

AGENDA

University Council

Date: January 29, 2026

Time: 2:30-4:30 pm

Location: Convocation Hall (PMB 120) and Zoom

CALL TO ORDER

1. Tribute

- 1.1. Tribute to Professor Emeritus Andrew (Andy) Carson from the Department of Mathematics and Statistics, College of Arts and Science presented by Doug MacLean, retired Associate Professor Department of Mathematics and Statistics, College of Arts and Science.

2. Agenda

- 2.1. Adoption of the Agenda
- 2.2. Council Motions

3. Chair's Opening Remarks- Dr. Vicki Squires, Council Chair, College of Education

4. Minutes

- 4.1. Approval of Minutes – December 18, 2025

5. Academic Programs Committee

- 5.1. Request for Decision: Diploma in Educational Studies
- 5.2. Request for Decision: Certificate in Foundational Pathways in Arts and Science
- 5.3. Request for Decision: Master of Science in Periodontology Program
- 5.4. Request for Decision: Doctor of Pharmacy Admission Qualification Changes
- 5.5. Request for Decision: PhD in Nursing Admission Qualification Changes
- 5.6. Request for Decision: PhD in Public Policy Admission Qualification Changes
- 5.7. Notice of Motion: New Assessment and Course Delivery Policies and Procedures

6. Governance Committee

- 6.1. Request for Decision: College of Nursing Faculty Bylaws
- 6.2. Request for Decision: College of Agriculture and Bioresources Faculty Bylaws
- 6.3. Request for Decision: Council Bylaws

7. Reports

- 7.1. President
- 7.2. Interim Provost and Vice-President Academic
- 7.3. Graduate Students Association (GSA)
- 7.4. University of Saskatchewan Student's Union (USSU)

8. Other Business

9. Question Period

In addition to bringing forward questions during the course of a meeting, council members are encouraged to submit questions on agenda items or matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (vicki.squires@usask.ca; governance.office@usask.ca). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their questions during the course of the meeting. Questions from the floor are also welcomed and encouraged.

10. Adjournment

Next Council meeting is on March 19, 2026- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the March meeting is February 26, 2026. A full list of submission deadlines can be found [online](#).

ZOOM LINK:

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/99500091506?pwd=iHti1lQ8mmSJ32B0hLnRlTCkfqzgSL.1>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/u/aczvbnO7z>

Join by Video Conferencing Device (SIP):

99500091506@zoomcrc.com

Meeting ID: 995 0009 1506

Passcode: 72265791

Telephone Passcode: 72265791

UNIVERSITY COUNCIL AGENDA MOTIONS

Date: January 29, 2026

ACADEMIC PROGRAMS COMMITTEE

5.1 Request for Decision: Diploma in Educational Studies

Motion: It is recommended by the Academic Programs Committee that Council approve the Diploma in Educational Studies, effective May 2026.

5.2 Request for Decision: Certificate in Foundational Pathways in Arts and Science

Motion: It is recommended by the Academic Programs Committee that Council approve the Certificate in Foundational Pathways in Arts and Science effective May 2026.

5.3 Request for Decision: Master of Science in Periodontology Program

Motion: It is recommended by the Academic Programs Committee that Council approve the Master of Science Periodontology Program, for inclusion in the 2026-27 Catalogue with first student intake in Fall 2027.

5.4 Request for Decision: Doctor of Pharmacy Admission Qualification Changes

Motion: It is recommended by the Academic Programs Committee that Council approve the Doctor of Pharmacy Admission Qualification change, effective for the 2027-2028 admission cycle.

5.5 Request for Decision: PhD in Nursing Admission Qualification Changes

Motion: It is recommended by the Academic Programs Committee that Council approve the Doctor of Philosophy in Nursing Admission Qualification change, effective for the 2027-2028 admission cycle.

5.6 Request for Decision: PhD in Public Policy Admission Qualification Changes

Motion: It is recommended by the Academic Programs Committee that Council approve the Doctor of Philosophy in Public Policy Admission Qualification change, effective for the 2027-2028 admission cycle.

5.7 Notice of Motion: New Assessment and Course Delivery Policies and Procedures

Motion: It is recommended by the Academic Programs Committee that Council approve the New Assessment and Course Delivery Policies and Procedures effective Fall 2027.

GOVERNANCE COMMITTEE

6.1 Request for Decision: College of Nursing Faculty Bylaws

Motion: It is recommended by the Governance Committee that Council approve the changes to the College of Nursing Faculty Council Bylaws, effective immediately.

6.2 Request for Decision: College of Agriculture and Bioresources Faculty Bylaws

Motion: It is recommended by the Governance Committee that Council approve the changes to the College of Agriculture and Bioresources Faculty Council Bylaws, effective immediately.

6.3 Request for Decision: Council Bylaws

Motion: It is recommended by the Governance Committee that Council approve the changes to *the Council Bylaws and Regulations* to change the voting membership of the Planning and Priorities Committee, effective immediately.



MEETING MINUTES

University Council

Date: December 18, 2025

Time: 2:30-4:30 pm

Location: Convocation Hall (PMB 120) and Zoom

The meeting was called to order at 2:33 pm.

The Chair, Dr. Vicki Squires, began with a Land Acknowledgement.

No members of the media identified themselves.

The Chair reminded members there are no unauthorized recordings of Council meetings.

CALL TO ORDER

1. Tribute

A tribute took place for Professor Emeritus Jim Miller from the Department of History, present by Bill Waiser Distinguished Professor Emeritus, Department of History.

2. Agenda

2.1. Adoption of the Agenda

Motion: (FitzGerald/Jones): That the agenda be approved as circulated.

CARRIED

Freywald Abstained

3. Chair's Opening Remarks- Dr. Vicki Squires, Council Chair, College of Education

The Chair welcomed everyone to the final Council meeting of 2025 noting it was President Stoicheff's final meeting as President. The Chair reflected on his decade of leadership, challenges faced and achievements during this time including navigating the pandemic.

Additionally, the Chair noted that this week marked a historic gathering of all three governing bodies- members of the Board of Governors, the University Council Chairs, and the Senate were invited to a social on Monday, expressing it was a wonderful opportunity to meet new people invested in the success of the university.

4. Minutes

Motion: (Detmer/Dutchyn): That the minutes of November 20, 2025 be approved as circulated.

CARRIED

Freywald and Vandenberg Abstained

5. Executive Committee

5.1 Item for Information: 2026-2027 Council Meeting Dates

Chair Squires brought forward this item for information. 2026-2027 approved Council meeting dates are in the agenda package.

6. Academic Programs Committee

Paul Jones, Chair of the Academic Programs Committee, presented the committee's item as outlined in the agenda package.

6.1 Request for Decision: Indigenous Language Certificate Admission Qualification Changes

The full report is in the agenda package.

There were no questions.

Motion: (Jones/Dobson) It is recommended by the Academic Programs Committee that Council approve the Indigenous Language Certificate Admission Qualification Changes effective for the 2027-2028 admission cycle.

CARRIED
Vandenberg Abstained

6.2 Request for Decision: Jane and Ron Graham School of Professional Development Certificate Name Changes

Information is in the agenda package.

Motion: (Jones/Dobson) It is recommended by the Academic Programs Committee that Council approve the Jane and Ron Graham School of Professional Development Certificate name changes as outlined below, effective for the 2026-2027 Academic Year.

CARRIED

6.3 Request for Decision: Termination of the Graduate Certificate in Improving Teaching and Learning in Health Professions Education

Information is in the agenda package.

Motion: (Jones/Dobson) It is recommended by the Academic Programs Committee that Council approve the Termination of the Graduate Certificate in Improving Teaching and Learning in Health Professions Education, effective May 2026.

CARRIED

6.4 Request for Decision: Name Change-Graduate Certificate in Quality Teaching in Health Professions Education changing to Graduate Certificate of Teaching and Learning in Health Professions Education

Information is in the agenda package.

There were no questions.

Motion: (Jones/Dobson) It is recommended by the Academic Programs Committee that Council approve the name change of the Graduate Certificate in Quality Teaching in Health Professions Education to the Graduate Certificate of Teaching and Learning in Health Professions Education, effective May 2026.

CARRIED

6.5 Request for Decision: Termination of the Postgraduate Degree Specialization Certificate: Nurse Practitioner (P.G.D.S.C.)

Information is in the agenda package.

There were no questions.

Motion: (Jones/Dobson) It is recommended by the Academic Programs Committee that Council approve the termination of the Postgraduate Degree Specialization Certificate: Nurse Practitioner (P.G.D.S.C.) effective May 2026.

CARRIED

6.6 Item for Information: 2026-2027 Academic Calendar

The 2026-2027 Academic Calendar was approved by APC and was presented to Council as an item for information.

7. Governance Committee

Susan Detmer, Chair of the Governance Committee presented the committee's item as outlined in the agenda package.

7.1 Request for Decision: Edwards School of Business Faculty Council Bylaws

Information is in the agenda package.

There were no questions.

Motion: (Detmer/Jones) It is recommended by the Governance Committee that Council approve the changes to the Edwards School of Business Faculty Council Bylaws, effective July 1, 2026.

CARRIED

7.2 Notice of Motion: College of Nursing Faculty Bylaws

Information is in the agenda package.

There were no questions.

7.3 Notice of Motion: College of Agriculture and Bioresources Faculty Bylaws

Information is in the agenda package.

There were no questions.

7.4 Notice of Motion: Council Bylaws

Information is in the agenda package.

There were no questions.

8. Nominations Committee

Reza Fotouhi, Chair of the Nominations Committee presented the committee's items.

8.1 Request for Decision: Nomination to the Search Committee for the Dean of Law

Information is in the agenda package. The nominee is Maureen Bourassa, Edwards School of Business.

There were no questions or nominations from the floor.

Motion: (Fotouhi/Wilson) It is recommended by the Nominations Committee that Council approve the appointment of the following senior administrator to serve on the Search Committee for the Dean of Law, effective January 2026.

CARRIED
Finnie and Somervill Abstained

8.2 Request for Decision: 8.1 Request for Decision: Nomination to the Search Committee for the Dean of Pharmacy and Nutrition

Information is in the agenda package. The nominee is Louise Racine, College of Nursing.

There were no questions or nominations from the floor.

Motion: (Fotouhi/Wilson) It is recommended by the Nominations Committee that Council approve the appointment of the following senior administrator to serve on the Search Committee for the Dean of Pharmacy and Nutrition, effective January 2026.

CARRIED
Alcorn and Dobson Abstained

9. Research, Scholarly and Artistic Work Committee

Eric Lamb, Chair of the Research, Scholarly and Artistic Work Committee presented the committee's item as outlined in the agenda package.

9.1 Item for Information: Annual Biomedical and Behavioural Research Ethics Board Report

Information is in the agenda package.

There were no questions.

10. Reports

10.1 President

President Stoicheff began by noting that recent USask rankings have strengthened the university's reputation and made it a more attractive institution for prospective students. He then discussed the Economic and Social Impact Study, which was developed over several years and funded by Grit and Scott McCreath, emphasizing its importance in demonstrating the university's value amid growing skepticism about higher education.

The report indicates that USask contributed \$2 billion to Saskatchewan's economy in 2024–2025 and that more than 70 percent of graduates remain in the province, a significant increase from previous rates of 30 to 40 percent. President Stoicheff encouraged Council members to review the report and become familiar with its findings, acknowledging the challenges involved in quantifying a university's impact and noting that the document will continue to evolve as a living resource.

He concluded by expressing his gratitude to Council members for their support throughout his presidency.

There were no questions.

10.2 Interim Provost and Vice-President Academic

Interim Provost Patti McDougall highlighted the university's Accessibility Plan and its significance. She also expressed appreciation to the Emergency Management Team (EMT) and all individuals involved in managing the snow event on Wednesday and supporting exam administration. She noted that the team worked diligently to balance safety concerns with minimizing disruption to exams, which required many hours of coordination and decision-making.

10.3 Graduate Students Association (GSA)

GSA President Palash Roy reported that the Graduate Students' Association will maintain a conservative financial risk profile. He noted ongoing discussions with the Presidents Executive Committee regarding equity, diversity, and inclusion initiatives.

President Roy highlighted the success of the Holiday Hangout and the expansion of related programming, expressing gratitude to campus partners for their support in making these initiatives possible. He concluded by thanking President Peter Stoicheff for his leadership and commitment to graduate students, as well as his contributions to advancing research at the university.

There were no questions.

10.4 University of Saskatchewan Student's Union (USSU)

USSU President Emma Wintermute provided an update to Council, reiterating key challenges facing students, including academic pressures, food insecurity, housing precarity, and issues related to sexual and gender-based violence. She emphasized that these concerns will remain central to student advocacy in the coming year. Sexual violence prevention and awareness continue to be a priority, and discussions with university leadership regarding updates to the sexual violence policy and procedures are ongoing.

President Wintermute also highlighted progress toward opening the Student Legal Services Clinic, which will enhance student access to legal resources on campus, with support from various campus units and the late Dr. Beth Bilson. Additionally, the USSU is collaborating with OVPIE and the Indigenous Student Advisory Committee to host conversation circles and student-wide events aimed at fostering dialogue and relationships around the Indigenous Strategy among Indigenous, international, and domestic students.

She noted continued engagement with Saskatoon Transit to address student concerns related to the upcoming LINK BRT project. Academically, December was focused on advancing policy initiatives to ensure clarity, equity, and accessibility for students, with priorities including assessment reform, teaching recognition, instructor feedback, and accessibility planning that integrates student perspectives.

President Wintermute also reported on recent student engagement activities during finals, including holiday movie nights, cocoa and coloring sessions, and the distribution of final exam goodie bags, which for the first time were extended to students in Prince Albert. She concluded by expressing gratitude to President Peter Stoicheff for his ten years of leadership and his support for student initiatives and success.

There were no questions.

11. Other Business

There was none.

12. Question Period

There were no questions.

13. Adjournment

(Detmer): The meeting was properly adjourned at 3:31 pm.

REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Diploma in Educational Studies

MOTION

It is recommended by the Academic Programs Committee that Council approve the Diploma in Educational Studies, effective May 2026.

CONTEXT AND BACKGROUND

The College of Education is proposing a Diploma in Educational Studies. This intent of this diploma program option is designed as an “off-ramp” to provide current Bachelor of Education students an opportunity to obtain a USask credential if they will not be completing or are unable to complete the requirements for the 120-credit unit Bachelor of Education degree.

This program will not be marketed nor will recruitment efforts be made to generate interest. It will, however, have a catalogue entry in the University Catalogue. The College anticipates approximately 10 or fewer students each year being moved to this diploma program if they are unsuccessful or unable to complete the field experiences and/or extended practicum. College advising staff will monitor these students and will offer the diploma option to those who are eligible.

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) has recommended that the College of Education does not offer a “Bachelor of Education” that is uncertifiable since this title could lead to confusion among certifying bodies, hence the decision to move forward with a degree-level diploma seemed most appropriate. This diploma program will not lead to a Saskatchewan teacher’s certificate and, therefore, holders of this diploma will be unable to receive certification in other jurisdictions as well.

CONSULTATION

The College of Education submitted a proposal to the Academic Programs Committee (APC) on December 17, 2025. The Academic Programs Committee had the opportunity to review the proposal and asked questions. The committee voted in favour of the new diploma program.

ATTACHMENTS

1. **Diploma in Educational Studies**



**DIPLOMA IN EDUCATIONAL STUDIES
PROPOSAL SUBMISSION
FOR IMPLEMENTATION IN THE
2026-2027 ACADEMIC YEAR**

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EXECUTIVE SUMMARY

To: Academic Programs Committee of Council (academic_programs@usask.ca)
From: College of Education
Date: December 8, 2025
Re: Proposal for Diploma in Educational Studies

The College of Education is recommending approval of the **Diploma in Educational Studies**.

This unique diploma program option is designed as an “off-ramp” to provide current Bachelor of Education students an opportunity to obtain a USask credential if they will not be completing or are unable to complete the requirements for the 120-credit unit Bachelor of Education degree. This program will not be marketed nor will recruitment efforts be made to generate interest. It will, however, have a catalogue entry in the annual University Catalogue. We anticipate approximately 10 or fewer students each year being moved to this diploma program if they are unsuccessful or unable to complete the field experiences and/or extended practicum.

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) has recommended that we do not offer a “Bachelor of Education” that is uncertifiable since this title could lead to confusion among certifying bodies. Therefore, a degree-level diploma seemed most appropriate. This diploma program will not lead to a Saskatchewan teacher’s certificate and, therefore, holders of this diploma will be unable to receive certification in other jurisdictions as well.

The Faculty of Education at the University of Regina will be launching an “off-ramp” in 2026-2027 as well. However, it will be a degree program offered in conjunction with their Faculty of Arts.

At the College of Education Faculty Council meeting on December 5, 2025, faculty members questioned:

- Students from past years pursuing this option. (Education courses expire in 8 years; therefore, if a student’s coursework hasn’t expired, this may be an option for them.)
- Possible support for students who were previously unsuccessful in the field experiences and/or those with a large gap in time before students return to ladder into the B.Ed. program. (Extra support for students in this situation may be required. We will alert the Field Experience Team to this anticipated need.)
- Going forward, it may be necessary to look for patterns or trends to help divert students from the diploma program if they could otherwise be successful in achieving B.Ed. degree.
- The possibility of requiring the Criminal Record Check (with Vulnerable Sector Search) at the time of admission. (Since the CRC is a requirement of school divisions for field placements and not a requirement of the college for coursework, a CRC is not required for admission to the B.Ed. program. It is however a question on the application for admission. Requiring a CRC at the time of applying for admission would be an extra expense to the student. Also, the CRC is valid at a single point in time and outdated.)

MOTION: To approve the 90-credit unit Diploma in Educational Studies for implementation in the 2026-2027 academic year. **[MOVER: Shaun Murphy / SECONDER: Amin Mousavi – Carried.]**

PROPOSAL

Title of new undergraduate program:		
Diploma in Educational Studies		
Degrees		
Diploma		
Fields of study		
Educational Studies		
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.):		
Intended Length of the Program:	Number of Credit Units:	Academic Unit (unit offering the program):
3 Years	90 credit units	College of Education
Proposed date for intake of students:	Contact person name	
May 2026	Arvelle Van Dyck / Shaun Murphy	
Email arvelle.vandyck@usask.ca / shaun.murphy@usask.ca		

PROPOSAL SUBMISSION

The proposed Diploma in Educational Studies is a unique program designed as an “off-ramp” to provide current Bachelor of Education students an opportunity to obtain a USask credential if they will not be completing the requirements for the 120-credit unit Bachelor of Education degree.

1. Purpose

Each year, a small number of undergraduate students are unable to complete one or more of the field experiences and/or the extended practicum, which are mandatory requirements for the Bachelor of Education degree. There may be various reasons students do not wish to or are unable to complete the field experience components (e.g., they do not have the skills, interest or disposition to teach in a classroom setting; they have medical concerns that limit their ability to be in schools; they hold a criminal record that prevents schools from offering them field placements, etc.). In order for these students to receive a USask credential and seek valuable employment, an alternative program option is required. Recipients of the diploma will not be eligible to obtain teaching certificate in Saskatchewan or elsewhere.

2. Title

Given that holders of the Bachelor of Education degree are eligible to receive a Saskatchewan teacher’s certificate as well as teaching certificates from other jurisdictions, we have been cautioned (especially by the Saskatchewan Professional Teachers Regulatory Board) to title this credential something other than a Bachelor of Education degree and to avoid a title that includes “Education and degree.” Therefore, a “Degree Level Diploma” is being proposed given the following USask definition as outlined on the [Academic and Curricular Nomenclature](#) webpage:

Degree Level Diploma

Under the authority of council and the Academic Programs Committee, these programs are entirely comprised of degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.

- a) Must meet minimum undergraduate-level admission requirements
- b) Generally, include 100-499 level course numberings

3. Credit Units

The proposed diploma will be comprised of 90 credit units. Since the Bachelor of Education degree is four years (120 credit units), the diploma option must be fewer credit units and, therefore, a three-year option is being proposed instead. Since students typically run into issues during field experiences in the third year or beginning of the fourth year, a 90-credit unit diploma (i.e., 3 full years) is being proposed.

Any incomplete Year 3 field experiences (EDST 3XX.3) may be replaced with Education electives. Students may then graduate with a credential and go on to pursue gainful employment. Furthermore, if students' circumstances change, students may "ladder" from the diploma program into the B.Ed. program to complete the four-year, 120-credit unit degree program in the future. Students wishing to return to complete the B.Ed. program will be required to apply for re-admission to the B.Ed. program route in which they were previously enrolled and will be considered a returning student.

Education Electives (up to 6 credit units) may be substituted for Year 3 Field Experience Requirements:

- EDST 321.3
- EDST 322.3 or EDST 375.3

If any of the Field Experience Requirements have been completed (e.g., EDST 321.3), they may be used to fill the Education Elective requirements.

The Education Electives will be listed as:

- EADM — 100-Level, 200-Level, 300-Level, 400-Level
- ECUR — 100-Level, 200-Level, 300-Level, 400-Level
- EDST - 100-Level, 200-Level, 300-Level, 400-Level
- EFDT — 100-Level, 200-Level, 300-Level, 400-Level
- EMUS — 100-Level, 200-Level, 300-Level, 400-Level
- EPSE — 100-Level, 200-Level, 300-Level, 400-Level
- ETAD — 100-Level, 200-Level, 300-Level, 400-Level
- EDLC 403.3 Peer Mentoring Leading to Teach

The eight-year limit for Education classes will apply to students seeking the Diploma in Educational Studies. Only those students with Education classes within the eight-year limit will be permitted to transfer to the Diploma in Educational Studies. After re-admission, those students whose coursework falls outside of the eight-year limit and who wish to pursue the Diploma in Educational Studies will need to seek approval from the Student Affairs and Academic Standards Committee (SAASC) to retain credit for coursework outside the eight-year limit.

4. Graduation Standards

The graduation standards will be similar to those of the Bachelor of Education degree:

- Cumulative Weighted Average (C.W.A.) [also known as program average] of at least 60%
- External Weighted Average (EX.W.A.) of at least 60%
- Education Weighted Average (ED.W.A.) of at least 60%

No hood will be required at the Convocation ceremony.

If approved for May 2026, the first graduates could be awarded the Diploma in Educational Studies at the 2026 Fall Convocation ceremony.

5. Promotion, Recruitment and Admissions

While this program will be listed in the University Catalogue, it will not be promoted or marketed nor will students be recruited for this program. Instead, those students who have been admitted to a Bachelor of Education program route and are unable to successfully complete the Field Experience component, will be offered the diploma route instead. An Admissions Template is not required for this proposed program.

At the request of the student and in collaboration with the Field Experiences Office, the advising staff in the Undergraduate Programs Office will be permitted to change the student's program from the Bachelor of Education program route to the Diploma in Educational Studies in Banner (SGASTDN > Curricula or SFAREGS > Curricula).

It is possible students may complete one or more Education electives as a visiting student at a different post-secondary institution. The Admissions and Transfer Credit Office may be asked to complete the official transfer credit evaluation, in that case.

Should an inactive student who has Education classes within the eight-year limit qualify and wish to pursue the Diploma in Educational Studies upon implementation, the Admissions office will be asked to allow the student to apply as a non-degree student to then have the program changed to the Diploma in Educational Studies in order to avoid the need for a separate application for admission. A consultation with the Director of Admissions and Transfer Credit was held (*see attachment*) in addition to the Admissions Office being a part of the Consultation with the Registrar process required for program approval.

6. Financial Implications

Students enrolled in the Diploma in Educational Studies will be completing 90 credit units, primarily assessed at Category 2 tuition. Therefore, there is no added expense for the student to complete the diploma compared the B.Ed. degree. In fact, 30 fewer credit units will be required. It will allow students to receive a USask credential when otherwise they are left with partial degree completion and no credential. As a general rule, most Education coursework does not transfer to other USask programs offered by other colleges.

From the college's perspective, there will be 30 credit units less of tuition for a student to move from the degree to the diploma program. However, it will mean a student who otherwise does not receive a College of Education credential will now be eligible to receive a USask diploma. Without the Diploma in Educational Studies, these students may have withdrawn altogether so the college may have lost tuition in these cases anyway.

