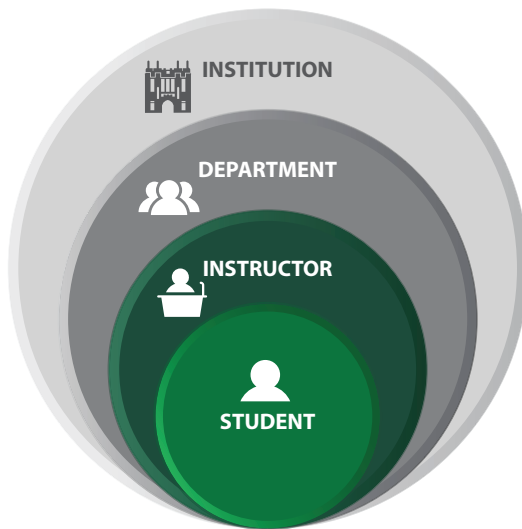
Through evidence informed teaching and learning practices in design, instruction, relating and assessment, we can create learning environments that do not add, but instead mitigate student stressors and foster student resources. These practices benefit all students and are particularly important for those students who may come to us with stressors from outside the learning environment, and limited resources.

The case studies included demonstrate practices within our environment that align with those highlighted and show the commitment of faculty on our campuses to support student mental well-being through teaching and learning practices.

8. Departmental and institutional contexts

As noted earlier in this report, teaching practices selected and enacted by an instructor are influenced by the design of the academic program in which the course being taught sits, the culture of the department the instructor works within and the policies, practices, and systems of the institution in which it all takes place. These levels of teaching and learning practice are represented in Figure 2.

FIGURE 2: TEACHING AND LEARNING PRACTICE AND ITS CONTEXT



The teaching practices described above are not easily enacted if the environment in which instructors find themselves are not supportive. In fact, if something like an institutional policy counters these practices, faculty may not want or be able to take action that will support student mental health and well-being.

The following actions can be taken at the department and institutional level to remove barriers and enable evidence informed teaching and learning practices that support student mental well-being:

- **Support collaborative program (re)design, to diminish overcrowding in the curriculum and purposefully organize and sequence learning experiences**, through creation of opportunities to assess and reflect on curricular outcomes and enhance programs accordingly
- **Reward teaching and learning practices that support student mental well-being**, through recognition (e.g., awards) and collegial processes
- **Provide or create learning spaces that allow for active and engaging instruction**, such as active learning classrooms
- **Examine policies, ensuring they are enabling of these practices**, for example, policies related to course and program creation and assessment
- **Explicitly acknowledge and value student's prior experiences and knowledge**, particularly different ways of knowing and being as a beneficial foundation for learning
- **Provide systems that enable these practices**, such as a learning management system that enables transparent tracking of student progress, self and peer assessments and timely provision of feedback
- **Provide and encourage development of learning and teaching practices**, through continuing professional development, inquiry into one's teaching practice and conversations about effective teaching practice with peers

9. Conclusion

Student mental well-being is impacted by the learning experiences and environments they encounter at university. Working to implement evidence-informed practices in design, instruction, relating and assessment, we serve to create environments where student will:

- Be clear about what is expected of them,
- Have the opportunity to practice and get feedback,
- Feel connected to the group they are learning with and/or from,
- Believe that what they are learning matters to them and society,
- Feel confident that, if they put in the work, they can succeed.



Students shared the following perceptions of their learning experience and mental health:

- We are creating a generation that can't take a break
- Unrealistic expectations from profs create stress and decreased mental health
- Smaller class size increases one's sense of being good enough for university
- Academic success, at present, is premised on learning to take tests
- There is a heavy emphasis on marks as a determinant of future success
- It is not always clear how courses, particularly electives, connect to ones' degree
- Different teaching and learning strategies help make classes interesting
- Diverse instructional methods meet diverse learners' needs
- Helping students connect concepts and ideas builds their ability to do that on their own
- Desire for teaching to enable students to learn, interpret and retain, not to regurgitate
- Different assessment options (not just final exams!) support learning
- Professors that say taking care of your mental wellness is important are more approachable
- A variety of methods of assessment accommodate various student strengths and learning preferences



We have explored good practice in design, instruction, relating and assessment to support student mental health:

- Streamlining content
- Purposefully organizing and sequencing learning experiences
- Aligning learning outcomes, instructional activity, and assessment
- Making explicit what is expected and why it matters
- Designing for optimal student challenge
- Considering workload and assignment timing
- Engage in active and engaging instruction
- Instruct in ways that enable students to connect to each other and the instructor
- Design learning activities that bring out diverse perspectives and experiences
- Provide opportunities for students to practice, get feedback, and reflect
- Create inclusive and respectful environments
- Connect content and approaches to what is known about students
- Demonstrate connection between course outcomes and student goals
- Undertake low or no stakes assessment with constructive feedback
- Provide flexibility and choice in ways students demonstrate the learning outcomes
- Create clarity regarding expectations in assessments
- Use outcomes-based approaches to assessment



Ultimately these teaching practices will lead to students who,

- (1) know and can do,**
- (2) belong,**
- (3) care, and**
- (4) believe they can succeed**

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Appendix – Questions used to guide student focus groups and interviews

1. When it comes to how they are taught or assessed (exams, essays, labs, etc.), what are the most common types of issues students have at university?
2. What is the best classroom and course environment for students to learn?
3. What class supports or resources could help students increase their ability to learn?
4. What suggestions would you have for instructors on decreasing mental stress and improving student well-being?
5. What suggestions do you have for the university on decreasing mental stress and improving student well-being?