To complete diploma requirements, diploma students may enroll in classes already offered for students in the B.Ed. program routes. No new classes are required, nor will any new classes be created. There is no need to achieve certain enrolment numbers to sustain the Diploma in Educational Studies since these students enroll in the B.Ed. courses. The variety of modes of instruction to accommodate different learning styles will be the same as it is for the B.Ed. program delivery.

No additional space planning, library or ICT resources are required (*see attached consultation information*).

7. Comparator Program

The University of Regina is launching a Bachelor of Arts in Education in 2026-2027. It is housed in the Faculty of Arts and permission for entry is required from both the Faculty of Arts and the Faculty of Education. The program is intended as an alternative option for students who have completed a significant portion of the Bachelor of Education program but are not suited for the field components.

8. Employability

Graduates of a Diploma in Educational Studies could be employed by organizations/corporations to design learning opportunities/facilitate community understanding of education. There may be opportunities to be employed as a museum educator, an adult educator, an Educational Assistant (where Criminal Record Checks and employment standards allow), etc.

9. Concerns Raised

The following concerns were raised:

- The Diploma in Educational Studies being an “Educational Assistant” program.
While this diploma program is not intended to prepare Educational Assistants (EAs) for the classrooms, some graduates may go on to apply for EA positions and work in schools as EAs. School divisions may hire high school graduates, students who have completed only a year or two of college- or university-level coursework, or holders of other non-Education degrees for EA positions.
- Students choosing this option as the “easy way out.”
While students may choose to complete only three years to receive the Diploma in Educational Studies and not complete all four years for the B.Ed. degree, it means their earning potential will be lower in the future and they will not be certified as a teacher. They will not be paid as a professional educator holding a “Professional A Teaching Certificate.” Also, if they are receiving agency funding as a student, they will miss out on at least one year of student funding.
- Saturating First Nations Communities.
We do not want to saturate First Nations communities (especially those in northern Saskatchewan) that may be particularly vulnerable due to the shortage of qualified teachers in the communities. If graduates of the Diploma in Educational Studies hold criminal records, some schools (that do not require Criminal Record Checks with the Vulnerable Sector Search), may think the University of Saskatchewan, College of Education or individual programs are endorsing these diploma holders as good candidates to be employed in the schools. To help guard against this fear, the College of Education plans to distribute a letter notifying schools of this diploma and how holders of this credential differ from those who hold a Bachelor of Education degree and a Saskatchewan teacher’s certificate (which requires a Criminal Record Check and Vulnerable Sector Search).
- Flagging teacher candidates who are at risk of failing to complete field experiences so they can receive additional support. Current procedures for providing support or remediation for students who are struggling with placements.
If students are struggling with coursework and field experiences, academic advisors have access to information and mechanisms—grades, warnings, faculty actions, meetings with the Field Experiences Team—to see a pattern of behaviour and reach out to the students to offer student supports on campus, etc.

CURRICULUM MAP

The Program Outcomes/Competencies will be similar to those of the Bachelor of Education degree program. Although students may not have fully developed these competencies and skills like a Bachelor of Education degree holder, students in the diploma program have some level of knowledge and demonstration of the Teacher Certificate Competencies and 6 Essential Skills for Teacher Candidates.

Program Outcomes/Competencies

(https://sptrb.ca/SPTRB/SPTRB/Professional_Standards/Standards_of_Professional_Conduct_and_Competence/Competence.aspx)

Based on Teacher Certification Competencies (TCC) as outlined by the Saskatchewan Professional Teachers Regulatory Board (SPTRB):

- 1. Professional Competencies**
- 2. Knowledge Competencies**
- 3. Instructional Competencies**
- 4. Curricular Competencies**

6 Essential Skills for Teacher Candidates

(<https://education.usask.ca/academics/undergraduate-students/new-to-education/essential-skills-for-teacher-candidates.php>)

A candidate for a B.Ed. degree must demonstrate the following skills:

1. Cognitive Skills

A teacher candidate must demonstrate the memory necessary to recall, integrate and synthesize information. In addition, the teacher candidate must display both critical and creative thinking skills, with the latter involving fluency, flexibility, originality and elaboration in terms of developing and adapting student programs.

2. Communication Skills

A teacher candidate must speak and hear (independently or through successful use of augmentative/alternative communication (AAC) and interact with students in order to effectively and efficiently deliver and assess lessons. In addition, clear oral and written communication skills are required related to family engagement as well as working relationships with colleagues.

3. Emotional and Physical Health

A teacher candidate must successfully navigate through the emotional and physical expectations of a school day related to field experiences and demonstrate attendance and participation as required and/or negotiated in College and field settings.

4. Language Skills

A teacher candidate must demonstrate proficiency in the language of instruction (oral and written).

5. Research/Information Processing Skills

A teacher candidate must demonstrate the ability to initiate and complete the collection of data related to students and curricula, effectively demonstrating analysis, considering implications, keeping records,

and displaying information.

6. Social Skills

A teacher candidate must be able to ethically and sensitively build working relationships with all members of a school team. Compassion, integrity, concern for others, interpersonal skills and internal motivation are all personal qualities that successful teachers demonstrate and are attributes expected of students in the College of Education.

USask Student Competencies

(<https://teaching.usask.ca/priorities/usask-student-competencies.php#TheUSaskStudentCompetencies>)

- 1. Engaging in Our Intercultural Society**
- 2. Nurturing Successful Relationships**
- 3. Leveraging Technology**
- 4. Adaptive Design and Problem Solving**
- 5. Communicating Meaningfully**
- 6. Cultivating Well-Being**

Curriculum Map

Program Outcomes/ Competencies	Professional Competencies	Knowledge Competencies	Instructional Competencies	Curricular Competencies	USask Student Competency (ies) Achieved (EIS, NSR, LT, ADPS, CM, CW)*	Prerequisite(s) and/or Corequisite(s)	Primary Method of Instruction (e.g. lecture, clinical, active learning etc.)	New or Existing Course?	Is this Course within your Academic Unit Authority? (Yes/No)
e.g. ABC 100.3 Academic Professionals Description of Outcome/Competency (based on the TCC Competencies, SPTRB)	<ul style="list-style-type: none"> -Demonstrates the ability to maintain respectful, mutually supportive and equitable professional relationships with learners, colleagues, families and communities -Demonstrates ethical behaviour and the ability to work in a collaborative manner for the good of all learners -Demonstrates a commitment to social justice and the capacity to nurture an inclusive, equitable and culturally responsive environment for the empowerment of all learners -Demonstrates a commitment to service and the capacity to be reflective lifelong learners and inquirers. 	<ul style="list-style-type: none"> -Demonstrates knowledge of how the Canadian colonial context, especially in reference to Saskatchewan and Western Canada, impacts teaching and learning for Indigenous and non-Indigenous peoples; -Demonstrates knowledge of First Nations, Métis and & Inuit culture and history, (e.g. treaties, residential school, scrip and worldview) and their impacts on contemporary experiences and relationships; -Demonstrates knowledge of a number of subjects taught in Saskatchewan schools (disciplinary/interdisciplinary knowledge); -Demonstrates proficiency in the language of instruction; -Demonstrates ability to use technologies readily, strategically and appropriately; -demonstrates ability to strive for/pursue new knowledge. 	<ul style="list-style-type: none"> -Demonstrates the ability to use educational research, inquiry, and data for planning, instructional and assessment purposes; -Demonstrates the ability to utilize meaningful, equitable and holistic approaches to assessment and evaluation; -Demonstrates the ability to use a wide variety of responsive instructional strategies and methodologies to accommodate learning styles of individual learners and support their growth as social, intellectual, physical and spiritual beings. 	<ul style="list-style-type: none"> -Demonstrates knowledge of Saskatchewan curriculum and policy documents and applies this understanding to plan lessons, units of study and year plans using curriculum outcomes as outlined by the Saskatchewan Ministry of Education; -Demonstrates the ability to incorporate First Nations, Métis, and Inuit knowledge, content, and perspectives into all teaching areas; -Demonstrates the capacity to engage in program planning to shape 'lived curriculum' that brings learner needs, subject matter, and contextual variables together in developmentally appropriate, culturally responsive, and meaningful ways. 					
	Education Learning Communities: EDLC 101.0 – On Campus, EDLC 102.0 – In Our City, EDLC 201.0 – Discovering Saskatchewan, EDLC 202.2 – Global Community	X	X		EIS, NSR, CM, CW	None	In-person or online	Existing	Yes
ECUR 163.3: Mathematical Content Knowledge for Teaching School Mathematics, ECUR 164.3: Is This a Course	X	X		X	ADPS, CM	None	In-person	Existing	Yes

About Science? (Early/Middle Years) or ECUR 165.3: Introduction to Teaching in Secondary Schools (Secondary)									
EFDT 101.3: Introduction to Education	X	X		X	ADPS, CM	None	In-person or online	Existing	Yes
ECUR 265.3: Teaching for Reconciliation in the K to 12 Curricula or EFDT 265.3: Foundations for First Nations, Metis, and Inuit Teaching and Learning	X	X		X	ADPS, CM	None	In-person or online	Existing	Yes
EPSE 202.3: Psychological Foundations of Teaching and Learning	X	X	X		ADPS, CM	None	In-person or online	Existing	Yes
ENG 100-level, 6 credit units		X			CM	None	In-person or online	Existing	No
INDG XXX.3 (INDG 107.3: Introduction to Canadian Indigenous Studies is recommended)		X			CM	None	In-person or online	Existing	No
Teaching Area 1 Courses: 24 c.u. - Secondary or 18 c.u. - Early/Middle Years		X			LT, ADPM, CM	Depends on choice of Teaching Area	In-person and/or online	Existing	No – prerequisites are from the College of Arts and Science
Teaching Area 2 Courses: 15 c.u. - Secondary or 12 c.u. - Early/Middle Years		X			LT, ADPM, CM	Depends on choice of Teaching Area	In-person and/or online	Existing	No – prerequisites are from the College of Arts and Science
External Course Requirements Early/Middle Years only: -MATH/STAT .3 -Science .3 -Social Sciences/Social Studies .3 -Fine Arts .3 -Kinesiology .3 Early/Middle Years (0 – 6 c.u.)		X			LT, ADPM, CM	None	In-person and/or online	Existing	No

or Secondary (9 c.u.): -Electives, depends on choice of Teaching Areas									
Methods Courses Early/Middle Years: -ECUR 307.3: Early Literacy Prekindergarten to Grade 3 or ECUR 309.3: Introduction to Elementary English Language Arts -ECUR 308.3: Reading and Writing Development Prekindergarten to Grade 3 or ECUR 310.3: Literacy Across the Elementary Curriculum Assessment and Planning in a Relational Context -ECUR 312.3: Methods in Elementary Mathematics or 314.3: Mathematics in the Early Years -ECUR 322.3: Methods in Elementary Science or 323.3: Science in the Early Years -ECUR 382.3: Methods in Elementary Social Studies or ECUR 383.3: Social studies in the Early Years Secondary: -ECUR 320.3: Literacy Across the Secondary Curriculum -ECUR 325.3: Relational Curriculum Making in the	X	X	X	X	LT, ADPS, CM	Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.	In-person	Existing	Yes – pre/co-requisites from College of Education.

Secondary Context -Teaching Area 1 Methods -Teaching Area 2 Methods										
EFDT 301.3: Educator Identity in Contexts Anti-Oppressive and Ethical Beginnings	X	X				EIS, CM	Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.	In-person	Existing	Yes – pre/co-requisites from College of Education.
EFDT 313.3: Pedagogies of Place Context Based Learning	X	X	X	X		LT, ADPS, CM	Prerequisite(s) or Corequisite(s): Students pursuing the B.Ed. Direct Entry Program must complete EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; EPSE 202.3.	In-person	Existing	Yes – pre/co-requisites from College of Education.
EPSE 348.3: Essentials of Assessing Student Learning		X	X			LT, ADPS, CM	Prerequisite(s) EPSE 202.3. Prerequisite(s) or Corequisite(s): ECUR 307.3 or ECUR 309.3 or ECUR 320.3.	In-person or online	Existing	Yes – pre/co-requisites from College of Education.
EPSE 390.3: Exceptional Learners		X	X			LT, ADPS, CM	Prerequisite(s): EPSE 202. Prerequisite(s) or Corequisite(s): Students	In-person or online	Existing	Yes – pre/co-requisites from College of Education.

6 c.u. Education Electives from: EADM, ECUR, EFDT, EMUS, EPSE, ETAD 100-, 200-, 300- or 400-level or EDLC 403.3	X	X	X	X	LT, ADPS, CM	Depends on course selection.	In-person and/or online	Existing	Yes – pre/co-requisites from College of Education.
<p>Note: The above information is included as an example since students will be transferring from the B.Ed. Secondary program, B.Ed. Early/Middle Years program or another approved B.Ed. program route.</p> <p>https://programs.usask.ca/education/index.php</p>									

***Student Competency Legend**

EIS= Engaging in Our Intercultural Society, NSR= Nurturing Successful Relationships, LT= Leveraging Technology, ADPS= Adaptive Design and Problem Solving, CM= Communicating Meaningfully, CW= Cultivating Well-Being

To: Academic Programs Committee

From: Dean, College of Education

Date: November 26, 2025

I am writing to express my strong support for the creation of the Diploma in Educational Studies. This initiative reflects our shared commitment to providing accessible, flexible, and meaningful educational pathways for students whose circumstances may prevent them from completing a full degree program at this time.

This is not a diploma into which we intend to recruit new students; instead, it will serve as an important off-ramp for students who cannot or choose not to complete the required field experience/practical components of their B.Ed. Without this diploma option, these students are left without a qualification and their credits do not transfer easily into degree routes in other Colleges. By completing 90 credit units, students will earn a credential that validates their efforts and opens doors to professional and personal opportunities. The diploma recognizes the work that they have completed, but does not qualify them for certification as a teacher in Saskatchewan via the Saskatchewan Professional Teachers Regularly Board (SPTRB). We have discussed this diploma with SPTRB and school division partners, who are in favour of the diploma as an off ramp that does not lead to teacher certification. Importantly, this diploma program will allow students to return at a later time to complete their B.Ed. degree, if they choose, applying previously earned credits toward that goal, provided courses remain current.

The proposed diploma aligns closely with our College mission:

“We respond actively and collaboratively to emergent provincial, national and international priorities, including those of the university, school divisions, Indigenous peoples, newcomers, and the Ministry of Education.”

It also reflects other larger University of Saskatchewan core values of:

- *Different ways of knowing, learning, and being*
- *Diversity, equality, and human dignity*

By offering this alternative route, we acknowledge our responsibility to students and affirm their right to pursue education in ways that accommodate life's complexities. This diploma will facilitate students' success when their lives shape other pathways, providing another route to be productive and engaged. It recognizes the work they have already done and ensures that their efforts are not lost.

Furthermore, this program strengthens the commitment to being “an innovative, accessible, and welcoming place for students”, as stated in USask’s mission. It will benefit school divisions, First Nations schools, and communities by creating more flexible options for professional development and educational



advancement. To that end a letter will be sent to the various educational entities to explain the new diploma as a non-certifiable off ramp to support students.

I fully endorse this initiative and believe it represents a thoughtful, student-centered approach to education that honors diversity, equity, and inclusion.

Sincerely,

A handwritten signature in black ink that reads "Julia Paulson".

Dr. Julia Paulson

Dean, College of Education

ADMINISTRATIVE CONSULTATIONS

- a. Provost and SFO Approval Memo
- b. Space Planning Memo
- c. Library Consultation Form
- d. ICT Memo
- e. Admissions Consultation

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council
From: Kyla Shea, Academic Programs and Planning Specialist
Date: October 27, 2025
Re: Diploma in Educational Studies

SUMMARY

The Provost and Strategic Finance Offices have reviewed and endorsed the proposal as proposed. The purpose of the review was twofold:

- 1) to understand the potential impact of the change on the enrolment in the program and college / school and alignment to the college/school strategic enrolment plan.
- 2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

Date	Reviewed By:	Communicated By:
October 27, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea



To: Academic Programs Committee
From: Planning, Design and Construction
Date: November 24, 2025
Re: Space Planning Consultation – Diploma in Educational Studies

As part of the Academic Programs Administrative Consultations process, Space Planning has met with representatives from the College of Education to discuss the proposal for the Diploma in Educational Studies to understand the impacts on space.

As this program will not accept direct applications and is designed to provide students already enrolled in the Bachelor of Education (B.Ed.) program an opportunity to “off-ramp” with a diploma, without the need for any additional course load, no additional space is required.

Impact on Space:

- No new classrooms or teaching locations are required.
- No new faculty or staff positions are being considered to coordinate the program, so no additional workspace is required.
- Any storage for materials will be insignificant and can be accommodated in the College’s existing spaces.

Space Planning does not foresee any changes to the space needs for the College of Education with the introduction of this program and support its implementation. Should the program change in future and additional space is required, it is expected that it will be accommodated within the College’s current space allocation. If this is not possible, a formal request for additional space is required.

Sincerely,

A handwritten signature in black ink.

Trisha Ottenbreit
Sr. Space Planner
Planning, Design & Construction

Library requirements for new programs and major revisions

This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the appropriate librarian for assistance. Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of program Diploma in Educational Studies	Short form (degree abbreviation) Dip. (Educ. St.)
Sponsoring college/department College of Education	Degree level <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

2. Current library capacity to support the proposed program

(Highlight current key relevant collections, services, and spaces)

Same as for Bachelor of Education students.

3. Required revisions or additions to collections

(Highlight any collection-related requirements such as new subject areas of acquisition that are needed, new electronic resources/databases required, access required to resources held elsewhere. Provide the estimated one-time and/or annual cost for library collections if additional resources are required.)

None required.

4. Required revisions or additions to services

(Highlight any potential service requirements such as new/additional research and/or librarian support, new/additional distance education services, new/additional academic skills supports, training requirements to build expertise among library employees. Provide the estimated one-time and/or annual cost for library services if additional resources are required.)

None required.

5. Required revisions or additions to spaces

(Highlight any potential requirements around library space such as new/additional library technology requirements, new/additional library space requirements. Provide an estimate of one-time and/or ongoing costs for library spaces if additional resources are required.)

None required.

6. Financial implications of the proposed program

(Use information from #3-5 to provide an estimated one-time and/or annual budget required for library collections, services, and/or spaces to support this proposal.)

Not applicable.

Date November 14, 2025	Liaison 	University Librarian and Dean, University Library <i>S. Mahalakshmi</i> <i>for Biwell</i>
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MEMORANDUM

TO: Academic Programs Committee
FROM: Information and Communications Technology (ICT)
DATE: November 18, 2025
RE: ICT Consultation – Diploma in Educational Studies

As part of the Academic Programs Administrative Consultations process, ICT has reviewed the proposal for the new Diploma in Educational Studies being developed by the College of Education.

This diploma is intended to serve as an “off-ramp” for students currently enrolled in the Bachelor of Education (B.Ed.) program. Based on the information provided, students transitioning to the diploma will continue to utilize the same ICT infrastructure, platforms, and services as those in the B.Ed. program.

ICT IMPACT ASSESSMENT:

- No new software, hardware, or infrastructure is required.
- No additional support or staffing needs have been identified.
- Existing systems (e.g., learning management systems, student information systems, and classroom technologies) are sufficient to support the diploma cohort.

CONCLUSION:

ICT foresees no changes or additions to current services as a result of this program. We support the implementation of the Diploma in Educational Studies and confirm that existing ICT resources are adequate to meet its needs.

Sincerely,

R.Lovelace

Rob Lovelace

IT College Coordinator
Information and Communications Technology (ICT)
College of Education
University of Saskatchewan

Admissions Consultation – Diploma in Educational Studies

Contact: Karen Gauthier (karen.gauthier@usask.ca), Director, Admissions and Transfer Credit

Signature: Karen Gauthier

Date: November 14, 2025

The Admission Framework document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Director, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on

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

- a. **What are the admissions requirements of this program** – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?

Students must be admitted to one of the Bachelor of Education program routes.

- b. **What are the selection criteria** – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?

At the request of the student and in collaboration with the Field Experiences Team, the advising staff in the Undergraduate Programs Office will be permitted to change the student's program in Banner. We anticipate students in Year 3 of the B.Ed. program will transfer to the Diploma in Educational Studies.

- c. **What are admission categories** – regular admission, special admission, and Indigenous equity admission?

N/A

- d. **What are the admission models** – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?

N/A

- e. **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?

We anticipate fewer than 10 students will choose to transfer to the Diploma in Educational Studies each year. There is no seat requirement.

- f. **What are the application process and timelines** – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?

No formal application for admission form is required.

Should an inactive student who has Education classes within the eight-year limit qualify and wish to pursue the Diploma in Educational Studies upon implementation, the Admissions Office will be asked to allow the student to apply as a non-degree (degree-none) student to then have the program changed to the Diploma in Educational Studies in order to avoid the need for a separate application for admission. In this case, if the student has already completed the

requirements to graduate with a Diploma in Educational Studies, they will need to apply for re-admission so they may apply to graduate by the March 31 deadline for Spring Convocation and August 31 deadline for Fall Convocation.

- g. **Which office will manage the admission process** – TLSE, college, department, or a combination? **For the majority of students, the College of Education will change their program from Bachelor of Education to Diploma in Educational Studies.**

For inactive students, the Admissions Office (TLSE) will be asked to assist with the process for applying for admission.

- h. **Marketing and Promotion of New Program** – consideration needs to be given to a communications plan and marketing of the new program.

No marketing or promotion is required for this program. It is considered an “off-ramp” for students who do not wish to complete the B.Ed. program and, as such, will not be advertised apart from the listing in the University Catalogue.

- i. **Admissions Appeal** – what will this process be.

For current B.Ed. students requesting to transfer to the Diploma in Educational Studies, the College of Education's Student Affairs and Academic Standards Committee (SAASC) may consider requests.

- j. **Transfer Credit** – when will this be assessed and by which office?

It is possible students may complete one or more Education electives as a visiting student at a different post-secondary institution. The Admissions and Transfer Credit Office may be asked to complete the official transfer credit evaluation, in that case.

INTERNAL AND EXTERNAL CONSULTATIONS

The College of Education is a departmentalized college. A notice of motion was given at College of Education Undergraduate Programs Committee (UPC) meeting and the Faculty Council meeting. Each department (i.e., Curriculum Studies, Educational Administration, Educational Foundations, Educational Psychology and Special Education) was asked to provide feedback on the proposed Diploma in Educational Studies.

There is a current B.Ed. student representative who sits on the Undergraduate Programs Committee and Faculty Council and contributed to the discussion.

A Bachelor of Education student who was unsuccessful in their second attempt at the Extended Practicum (EXPR 422.15) in the 2025 Fall Term was made aware of this proposed diploma program. Their response was, "Happy there's [possibly] an alternative option for me. Don't feel a sense of dread."

The attached letters of support have been received:

- Access and Equity Services (Jennifer Amy)
- SUNTEP Saskatoon (Sheila Pocha)
- Saskatchewan Professional Teachers Regulatory Board (Markus Rubrecht)
- Field Experience Facilitator (Dawn Harkness)
- Greater Saskatoon Catholic Schools (Rachele Ng)

College of Education
28 Campus Drive,
Saskatoon, SK
S7N 0X1

To: College of Education Faculty Members,
Re: Diploma of Educational Studies

I am writing in support of the proposed **Diploma in Educational Studies**. This 90-credit qualification is an excellent program option for those students, enrolled in the College of Education, who cannot fulfill the practicum requirements and/or do not wish to complete the B.Ed. Degree.

As an advisor with Access and Equity Services (AES), I have worked closely with students, faculty, and staff members in the College of Education for the past 10 years. I truly understand there is a need for an alternate academic option for students who invest their efforts in the Bachelor of Education program but who are unable to complete the practical requirements of the curriculum. Through their academic accomplishments, these students demonstrate a solid grasp of curricular fundamentals and could continue to participate in roles outside of classroom teaching. The **Diploma of Educational Studies** would allow opportunities for these students to move forward and find success in their chosen area of study as well as meaningful participation in any number of employment sectors.

I fully support the development and application of the **Diploma of Educational Studies** as it will offer students a new pathway towards success while enrolled in the College of Education at the University of Saskatchewan.

Yours sincerely,

Jennifer Amy
Accommodation Advisor,
Access and Equity Services (AES)



Saskatchewan Urban Native
Teacher Education Program
SUNTEP Saskatoon
Room 7, McLean Hall,
106 Wiggins Road,
University of Saskatchewan
Saskatoon, SK S7N 5E6
Phone 306-934-2201
Fax 306-975-1108
sheila.pocha@usask.ca



November 3, 2025

To Whom It May Concern:

Re : Proposed Diploma in Educational Studies

I am writing this letter of support as the college of education proposes a definite need for a Diploma in Educational Studies. This alternative educational path would enable students to have an opportunity to complete a diploma in educational studies when a Bachelor of Education degree may not be feasible within a certain framework of time.

I am in favor of this alternative as it not only offers success of a completion in post-secondary studies, but it also supports those students who may have experienced shortcomings in life that relate to not being able to attend to field experiences with children/youth.

I agree of the program being listed in the University Catalogue, knowing it will not be promoted or marketed, nor will students be recruited for this program. Instead, those students who have been admitted to a Bachelor of Education program route and are unable to successfully complete the Field Experience component, will be offered the diploma route instead.

If you need further information, please call or email my office. I can be reached by telephone at 306-934-2201, and by email at sheila.pocha@usask.ca. Thank you!

Sincerely,

Sheila Pocha
Program Head, SUNTEP Saskatoon
sheila.pocha@usask.ca
[Sheila.pocha@gdins.org](mailto:sheila.pocha@gdins.org)

Direct: (306) 934-2201

The Gabriel Dumont Institute promotes the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.



Saskatchewan Professional
Teachers Regulatory Board

November 6, 2025

To Whom It May Concern,

RE: Proposal for Diploma of Educational Studies

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) is aware of the proposal from the College of Education at the University of Saskatchewan to include a Diploma in Educational Studies for the 2026-2027 academic year and beyond.

The SPTRB supports the title of this diploma as there is a clear distinction between a Bachelor of Education degree and a Diploma in Education Studies. To be clear, the Diploma in Educational Studies will not lead to teacher certification in Saskatchewan (nor any other Canadian jurisdiction) as individuals must be certified in the jurisdiction where they completed their teacher education program prior to applying to another jurisdiction.

It is our understanding that this diploma would only be used in circumstances where an individual was unable to or did not wish to complete the field experiences and/or extended practicum.

If you require additional information please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "M. Rubrecht".

Markus Rubrecht
COO/Registrar

November 3, 2026

To Whom It May Concern:

As Lead Facilitator for Field Experiences in the College of Education, it is my pleasure to write a letter of support for the proposed *Diploma in Educational Studies* for approval effective the 2026-2027 academic year and beyond.

I am finding a number of teacher candidates deciding to withdraw from their practicum, particularly the 422 experience. This is the time the teacher candidates are truly experiencing the rigor required to perform full time teaching duties in K to 12 classrooms in Saskatchewan. Often cited, is the complexity of the classroom dynamics and the expectation to meet a vast variety of student needs. It is undeniable that the complexity of the classroom has increased exponentially over the last decade.

As I sat as the STF nominee for the binding arbitration process during the last round of negotiations, I gained even further insight into the significant challenges Saskatchewan teachers are facing today. I listened to several teachers testify from every corner of the province representing a variety of grade levels in both urban and rural schools. I was also privy to a document *In Their Own Words*, which is a 453-page document compiling Saskatchewan teacher testimony of the challenges in dealing with class complexity. To be honest, I cannot think of a course the students could take to prepare them for this challenge prior to their practicum. It is simply a situation they need to experience first-hand over an extended period provided during the experiences of practicum. Each classroom situation is so unique.

In too many instances, a student in the Bachelor of Education program has successfully completed the pre-requisite courses to embark upon the practicum and is either asked to discontinue or chooses to discontinue. As facilitators, we are evaluating their ability to plan lessons and the ability to deliver said lessons according to SPTRB standards. In many cases it is the delivery component which is unsuccessful. The facilitators employed by Field Experiences are primarily retired administrators. They are well versed in the supervisory cycle of first- and second-year teachers, as well as the improvement plan supervisory cycle. They can authentically assess a teacher candidate's suitability as a certified classroom teacher. When students are deemed to be unsuccessful in the final practicum, it is very concerning that their years of successful study in the College of Education leave them without credit to seek alternate employment.

Having an “off ramp” in receiving the diploma provides the student an opportunity of employment utilizing the credits they have received for their years of successful study. There are many opportunities for this diploma to be valued such as working as analysts,

policy and procedure writers, community co-ordinators, leaders in non-profit organizations, the list is endless. It has the potential to entice students into the college who have pre-determined they do not want to teach in a classroom but would benefit from the diploma in fulfilling additional employment requirements.

In closing, I would like to commend the parties responsible for initiating the *Diploma in Educational Studies*. I wholeheartedly support this much needed additional program to the College of Education.

Regards,

Dawn Harkness

2302 Albert Ave.

Saskatoon, SK.

306-230-1842

Tuesday, December 2, 2025

To whom it may concern:

Re: Support for proposed “Degree Level Diploma” in Educational Studies

For nearly 100 years, the Bachelor of Education program at the U of S has been a pathway to teaching in Greater Saskatoon Catholic Schools. Most of our teachers are graduates from the University's College of Education. Society, and thus the needs of our students, has changed much over the last century. Not everyone accepted into the U of S College of Education is suited to the role of teacher. Some teacher candidates do not respond well to feedback, while others decide, in the middle of the program, that classroom teaching is neither their gift or passion.

Each year, GSCS hosts hundreds of U of S teacher candidates in various field placements. Instances where the candidate does not demonstrate the required competencies have emerged. This pattern continues, despite strong supports from collaborating teachers, administrators, college facilitators and other staff. In such cases, where the teacher candidate is either unable or unwilling to change their practice; it would be to their and the educational system's benefit to have an “off ramp” which would allow for credits earned to be applied toward a degree level diploma.

Post-Covid, we have noticed that degrees in education are now applied more broadly than had been the case. Students with Bachelors of Education often go on to work in law, business, immigration, citizenship and youth ministry. A diploma option without an extended practicum is one way of allowing those not ultimately suited to classroom teaching to exit the classroom and find other career paths.

Thank you for your consideration.

Rachele Ng
Supervisor - Human Resources
Greater Saskatoon Catholic Schools
(306) 659-7060

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Undergraduate Degree-Level Diploma in Educational Studies [Dip.(Educ.St.)]

General Description: To provide a degree-level credential for students who have completed 90 credit units of study toward the Bachelor of Education (B.Ed.) degree program. In alignment with USask's *Academic and Curricular Nomenclature Guidelines*, this diploma program is wholly comprised of degree-level courses and is fully transferable into the B.Ed. degree program. Consistent with USask's other undergraduate degree-level diplomas in the College of Agriculture and Bioresources (the Diplomas in Agribusiness, Agronomy, Kanawayihetaytan Askiy Indigenous Lands Governance and, Kanawayihetaytan Askiy Indigenous Resource Management), this diploma requires that students meet the minimum admission standards for entry into the home college (College of Education).

Note: The Registrar has approved the new diploma name and abbreviation for recommendation to APC, per the *Naming of University Assets Policy*. The criteria are as follows: 1) name recognition in the field and 2) uniqueness; the name is not used for any other USask degree programs.

Degree College: College of Education

College Approval: Pending approval of the College of Education Faculty Council in December 2025

Effective Term: May 2026

Course implications

- Courses will not be changed, created, or deleted.

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule.
- Room scheduling needs will be similar to current needs.

Convocation

- No new hood is required.

Financial and Budget

- Standard tuition rates will be assessed.
- Tuition will be assessed on a standard per credit unit basis.
- Program endorsed by the Office of the Provost and the Strategic Finance Office.

Admission and Student Mobility

- Open to both domestic and international students since the program is available to USask students enrolled in Year 3 of a Bachelor of Education program.



CATALOGUE ENTRY

Diploma in Educational Studies (90 credit units)

Students are not required to apply for this diploma program. Undergraduate students enrolled in Year 3 of a Bachelor of Education program route will be given the opportunity to transfer into the Diploma in Educational Studies.

- 84 credit units from the Bachelor of Education program route in which the student was previously enrolled.
- Choose 6 credit units of **Education Electives** (EDST courses may be used or Education Electives):
 - EADM — 100-Level, 200-Level, 300-Level, 400-Level
 - ECUR — 100-Level, 200-Level, 300-Level, 400-Level
 - EDST - 100-Level, 200-Level, 300-Level, 400-Level
 - EFDT — 100-Level, 200-Level, 300-Level, 400-Level
 - EMUS — 100-Level, 200-Level, 300-Level, 400-Level
 - EPSE — 100-Level, 200-Level, 300-Level, 400-Level
 - ETAD — 100-Level, 200-Level, 300-Level, 400-Level
 - EDLC 403.3 Peer Mentoring Leading to Teach

REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Certificate in Foundational Pathways in Arts and Science

MOTION

It is recommended by the Academic Programs Committee that Council approve the Certificate in Foundational Pathways in Arts and Science effective May 2026.

CONTEXT AND BACKGROUND

The College of Arts and Science is proposing a new 24-credit Foundational Pathways in Arts and Science certificate, consisting of junior-level courses that align with the College Learning Requirements and distribution requirements for all Arts and Science degree programs. The certificate is designed to recognize and formalize the common introductory coursework that supports many academic pathways, including prerequisites for programs such as Nursing and Education. It provides students with a meaningful credential even if they do not ultimately complete a degree.

The program highlights the value of an Arts and Science education, while requiring no additional course sections due to the broad array of eligible course options. It is accessible across Saskatchewan, with offerings available in Saskatoon, Prince Albert, regional colleges, and through flexible learning. Demand for such a credential has been confirmed, particularly for students who may not be able to continue to a full degree. The certificate aims to support student success by turning existing introductory requirements into a recognized credential rather than leaving students without formal recognition of completed work.

CONSULTATION

The College of Arts and Science submitted a proposal to the Academic Programs Committee (APC) on January 7, 2026. The Academic Programs Committee had the opportunity to review the proposal and take part in a thorough discussion. The committee voted in favour of the new certificate program.

ATTACHMENTS

- 1. Certificate in Foundational Pathways in Arts and Science**

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EXECUTIVE SUMMARY

To: Academic Programs Committee of Council
From: Jennifer Lang, Vice-Dean Academic, College of Arts and Science
Date: December 5, 2025
Re: Certificate in Foundational Pathways in Arts and Science

The College of Arts and Science is recommending approval of a new certificate program titled Foundational Pathways in Arts and Science. This certificate comprises 24 credit units of coursework all of which can be completed at the junior level and aligns with the College Learning Requirements and Distribution requirements for all Arts and Science degree programs.

This program is designed to meet the college learning requirements and some or all of the junior distribution requirements of Arts and Science degree programs, while providing an opportunity for specialization. It recognizes the Arts and Science course requirements as core components of many program pathways and embeds the courses into a credential of value that recognizes the service teaching that Arts and Science departments provide to each other and the college provides for other USask colleges and to students earning prerequisites for non-USask programs.

Arts and Science courses are offered at the Saskatoon and Prince Albert campuses, as well as at regional colleges, which will have reputational value across the province. Providing this introductory certificate recognizes the value of an Arts and Science education. The proposed program encapsulates and codifies a set of introductory requirements into a recognized and valuable credential. For a student who takes this set of courses in preparation for another degree program such as Nursing, this could now mean that they earn a credential while completing the Nursing Prep requirements, and will have that whether they are admitted to that college or not. Similarly, students in Education can earn this credential and have their arts and science education recognized in addition to their Education degree.

Since each requirement's course list includes many options, there is no need for departments to plan for additional teaching/class sections. This is not a certificate designed to compete with any existing programs, rather it encapsulates existing courses and recognizes their contribution to an earned credential.

The proposed program has been mapped against the course offerings in Prince Albert and the regional colleges, and in combination with classes regularly offered through flexible learning it is clear that it will be accessible across the province. Conversations with Jay Wilson, Principal, Prince Albert Campus have confirmed that there is great demand for a credential such as this, especially for students who are unable to continue their studies to complete a degree. An introductory certificate uplifts students in an academic journey that has a positive and rewarding outcome, rather than leaving them feeling deficient for not being able to complete a degree at this stage of their life.

MOTION: That Faculty Council authorize submission of the proposed Degree Level Certificate in Foundational Pathways in Arts and Science to the Academic Programs Committee of Council. **[Alec Aitken/Jennifer Lang]**

PROPOSAL

Title of new or replacement undergraduate program: Foundational Pathways in Arts and Science		
Degrees Degree Level Certificate		
Fields of study Foundational Pathways in Arts and Science		
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.): n/a		
Intended Length of the Program: One year	Number of Credit Units: 24	Academic Unit (unit offering the program): College of Arts and Science
Proposed date for intake of students: May 1, 2026	Contact person name Jennifer Lang and Alexis Dahl	
Email asvicedean.academic@usask.ca and alexis.dahl@usask.ca		

PROPOSAL SUBMISSION

Rationale:

The Foundational Pathways in Arts and Science certificate is designed to capture the course areas that are needed for all Arts and Science programs, ultimately setting students up for success if they continue into a degree program, while also allowing students to explore their area(s) of interest and specialization. The certificate can be offered to students in Saskatoon, but also at the Prince Albert Campus and at the Regional Colleges, which ensures a fairness of educational access at this level regardless of provincial demographics. It will allow students who complete one year of study, which can be the most difficult one for many students, to receive a credential in return for their effort, whether they choose to go on to additional study or not. The audience for this program also includes those students working on admission requirements for other colleges, who may not be admitted to that college and might then leave without any recognition of their academic accomplishments and what they received from an introductory year in Arts and Science courses.

This certificate will be combined with proactive and informed advising so that students who might be taking a sampling of courses to “try out” a university education could be encouraged to complete the 8-course certificate as a motivator to continue in additional studies. The program may also be structured to help students who do not have a degree in mind to plan their first year, in providing an opportunity to cohort students through the attachment of a Learning Community.

The program is able to be offered in Saskatoon, Prince Albert and at the Regional Colleges, providing a fairness of access that we are not able to offer for many other USask programs. We feel that this will have reputational value across the province which also might help to draw more students to USask. This directly aligns with the USask mission to **“advance the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches”**.

This certificate recognizes a breadth of courses offered in the Arts and Science at the Saskatoon, Prince Albert, and regional college campuses that lead to a successful result of a credential should students only be able to finish an equivalent one-year program of study. An introductory certificate in Arts and Sciences uplifts students in an academic journey that has a positive and rewarding outcome, rather than a deficiency for not completing a 3 or 4 year degree program. The certificate has also been carefully crafted to ensure that students at all campuses can add courses to the course bundle embedded in the certificate that will lead to pre-professional pathways (e.g. nursing) and also to continue into Arts and Science degree programs.

It is anticipated that we see a minimum of 50 students each year earning their Certificate in Foundational Pathways in Arts and Science. These students could be from many different locations and backgrounds, including Indigenous students, first-in-family, international, and returning learners.

Most recently USask and its colleges have been tasked to consider the goals, priorities, and expectations outlined in the Accountability Framework introduced by Acting Provost and VP Academic Patti McDougall at the November 26, 2025 Financial Town Hall. This program particularly aligns with the goal of accessibility - an education that is available to all who seek it, responsible in responding to the needs of learners, and offering a high quality program to those for whom a lengthy degree program might be out-of-reach or economically unviable. Secondly it aligns with the goal of sustainability, as this is operating in a financially responsible way given the maximum impact on student learning and utilizing the existing resources of our courses. This addresses the goals of our university and the Saskatchewan government to prioritize student success while serving the economic needs and means of learners in a financially sustainable way. This certificate has the opportunity for the greatest change and impact that we are challenged to provide.

This program is comparable to the new Introductory Agriculture Certificate approved at USask, and similar Arts and Science programs offered at the University of Regina and the University of Lethbridge. The existence of similar programs has put us at a competitive disadvantage and approval of this program will correct that.

Description of the program:

Foundational Pathways in Arts and Science – Certificate

The Foundational Pathways in Arts and Science certificate is designed to capture the course areas that are needed for all Arts and Science programs, ultimately setting students up for success if they continue into a degree program, while also allowing students to explore their area(s) of interest and specialization.

Students may not receive this certificate at the same time as, or after, receiving a university degree. If you have questions, please contact the Arts and Science Undergraduate Student Office.

Major Average

The major average in the Certificate in Foundational Pathways in Arts and Science includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Foundational Pathways in Arts and Science, students must complete at least half of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

The following is a summary of the program requirements which is provided for ease of viewing the entire program at once. The full version follows in Appendix V.

Requirements (24 credit units)

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

English Language Writing

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

Indigenous Learning

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

Quantitative Reasoning

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

[Humanities](#)
[Science](#)
[Social Sciences](#)

Choose **6 credit units** from any of the following:

[Fine Arts](#)

[Humanities](#)

[Science](#)

[Social Sciences](#)

[Non-category and additional courses](#)

This program will provide students with an introduction to the learning goals that formed the basis of the Arts and Science curricular revisions which were implemented in 2020-2021. The key learning outcomes for all degree programs are touched on here, and are:

1. Develop a wide range of effective communication skills, with an emphasis on writing.
2. Cultivate an understanding of and appreciation for the unique socio-cultural position of Indigenous peoples in Canada.
3. Engage students in quantitative reasoning.
4. Prepare thoughtful, world-minded, educated and engaged citizens.
5. Engage students in critical thinking and creative processes.
6. Encourage personal development, growth and responsibility.

Collectively, through meeting the College Learning Requirements and the Distribution requirements this program embodies our College of Arts and Science endeavor to embrace diversity of knowledge, cultures and viewpoints to enrich students and solve global challenges.

- a. Where and how will experiential learning be incorporated into the program (e.g., for a new four-year undergraduate program, case-based learning in 1st year classes, student undergraduate research experience (SURE) in 2nd year, experiential based labs in 3rd year, coop/work integrated learning in 4th year)?

Experiential learning is not guaranteed in this program but students may find it in courses which include this teaching/learning activity.

- b. Describe the planned modes and sites of delivery (e.g., in-person on USask campus, in-person distributed sites, blended, hybrid, online synchronous, online asynchronous) and explain the rationale for the modes selected.

A strength of this program is that it includes a large variety of courses that are taught using different modes. This allows for flexible learning as a mix of in-person, blended and online classes. This reflects the variety of course modes already in place for courses that can count toward fulfilment of this program, and ensures that students at different locations across the province have access to complete it.

- c. Complete the **Curriculum Map** of the courses and learning experiences, illustrating:
 - o The courses and pre-requisites that are a part of the program and the alignment of each course with program learning outcomes or competencies (from question 'a' above)
 - o The primary method of instruction for each course (e.g., clinical, seminar, active learning, field-based, lecture etc.)
 - o Where USask student competencies (derived from Our Learning Charter) are taught, practiced, and assessed

See Appendix VI.

- d. What elements of the program will support the diversity of USask learners (e.g., interdisciplinary learning, diverse content, instructional approaches, flexible study options, program design based on **universal design for learning**)?

The cross-disciplinary content of this program will by default offer a variety of instructional approaches which will speak to a wide range of students.

- e. What qualitative and quantitative criteria will be used to evaluate whether the program is a success within a specified timeframe (e.g., enrolment, progression, graduation rates, degree of student competency) and how will the program evaluation be conducted?

The college will review graduation numbers on campus, at the Price Albert Campus and from the regional colleges as a measure of success.

- f. If applicable, is accreditation or certification by an outside body available, and if so, how will the program meet, and report on success against the required professional standard criteria?

Not applicable.

Program Consultation:

- a. Does the program relate to existing programs in the department, college or school, and with other colleges? Can students from other programs benefit from courses in this program? Can students enter this program from other programs (program transferability)?

This program is strongly linked with all Arts and Science degree programs and also with the Nursing Prep requirements. Students admitted to other colleges may earn this certificate while pursuing their primary program, with the restriction that this certificate will only be granted if received before a degree.

- b. Provide a summary of units and stakeholders (including students) that were consulted. If any concerns were raised, explain how these concerns were addressed.
- o Proposals that involve courses or other resources from colleges/departments outside the sponsoring unit should include evidence of consultation and approval. Special consideration should be given to pre- and co-requisite requirements when including courses from other colleges.

The proposal was circulated to all faculty in the College of Arts and Science via the College Course Challenge, which is the standard within our college for use of full area lists. A concern was raised regarding credential inflation and this was addressed by adding the restriction that students cannot receive this certificate concurrently with or after a degree. This will ensure that students who receive this certificate have made a commitment to do so and are not just receiving it by default as part of their Arts and Science degree.

- c. Provide any other relevant consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).

See Appendix IV.

College Statement

From Jennifer Lang, Vice-Dean Academic

The College of Arts and Science supports the Foundational Pathways in Arts and Science certificate. While this certificate demonstrates financial responsibility and sustainability, most importantly it has academic impact. Our college and university are committed to student success. Implementation of this certificate will support that goal with respect to the following:

- This certificate reflects the average registration of first year students, who on average complete 12 credit units in each of Fall and Winter term.
- This certificate fits the student attending a regional college, who through a mix of in-person, blended and online classes will have options to fulfill the requirements.
- This certificate fits the lifelong learner who might want to upgrade their education and skills and earn a recognized credential.
- This certificate fits the student of any age, or first-in-family who might be looking to explore a university education when a three or four year degree might initially appear to be overwhelming, and it might set them up for success on the pathway to complete a degree.
- This certificate fits the student who is looking to be admitted to another college or institution, such as Nursing, Dentistry or Optometry, but who will then leave with a valuable arts and science credential.

Having recently attended college and university-level Financial Town Halls, we know that resources are constrained. This is an exciting opportunity to develop a program that will have a profound impact for many students, comprised entirely of existing courses being offered with existing resources.

ACADEMIC PROGRAMS ADMINISTRATIVE CONSULTATIONS

Required Consultation/Office	Required Documentation for APC Submission
1. Provost (Financial Implications) Strategic Finance Office Review (Tuition and Fees) Contact: Kyla Shea	Memo of approval from Provost Office – See Appendix I.
2. Consultation with Registrar Contact: Seanine Warrington	Consultation with the Registrar Form and CWR Cover Sheet – See Appendix II.
Items 3-7 can be completed simultaneously	
3. Undergraduate Programs Admission Consultation (See appendix I) Contact: Karen Gauthier, Director, Admissions and Transfer Credit	See Appendix III.
4. Initial Consultation with Space Planning (Teaching Space and Administrative Space) Contact: space.management@usask.ca	Not applicable.
5. Initial Consultation with Library Contact: Your College/Unit Librarian	Not applicable.
6. Initial Consultation with ICT Contact: Your College/Unit IT Contact	Not applicable.
7. Program Consultations and Letters of Support (internal and external stakeholders and students)	List of Consultations and supporting memos – See Appendix IV
Approvals	
College Faculty Council Approval or equivalent	MOTION: That Faculty Council authorize submission of the proposed Degree Level Certificate in Foundational Pathways in Arts and Science to the Academic Programs Committee of Council. [Alec Aitken/Jennifer Lang]
Governance Approval (APC, Council; possibly Senate)	Council

APPENDIX I – MEMO OF APPROVAL FROM THE PROVOST OFFICE



PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council
From: Kyla Shea, Academic Programs and Planning Specialist
Date: October 27, 2025
Re: Foundational Pathways in Arts and Science Certificate

SUMMARY

The Provost and Strategic Finance Offices have reviewed and endorsed the proposal as proposed. The purpose of the review was twofold:

- 1) to understand the potential impact of the change on the enrolment in the program and college / school and alignment to the college/school strategic enrolment plan.
- 2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

Date	Reviewed By:	Communicated By:
October 27, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea

APPENDIX II – CONSULTATION WITH THE REGISTRAR

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Degree-Level Certificate in Foundational Pathways in Arts and Science

Implications for Registrar's Office: This undergraduate degree-level certificate allows students to gain a credential while completing courses that are required for many degree-level programs at USask. College faculty councils determine the number of times a course can be counted toward different programs. USask's *Academic and Curricular Nomenclature* refers to this practice as "double-counting," but courses can be counted toward different programs more than twice.

Degree College: College of Arts and Science

College Approval: College of Arts and Science Faculty Council approved, November 26, 2025

Effective Term: May 2026

Course implications

- No new, deleted, or changed courses.

Registration and classes

- Based on the college's expectation of a "slight increase to enrolment," space booking needs will be similar to current needs. The college will alert the Registrar's Office if space needs change.

Convocation

- No new hood is required.
- Students may graduate with the certificate as soon as Fall 2026 Convocation Ceremony, given that all courses are in existence.

Financial and Budget

- Standard per credit unit tuition rates and method of assessment.
- The Provost and Strategic Finance Offices have reviewed and endorsed the proposal.

Admission and Student Mobility

- Existing admission requirements for admission to College of Arts and Science.

APPENDIX III - ADMISSIONS CONSULTATION

Contact: Karen Gauthier (karen.gauthier@usask.ca), Director, Admissions and Transfer Credit

Students must be admitted to the University of Saskatchewan to be eligible to declare this certificate. There are no admission requirements specific to this program, and therefore no additional work to be completed by Admissions.

Karen Gauthier was notified of this program proposal by Seanine Warrington at the time the Consultation with the Registrar form was completed.

APPENDIX IV- LIST OF INTERNAL AND EXTERNAL CONSULTATIONS

Name of Internal or External Stakeholder
University of Saskatchewan Prince Albert Campus – Jay Wilson
Gwenna Moss Centre for Teaching and Learning, Flexible Learning and Technology – Lana Elias

Dec 1, 2025

Dear Dr. Paul Jones, Chair of APC:

Re: Proposed Arts and Science Certificate

Please accept this letter as support for the proposed Arts and Science Certificate. As the Principal of the USask campus in Prince Albert, I am fortunate to see the impact local programming has on our community. Exposure to new ways of thinking and exploration of new ideas and content make huge influences on the students we serve. Supporting students in achieving personal success should continue to be our most important activity.

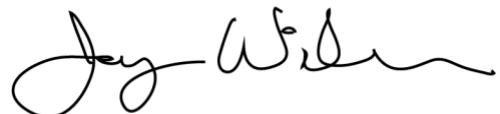
I know that for many students, engaging in University study can be very intimidating. The unknown processes and associated costs weigh heavily on those entering the post-secondary system. These factors are especially true for those who are first generation post-secondary students and those who are unsure about completing four years of university. We also know that not all students finish their program. When that happens, they have no evidence of their success which is only granted when completing all requirements of a program.

The proposed certificate will be beneficial in many ways. It will provide a milestone for those who are uncertain about a longer journey, creating confidence and a sense of accomplishment. Earning a certificate shows students who are uncertain about a four-year journey that success is achievable. Specifically in Prince Albert, the limited number of in-person Arts and Science courses has reduced options for those who do not wish to move to Saskatoon. The proposed certificate would allow them to gain a credential as they create a plan to move forward. The certificate will also provide those who are completing pre-professional programs in Arts and Science to have a tie to the College as they move into other areas of specialization. The flexible delivery of the courses that make up the certificate will allow learners in different parts of the province to achieve a credential.

We want students to complete every program they begin. This goal is not always a reality and many times, circumstances outside of a student's control impact their ability to complete their schooling. Some learners try university and find it is not the right fit and go on to be successful in other career paths. Offering the Arts and Science Certificate will allow students who do not complete a program, either by choice or not, to be recognized for the successes they have achieved.

For these reasons I believe the offering of an Arts and Science Certificate will be a positive addition to the College's programming.

Sincerely,



Dr. Jay Wilson, Principal
Prince Albert Campus

/JW

December 15, 2025

Subject: Support for Foundational Pathways in Arts and Science Certificate

Dear Dr. Jen Lang, Vice-Dean Academic, College of Arts and Science,

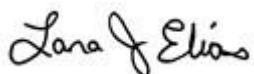
On behalf of the Gwenna Moss Centre of Teaching and Learning, I am writing to express our strong support and appreciation for the proposed *Foundational Pathways in Arts and Science Certificate*, a meaningful and forward-looking initiative that expands flexible, accessible learning options for students in Saskatoon, Prince Albert, regional colleges, and beyond. This certificate will be of value to students beginning their academic journey, those exploring pathways into degree programs, and those wishing to return to complete a credential after previously leaving studies unfinished.

Thank you for the opportunity to provide a *Flexible Pathways Analysis* of this certificate. Our review affirmed that the included courses satisfy first-year or pre-degree requirements for 18 USask degree pathways across several colleges, including Nursing. In addition, it aligns with degree and program requirements within the College of Arts and Science. This versatility makes the certificate especially attractive for students who are undecided, exploring areas of interest, or completing prerequisites for other colleges. It offers a structured, supportive starting point while ensuring learners receive meaningful recognition for their work even as their goals evolve.

The certificate advances the goals of the Flexible Learning Initiative by increasing flexibility in how, where, and when students learn. Its ability to be offered in Saskatoon, Prince Albert, and through regional colleges expands access to learners who wish to study closer to home, online, or through off-campus formats. This approach supports USask's commitments to regional engagement, internationalization, and providing equitable pathways for learners who face geographic or logistical barriers. The demand we continue to see from regional colleges for high-quality certificate programs further underscores the value and timeliness of this offering.

We appreciate the leadership and collaboration demonstrated in developing this program and are pleased to offer our support as it moves forward.

Sincerely,



Lana Elias

Manager, Flexible Learning and Technology, Gwenna Moss Centre of Teaching and Learning
University of Saskatchewan

APPENDIX V - FULL CATALOGUE ENTRY

Foundational Pathways in Arts and Science – Certificate

The Foundational Pathways in Arts and Science certificate is designed to capture the course areas that are needed for all Arts and Science programs, ultimately setting students up for success if they continue into a degree program, while also allowing students to explore their area(s) of interest and specialization.

Students may not receive this certificate at the same time as, or after, receiving a university degree. If you have questions, please contact the Arts and Science Undergraduate Student Office.

Major Average

The major average in the Certificate in Foundational Pathways in Arts and Science includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Foundational Pathways in Arts and Science, students must complete at least half of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See [Residency](#) for additional details.

Requirements (24 credit units)

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

English Language Writing

Some degree majors require students to select a particular course from this list, or a course from a smaller set of courses on this list. Students should consider their area(s) of interest when making a course selection.

- [**CMRS 110.3**](#) The Graeco Roman Tradition Evolution and Reception
- [**CMRS 111.3**](#) Medieval and Renaissance Civilization
- [**CPSJ 203.3**](#) Cultivating Humanity
- [**ENG 110.6**](#) Literature and Composition
- [**ENG 111.3**](#) Literature and Composition Reading Poetry
- [**ENG 112.3**](#) Literature and Composition Reading Drama
- [**ENG 113.3**](#) Literature and Composition Reading Narrative
- [**ENG 114.3**](#) Literature and Composition Reading Culture
- [**ENG 120.3**](#) Introduction to Creative Writing
- [**ENG 210.3**](#) Literary Canons and Cultural Power
- [**ENG 211.3**](#) History and Future of the Book
- [**ENG 212.3**](#) A History of English Words
- [**ENG 213.3**](#) A History of English Sounds and Spelling
- [**HIST 115.3**](#) History Matters Ideas and Culture
- [**HIST 125.3**](#) History Matters Indigenous Colonial and Post Colonial Histories
- [**HIST 135.3**](#) History Matters Gender Sex and Society
- [**HIST 145.3**](#) History Matters War Violence and Politics
- [**HIST 155.3**](#) History Matters Science and Environment
- [**HIST 165.3**](#) History Matters Health and Society
- [**HIST 175.3**](#) History Matters Identities and Communities in Transition
- [**HIST 185.3**](#) History Matters Conflict Law Politics and the State
- [**HIST 193.3**](#) History Matters Topics in Canadian History
- [**HIST 194.3**](#) History Matters Topics in European History
- [**MUS 155.3**](#) Music in History and the Present
- [**PHIL 120.3**](#) Knowledge Mind and Existence
- [**PHIL 121.3**](#) Introduction to World Philosophies
- [**PHIL 133.3**](#) Introduction to Ethics and Values
- [**PHIL 208.3**](#) Ancient Philosophy Presocratics to Plato
- [**PHIL 233.3**](#) Ethical Theory
- [**POLS 236.3**](#) History of Political Theory
- [**POLS 237.3**](#) Modern Political Theory
- [**RLST 280.3**](#) Methodologies and Approaches to Study of Religions
- Or any other course that may be used to fulfill the [English Language Writing](#) requirement.

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

Indigenous Learning

Some degree majors require students to select a particular course from this list, or a course from a smaller set of courses on this list. Students should consider their area(s) of interest when making a course selection.

- [**ANTH 202.3**](#) Anthropology and Indigenous Peoples in Canada
- [**DRAM 111.3**](#) Practicum I Indigenous Performance Methods
- [**ENG 242.3**](#) Indigenous Storytelling of the Prairies
- [**ENG 243.3**](#) Introduction to Indigenous Literatures
- [**HIST 195.3**](#) History Matters Indigenous Perspectives on Canadian History
- [**HIST 257.3**](#) The Canadian Prairie to 1905 (may only be used if taken in 2022-23 or later)
- [**HIST 266.3**](#) Historical Issues in Indigenous Settler Relations in North America
- [**INDG 107.3**](#) Introduction to Canadian Indigenous Studies
- [**LING 114.3**](#) Indigenous Languages and Stories Introduction to the Structure of Language
- [**LING 253.3**](#) Indigenous Languages of Canada
- [**POLS 222.3**](#) Indigenous Governance and Politics
- [**INDG — 200-Level, 300-Level, 400-Level**](#)
- Or any other course that may be used to fulfill the [Indigenous Learning](#) requirement

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

Quantitative Reasoning

Some degree majors require students to select a particular course from this list, or a course from a smaller set of courses on this list. Students should consider their area(s) of interest when making a course selection.

Only the following courses meet the Quantitative Reasoning Requirement for B.Sc. and B.A.&Sc. Programs: MATH 110.3, MATH 116.3, MATH 123.3, MATH 124.3, MATH 125.3, MATH 133.4, MATH 134.3, MATH 163.3, MATH 164.3, MATH 176.3, MATH 177.3; STAT 245.3, STAT 246.3; PLSC 214.3.

- [**ASTR 113.3**](#) Introduction to Stellar Astronomy
- [**CMPT 140.3**](#) Introduction to Creative Computing
- [**ECON 111.3**](#) Introductory Microeconomics
- [**ECON 114.3**](#) Introductory Macroeconomics
- [**MATH 101.3**](#) Quantitative Reasoning
- [**MATH 102.3**](#) Precalculus Mathematics
- [**MATH 104.3**](#) Elementary Calculus
- [**MATH 110.3**](#) Calculus I
- [**MATH 125.3**](#) Mathematics for the Life Sciences
- [**MATH 133.4**](#) Engineering Mathematics I
- [**MATH 150.3**](#) Mathematics for Early and Middle Years Teachers
- [**MATH 163.3**](#) Introduction to Mathematical Reasoning
- [**MATH 164.3**](#) Introduction to Linear Algebra
- [**MATH 176.3**](#) Advanced Calculus I

- **MATH 177.3** Advanced Calculus II
- **STAT 103.3** Elementary Probability
- **STAT 244.3** Elementary Statistical Concepts
- **STAT 246.3** Introduction to Biostatistics
- **PHYS 115.3** Physics and the Universe
- **PSY 233.3** Statistical Methods in Behavioural Sciences A
- **SOC 225.3** An Introduction to Survey Research and Data Analysis in Sociology

Choose **3 credit units** from each of the following areas (**9 credit units**):

Humanities

- **ARBC 114.3** Beginning Arabic I
- **ARBC 117.3** Beginning Arabic II
- **CHIN 114.3** Introductory Chinese I
- **CHIN 117.3** Introduction to Chinese II
- **CMRS 110.3** The Graeco Roman Tradition Evolution and Reception
- **CMRS 111.3** Medieval and Renaissance Civilization
- **CREE 101.6** Introductory Cree
- **CREE 110.3** nehiyawetan Let Us Speak Cree
- **DENE 110.3** Dene Language and Culture An Introduction
- **ENG 110.6** Literature and Composition
- **ENG 111.3** Literature and Composition Reading Poetry
- **ENG 112.3** Literature and Composition Reading Drama
- **ENG 113.3** Literature and Composition Reading Narrative
- **ENG 114.3** Literature and Composition Reading Culture
- **ENG 120.3** Introduction to Creative Writing
- ESL 116.3
- **FREN 103.3** Beginning French I
- **FREN 104.3** Beginning Conversational French
- **FREN 106.3** Beginning French II
- **FREN 122.3** Intermediate French I
- **FREN 123.3** Intermediate Conversational French
- **FREN 125.3** Intermediate French II
- **FREN 160.3** Stardom in French Cinema
- **FREN 218.3** Advanced French II
- **GERM 114.3** Elementary German I
- **GERM 117.3** Elementary German II
- **HEB 114.3** Introduction to Hebrew I
- HEB 117.3
- **HIST 115.3** History Matters Ideas and Culture
- **HIST 125.3** History Matters Indigenous Colonial and Post Colonial Histories
- **HIST 135.3** History Matters Gender Sex and Society
- **HIST 145.3** History Matters War Violence and Politics
- **HIST 155.3** History Matters Science and Environment
- **HIST 165.3** History Matters Health and Society
- **HIST 175.3** History Matters Identities and Communities in Transition
- **HIST 185.3** History Matters Conflict Law Politics and the State
- **HIST 193.3** History Matters Topics in Canadian History

- **HIST 194.3** History Matters Topics in European History
- **HIST 195.3** History Matters Indigenous Perspectives on Canadian History
- **JPNS 114.3** Introductory Japanese I
- **JPNS 117.3** Introductory Japanese II
- **LATN 112.3** Latin for Beginners I
- **LATN 113.3** Latin for Beginners II
- **LING 110.3** Introduction to Grammar
- **LING 113.3** Language Use in the Digital Era
- **LING 114.3** Indigenous Languages and Stories Introduction to the Structure of Language
- **LIT 110.3** Journeys in Masterpieces of European Languages in English Translation
- **LIT 111.3** Rebellion in Masterpieces of European Languages in English Translation
- **MUS 101.3** Fundamentals of Music I Exploring Foundations
- **MUS 111.3** History of Popular Music
- **MUS 112.3** The History of Country Music
- **PHIL 110.6** Introduction to Philosophy
- PHIL 115.3
- **PHIL 120.3** Knowledge Mind and Existence
- **PHIL 121.3** Introduction to World Philosophies
- **PHIL 133.3** Introduction to Ethics and Values
- **PHIL 140.3** Critical Thinking
- **RLST 111.3** Asian Religions
- **RLST 112.3** Western Religions in Society and Culture
- **RLST 113.3** Islamic Civilization and Culture
- **SPAN 114.3** Elementary Spanish I
- **SPAN 117.3** Elementary Spanish II
- **UKR 114.3** Elementary Ukrainian I
- **UKR 117.3** Elementary Ukrainian II
- **WGST 112.3** Introduction to Womens and Gender Studies
- Any senior-level humanities course provided that the prerequisite is met.
- CLAS 101, CLAS 103, CLAS 104, CLAS 105, CLAS 107 and CLAS 203 may not be used to fulfill the Humanities requirement.

Science

- **ASTR 102.3** Introduction to Galaxies and Cosmology
- **ASTR 104.3** Astronomy of Planets
- **ASTR 113.3** Introduction to Stellar Astronomy
- **BINF 151.3** Computing in the Biological Sciences
- **BIOL 120.3** The Nature of Life
- **BIOL 121.3** The Diversity of Life
- **CHEM 112.3** General Chemistry I Structure Bonding and Properties of Materials
- **CHEM 115.3** General Chemistry II Chemical Processes
- **CMPT 140.3** Introduction to Creative Computing
- **CMPT 141.3** Introduction to Computer Science
- **CMPT 145.3** Principles of Computer Science
- **GEOG 110.3** Environmental Science and Society
- **GEOG 120.3** Introduction to Global Environmental Systems
- **GEOL 108.3** The Earth and How It Works

- **GEOL 109.3** The Earth and Life through Time
- **GEOL 121.3** Earth Processes
- **GEOL 122.3** Earth History
- **MATH 104.3** Elementary Calculus
- **MATH 110.3** Calculus I
- **MATH 116.3** Calculus II
- **MATH 125.3** Mathematics for the Life Sciences
- **MATH 163.3** Introduction to Mathematical Reasoning
- **MATH 164.3** Introduction to Linear Algebra
- **MATH 176.3** Advanced Calculus I
- **MATH 177.3** Advanced Calculus II
- **PHYS 115.3** Physics and the Universe
- **PHYS 117.3** Physics for the Life Sciences or **PHYS 125.3** Physics and Technology
- **STAT 103.3** Elementary Probability

- Any senior-level science course provided the prerequisite is met.
- MATH 102 and STAT 244 are not eligible to be used in this requirement.

Social Sciences

- **ANTH 111.3** One World Many Peoples Introduction to Cultural Anthropology
 - **ANTH 112.3** Introduction to Archaeology and Biological Anthropology The Human Journey
 - **ANTH 116.3** Introduction to Near Eastern and Classical Archaeology
 - **ECON 111.3** Introductory Microeconomics
 - **ECON 114.3** Introductory Macroeconomics
 - **GEOG 130.3** Environment Health and Planning
 - **GEOG 150.3** Introduction to the Circumpolar World
 - **HLST 110.3** Introduction to Health Studies
 - **INDG 107.3** Introduction to Canadian Indigenous Studies
 - **LING 111.3** Structure of Language
 - **LING 112.3** Dynamics of Language
 - **LING 113.3** Language Use in the Digital Era
 - **LING 114.3** Indigenous Languages and Stories Introduction to the Structure of Language
 - **POLS 110.3** Understanding our Globalized World
 - **POLS 111.3** Politics Power and Government
 - **POLS 112.3** Justice and Injustice in Politics and Law
 - **PSY 120.3** Biological and Cognitive Bases of Psychology
 - **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology
 - **SOC 111.3** Foundations in Sociology Society Structure Process
 - **SOC 112.3** Foundations in Sociology Social Construction of Everyday Life
 - **WGST 112.3** Introduction to Womens and Gender Studies
- Any senior-level social science course provided that the prerequisite is met.
 - Statistics courses in social sciences are not eligible for use in this requirement (e.g. PSY 233, PSY 234, SOC 225 and SOC 325).

Choose **6 credit units** from any of the following:

Fine Arts

- **ART 110.3** Art Today Ideas and Practices
- **ART 122.3** Foundation in Painting I
- **ART 123.3** Foundation in Painting II
- **ART 124.3** Foundation in Drawing I
- **ART 125.3** Foundation of Drawing II
- **ART 136.3** Digital and Integrated Practice I Foundation
- **ART 141.3** Sculpture I Foundation
- **ART 151.3** Introductory Printmaking I
- **ART 152.3** Introductory Printmaking II
- **ART 161.3** Foundation in Photography I
- **ARTH 120.3** Art and Visual Culture I
- **ARTH 121.3** Art and Visual Culture II
- DRAM 101.3
- **DRAM 108.3** What is Theatre
- **DRAM 110.3** Technical Theatre I Scenic Construction
- **DRAM 111.3** Practicum I Indigenous Performance Methods
- **DRAM 113.3** Technical Theatre II Stage Properties
- **DRAM 118.3** Acting I
- **DRAM 119.3** Acting II
- DRAM 121.3
- **MUS 101.3** Fundamentals of Music I Exploring Foundations
- **MUS 102.3** Fundamentals of Music II Concepts and Practices
- **MUS 104.3** Group Guitar for the Beginner
- **MUS 111.3** History of Popular Music
- **MUS 112.3** The History of Country Music
- **MUS 120.2** Musicianship I
- **MUS 121.2** Musicianship II
- MUS 125.1
- **MUS 133.3** Fundamentals of Music Theory I
- **MUS 134.3** Fundamentals of Music Theory II
- **MUS 155.3** Music in History and the Present
- **MUS 156.3** Music History I Compositions Cultures and Connections from Antiquity to the High Classical Period
- **MUS 175.3** Jazz History Survey
- **MUS 184.3** Jazz Materials
- Any senior-level fine arts course provided that the prerequisite is met.

Humanities

- **ARBC 114.3** Beginning Arabic I
- **ARBC 117.3** Beginning Arabic II
- **CHIN 114.3** Introductory Chinese I
- **CHIN 117.3** Introduction to Chinese II
- **CMRS 110.3** The Graeco Roman Tradition Evolution and Reception

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- **FREN 103.3** Beginning French I
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- [**UKR 114.3**](#) Elementary Ukrainian I
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- [**WGST 112.3**](#) Introduction to Womens and Gender Studies
- Any senior-level humanities course provided that the prerequisite is met.
- CLAS 101, CLAS 103, CLAS 104, CLAS 105, CLAS 107 and CLAS 203 may not be used to fulfill the Humanities requirement.

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- **STAT 103.3** Elementary Probability
- Any senior-level science course provided the prerequisite is met.
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- **LING 114.3** Indigenous Languages and Stories Introduction to the Structure of Language
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- **SOC 112.3** Foundations in Sociology Social Construction of Everyday Life
- **WGST 112.3** Introduction to Womens and Gender Studies
- Any senior-level social science course provided that the prerequisite is met.
- Statistics courses in social sciences are not eligible for use in this requirement (e.g. PSY 233, PSY 234, SOC 225 and SOC 325).

Non-category and additional courses

- **CLAS 101.3** Introduction to Scientific Terminology
- **CLAS 103.3** Medical Terminology
- **CLAS 105.3** Classical Roots of English
- **CLAS 107.3** Introduction to Legal Terminology
- **CLAS 203.3** Advanced Medical Terminology
- **CPSJ 112.3** Introduction to Peace Studies
- **CPSJ 203.3** Cultivating Humanity
- **INTS 111.3** Design and Society
- **INTS 380.3** Internship in Librarianship and Information Studies

Appendix VI - Curriculum Map

Program Outcomes/ Competencies	Written communication	Indigenous Learning	Quantitative Reasoning	Citizenship	Critical and Creative Thinking	Personal growth and responsibility	USask Student Competency (ies) Achieved (EIS, NSR, LT, ADPS, CM, CW)*	Prerequisite(s) and/or Corequisite(s)	Primary Method of Instruction (e.g. lecture, clinical, active learning etc.)	New or Existing Course?	Is this Course within your Academic Unit Authority? (Yes/No)
Description of Outcome/ Competency	Develop a wide range of effective communication skills, with an emphasis on writing.	Cultivate an understanding of and appreciation for the unique socio-cultural position of Indigenous peoples in Canada.	Engage students in quantitative reasoning.	Prepare thoughtful, educated and engaged citizens.	Engage students in critical thinking and creative processes.	Encourage personal development, growth and responsibility.	CM				Are the prerequisite(s) within your Academic Unit Authority? (Yes/No)
Course Number, Title and Credit Units	English Language Writing course list – 3 credit units	X		X	X	X	CM		Lecture	Existing	Yes, Yes
Indigenous Learning course list – 3 credit units	X		X	X	X	X	EIS, NSR		Lecture	Existing	Yes, Yes
Quantitative Reasoning course list – 3 credit units		X	X	X	X	X	LT		Lecture	Existing	Yes, Yes
Humanities course list – 3 credit units	(X)			X	X	X	CM, CW, EIS, NSR		Lecture	Existing	Yes, Yes
Science course list – 3 credit units	(X)		(X)	X	X	X	CM, LT		Lecture	Existing	Yes, Yes
Social Science course list – 3 credit units	(X)	(X)	(X)	X	X	X	CM, CW, EIS, NSR		Lecture	Existing	Yes, Yes
6 credit units from any of the following:											
Fine Arts course list	(X)			X	X	X	CM, CW, LT		Lecture	Existing	Yes, Yes
Humanities course list	(X)			X	X	X	CM, CW, EIS, NSR		Lecture	Existing	Yes, Yes
Science course list	(X)		(X)	X	X	X	CM, LT		Lecture	Existing	Yes, Yes
Social Science course list	(X)	(X)	(X)	X	X	X	CM, CW, EIS, NSR		Lecture	Existing	Yes, Yes
Non-category and additional courses list	(X)			X	X	X	CM, NSR, LT, CM, CW		Lecture	Existing	Yes, Yes

*Student Competency Legend: EIS= Engaging in Our Intercultural Society, NSR= Nurturing Successful Relationships, LT= Leveraging Technology, ADPS= Adaptive Design and Problem Solving, CM= Communicating Meaningfully, CW= Cultivating Well-Being

REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Master of Science in Periodontology Program

MOTION

It is recommended by the Academic Programs Committee that Council approve the Master of Science Periodontology Program, for inclusion in the 2026-27 Catalogue with first student intake in Fall 2027.

CONTEXT AND BACKGROUND

The College of Graduate and Postdoctoral Studies is proposing a new Master of Science (M.Sc.) in Periodontology thesis-based program, offered through the College of Dentistry. This program will provide dentists with advanced, graduate-level training in the prevention, diagnosis and treatment of periodontal disease. As the Canadian population ages, there is an increased need for specialty periodontics training. There are only nine registered periodontists in Saskatchewan and no periodontology program in the province. The aim of this exciting new program is to increase the ratio of periodontist to population in Saskatchewan and bolster the capacity for oral health care in the province. The implementation of this program will support the College of Dentistry plan to expand both educational programming and research capacity and output, as well as furthering the focus on inclusive community care. This 3-year clinical thesis program has an expected start date of September 2027.

CONSULTATION

The Graduate Programs Committee reviewed the proposal at their meeting on March 12, 2025. The committee shared their enthusiasm for the program and discussed the need for a small cohort size, length of the program, thesis development and completion, and thesis supervision with the proponents. The proponents acknowledged the heavy workload of the program and confirmed there is flexibility built into the last year of the clinic to allow students to work toward the thesis. They shared that in addition to faculty providing thesis supervision, they will be drawing upon specialists in the community to support elements of the program. The proponents confirmed that most programs in Canada admit 2 – 5 students per cohort; due to the clinical aspect of this new program, only 3 students per year can be accommodated. The committee requested changes to the proposal for clarity which were cleared on April 8, 2025.

The College of Graduate and Postdoctoral Studies submitted the proposal to the Academic Programs Committee (APC) on January 7, 2026. APC had the opportunity to review the proposal and took part in a thorough discussion with the proponents and acknowledged the need for the program in Saskatchewan. The committee voted in favour of the new program.

ATTACHMENTS

1. **Master of Science in Periodontology Program**

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M.Sc. in Periodontology thesis-based

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UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

CGPS.USASK.CA

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

Executive Summary

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, CGPS**

Date: October 31, 2025

Re: Master of Science in Periodontology

The College of Graduate and Postdoctoral Studies is recommending approval of a new Master of Science (M.Sc.) in Periodontology thesis-based program, offered through the College of Dentistry. This program will provide dentists with advanced, graduate-level training in the prevention, diagnosis and treatment of periodontal disease. As the Canadian population ages, there is an increased need for specialty periodontics training. There are only nine registered periodontists in Saskatchewan and no periodontology program in the province. The aim of this exciting new program is to increase the ratio of periodontist to population in Saskatchewan and bolster the capacity for oral health care in the province. The implementation of this program will support the College of Dentistry plan to expand both educational programming and research capacity and output, as well as furthering the focus on inclusive community care. This 3-year clinical thesis program has an expected start date of September 2026.

The Graduate Programs Committee reviewed the proposal at their meeting on March 12, 2025. The committee shared their enthusiasm for the program and discussed the need for a small cohort size, length of the program, thesis development and completion, and thesis supervision with the proponents. The proponents acknowledged the fulness of the program and confirmed there is flexibility built into the last year of the clinic to allow students to work toward the thesis. They shared that in addition to faculty providing thesis supervision, they will be drawing upon specialists in the community to support elements of the program. The proponents confirmed that most programs in Canada admit 2 – 5 students per cohort; due to the clinical aspect of this new program, only 3 students per year can be accommodated. The committee requested changes to the proposal for clarity and approved the proposal with the following motions, which were conditional on changes being made. All conditions were cleared on April 8, 2025.

Motions:

1. To recommend approval of the new Master of Science in Periodontology. **McIntyre/Martin – CARRIED unanimously**
2. To recommend approval of the 15 courses for the Master of Science in Periodontology. **McIntyre/Martin – CARRIED unanimously**

Attached please find the proposal for the M.Sc. in Periodontology program. If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



Proposal for New Programs or Curricular Changes

Title of proposal:

Degree(s): Master of Science

Field(s) of Study: Periodontology

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

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

Dr. Liran Levin, DMD, FRCD(C), FIADT, FICD
liran.levin@usask.ca

Jaswant Singh, College of Graduate and Postdoctoral Studies (jaswant.singh@usask.ca)

Proposed date of implementation: 2026-27 University Catalogue; first student intake September 2026

Proposal Document

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

Academic Justification:

- a. *Describe why the program would be a valuable addition to the university from an academic programming perspective.*
- b. *Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.*

- c. *Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)*
- d. *What are the most similar competing programs in Saskatchewan and Canada? How is this program different?*

Academic Justification

A periodontist is a dentist who has received advanced, graduate-level training including a surgical residency to specialize in the prevention, diagnosis, and treatment of periodontal disease, and in the placement of dental implants. Periodontists are also experts in the treatment of oral inflammation. As the Canadian population ages and the association between periodontal disease and systemic disease becomes better understood there is increased need for specialty periodontics training. To date, there are only 5 English periodontology programs throughout Canada, at University of British Columbia, University of Manitoba, University of Toronto, Dalhousie University, and the University of Alberta. These programs presently graduate approximately 12 periodontists altogether per year to serve the entire Canadian population. In Saskatchewan, there are only about 9 registered periodontists representing a periodontist to population ratio of 0.0000075%. In comparison, there are 420 periodontists in Massachusetts USA representing a periodontist to population ratio of 0.0065%. 3 students will graduate from this program each year, thereby increasing the ratio of periodontist to population in Saskatchewan and bolstering the capacity for oral health care in the province.

The *University Plan 2025* directs USask to be “the university the world needs” and the periodontist to population ratio in Saskatchewan starkly highlights the need for specialist training. Furthermore, the Canadian federal government recognizes and emphasizes the connection between gum health and the overall state of an individual's oral health. The majority of Canadian adults are affected by periodontal disease, and federal health promotion materials outline the importance of having specialist care in order to maintain oral hygiene. There is, therefore, a notable demand for periodontology services across Canada, but it is especially urgent in Saskatchewan where only 9 periodontists are available for a population of 1.2 million residents. There is also a very high academic demand for periodontology specialty training. In 2014 there were about 100 academically qualified applicants for the 9-10 positions available in the existing 5 English speaking programs. Many highly qualified Canadians are forced to seek training in the United States or to give up their desire to further specialize in periodontology. There are no programs in Saskatchewan that train specialty periodontics, and as of 2024 there are only 6 programs available in Canada. The implementation of this program

will support the College of Dentistry plan to expand both educational programming and research capacity and output, as well as furthering the focus on inclusive community care.

The program must go through the accreditation process of the Commission on Dental Accreditation of Canada (CDAC) which is a partnership with membership from the public and organizations representing oral health care professionals, educators who prepare them and regulators responsible for their competence and continuing safe practice. CDAC, in consultation with its partners, develops and approves requirements for educational programs preparing dentists, dental specialists, dental interns/residents, dental hygienists and dental assistants. CDAC also develops and approves requirements or standards for institutional dental services. CDAC reviews educational programs and dental services by means of structured, on-site visits following receipt of submissions presenting detailed information. The criteria for accreditations are provided only at the time of review, and CDAC requires an academic program to be underway and students to have started in the program before releasing their accreditation requirements to the institution. Once the program has been approved at the host institution, an application for a full accreditation review occurs, and the accreditation takes place after the first cohort has completed their degrees. Only once the program has received institutional approval can the program submit an application for accreditation with CDAC.

Graduate students in this program will be prepared to challenge the Royal College of Dentists of Canada (RCDC) Fellowship national specialty examination. RCDC Fellowship status is recognized by all of the provincial Dental Regulatory Authorities (DRAs) and is one of the requirements for licensure as a dental specialist in Canada. Therefore, this program is targeted towards students who are already trained as general practitioners, and these students will bring with them diverse backgrounds and contexts. It is anticipated that a periodontology specialty program will be attractive not only to Canadian students but to international students as well, and this diversity will encourage inclusivity and strengthen the program. The program will also aim to achieve gender parity among admitted students.

The College of Dentistry at the University of Saskatchewan provides Doctor of Dental Medicine (DMD), Dental Therapy (DT), Dental Assisting (DA), and Dental Hygiene (DH) undergraduate programs. The College of Dentistry also offers the Precision Oral and Systemic Health graduate programs, which offer M.Sc. and PhD degrees.

By using the currently available infra-structure, clinical space and faculty, we have the capacity to provide top-notch periodontology training to our graduate students together with the production of high-quality research that will enable the graduates to earn a M.Sc. degree from the University of Saskatchewan. Periodontology students will be able to complete their clinical hours in the University of Saskatchewan dental clinic, addressing patient referrals for periodontic treatments and procedures.

As far as the benefits to the other programs in the College of Dentistry, having a periodontology graduate program will dramatically benefit the undergraduate dental students who will be exposed to the periodontal field in a more comprehensive way and will give them a good view of future collaboration with periodontists for the benefit of our patient population. As well, the dental hygiene program, the dental assisting program, and the Dental Education Clinic will be positively affected by the presence of the Periodontology Graduate program. Establishment of a Periodontology Graduate program will also create opportunity for the College of Dentistry to pursue the development of graduate programs in other areas critically relevant to Saskatchewan.

A major research focus of the foundational scientists within the College of Dentistry is investigation of oral inflammatory conditions in relation to systemic disease. The presence of a Periodontology Graduate program will provide opportunity for translation of discovery research to clinical trials and ultimately to clinical practice. It will enhance grant competitiveness and impact of our research program.

The College of Dentistry provides inclusive, high quality dental care to vulnerable and underserved people in our community. The Periodontics Graduate program will extend the scope of care being offered by the College of Dentistry and will enhance access to specialty level oral health care. Patients' continuity of care within the College of Dentistry will dramatically improve as all periodontal treatment including complicated dental implant placements and bone grafting will be available on the clinic floor. The difference between this proposed periodontics program and the other periodontics programs offered in Canada is that students in this program will work in tandem with students from our other academic programs: DMD, DA, DT, and DH. By having the entire oral care team, including specialists, present and collaborating, we improve the continuity of care and patient outcomes. Students in all College of Dentistry programs, domestic and international, are also covered by the college's academic licensing to practice and are therefore held to rigorous standards in their patient interactions.

Admissions:

The **Admission Framework** document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

- a. What are the admissions requirements of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?*
- b. What are the selection criteria – how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?*
- c. What are admission categories – regular admission, special admission, and Indigenous equity admission?*
- d. What are the admission models – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?*
- e. Intake - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?*
- f. What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?*
- g. Which office will manage the admission process – TLSE, college, department, or a combination?*
- h. Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.*
- i. Admissions Appeal – what will this process be.*
- j. Transfer Credit – when will this be assessed and by which office?*

Admissions

The proposed Master of Science in Periodontology will require:

- a minimum of an accredited four-year DMD or DDS program from a college or university recognized by the University of Saskatchewan.
- A cumulative weighted entrance average of at least 70% in the last two years of study (i.e., 60 credit units)

- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is in English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- Statement of Academic Intent
- Up-to-date CV
- Completion of at least one year of experience with dental practice and procedures prior to the start of the program is preferred but not required.

The admission model will therefore be non-direct entry and will use several methods to determine placement in the program. Applicants will be required to submit an official transcript from their previous institution detailing courses taken and grades received. They will also be required to provide a statement of academic intent summarizing why they feel this program is a strong fit for their academic abilities and goals. Three letters of reference will be delivered with the application: one must be from the Dean of the applicant's dental school where they received their DMD/DDS degree, the second will be from an academic contact and the third may be academic or professional. Applicants shortlisted for the program will be required to attend a day of interviews with the College of Dentistry faculty. This day will also include assessment of professional capability and suitability for the program. Students who apply will be categorized as domestic or international students, with domestic students being citizens or permanent residents living in Canada, and international students residing outside Canada requiring study permits.

Intake will occur yearly, with a single intake in the Fall Term. The program will be competitive as there will only be 3 seats available for both international and domestic students. Three students will be admitted each year with Saskatchewan residents having priority. If no qualified Saskatchewan resident candidates apply, the spots can be filled with out of province or international students. 3 students per cohort is standard for a dental surgical specialty program as most programs in North America have between 2-5 residents per cohort. Due to the clinical nature of this program, 3 new students per year is all that can be accommodated within the available space, and too many students will be an issue in the clinical portion of the program, which has open surgery involved. Additionally, CDAC requires the program to have a high instructor to student ratio.

The application process for the program will include an online application through the Recruit system that will be coordinated through the College of Dentistry's Admissions Coordinator. Applications will

need to include all the required documents. Admission will continue the beneficial partnership between the College of Dentistry and the College of Graduate and Postdoctoral Studies, and both will be involved in the process as is currently the case for the existing graduate programs. Transfer credit will not be accepted for this program. Applicants who have not been successful in gaining admission may appeal the decision to the College of Graduate and Postdoctoral Studies.

The anticipated application and document window and deadlines are as follows:

- Applications will open on June 1 of the year prior to the start of the program (e.g.: June 1, 2025, if the applicant intends to start September 2026). This will ensure a similar window and timeline to other periodontology programs in North America.
- All documentation and application materials must be received by September 1 of the year prior to the start of the program (e.g.: September 1, 2025, if the applicant intends to start September 2026).
- Interviews and assessments of required knowledge and skills, such as professionalism, existing experience with dental procedures, clinical judgement, and anatomical knowledge, will take place in October of the year prior to the start of the program (e.g.: October 1, 2025, if the applicant intends to start September 2026).
- Application results will be communicated to candidates in December of the year prior to the start of the program (e.g.: December 1, 2025, if the applicant intends to start September 2026).

The College of Dentistry has its own Communications Officer and will employ that position to create new communications and recruitment material for this program as well as updating the college's other program information to create consistency and harmony with the information being provided to all partners and potential students. New material that is consistent with the USask branding and other efforts will be produced for this purpose. The Academic Dean's Office already has established relationships with Recruitment, Admissions and Transfer Credit and will be sure to use those channels to distribute all information to USask's external partners and to students through recruitment events.

Description of the program:

- a. *What are the curricular objectives, and how are these accomplished?*
- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

- c. *Provide an overview of the curriculum mapping.*
- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.*
- e. *Explain the comprehensive breadth of the program.*
- f. *Referring to the university “Learning Charter”, explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program.*
- g. *Describe how students can enter this program from other programs (program transferability).*
- h. *Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe*
- i. *If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.*

Description of the Program

A periodontist is a dentist who has received advanced, graduate-level training including a surgical residency to specialize in the prevention, diagnosis, and treatment of periodontal disease, and in the placement of dental implants. Periodontists are also experts in the treatment of oral inflammation.

Periodontists receive extensive training in these areas, including three additional years of education beyond dental school. They are familiar with the latest techniques for diagnosing and treating periodontal disease and are also trained in performing cosmetic periodontal procedures. Periodontists treat complex and advanced periodontal cases including patients with a complex medical history. In addition, periodontists are specially trained in the placement and repair of dental implants.

The requirements for this three-year program include coursework, a clinical component, and a thesis. This will follow the established precedent set by existing Canadian periodontology programs at our peers in the U15, all of which are also three years in length and have an extensive research component. CDAC also expects periodontology programs to have a minimum length of three years, and 4 out of the 5 English-language periodontology programs approved by CDAC have a thesis requirement while the final one has a capstone project. We have chosen a thesis requirement over a project requirement as not only does this follow the Canadian standard, but it also ensures that our graduates will be true clinician-scientists, contributing innovation and positioning themselves at the forefront of the discipline. Dental specialty fields are increasing their research components and including it in our program will ensure that our students are given an advantage toward their careers in

periodontology. Student progress will be monitored through assessments and committee meetings (at least once per year). Clinical assessment will take place every term and will grade students on their performance in technique, practices, and procedures. Didactic assessment will also take place each term and will grade students on their knowledge and grasp of literature, research methodology, and skill in disseminating this knowledge. Committee meetings shall be held every 6 months to assess the student's progress on their thesis component. Final assessment shall be the oral examination of the student's thesis work.

Course delivery will be in a traditional format, in-person and on-campus in the College of Dentistry's main building. The curriculum will be delivered through a combination of didactic instruction, student discovery, and authentic clinical experiences in the college's main clinic. To develop their speciality as capable periodontists trained in the various speciality areas stated above, students will participate in the full spectrum of these instruction areas. From didactic instruction, students will learn and apply critical thinking, analysis, and synthesis. As they engage in their research component, they will apply and extend what they have learned of analysis, drawing conclusions, and critical progress evaluation in pursuit of their research question. Through the clinical component, students will further learn and apply critical thinking, problem solving, analysis, effective communication, and technical skills as they treat patients under faculty supervision. A balance between clinical and research activity will be maintained as students will spend 5 half-days at 3 hours each in the clinic and have ample time in the remainder of their schedules to conduct research tasks.

We expect that our students will have a more selective caseload than our DMD students, and periodontology procedures require longer appointment lengths than general dental visits. Seminar courses will not require more than a half-day of the students' time as well. During the Spring and Summer terms, students will not have seminar courses and will only be scheduled for clinic duties, leaving half of their schedule for research. Flexibility is also built into the last year of the clinical requirement, so students are also given more time for thesis work. We do not anticipate that our students will have any concerns meeting their schedule requirements for research as they will be high-achieving, highly motivated practicing professionals with existing clinical and academic experience. We do recognize that in most thesis-based programs, students complete their coursework prior to writing their thesis. However, as this is a clinical program, with courses and clinics running until the end of the program, the students will balance their time between clinic and research. We expect that thesis data collection will begin after the end of the first year in the program, once the student has an assigned topic, and writing will occur once sufficient data have been collected, likely

starting towards the midway point of the second year. Through all components, students will have opportunity to discuss and consult formally and informally with peers and mentors.

MSc students must enroll in at least 15 credit units per term, and complete 147 credit units overall. All students must enroll for seminar courses and clinical hours, PUBH 805.3 (approved by the School of Public Health with letter forthcoming), and GPS Ethics 960.0 and 961.0 and/or 962.0 as needed. An individual research program of studies and timeline of research will be developed in conjunction with each student's supervisor and will be approved by the advisory committee. The MSc in Periodontology will introduce the following mandatory DENT courses to the College of Dentistry:

- **DENT 810** Periodontology Fundamentals I (6 c.u., two term)
A sound and in-depth knowledge of, and familiarity with, the periodontal anatomy literature is essential for all specialist practitioners in the field of Periodontology. This course is designed to expose periodontal residents to the classical periodontal literature in a way that both basic and clinically applied aspects are explored. The course will emphasize an understanding of key concepts of Periodontology.
- **DENT 811** Implantology Fundamentals I (6 c.u., two term)
A sound in-depth knowledge of, and familiarity with, the implant literature is essential for all specialist practitioners in the field of Periodontology. Briefly, this course is designed to expose periodontal residents to the relevant implant literature in such a way that the impact of both basic and clinically applied science on periodontal practice is demonstrated. The course will emphasize an understanding of key concepts of implant therapy.
- **DENT 812** Periodontology Research I (6 c.u., two term)
A sound and in-depth understanding of recent advances in the field of Periodontology and Implantology is essential for all specialist practitioners. This course is designed to expose periodontal residents to the current periodontal literature and increase their awareness to the new and latest approaches in the field. The course will aim to develop critical reading abilities and train the residents to practice evidence-based approaches in their clinical practice.
Students will read and discuss most recent articles published in three Periodontology and Implantology journals.
- **DENT 813** Periodontology Clinics (18 c.u., two term, variable)
Applied clinical education and experience is obtained through supervised management of selected periodontology and implant cases.

- **DENT 815** Periodontology Summer Clinic I (12 c.u., two term)
 - This course will be the first of three summer clinics for the further development of diagnosing and treating various periodontal patients for the proposed new MSc in Periodontology. Patients in this clinic course will present with a lower level of severity in the needs required to complete their cases.
- **DENT 820** Periodontology Fundamentals II (6 c.u., two term)
 - A sound and in-depth knowledge of, and familiarity with, the periodontal anatomy literature is essential for all specialist practitioners in the field of Periodontology. This course is designed to expose periodontal residents to the classical periodontal literature in a way that both basic and clinically applied aspects are explored. The course will emphasize an understanding of key concepts of Periodontology.
- **DENT 821** Implantology Fundamentals II (6 c.u., two term)
 - A sound in-depth knowledge of, and familiarity with, the implant literature is essential for all specialist practitioners in the field of Periodontology. Briefly, this course is designed to expose periodontal residents to the relevant implant literature in such a way that the impact of both basic and clinically applied science on periodontal practice is demonstrated. The course will emphasize an understanding of key concepts of implant therapy.
- **DENT 822** Periodontology Research II (6 c.u., two term)
 - A sound and in-depth understanding of recent advances in the field of Periodontology and Implantology is essential for all specialist practitioners. This course is designed to expose periodontal residents to the current periodontal literature and increase their awareness to the new and latest approaches in the field. The course will aim to develop critical reading abilities and train the residents to practice evidence-based approaches in their clinical practice.

Students will read and discuss most recent articles published in three Periodontology and Implantology journals.
- **DENT 823** Periodontology Clinics (18 c.u., two term, variable)
 - This course exposes students to more complex cases requiring more advanced treatment modalities. An evidence-based approach to treatment is emphasized throughout the course. Students are expected to document their cases for presentation and discussion.
- **DENT 825** Periodontology Summer Clinic II (12 c.u., two term)
 - Upon successful completion of this course, the student will be able to deliver clinical care to the level of clinical competency as determined by the CDA accreditation standards. At the completion of this course the student will be competent at performing a complete periodontal evaluation of the patient, obtaining diagnostic records, diagnosing and treatment planning a

patient. In addition, the student will achieve proficiency in treatment planning complex cases, explaining treatment to patients, obtaining informed consent and corresponding with the general dentist and other dental specialists. The student will also achieve proficiency in various periodontal surgeries as well as placement of dental implants and sequencing restorative plan after implant placement. Finally, at the completion of three years, the student will be proficient at all aspects of specialty periodontal practice.

- **DENT 830** Periodontology Fundamentals III (6 c.u., two term)
 - A sound and in-depth knowledge of, and familiarity with, the periodontal anatomy literature is essential for all specialist practitioners in the field of Periodontology. This course is designed to expose periodontal residents to the classical periodontal literature in a way that both basic and clinically applied aspects are explored. The course will emphasize an understanding of key concepts of Periodontology.
- **DENT 831** Implantology Fundamentals III (6 c.u., two term)
 - A sound in-depth knowledge of, and familiarity with, the implant literature is essential for all specialist practitioners in the field of Periodontology. Briefly, this course is designed to expose periodontal residents to the relevant implant literature in such a way that the impact of both basic and clinically applied science on periodontal practice is demonstrated. The course will emphasize an understanding of key concepts of implant therapy.
- **DENT 832** Periodontology Research III (6 c.u., two term)
 - A sound and in-depth understanding of recent advances in the field of Periodontology and Implantology is essential for all specialist practitioners. This course is designed to expose periodontal residents to the current periodontal literature and increase their awareness to the new and latest approaches in the field. The course will aim to develop critical reading abilities and train the residents to practice evidence-based approaches in their clinical practice.
Students will read and discuss most recent articles published in three Periodontology and Implantology journals.
- **DENT 833** Periodontology Clinics (18 c.u., two term, variable)
 - This course exposes students to more complex cases requiring more advanced treatment modalities. An evidence-based approach to treatment is emphasized throughout the course. Students are expected to document their cases for presentation and discussion.
- **DENT 835** Periodontology Summer Clinic III (12 c.u., two term)
 - Upon successful completion of this course, the student will be able to deliver clinical care to the level of clinical competency as determined by the CDA accreditation standards. At the completion of this course the student will be competent at performing a complete periodontal

evaluation of the patient, obtaining diagnostic records, diagnosing and treatment planning a patient. In addition, the student will achieve proficiency in treatment planning complex cases, explaining treatment to patients, obtaining informed consent and corresponding with the general dentist and other dental specialists. The student will also achieve proficiency in various periodontal surgeries as well as placement of dental implants and sequencing restorative plan after implant placement. Finally, at the completion of three years, the student will be proficient at all aspects of specialty periodontal practice.

Prior to beginning work on their thesis and research, students must identify a supervisor as they must have a supervisor to be admitted into graduate programs in the College of Dentistry, present a thesis proposal, and the advisory committee must accept the proposal. The proposal will include results from the initial literature review, tentative structure for the project, and an explanation of how the project will contribute to the field of periodontology. Typically, the thesis proposal will be given after one year in the program, and students will have time dedicated to research and thesis writing within their schedules. Acceptable projects will be those that have the potential to contribute significant new knowledge to periodontology. Students should work with their interests, previous experience, and the experience and research specialties of their supervisor in order to be assigned a suitable topic from their supervisor. Students are expected to navigate ethics approvals as necessary, with the guidance of their supervisor, and to select appropriate methods for data collection and analysis which will allow them to effectively draw conclusions from results. The thesis must be written in a clear, concise manner that allows the committee to properly evaluate all aspects of the research. Students will defend the thesis in an oral examination consisting of a 30–45-minute presentation summarizing the research question, methods, results, and conclusion, followed by questioning from the examining committee. Questions will be primarily based on the thesis work but may extend to testing the student's grasp of broader periodontology concepts. The examining committee will determine whether the student has successfully defended the thesis.

Graduates of the periodontology program will be able to:

- Critically evaluate current literature and research techniques/methodologies in the context of periodontology
- Demonstrate expertise in periodontology and knowledge in complementary subject areas
- Design and execute a novel research plan, making significant contributions to scientific knowledge in periodontology
- Effectively communicate research results through presentations and publications

- Demonstrate technical skills necessary for periodontic examinations, procedures, and surgeries
- Make a diagnosis and treatment plan of diseases, concerns, and examination findings
- Demonstrate appropriate patient management skills, including ethical behaviours, timely treatment interventions, and suitable interpersonal communication
- Accept constructive critique from mentors throughout the program, adjust behaviours as necessary, and in turn, become a mentor to junior students

More specifically, graduates of the periodontology program will possess the following competencies identified in the [Association of Canadian Faculties of Dentistry \(ACFD\) educational Framework for the development of competency in dental programs](#), adopted by ACFD June 15, 2015:

COMPETENCY 1 – PATIENT-CENTERED CARE:

The application of professional knowledge, skills and values in the provision of patient-centered care. (CMF2005)

- 1.1 Apply knowledge of the clinical, socio-behavioural, and fundamental biomedical sciences relevant to Dentistry. (CMF2005)
- 1.2 Perform a complete and appropriate assessment of patients. (CMF2005)
- 1.3 Demonstrate appropriate diagnostic and treatment planning skills. (CMF2005)
- 1.4 Demonstrate appropriate preventive skills. (CMF2005)
- 1.5 Demonstrate appropriate therapeutic skills. (CMF2005)
- 1.6 Recognize own limits and seek appropriate consultation from other health professionals where appropriate. (CMF2005)

COMPETENCY 2 – PROFESSIONALISM:

The commitment to the oral health and well-being of individuals and society through ethical practice, reflective learning, self-regulation and high personal standards of behaviour. (CMF2005)

- 2.1. Demonstrate a commitment to patients and the profession by applying best practices and adhering to high ethical standards. (CMF2015)
- 2.2. Demonstrate a commitment to society by recognizing and responding to the social contract in dental health care. (CMF2015)
- 2.3. Demonstrate a commitment to personal health and well-being to foster optimal patient care. (CMF2015)

2.4. Demonstrate a commitment to the profession by adhering to standards and participating in profession-led regulation. (CMF2015)

COMPETENCY 3 – COMMUNICATION and COLLABORATION:

The effective facilitation, both individually and as part of a healthcare team, of the dentist-patient relationship and the dynamic exchanges that occur before, during and after a patient interaction. (CMF2005)

- 3.1 Establish professional therapeutic relationships with patients and their families. (CMF2015)
- 3.2 Elicit and synthesize accurate and relevant information along with the perspectives of patients and their families. (CMF2015)
- 3.3 Engage patients and others in developing plans that reflect the patient's dental health care needs and goals. (CMF2015)
- 3.4 Document and share written and electronic information about the dental encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy. (CMF2015)
- 3.5 Work effectively with other dentists and other health care professionals. (CMF2015)
- 3.6 Work with dentists and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts. (CMF2015)
- 3.7 Hand over the care of a patient to another health care professional to facilitate continuity of safe patient care. (CMF2015)

COMPETENCY 4 – PRACTICE AND INFORMATION MANAGEMENT:

The assessment of information and the management of a general dental practice to facilitate patient-centered care. (CMF2005)

- 4.1 Implement processes to improve professional practice. (CMF2005)
- 4.2 Employ information technology appropriately for patient care. (CMF2005)
- 4.3 Apply the principles of evidence-based decision making into practice. (AAC)

COMPETENCY 5 – HEALTH PROMOTION:

The responsible use of professional expertise and influence to advance the health and well-being of individual patients, communities and populations. (CMF2005)

Components of Competency 5 - Health Promotion

- 5.1 Work with patients to address social determinants of health that affect them. (CMF2015)
- 5.2 Work with patients and their families to increase opportunities to improve or maintain their health. (CMF2015)

To complete the program, students must fulfill the requirements below. In the event that a student does not demonstrate sufficient progress in any aspect of the program, the program director and the Graduate Chair will refer the matter to the College of Graduate and Postdoctoral Studies for consideration and decision on the appropriate response. Should a student require an extra term to complete the thesis once all clinical requirements are complete, for example, this can be accommodated through discussion with their supervisor and communication of the plan or adjusted timeline to the Graduate Chair and a record of the decision entered into the student's record by the Graduate Administrator. If a student is, however, behind in clinical requirements, this is a more objective measure of progress. Failure to progress appropriately in clinical skills will result in the submission of a recommendation of requirement to discontinue their program to CGPS. Any student who cannot demonstrate the techniques necessary for periodontal practice will receive a failing grade in the clinical portion of the program. Repeated unexcused absences will also result in failure as the student will not have been present enough to learn these crucial abilities. In the event that a student must miss more clinical classwork than would permit them to progress, such as in the event of illness or crisis, they will be required to repeat the course to ensure they have developed the skills necessary for progression. Students required to enrol beyond the standard 36 months will continue to pay per term tuition at the pro-rated program tuition rate for each additional term required. The timeframe for completion is 3 years, with the maximum time limit being 4 years as per College of Graduate and Postdoctoral Studies Time in Program policy. Extension beyond 4 years shall require the permission of the advisory committee and the Associate Dean of Research and Graduate Studies.

MSc Periodontology Completion Requirements Overview		
147 C.U. of 800-level course work in courses approved by the advisory committee (minimum, more may be recommended by the advisory committee)		
Clinical hours and patient experience		
Seminars (DENT 990)		
Ethics courses (GPS 960 and 961 and/or 962)		
Thesis to be defended in front of examining committee		

MSc Periodontology Year Map		
Year 1	Term	Credits
GPS 960 (Introduction to Ethics and Research Integrity)	Fall	0
GPS 961 (Human Ethics)	Fall	0
GPS 962 (Animal Ethics)	Fall	0

PUBH 805 (Statistics)	Fall or Winter	3
DENT 810 (Periodontology Fundamentals I)	Fall/Winter	6
DENT 811 (Implantology Fundamentals I)	Fall/Winter	6
DENT 812 (Periodontology Research I)	Fall/Winter	6
DENT 813 (Periodontology Clinic I)	Fall/Winter	18
DENT 815 (Periodontology Summer Clinic I)	Spring/Summer	12
DENT 990 (Seminar)	Fall/Winter/Spring/Summer	0
DENT 994 (MSc Thesis Research)	Fall/Winter/Spring/Summer	0
Year 2	Term	Credits
DENT 820 (Periodontology Fundamentals II)	Fall/Winter	6
DENT 821 (Implantology Fundamentals II)	Fall/Winter	6
DENT 822 (Periodontology Research II)	Fall/Winter	6
DENT 823 (Periodontology Clinic II)	Fall/Winter	18
DENT 825 (Periodontology Summer Clinic II)	Spring/Summer	12
DENT 990 (Seminar)	Fall/Winter/Spring/Summer	0
DENT 994 (MSc Thesis Research)	Fall/Winter/Spring/Summer	0
Year 3	Term	Credits
DENT 830 (Periodontology Fundamentals III)	Fall/Winter	6
DENT 831 (Implantology Fundamentals III)	Fall/Winter	6
DENT 832 (Periodontology Research III)	Fall/Winter	6
DENT 833 (Periodontology Clinic III)	Fall/Winter	18
DENT 835 (Periodontology Summer Clinic III)	Spring/Summer	12
DENT 990 (Seminar)	Fall/Winter/Spring/Summer	0
DENT 994 (MSc Thesis Research)	Fall/Winter/Spring/Summer	0

Students will also expand their interest and knowledge of periodontology at national/international meetings and conferences, where they will interact with other professionals and broaden their perspectives. The comprehensive breadth of the program encompasses the competencies required to meet the criteria of the Royal College of Dentists of Canada (RCDC) Fellowship national specialty examination. RCDC Fellowship Status is recognized by all provincial Dental Regulatory Authorities

(DRAs) and is one of the requirements for licensure as a dental specialist in Canada. Following completion of the program, international students will also be eligible for licensure in Canada as they will satisfy the RCDC requirements. These requirements are as follows:

1. Completed a dental specialty training program accredited by the Commission on Dental Accreditation of Canada (CDAC) or by an organization with a reciprocal accreditation agreement with CDAC.
2. Passed the RCDC Fellowship Examination.
3. Submitted proof of licensure as a specialist in Canada or, if outside of Canada, be eligible for licensure to be recognized as a specialist in their home jurisdiction. As of June 2022, those who do not yet hold a license as a specialist may provide confirmation of eligibility for licensure issued by their regulator instead.

This program will also address all five of the USask learning goals:

- Discovery goals: The curriculum is delivered using a combination of didactic seminar, self-directed research and manuscript creation, and clinical experience. Students are also required to participate in the process of care for complex clinical cases where intellectual flexibility is fostered.
- Knowledge goals: The breadth of the program encompasses the knowledge, attitude, and skill competencies required by RCDC. Graduates of the program will be eligible to sit the RCDC Fellowship national specialty exam, providing external validation that the program meets knowledge goals.
- Integrity goals: This MSc program is a professional specialty program that instructs, models, and requires students to conduct themselves with professionalism and integrity. Graduates must demonstrate the professional and ethical integrity necessary for successful practice in order to graduate. The University of Saskatchewan Legal Counsel and Access and Privacy Officer recommended that in order for attendance to be an enforceable element of the students' grade, a category for professionalism be added to every course syllabus to explicitly state that attendance forms part of the students' grade. For courses with a numeric grade, professionalism will be assessed as part of the participation component. It is a component of all classes as students must be capable of interacting appropriately with patients, mentors, scientific reviewers, and colleagues in a fashion that demonstrates respect, thoughtful action, and presents them positively as representatives of the College of Dentistry, the University of Saskatchewan, and the broader periodontal profession.

- Skills goals: Periodontology students must successfully complete courses which include extensive instruction and experience in clinical competencies, surgical skills, research methods, research dissemination skills, and patient communication skills. Students must also demonstrate these competencies to receive the MSc.
- Citizenship goals: The program will provide students with the opportunity to assume student leadership roles within College of Dentistry infrastructure. Clinical experience with underserved communities is mandatory and will support the care of these populations. Providing specialty training in Periodontology will centre students in the care of all Saskatchewan residents, as this program will graduate specialist clinicians in an in-demand and under-represented field.

Program success will be evaluated after three years using the university's internal review process specific to new graduate programs. After seven years (as per any university graduate program), the program will be evaluated through specific key performance indicators (KPIs). KPIs are identified below with respective targets that would indicate success. Selected KPIs and other indicators may be evaluated annually (e.g.: student application amounts, student satisfaction) to monitor uptake for reaching target enrolment and ensuring student satisfaction.

Key Performance Indicator	Target
Program quality assurance	University internal review process
# of student applications	>5 applicants per year
Program completion rate	>90% on time completion
Number of external scholarships	>30% total enrolled students
Number of students awards	>30% total enrolled students
Student satisfaction with program	Student-led annual evaluation, with feedback accumulated by student spokesperson (anonymized) for presentation/discussion with Director of Student Affairs
Graduate employment or continued studies	>90% within 2 years

Consultation:

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may*

benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
- c. Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.*
- d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).*

Consultation

By adding the Master of Science in Periodontology to the degrees offered by the College of Dentistry, the spectrum of oral care training is expanded and provides beneficial opportunities to train much-needed specialists with valuable clinical experience. In conjunction with the Certificate in Dental Assisting, Bachelor of Science in Dental Therapy, Doctor of Dental Medicine, Bachelor of Science in Dental Hygiene, and Master of Science and Doctor of Philosophy in the Precision Oral and Systemic Health program, students will be trained as members of a cohesive dental health care team and prepared for the collaboration they will experience in their future careers. This will allow students to learn from each other about the facets of dental health care and how they can intersect to provide exceptional health care to patients. The USask College of Dentistry will be the only dental school in Canada that will have all these programs training concurrently in one facility.

As the only College of Dentistry at USask and in the province, with the unique programs and curricula involved, the college did not formally consult with other units on campus as it is very confident that no other units will be affected. The curriculum proposed for this program will not involve students from other units and programs nor require them to take its classes, it will not compete with any other unit for enrolment and will have minimal impact on enrolment for the existing Precision Oral and System Health degrees, and it will not require space in other program or unit courses as part of the curriculum. The college's own facilities will be sufficient to handle all didactic, research, and clinical instruction necessary for delivery. The college will hire a new periodontology faculty member to lead the program, and the hiring process will begin once the program is approved by CGPS. The college will also hire part-time clinical instructors, a coordinator, and IT personnel whose duties will be dedicated to the

operation of the program. There are currently have 2 other periodontologists on staff and the college draws upon specialists in the community as well. As part of integrating the periodontology program into the college in conjunction with our other programs, all faculty members in the college will be supervising students in the program, not only those delivering the program's courses. The School of Public Health was consulted on the matter of requiring our students to take PUBH 805 and have given their approval as this will only be 3 students per year. Letters of support are attached from various stakeholders including internal and external sources.

Conclusion

The College of Dentistry strongly encourages the Academic Programs Committee to consider the beneficial outcomes of approving the proposed Master of Science in Periodontology. Addition of this graduate-level training program to the college will have demonstrable positive outcomes on the University of Saskatchewan, the city of Saskatoon, and the province. Graduates from this program will serve as in-demand specialists ready to contribute to the disease management and restorative care of Saskatchewan residents. Highly trained professionals from this program will stay and contribute to the economy and health of the province and will alleviate the remarkable shortage of dental specialists.

Only the College of Dentistry can provide the facilities, training, and research opportunities in oral health care in Saskatchewan. With the generous support of both USask and the Government of Saskatchewan, the college's main clinic is receiving a well-deserved renovation to help expand all three of these areas to meet the needs of local, provincial, and national levels of government, and the oral health care requirements they set forth. The profile of the college has risen dramatically in the last few years and the addition of a program such as this, along with the research and delivery of care options that it can provide, will help to propel it even further.

Appendices for Master of Science in Periodontology Program Proposal:

CATALOGUE ENTRY

Periodontics

Master of Science (M.Sc.) - Thesis-based

Periodontology is a three-year graduate speciality program focusing on the prevention, diagnosis, and treatment of periodontal disease, oral inflammation, and the placement of dental implants.

Periodontists are familiar with the latest techniques for diagnosing and treating periodontal disease and are also trained in performing cosmetic periodontal procedures. Periodontists treat complex and advanced periodontal cases including patients with a complex medical history. The requirements for the program include coursework, a clinical component, and a thesis.

Admissions

- a minimum of an accredited four-year DMD or DDS program from a college or university recognized by the University of Saskatchewan.
- A cumulative weighted entrance average of at least 70% in the last two years of study (i.e., 60 credit units)
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is in English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.
- Statement of Academic Intent
- Up-to-date CV
- Completion of at least one year of experience with dental practice and procedures prior to the start of the program is preferred but not required.

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

Degree requirements

NOTE: All Dentistry courses (DENT) in the M.Sc. Periodontics program require a passing grade of 70%.

A minimum total of 147 credit units are required to complete this program. Students must maintain continuous registration in DENT 990 and DENT 994.

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research, if research involves human subjects
- [GPS 962.0](#) Ethics and Integrity in Animal Research, if research involves animal subjects

- DENT 990.0 Seminar
- DENT 994.0 Research – Thesis
- thesis defense

147 credit units of 800-level course work, including the following:

Year 1

- PUBH 805.3 Biostatistics for Public Health
- DENT 810.6 Periodontology Fundamentals I
- DENT 811.6 Implantology Fundamentals I
- DENT 812.6 Periodontology Research I
- DENT 813.18 Periodontology Clinic I
- DENT 815.12 Periodontology Summer Clinic I

Year 2

- DENT 820.6 Periodontology Fundamentals II
- DENT 821.6 Implantology Fundamentals II
- DENT 822.6 Periodontology Research II
- DENT 823.18 Periodontology Clinic II
- DENT 825.12 Periodontology Summer Clinic II

Year 3

- DENT 830.6 Periodontology Fundamentals III
- DENT 831.6 Implantology Fundamentals III
- DENT 832.6 Periodontology Research III
- DENT 833.18 Periodontology Clinic III
- DENT 835.12 Periodontology Summer Clinic III

*Additional coursework may be required at the recommendation of the advisory committee

Library Requirements for New Programs and Major Revisions

This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the [appropriate librarian](#) for assistance. Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

1.1. Full name of program: Master of Science in Periodontology

1.2. Short form (degree abbreviation): MSc (Perio)

1.3. Sponsoring college/department: Dentistry

1.4. Degree level: Undergraduate Graduate: X

2. Current library collections, services, and spaces to support this program

2.1. Current library collections

The University of Saskatchewan Library currently supports a Doctor of Dental Medicine program. As such, the Library collects in the areas of oral histology and embryology, dental materials, dental anatomy and morphology, oral radiology, microbiology, immunology and physiological, orthodontics and much more. There has also been the recent addition of the dental hygiene program collections continue to be expanded. This program will be well supported by electronic resources such as journals, dentistry specific databases and e-book collections as well as growing print collection. The Library subscribes to several large electronic journal packages that cover most, or all, of a publisher's output. Currently, the Library subscribes to large journal packages from Wiley, Springer, Elsevier, and Oxford, among others. The Library has negotiated access to 40,000 full text electronic journals, 514 databases, and 20,000 open-access full-text electronic journals.

The library's collections include:

- over 50,000 print and a rapidly growing number of full-text electronic books
- approximately 100 print and 5,000 electronic journal titles
- specialized print book collections such as the Baltzan Medical Canadiana, the Brodie History of Medicine, and the Abram Hoffer Orthomolecular collection
- key health sciences online databases including: Dentistry & Oral Sciences Source, Medline (OVID), EMBASE, Cochrane Library, CINAHL, Scopus, Web of Science, and Engineering Village (dental materials)

2.2. Current library services

The Library offers specialized services including; research support, learning and curriculum support and information literacy support. For research intensive programs such as this the library offers tailored class sessions that have used curriculum mapping as well as professor consultations to ensure students are receiving the highest level of information literacy education. Sessions include such topics as; AI ethics and research implications, research methodologies, evidence synthesis education and publishing support. This program would have a specialized liaison librarian that would be dedicated to student and faculty research support to ensure the highest quality of research methodologies. This might include systematic and scoping review support, publication support and collection support. The library also offers a variety of optional workshops throughout the year that are aimed to supplement students and faculty's needs outside of the classroom. These include topics like; citation manager and research software orientation, learning skills development, open education and much more. These workshops can also be tailored to students needs as they arise.

2.3. Current library spaces

The Leslie and Irene Dubé Health Sciences Library, in the E-wing of the Health Sciences Building adjacent to the Dental Clinic Building, is an enhanced resource for all university faculty, staff and students, particularly those studying and researching in the health sciences. The library spans three floors and features panoramic windows which bathe the space in natural light.

To maximize study space, a compact storage system for print books and journals was installed. The space boasts 24 bookable group/study rooms to support collaborative work and quiet study. The study rooms can be booked online for two hours at a time, up to two weeks in advance for quiet study and group work. Quiet study spaces are available on all three floors of the library.

For students working on group presentations, the library includes a bookable presentation practice room which houses a larger computer screen, and a smartboard. For those with disabilities, an Access and Equity Services room offers a variety of assistive and enhanced technology.

The Leslie and Irene Dubé Health Sciences Library is also home to SHIRP (Saskatchewan Health Information Resources Partnership), an online library of health information resources for health professionals, post graduation, in Saskatchewan.

The Library is open and staffed 76 hours per week (seven days per week) from September to April, and 40 hours per week Monday to Friday from May to August.

Students are able to check out print books for 30 days, with two renewals. For the month of May, the Library has Extended Hours for Health Sciences Students in the 14 Study Rooms (total of 86 seats) on the 2nd Floor.

Students have multiple ways to access personalized library research assistance:

- For basic inquiries during library hours, they can contact library staff using Ask Us Live, an instant messaging tool to get an immediate response;

- They can also phone, send an email, or visit the reference desk for more in-depth assistance;
- Students are introduced to the Dentistry Liaison Librarian at the beginning of Year 1 and encouraged to contact her at any time for one-on-one or small group research assistance.

3. Required revisions or additions to collections, services, or spaces to support this program

3.1. Required changes for library collections

There does not seem to be any changes needed to the current library collections to support this program, but there will be funds which could be used to purchase any new resources that are needed. Faculty and students are encouraged to suggest books, journals or other resources for purchase. Also, the dental librarian selects individual dental titles in ebook or print format. E-books are the preferred format to ensure maximum access for all students. For the 2024-25 fiscal year, the acquisitions budget for individual dental books, not included in e-book packages, is \$10,387.

3.2. Required changes for library services

There doesn't seem to be any necessary changes to library services, but if there is demand for new supports they can be negotiated as they arise within the program.

3.3. Required changes for library spaces

No changes to library spaces are required.

4. Summary assessment of library capacity and requirements to support the new program

There would not be any change to the current capacity of the library to support this program.

Date: February 27th, 2025

Liaison Librarian: Jessi Robinson

Dean, University Library: _____

Faculty member for the sponsoring college/dept: Dr. Liran Levin



Information Technology Requirements for New Programs and Major Revisions

This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

- ## 1. Proposal Identification

Full name of program: Master of Science in Periodontology

- ## 2. Distance Education

Does the new/revised program include courses that are delivered by 'distance education'?

Yes **No**

- ### 3. Network Requirements

- ### 3.1 Does the program have any new special network requirements?

No, network requirements are unchanged from existing program

Yes, the program has the following new network requirements:

Video transmission (specify)

General Web and e-mail usage

Large (10MB or more) file transfers

Other (specify)

- 3.2 Does the program require any new access to the Internet or the Canadian Research network?

No, existing access and bandwidth (speed) are adequate

Yes, additional network access is required

Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

- 3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?

No, home access requirements are unchanged from existing program

Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

- ## 4. Software Requirements

Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available.

Include cost estimates for initial purchase and ongoing support/upgrading, if applicable. **No new requirements.**

- ## 5. Hardware Requirements

Please list any special IT hardware required for the program (e.g. high performance

workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading. **No new requirements**

6. Computer Lab Access

Does the program have new computer lab access requirements?

Computer lab access requirements are unchanged from existing program

General ('walk-in') access is required hours/week/student

Access for classes/tutorials is required hours/week/student

Estimated number of students in program: 3/yr, total of 9 in all three years

7. Student IT Support

Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends). **The program will be using the same USask; however, an additional embedded IT support person will be required to run the clinic due to the complicated nature of the software and equipment that the college uses. When this program reaches capacity, the new Bachelor of Science in Dental Hygiene will also be at capacity which will potentially add up to another 53 students in the clinic.**

8. Faculty IT Support

Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other). **The program will be using the same USask; however, an additional embedded IT support person will be required to run the clinic due to the complicated nature of the software and equipment that the college uses. When this program reaches capacity, the new Bachelor of Science in Dental Hygiene will also be at capacity which will potentially add up to another 53 students in the clinic along with no less than an additional 3 faculty members.**

9. Impact on Institutional Systems

Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable. **The size of enrolment of 9 students when fully implemented will have a negligible impact on the institutional systems but a noticeable one on college systems.**

Date: October 28, 2024

Information and Communications Technology: Duy Hoang

Faculty Member (sponsoring college/dept)



This form is to be completed by the faculty member responsible for the program proposal in consultation with Registrarial Services and the Division of Facilities Management. Contact the Senior Coordinator of Scheduling, Registrarial Services (#4570) or Facilities Planning and Development (#4574) for assistance.

Attach the completed form to the Consultation with the Registrar form prior to submission to the Academic Programs Committee. Additional comments may be attached if required.

Name of program

1.0 Space and Renovations

1.1 Does the new/revised program require space resources in addition to the college/department's present space allocation?

No Skip to question 1.3

Yes Describe below

Type of space

Amount of space

Occupants

Area or capacity

Special requirements

e.g. Fume hoods, cold rooms, A/C etc.

Some examples of types of space are: classroom, office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

1.2 Is the college/department aware of space outside of its resources which can accommodate needs?

No Skip to question 1.3

Yes Describe below

The only additional space required will be a small meeting or classroom to hold the didactic portions of the program in.

1.3 Does the new/revised program require renovations to the college/department's current space?

No Skip to Question 1.3

Yes Describe Below

Desc of renovations

Rooms

Present use

Proposed use

Note - including special installations, e.g. fume hoods

1.4 Has a Project Request form been submitted to Facilities Management for above additions or renos?

No

Yes Please attach a copy of the form.

1.5	Can development of any of the proposed additions or renovations be phased or completed in stages?		
No	<input checked="" type="checkbox"/>		
Yes		Please attach a copy providing timeframe and costs for each stage	

2.0	Equipment		
2.1	Does the new/revised program require additional equipment or upgrades to current equipment?		
No	<input checked="" type="checkbox"/>	Yes	Describe
Equipment required			
Quantity required			
Estimated unit cost			
Estimated total cost			

Note - whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3.0	Funding		
3.1	Are college/dept funds available for the required new space, renovations or equipment?		
Initial costs			
No	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
Ongoing operating/maintenance costs?			
No	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
3.2	Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?		
Initial costs			
No	<input checked="" type="checkbox"/>	Yes	
Ongoing operating/maintenance costs?			
No	<input checked="" type="checkbox"/>	Yes	
3.3	Will there be a request to the Capital Planning Committee for capital funds to accommodate the program?		
No	<input checked="" type="checkbox"/>	Yes	
4.0	Additional comments		
4.1	If relevant, please comment on issues such as adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources as funding, etc.		
All space and equipment required will be part of the upcoming Clinic Building renovation.			

Associate Registrar

Date

January 21, 2025

RE: Proposal for a Master of Science in Periodontology Program

Dear Approval Committee,

As Dean of the College of Dentistry, I am writing to propose the implementation of an MSc in Periodontology program. The strategic expansion of our academic program offerings positions us as leaders in dental education in North America. Our college has grown in recent years to include programs in Dental Therapy, Dental Hygiene, Dental Assisting, and graduate studies in Precision Oral and Systemic Health, and we aim now to expand into offering speciality training programs. Our intent is to have the full oral health care team trained at the University of Saskatchewan. The ranking and reputation of the college has benefited from having an MSc and PhD in Precision Oral and Systemic Health, and an MSc-level periodontology program would further augment our success in this area.

This program aligns with my vision as Dean for the College and has been discussed and approved at the senior leadership level within the university to address the academic and financial needs of both the College and the province. Offering a dental specialty program will benefit students in all dental disciplines; they will gain the opportunity to study together and function as a unit before entering their careers, earning valuable preparation for the experience of dental care in Canada. With the addition of a periodontology program, this will be the first dental speciality program offered in Saskatchewan. This fulfills the mandate of the university to “Be What the World Needs” as periodontologists are an underrepresented part of the dental care team. This highly needed program will address shortages and graduate highly competent professionals to serve the people of Saskatchewan.

From a financial perspective, we expect the MSc in Periodontology to be financially feasible as noted in the budget. Tuition for the program will be an amount commensurate with other periodontology programs in North America and once the program is established, we anticipate positive cash flows. Additionally, we will use existing clinical and classroom space for the program, and the renovated Dental Clinic space will provide operatory environments without need for additional building costs. We have also examined the capacity of staff and faculty to administer a new program. Even though some of our current faculty are periodontologists, we will hire additional faculty members specifically for this program; this will allow us to provide the periodontology students with the supervision and attention needed to succeed without overextending our faculty. In respect to staff capacity, such as our existing Admissions Coordinator, Research Facilitator, and Graduate Administrator, we do not anticipate a burden on their services as only three students will be accepted to the program each year.



The benefits of this new specialty program certainly outweigh the negligible risks. As with any academic program, we have considered typical non-financial risks such as low graduation rates, program management challenges, and high attrition rates; however, these are within control of the college, and our current graduate programs are a testament to our ability to manage these factors. The benefits of an MSc Periodontology program include increased research and scholarly activity, increased ability to provide oral health care to the Saskatchewan population, and the addition of exceptional clinician-scientists to our faculty to mentor students. All these factors will bolster our college's reputation and elevate our ability to attract high-caliber students in all our academic programs. Our ultimate goal is to be a leader among peer dental colleges in Canada and across North America. To achieve this, it is imperative that we offer specialty-level dental training. Our comprehensive approach to training a complete dental team, from Dental Assistants to Periodontologists, will certainly position us as the first choice for prospective students and faculty.

Should you require additional information, please do not hesitate to contact me.

Sincerely,

Walter Siqueira, DDS, MBA, PhD, FCAHS
Dean and Professor
IADR Distinguished Scientist



November 26, 2024

**Dr. Walter Siqueira
GA10.14 HSc
107 Wiggins Road
Saskatoon, SK S7N 5E5**

Dear Dr. Siqueira,

On behalf of the College of Dental Surgeons of Saskatchewan, the CDSS is in full support of a Periodontal Specialty program being established at the College of Dentistry, University of Saskatchewan. Being the first dental specialty program offered in Saskatchewan will not only retain and increase the number of trained specialists in the province but will also allow for greater patient access to care.

Sincerely,

Dr. Dean Zimmer
CDSS Registrar



SASKATCHEWAN
DENTAL ASSISTANTS'
ASSOCIATION

August 22, 2024

University of Saskatchewan
College of Dentistry
Health Sciences Building, A-wing, Room GA10.11 HSc
105 Wiggins Road, Saskatoon, SK S7N 5E5

To Whom it May Concern:

The Saskatchewan Dental Assistants' Association supports the development of a Periodontology dentistry program at the University of Saskatchewan.

While SDAA has not been involved in the planning or design process, we support the notion of a Saskatchewan based dentistry program in Periodontology. Our understanding is this program will allow additional exposure among the students in the existing Dental Assisting program to more highly specialized treatments, thereby enriching the educational experience for Dental Assisting students as well.

Thank you for continuing to support the education of oral health care professionals in Saskatchewan.

Sincerely,

Brenda Yungwirth, BComm, MHA, CHE
Executive Director / Registrar
Saskatchewan Dental Assistants' Association

cc. Council



College of Dental Hygienists
of Saskatchewan

Unit 320 - 350 3rd Ave N
Saskatoon, SK
S7K 6G7 Canada
Phone: (306) 931-7342

Date: September 17, 2024

Dear Dr. Levin,

I am writing on behalf of the College of Dental Hygienists of Saskatchewan to express our support for the new graduate program in Periodontology at the University of Saskatchewan. Training periodontists in our province is crucial for advancing dentistry and enhancing patient care.

Investing in the education of periodontists will greatly enhance the management of periodontal conditions, improve the quality of care provided to patients in Saskatchewan, and foster collaboration among dental professionals. We are eager to see the positive influence this initiative will have on the health and well-being of our communities.

Thank you for your attention to this initiative in dental education.

Best regards,

A handwritten signature in black ink that reads 'Carla Ofstie'.

Carla Ofstie, BSc, RDH
Council President, College of Dental Hygienists of Saskatchewan

CC: Shelby Hamm, RDH
Registrar/ CEO, College of Dental Hygienists of Saskatchewan

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council
From: Kyla Shea, Academic Programs and Planning Specialist
Date: October 29, 2025
Re: Master of Science in Periodontology

SUMMARY

The Provost and Strategic Finance Offices have reviewed and endorsed the proposal as proposed. The purpose of the review was twofold:

- 1) to understand the potential impact of the change on the enrolment in the program and college / school and alignment to the college/school strategic enrolment plan.
- 2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

While the provost is supportive of the proposed tuition and fee rates, official approval of these rates will still need to follow the official tuition rate-setting process and fee rate-setting process for 2026/27 with formal provost approval and Board review in April before public communication of the rates.

Date	Reviewed By:	Communicated By:
October 29, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Field of Study in Periodontology for the Master of Thesis (M.Sc.) program

General Description: The college proposes a new 3-year thesis-based Master of Science (M.Sc.) program in the field of Periodontology. This clinical program will be accredited through the Commission on Dental Accreditation of Canada (CDAC). All courses require a minimum passing grade of 70%, which is higher than the standard graduate-level pass score of 60%.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval, March 12, 2025.

Effective Term: Inclusion in the 2026-27 Catalogue for marketing purposes; however, first intake of students will begin September 2027.

Course implications

- Composed of all new courses.
- Existing DENT subject code will be used.

Registration and classes

- Courses follow standard time slots and term dates.
- Students are required to be continuously registered over the program length of 36 months.
- College of Dentistry classrooms and facilities will be used; no involvement from Space Booking in the Registrar's Office is required.

Convocation

- No new hood is required.

Financial and Budget

- The Deputy Provost and Strategic Finance Office have endorsed the proposal.
- Non-standard tuition rate assessed using a per term method of assessment.
- Proposed annual tuition amount of \$25,000 Saskatchewan residents; \$50,000 out-of-province students; and \$75,000 international students.
- Proposed fees, as follows:
 - Standard Equipment Rental Fee (\$9,000.00)
 - Student Clinic Fee (\$5,000.00)
 - Program Fee (\$10,000.00)
 - Infrastructure Fee (\$1,000.00)

- Graduate Periodontology Research Fee (\$5,000.00)
- Students enrolling beyond the standard 36 months continue to pay per term tuition at the pro-rated program tuition rate for each additional term required.

Admission and Student Mobility

- Expected enrolment of 3 students per year.
- Competitive admission occurs annually in the Fall with priority given to Saskatchewan students.
- International and out-of-province students are admissible when Saskatchewan students do not meet the criteria.



REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Doctor of Pharmacy Admission Qualification Changes

MOTION

It is recommended by the Academic Programs Committee that Council approve the Doctor of Pharmacy Admission Qualification change, effective for the 2027-2028 admission cycle.

CONTEXT AND BACKGROUND

The College of Pharmacy and Nutrition is proposing an admission change to the Doctor of Pharmacy program to add three credit units of university-level Indigenous learning to the prerequisite requirements. This change supports the College of Pharmacy and Nutrition's new Strategic Plan initiative of *meaningful integration of Indigenous content throughout the curriculum*, and also aligns with the Canadian Council for Accreditation of Pharmacy Programs accreditation standards that the PharmD *required curriculum contains content in...Indigenous, history, values, and healthcare needs*.

CONSULTATION

The College of Pharmacy and Nutrition submitted a proposal to the Academic Programs Committee (APC) on December 17, 2025. APC had the opportunity to review the proposal and voted in favour of the changes. University Council has the authority to approve changes to admission qualifications. Senate confirmation of the decision is required before the changes can take effect.

ATTACHMENTS

- 1. Doctor of Pharmacy Admission Qualification Changes**

SUBMISSION INFORMATION

Degree(s) Doctor of Pharmacy	
Fields of study	
Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.):	
Academic Unit (unit offering the program): College of Pharmacy and Nutrition	Proposed date for implementation: September 2027 (202709)
Contact person name Dr. Charity Evans, Associate Dean, Academic	Email charity.evans@usask.ca

Admission requirements are made up of several factors including admission qualifications and selection criteria which are governed under the **Policy on Admission to Degree Programs**.

Select the area in which you are proposing to change/create:

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Admission Qualifications become part of your "Admission Requirements" for applicants.

Admission category

Admission categories are approved at a university wide level and are a way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission, Indigenous Specific Seats, etc.).

Enrolment Management

Changes to the capacity of seats available for new admits if different from the college/school strategic enrolment plan.

Selection Criteria

The means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories.

Learner Pathway

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Note: If the learner pathway requires individuals to adhere to a **different set of admission qualifications** this would then require Council level approval.

RATIONALE

Describe the rationale for the admission change and provide a statement from College/School leadership recommending the change and how it relates to the strategic mission and enrolment plan of the College.

Admission change: Addition of 3 credits of university-level Indigenous learning to the Doctor of Pharmacy program prerequisites.

The addition of 3 credits of university-level Indigenous learning to the Doctor of Pharmacy (PharmD) prerequisite requirements supports the College of Pharmacy and Nutrition's new Strategic Plan initiative of *meaningful integration of Indigenous content throughout the curriculum*, and also aligns with the Canadian Council for Accreditation of Pharmacy Programs accreditation standards that the PharmD *required curriculum contains content in...Indigenous, history, values, and healthcare needs.*

Feedback from students who had a foundation of Indigenous learning when they entered the PharmD program reinforced the benefit of that baseline knowledge. This, and the limited capacity to add a 3-credit course within the current curriculum, supported the decision to add the requirement as a prerequisite.

The College of Pharmacy and Nutrition Program Advisory Committee proposed the change, it was discussed during the May 2025 PharmD Curriculum Review Day, and was approved by Faculty Council on October 6, 2025.

Motion: That the Faculty Council approve the addition of INDG 107 (or equivalent) as a prerequisite for the PharmD program, and reduce the number of prerequisite elective credit units to 12 (3 from psychology, sociology or philosophy; 9 from any electives) for the 2027-28 admission cycle.

The course equivalency list is provided for reference.

CONSULTATIONS

Checklist of consultations to be completed before a submission can be reviewed by the Academic Programs Committee of Council:

Required Consultation/Office	Required Documentation Submission
1.Undergraduate Programs Admission Consultation (See appendix I) Contact: Karen Gauthier, Director, Admissions and Transfer Credit	Memo of completed consultation from Admissions Attached
2. Provost (Financial Implications) Strategic Finance Office Review (Tuition and Fees) Contact: Kyla Shea	Memo of approval from Provost Office Attached
3. Consultation with Registrar Contact: Seanine Warrington	Consultation with the Registrar Form and CWR Cover Sheet (completed by the Registrar's Office) Attached
4. Internal USask Consultations	Memo from impacted Department/College or School supporting the change. <i>Note: Only required if the change impacts another College/School)</i> Attached – USask Arts & Science Memo
4. Consultation with Space Planning (Teaching Space and Administrative Space) Contact: space.management@usask.ca	Memo from Space Planning <i>Note: This consultation is only required if the change impacts enrolment management.</i> Not applicable
Approvals	
College of Pharmacy and Nutrition Faculty Council Approval October 6, 2025	Motion: That the Faculty Council approve the addition of INDG 107 (or equivalent) as a prerequisite for the PharmD program, and reduce the number of prerequisite elective credit units to 12 (3 from psychology, sociology or philosophy; 9 from any electives) for the 2027-28 admission cycle.
Governance Approval (APC, Council; possibly Senate)	

Note: The Academic Programs Committee is responsible for evaluating academic implications of admission requirements. Approval at APC, Council and Senate (where applicable) does not imply approval of required resources (faculty complement, additional space requirements, etc.). Academic units are responsible for implementing these changes within the resources available including any incremental tuition generated.

Effective Fall 2027 entry, the Doctor of Pharmacy program will require 3-credits of university-level Indigenous Learning as a prerequisite. The course should focus on teaching the historical context and effects of colonialism on Indigenous people in Canada.

The following courses meet this requirement. Inquiries about the suitability of other courses should be sent to pn-admissions@usask.ca.

University of Saskatchewan

[ANTH 202.3 Anthropological Approaches to Aboriginal Research in Canada](#)

[ANTH 350.3 Introduction to Boreal Forest Archaeology](#)

[ANTH 480.3 Indigenous Peoples and Mental Health Anthropological and Related Perspectives](#)

[DRAM 111.3 Practicum I Indigenous Performance Methods](#)

[ENG 242.3 Indigenous Storytelling of the Prairies](#)

[ENG 243.3 Introduction to Indigenous Literatures](#)

[ENG 335.3 The Emergence of Indigenous Literatures in Canada](#)

[ENG 338.3 Contemporary North American Indigenous Literatures](#)

[CHEP 819 Colonization and its Impact on Indigenous Peoples' Health and Healing](#)

[HIST 195.3 History Matters Indigenous Perspectives on Canadian History](#)

[HIST 257.3 The Canadian Prairie to 1905](#)

[HIST 266.3 History Wars Issues in Native Newcomer Relations](#)

[HIST 315.3 Indigenous Health History](#)

[HIST 316.3 History of the Metis in Twentieth Century Prairie Canada](#)

[GEOG 465.3 Environment and Health in Indigenous Communities](#)

[INDG 107.3 Introduction to Canadian Indigenous Studies](#)

[INDG — 200-Level, 300-Level, 400-Level](#)

[LING 114.3 Indigenous Languages and Stories Introduction to the Structure of Language](#)

[LING 253.3 Indigenous Languages of Canada](#)

[PLAN 445.3 Planning with Indigenous Communities](#)

[POLS 222.3 Indigenous Governance and Politics](#)

[KIN 306.3 Introduction to Indigenous Wellness](#)

[SOC 341 Institutional Racism and Indigenous People](#)

University of Regina

KIN 105 Indigenous Health & Sport – Historical

SOC 214 Sociology of Indigenous Peoples in Canada

First Nations University of Canada

INDG 100 Introduction to Indigenous Studies

INDG 262 Reconciliation and Indigenous Resurgence in Canada

INDG 228 Indigenous History Within Canada: Eastern Canada

INDG 229 Indigenous History Within Canada: Western Canada

INHS 100 Introduction to Indigenous Health Studies I

INHS 101 Introduction to Indigenous Health Studies II

Athabasca University

INST 203 Indigenous Studies

INST 369 Indigenous Peoples in Canada Since 1830

INST 420 Indigenous Resistance

Brandon University

68: 151 Introduction to Native Studies I

Brock University

INDG 4P84 Indigenous Peoples and Social Justice: Contemporary

MPHA 516 Colonization, Reconciliation and Indigenous Health

Canadian Mennonite University

INDS 1050 Indigenous Peoples of Canada

Concordia University of Edmonton

INDG 100C Introduction to Indigenous Studies

SOC 204A Aboriginal Societies in the Canadian Context

Confederation College

SY 066 Sociology of Community: The Indigenous Context

College of New Caledonia

ABST 100 Aboriginal Studies

Dalhousie University

HLTH 2201 Introduction to Indigenous Peoples' Health and Healing

INDG 3052 Indigenous Social Health and Environmental Issues

IPHE 2201 Introduction to Aboriginal Peoples' Health and Healing

Lakehead University

INDI 2301 Indigenous Peoples in Canada

Lakeland College

NS 111 Contemporary Perspectives in Native Studies

Laurentian University

INDI 1501EL Indigenous Peoples of Canada

IRNH 6306 Perspectives on Indigenous Health and Wellness

MacEwan University

ANTH 250 Introduction to Canadian Indigenous Peoples

INDG 200 Indigenous Studies

SOWK 302 Indigenous Knowledge

McGill University

INDG 200 Introduction to Indigenous Studies

INDG 202 Topics in Indigenous Studies 1 - Indigenous Healing Traditions (2023)

McMaster University

HLTHATE 3YY3/ANTHROP 3Y03 Indigenous Community Health and Well Being • INDIGST 1A03
Introduction to Indigenous Studies

INDIGST 1AA3 Introduction to Contemporary Indigenous Studies

INDIGST 1B03 Reconciling What? Indigenous Relations in Canada

N31H3 Introduction to Indigenous Health Policy and Practice

Memorial University

ARCH 2482 Indigenous Peoples and the Struggle for Self-determination

ARCH-HIST 3525 Aboriginal History from 1763

HIST 2800 Indigenous Peoples and Colonization

Mount Allison University

INDG 1001 Introduction to Indigenous Studies

Mount Royal University

GNED 1202-011 Texts and Ideas: Indigenous Voices

INST 1101-02 Introduction to Indigenous Studies: The Canadian Context

Queen's University

DEVS 220 Introduction to Indigenous Studies

DEVS 221 Indigenous Studies II

INDG 101 Foundations in Indigenous Knowledges and Perspectives

Selkirk College

INDG 302 Indigenous Health and Healing

Simon Fraser University

INDG 101 Introduction to Indigenous Studies

St. Francis Xavier University

NUR 303 Indigenous Perspectives of Health and Healing

Trent University

IESS 1001H Foundations in Indigenous Environmental Studies and Sciences

Toronto Metropolitan University (formerly Ryerson University)

CINT 923 Canada's Story: An Indigenous Perspective

Trinity Western University

SOCI 395/ANTH 395 Indigenous People in Canada

University Of Alberta

NS 201 Indigenous Canada: Looking Forward/Looking Back

NS 161 Countering Stereotypes of Indigenous Peoples

NURS 222 Indigenous Health in Canada

University of British Columbia

ANTH 220 Contemporary Indigenous Issues in British Columbia

ECED 442 (63A & 93Q) Early Childhood Education: Supporting Indigenous Infants & Young Children within the Context of Their Communities

EDST 545 Indigenous Inquiry and Research

EDUC 440 Indigenous Education in Canada

HINT 408/508 Cultural Safety in Health: Indigenous Perspectives

INDG 100 002 Introduction to Decolonization

PHRM 323 Pharmaceutical Care in Indigenous Health

SOCI 220 Sociology of Indigenous Peoples

SPPH 404 Indigenous Health: Historical Impacts and Contemporary Approaches

University of Calgary

INDG 201 Introduction to Indigenous Studies

INDG 303 Indigenous Ways of Knowing and Being

SOCI 307 Sociology of Indigenous People of Canada

University of Guelph

ANTH 2660 Contemporary Indigenous Peoples in Canada

INDG 1000 Indigenous – Settler Relations

University of Lethbridge

INDG 1000 Introduction to Indigenous Studies

INDG 1010 Core Concepts and Theories in Global Indigenous Studies

INDG 2500/NAS 2500 Indigenous Histories of Canada

University of Manitoba

INDG 1200 Indigenous Peoples in Canada

INDG 1220 Indigenous Peoples in Canada, Part 1

INDG 1240 Indigenous Peoples in Canada, Part 2

INDG 2012 Indigenous History in Canada

INDG 2020 The Métis of Canada

University of New Brunswick

ABRG 1002 Introduction to Indigenous Studies

NURS 1324 Indigenous Perspectives on Health and Wellness

University of Northern British Columbia

FNST 100 The Aboriginal Peoples of Canada

University of Ottawa

EAS 1101 Introduction to Indigenous Studies

EAS 2101 Colonialism and Indigenous Peoples

EAS 2110 Selected Topics in Indigenous Studies I

University of Prince Edward Island

IKE 1040 Indigenous Teachings of Turtle Island

University of the Fraser Valley

IPK 102 Introduction to Indigenous Peoples Knowledges

University of Toronto

ANT241H5F Anthropology and Indigenous Peoples of Turtle Island in Canada

CTL 7073 Indigenous Experiences of Racism and Settler Colonialism in Canada: An Introduction

EDS250H5F Indigenous Education

GGRC28H3 S Indigenous Peoples, Environment and Justice

HLTC48H3 S Indigenous Women's Health

INS200H1F Introduction to Indigenous Truth and Resilience

INS205H1 Indigenous Worldviews, Spiritual and Healing Traditions

KPE 200 Physical Culture and the Human Condition

SOC 228H5 Introduction to Indigenous Studies

SOC 339H5 The Indian Act: Canadian Law, Sovereignty and Indigenous Women

University of Victoria

ANTH 336 Contemporary Indigenous Issues in Canada

ED-D 419 Introduction to Indigenous Approaches to Helping and Healing

IS 201 Introduction to Indigenous Studies

SOCI 103 Settler Colonialism and Canadian Society

University of Waterloo

INDG 201 The Indigenous Experience in Canada

University of Winnipeg

HIST 1007 Indigenous History since 1900: Racism, Resistance, Renewal

HIST 1008 Indigenous Genocides in North American History

IS 1017-050 Introduction to Indigenous Studies: Politics and Governance

Western University

IS 1020E Introduction to Indigenous Studies

IS 2210F Indigenous Peoples & Canadian History

IS 2218F/2218G Contemporary Indigenous Issues

IS 2251G Indigenous Healthcare Spaces

IS 2412F Indigenous Health and Healthcare Environments

IS 2601 Indigenous Environments

MPH 9008B Indigenous Health

N3456A/B (and APPLHSCI 9005) Indigenous Health: The Influence of Policy and Practices

Wilfred Laurier University

HE 304 Introduction to Indigenous Health and Wellbeing

York University

AP/HREQ 1960 Indigenous Resistance in Global Contexts

KINE 4315 Aboriginal Physical Activity and Community Health

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council
From: Kyla Shea, Academic Programs and Planning Specialist
Date: November 20, 2025
Re: Changes in the PharmD Admissions Requirement

SUMMARY

The Provost and Strategic Finance Offices have reviewed the proposal as proposed. The purpose of the review was twofold:

- 1) to understand the potential impact of the change on the program enrolment and alignment to the college/school strategic enrolment plan.
- 2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

Date: November 26, 2025	Reviewed By: Loleen Berdahl, Acting Deputy Provost	Communicated By: Kyla Shea
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ADMISSIONS CONSULTATION

To: Academic Programs Committee of Council
From: Karen Gauthier, Director of Admission and Transfer Credit
Date: December 5, 2025
Re: **Changes to PharmD Program-Prerequisites**

SUMMARY

The Admissions Office has reviewed the proposal with the proponent.
I see no concerns or issues with the proposed changes.

Date December 5, 2025	Reviewed By: Karen Gauthier	Communicated By: Karen Gauthier
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November 20, 2025

Re: College of Arts and Science consultation for the College of Pharmacy and Nutrition

Dear Dr. Charity Evans, Associate Dean Academic:

Thank you for your recent consultation requesting to recognize the College of Arts and Science Indigenous Learning Requirement courses in your PharmD program beginning with the 2027-28 intake.

Given the capacity issues we experience with INDG 107, we appreciate that you were willing to recognize the other courses that satisfy our College of Arts and Science Indigenous Learning Requirement and that you added DRAM 111.3 and LING 114.3 to your previously shared list of approved courses.

We also appreciate that you responded to our request to word the pre-requisite as university-level “Indigenous Learning,” rather than Indigenous Studies, which could otherwise suggest that only courses from our Department of Indigenous Studies would qualify, placing increased enrolment into this Department’s courses alone.

We recognize and thank you for consulting our College and we acknowledge that the APC submission you have shared with us has addressed any concerns.

Best wishes with the program changes.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Lang".

Jennifer Lang, Ph.D.
Vice-Dean Academic
Professor, Music Education/Choral

University of Saskatchewan
College of Arts & Science Dean's Office, Arts 230
Ph: 306-966-6812

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Doctor of Pharmacy (Pharm.D.) – Admission Requirement Revisions

General Description: The proposal seeks to modify some of the coursework required for admission to the Pharm.D. program; however, the total number of required credit units for admission will remain at 60. Pending approval, students will be required to complete 3 credit units of Indigenous learning coursework and 3 credit units of coursework in Psychology, Sociology, and/or Philosophy. Prior to this proposal, students were required to complete 6 credit units of course work in Psychology, Sociology, Philosophy, and/or Indigenous Studies.

Degree College: College of Pharmacy and Nutrition

College Approval: College of Pharmacy and Nutrition Faculty Council approval, October 6, 2025

Effective Term: 2027-28 Admission Intake period

Course implications

- No course deletions or changes are involved in this proposal.

Registration and classes

- N/A

Convocation

- N/A

Financial and Budget

- Deputy Provost has advised the Registrar to proceed with the proposal.

Admission and Student Mobility

- See above.

Current University Catalogue 2025-26

2027-2028 2026-2027 Admission Requirements

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

College of Pharmacy and Nutrition

[Bachelor of Science in Nutrition](#)

[Doctor of Pharmacy](#)

Admission Qualifications

- At least 60 credit units of coursework as listed below (or equivalents), including specific prerequisite courses, with a minimum average of 70%.
 - Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - Chemistry 112.3 (General Chemistry I) or equivalent
 - Chemistry 250.3 (Organic Chemistry I) or equivalent
 - Chemistry 255.3 (Organic Chemistry II) or equivalent
 - English 110.6 OR 6 credit units from English 111.3, 112.3, 113.3 and 114.3 or equivalent

- Biomedical Sciences 200.3 (Biomolecules) or equivalent
- Biomedical Sciences 230.3 (Metabolism) or equivalent
- Biomedical Sciences 207.3 (Human Body Systems I) and 208.3 (Human Body Systems II)
- Mathematics 125.3 (Mathematics for the Life Sciences) or [MATH 104.3 Elementary Calculus](#) [Elementary Calculus*](#) or equivalent
- Statistics 246.3 (Biostatistics) or equivalent
- Biomedical Sciences 210.3 (Microbiology) or equivalent
- Nutrition 120.3 (Basic Nutrition) or equivalent
- **3 credit units of Indigenous learning**
- Electives: 9 credit units general electives
- Electives: **3 6** credit units from psychology, sociology, ~~Indigenous studies~~, or philosophy
- Test of Critical Skills
- Personal Video Interview
- Proficiency in English

**Effective September 2020 only; [MATH 104.3 Elementary Calculus](#) [Elementary Calculus](#) taken prior to 2019 is not considered equivalent to [MATH 125.3 Mathematics for the Life Sciences](#) [Mathematics for the Life Sciences](#)*

Selection Criteria

Ranking for admission is based on academic performance and personal qualities.

- **Academic Record – 60% Weighting**
 - The admission average is based on the 60 credit units of required subjects (weighted as 60% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 40% of the admission average)
- **Test of Critical Skills – 30 % weighting**

- Applicants are required to attain a minimum level of achievement on a Test of Critical Skills to be considered for admission.
- **Personal Video Interview – 10% weighting**
 - Personal interview that will be conducted as a video interview. Applicants should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.

Categories of Applicants

There are up to 90 first-year seats.

Saskatchewan Residents

Individuals who have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to the admission deadline without being a fulltime student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan health card for the year prior to the admission deadline. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g., Lloydminster, AB or Flin Flon, MB) are considered Saskatchewan residents for the purpose of their admission application to Pharmacy or Nutrition.

Non-Saskatchewan Canadian Residents and International Applicants

Up to 9 of 90 seats may be offered to out-of-province and international applicants.

Indigenous Specific Seats – Saskatchewan Residents

Up to 15% of the Saskatchewan resident seats are designated for Saskatchewan Indigenous applicants. Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybewin | taapwaywin | tapwewin: Indigenous Truth policy](#) and Standing Committee in accordance with the processes developed to enact the policy. [Verification of Indigenous Membership/Citizenship with documentation](#) is a condition of acceptance for this program.

Applicants under this category must have completed the pre-pharmacy years with a minimum average of 70%.

Special Admission Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

Certificate in Human Nutrition

Certificate in Human Nutrition for Internationally Trained Dietitians

.....

REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: PhD in Nursing Admission Qualification Changes

MOTION

It is recommended by the Academic Programs Committee that Council approve the Doctor of Philosophy in Nursing Admission Qualification change, effective for the 2027-2028 admission cycle.

CONTEXT AND BACKGROUND

The College of Graduate and Postdoctoral Studies is recommending approval of admission requirement changes for the PhD in Nursing program. The proposed changes aim to clarify two existing admission qualifications and provide transparency about admission processes:

- 1) how the admission average is calculated;
- 2) the credit unit and course level requirements for prerequisite courses.

The admission requirement changes are expected to be implemented for the 2027-28 University Catalogue.

CONSULTATION

The Graduate Programs Committee reviewed the proposal at their meeting on November 17, 2025, and approved the proposal.

The College of Graduate and Postdoctoral Studies submitted a proposal to the Academic Programs Committee (APC) on January 7, 2026. APC had the opportunity to review the proposal discuss the proposal with the proponents and voted in favour of the changes. University Council has the authority to approve changes to admission qualifications. Senate confirmation of the decision is required before the changes can take effect.

ATTACHMENTS

1. **PhD in Nursing Admission Qualification Changes**

Changes to Graduate Program Admission Requirements

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Executive Summary

To: Academic Programs Committee of Council

From: **Graduate Programs Committee, CGPS**

Date: November 24, 2025

Re: Admission Requirements Changes, PhD in Nursing

The College of Graduate and Postdoctoral Studies is recommending approval of admission requirement changes for the PhD in Nursing program. The proposed changes aim to clarify two existing admission qualifications and provide transparency about admission processes: 1) how the admission average is calculated; 2) the credit unit and course level requirements for prerequisite courses. The admission requirement changes are expected to be implemented for the 2027-28 University Catalogue.

The Graduate Programs Committee reviewed the proposal at their meeting on November 17, 2025, and approved the proposal with the following motion:

MOTION: "To approve the admission requirement changes to clarify requirements for the PhD in Nursing" **Ferrari/EI-Aneed – CARRIED unanimously**

Attached please find the proposal for the Admission Requirements Changes for the PhD in Nursing

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

Changes to Graduate Program Admission Requirements

SUBMISSION INFORMATION

Program: PhD in Nursing	
Academic Unit (unit offering the program): College of Nursing/CGPS	Proposed date for implementation: 2027-28 University Catalogue
Contact person name Jill Brown	Email Jill.brown@usask.ca

Admission requirements are made up of several factors including admission qualifications and selection criteria which are governed under the [Policy on Admission to Degree Programs](#).

Please select the area in which you are proposing to change/create:

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Admission Qualifications become part of your “Admission Requirements” for applicants.

Admission category

Admission categories are approved at a university wide level and are a way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission, Indigenous Specific Seats, Provisional Admission, etc.).

Note: If the admission category requires applicants to adhere to a different set of admission qualifications this would then require Senate approval.

Enrolment Management

Changes to the capacity of seats available for new admits if different from the college/school strategic enrolment plan.

RATIONALE

Describe the change being made to the admission requirements and the rationale for the admission change:

The College of Nursing is proposing two very minor changes that further clarify the current admission process. These revisions do not change how we have been processing admissions to the PhD program. Rather, they are meant to clarify each requirement for applicants.

1. Changing the statement on how the admission average is calculated from “a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in master’s program)” to “a cumulative weighted average of at least a 80% (U of S grade system equivalent) in all completed master’s coursework”.

Master’s courses are designed to reflect graduate level rigor, specialization and academic maturity. Evaluating performance in these courses ensures the applicant is assessed on work that aligns with the expectations in the doctoral program. Success in master’s coursework demonstrates the applicant’s ability to handle complex ideas and materials, develop and conduct research and engage in critical thinking. In master’s programs students’ exposure to the research processes and the appraisal of literature and evidence support the development of synthesis skills at a much higher level than in undergraduate programs. In addition, master’s coursework and graduate grades align with future expectations and performance in doctoral programs than is the case in undergraduate grades. Applicants who may have had weaker undergraduate performance but did well in their master’s program are given fair consideration.

2. Changing the statement on required courses for admission from “have completed at least one course in each of statistics, research methods, and nursing theory” to “have completed at least one 3 credit unit graduate level course in each of statistics, research methods, and nursing theory”. This change will provide clarity to applicants about the level of prerequisite coursework (graduate vs. undergraduate) required for application to the program.

The proposed changes will not impact the selection criteria for the program or program enrollment.

CATALOGUE ENTRY

Nursing

Doctor of Philosophy (Ph.D.) - Non-Direct Entry

Admission Requirements

- Current registration as a nurse or psychiatric nurse.
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
 - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- Previous research experience, through completion of a thesis or other research experience
- a cumulative weighted average of at least a 80% (U of S grade system equivalent) in **all completed master's coursework** ~~the last two years of study (i.e. coursework required in Master's program)~~
- have completed at least one **3 credit unit graduate level** course in each of statistics, research methods, and nursing theory

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

CONSULTATIONS

Checklist of consultations to be completed before a submission can be reviewed by the Academic Programs Committee of Council:

Required Consultation/Office	Required Documentation for Submission
1. Graduate Programs Admission Consultation All Graduate Programs are to go through the College of Graduate and Postdoctoral Studies. Contact: Chelsea Smith: gradprograms.academicaffairs@usask.ca	Completed
2. Provost (Financial Implications) Strategic Finance Office Review (Tuition and Fees) Contact: Kyla Shea	Not required - Confirmed with SFO Nov 20, 2025
3. Consultation with Registrar Contact: Seanine Warrington	Consultation with the Registrar Form and CWR Cover Sheet (completed by the Registrar's Office) - Completed
4. Internal USask Consultations	n/a
4. Consultation with Space Planning (Teaching Space and Administrative Space) Contact: space.management@usask.ca	n/a
Approvals	
College Faculty Council Approval or equivalent	Include the motion carried at the Approval Meeting. The Graduate Education and Postdoctoral Committee recommends that Faculty Council approve the revised PhD catalogue.
Graduate Programs Committee	See executive summary
Governance Approval	

Note: The Academic Programs Committee is responsible for evaluating academic implications of admission requirements. Approval at APC, Council and Senate (where applicable) does not imply approval of required resources (faculty complement, additional space requirements, etc.). Academic units are responsible for implementing these changes within the resources available including any incremental tuition generated.

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Ph.D. in Nursing – Admission Requirement Revisions

General Description: The proposal details a minor change to the admission average calculation and clarifies course requirements for admission to the program. Specifically, the proposed changes involve calculating the admission average using all courses completed toward the Master's degree and stipulating that the required courses in statistics, research methods, and nursing theory be 3 credit unit courses at the graduate level.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval, November 17, 2025

Effective Term: 2027-28 Admission Intake period

Course implications

- No course deletions or changes are involved in this proposal.

Registration and classes

- N/A

Convocation

- N/A

Financial and Budget

- Deputy Provost has advised the Registrar to proceed with the proposal.

Admission and Student Mobility

- See above.

REQUEST FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: PhD in Public Policy Admission Qualification Changes

MOTION

It is recommended by the Academic Programs Committee that Council approve the Doctor of Philosophy in Public Policy Admission Qualification change, effective for the 2027-2028 admission cycle.

CONTEXT AND BACKGROUND

The College of Graduate and Postdoctoral Studies is recommending approval of admission requirement changes for the PhD in Public Policy. The change involves removing a “personal statement addressing 4 specified areas” to simply a “personal statement” but indicating that the statement should follow guidelines provided on the recruitment website. The proposed changes aim to simplify the admission requirement by providing detailed guidelines on the program’s recruitment page on what the admissions committee expects.

Applicants will have more flexibility to present their academic and research background in a way that best reflects their strengths. By outlining guiding questions on the program webpage, the College can ensure transparency and support applicants in preparing a strong, well-structured statement. This approach aligns with their Master of Public Policy admissions requirement.

In addition, this change allows the admissions committee to update or refine the guiding questions annually to reflect evolving research priorities and committee expectations without requiring a full university-level review and approval process. This flexibility ensures that the application process remains relevant and responsive to both applicant needs and program goals.

Overall, the change is expected to improve the applicant experience, encourage more competitive and well-prepared submissions, and provide the committee with richer information for making informed admission decisions.

CONSULTATION

The Graduate Programs Committee reviewed the proposal at their meeting on November 17, 2025, and approved the proposal.

The College of Graduate and Postdoctoral Studies submitted its proposal to the Academic Programs Committee (APC) on January 7, 2026. The Committee reviewed the submission and voted in favor of the requested changes, subject to a few minor revisions, which were completed on January 16, 2026. University Council has the authority to approve changes to admission qualifications. Senate confirmation of the decision is required before the changes can take effect.

ATTACHMENTS

1. **PhD in Public Policy Admission Qualification Changes**

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Changes to Graduate Program Admission Requirements

SUBMISSION INFORMATION

Program: PhD in Public Policy	
Academic Unit (unit offering the program): JSGS	Proposed date for implementation: May 2027
Contact person name Amy Hassett	Email amy.hassett@usask.ca

Admission requirements are made up of several factors including admission qualifications and selection criteria which are governed under the [Policy on Admission to Degree Programs](#).

Please select the area in which you are proposing to change/create:

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Admission Qualifications become part of your “Admission Requirements” for applicants.

Admission category

Admission categories are approved at a university wide level and are a way to differentiate and compare applicants with similar qualifications (i.e. Regular Admission, Special Admission, Indigenous Specific Seats, Provisional Admission, etc.). Note: If the admission category requires applicants to adhere to a different set of admission qualifications this would then require Senate approval.

Enrolment Management

Changes to the capacity of seats available for new admits if different from the college/school strategic enrolment plan.

RATIONALE

Describe the change being made to the admission requirements and the rationale for the admission change.

We are seeking to change the current admission requirement:

- a personal statement that answers the following four questions:
 - Why do you want to pursue a PhD focusing on public policy?
 - Briefly describe your research background and preparation for policy-related research, including both scholarly and practical experience.
 - Describe what you hope to achieve in your research. Briefly describe the problem you want to investigate and identify any specific theories or methods you want to use.
 - Have you approached any of the faculty at the school? If so, please name them.

To simply:

- a personal statement

The PhD in Public policy program page (<https://grad.usask.ca/programs/public-policy.php>) will be updated each admission cycle to provide clear guidelines for applicant regarding what should be addressed in the personal statement. A link to the guidelines will be added to the admission requirements.

This revision of simplifying the admission requirement and providing detailed guidelines on the program's recruitment page will help to provide clear guidance on what the admissions committee expects. Applicants will have more flexibility to present their academic and research background in a way that best reflects their strengths. By outlining guiding questions on the program webpage, we ensure transparency and support applicants in preparing a strong, well-structured statement. This approach aligns with our Master of Public Policy admissions requirement.

In addition, this change allows the admissions committee to update or refine the guiding questions annually to reflect evolving research priorities and committee expectations without requiring a full university-level review and approval process. This flexibility ensures that the application process remains relevant and responsive to both applicant needs and program goals.

Overall, the change is expected to improve the applicant experience, encourage more competitive and well-prepared submissions, and provide the committee with richer information for making informed admission decisions.

Sample guidelines for program page:

The PhD is a research degree and is the highest degree awarded in Public Policy. It denotes an advanced level of competence in scholarly research and communication. Your personal statement offers you the opportunity to describe to the admissions committee your interests and to clearly detail your background and preparation, the ideas and methods that you bring to public policy, and to indicate the particular areas of interest in public policy. Please clearly address each of the following within 1,500 words.

- Why do you want to pursue a PhD focusing on public policy?
- What is your research background and preparation in policy-related research, including scholarly and practical experience?
- Describe one or more general areas within public policy in which you would like to do research. Please provide some examples of specific topics you consider interesting and researchable within this area.
- What type of theories and methods do you want to use or explore?
- Please provide an example that demonstrates your ability to define a topic, apply theoretical concepts to it, cite existing key literature, and propose ways to create new scholarly knowledge on that topic. This example might relate to one of the sample topics you identified in (3) above.
- Have you approached any of the faculty at our school regarding your application? If so, please provide their names and briefly describe the nature of your interactions.

This change will not impact selection criteria (how applicants are ranked and selected), nor will it impact program enrolment.

CATALOGUE ENTRY

Public Policy

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.
 - Master's degree, or equivalent, from a recognized university in a relevant academic discipline
 - a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
 - a personal statement (as outlined in the guidelines*) that answers the following four questions:
 - Why do you want to pursue a PhD focusing on public policy?
 - Briefly describe your research background and preparation for policy related research, including both scholarly and practical experience.
 - Describe what you hope to achieve in your research. Briefly describe the problem you want to investigate and identify any specific theories or methods you want to use.
 - Have you approached any of the faculty at the school? If so, please name them.
- As you answer these questions, please keep in mind the Admissions Committee is assessing your ability to write in a clear, coherent, and professional manner; your personal statement should be free of spelling and grammatical errors and properly referenced (if applicable). Please limit your response to each of the questions to no more than 200 words.
- Three letters of reference

*guidelines are posted [here](#)

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Ph.D. in Public Policy – Admission Requirement Revisions

General Description: The proposal seeks to modify the personal statement requirement for admission. The personal statement will continue to be an admission requirement; however, the four specific questions outlined in the Catalogue will no longer be required components.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval, December 15, 2025

Effective Term: 2027-28 Admission Intake period

Course implications

- No course deletions or changes are involved in this proposal.

Registration and classes

- N/A

Convocation

- N/A

Financial and Budget

- Deputy Provost and Strategic Finance Office are aware of the proposal.

Admission and Student Mobility

- See above.

NOTICE OF MOTION

Committee Name: Academic Programs Committee, University Council

Date: January 29, 2026

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: New Course based Assessment of Student Learning and Course Delivery Policies and Procedures

MOTION

It is recommended by the Academic Programs Committee that Council approve the New Course based Assessment of Student Learning Policies and Procedures and Course Delivery Policies and Procedures effective Fall 2027.

CONTEXT AND BACKGROUND

Updates to the Academic Courses Policy (ACP) in line with this policy direction began in 2022 in response to issues identified following remote teaching and the return to USask campuses. There have been 3 phases of changes designed to directly address commonly identified concerns, with faculty, staff and academic and administrative leaders intensively involved and overseeing each draft, overseen via USask academic governance processes.

Changes made to address key issues

The issue	How the proposed policies & procedures are designed in response
Faculty and college administrators commented that it was hard to find things in ACP, given it was long and had complex language.	<ul style="list-style-type: none">ACP was divided into 4 shorter documents, so those using the documents only need to look through related text.Complex paragraphs were changed into simpler, bulleted text.A linked table of contents and internal document links were added, so things are easy to jump to.
Faculty noted that they wanted to use forms of assessment supported in their Scholarship of Teaching and Learning research or assessment literature, but their academic freedom was limited by ACP.	<ul style="list-style-type: none">The assessment policy and procedures have been substantially broadened to support both conventional and competency-based assessment processes.Procedures for a much wider range of final assessments have been added, like oral, practical, and digital assessments.Exemptions will no longer be required.
The dates for final exam periods were too close to the Christmas holidays.	Pressure in exams times can be reduced in 3 ways through the proposed changes: <ul style="list-style-type: none">Allowing oral exams faculty could set times forAllowing faculty to choose 2- or 3-hour exam slots, so more exams could be scheduled on earlier days

The issue	How the proposed policies & procedures are designed in response
	<ul style="list-style-type: none"> Indicating forms of final assessment other than a scheduled final exam are valid as a default, so faculty no longer have to seek special permission (unless required by a college)
<p>There are concerns about cheating, and the fact that exam security details were not modern (i.e. not built in the era of cell phones, cheating software etc.)</p>	<ul style="list-style-type: none"> Language was updated to include modern methods, and to clearly articulate students could only access supports specified by faculty Clauses using modern monitoring tools were added Security was aligned with human rights legislation
<p>Faculty noted that ACP placed expectations on faculty, but did not clarify the roles of others in the assessment process, including students</p>	<ul style="list-style-type: none"> The assessment policy clarifies roles for the university, academic leaders, educators, the Registrar, and students. Student items clarify core expectations for students in assessment like: <ul style="list-style-type: none"> Engaging appropriately with assessment tasks. Proactively seeking help with accommodation, if required. Seeking to understand and follow expectations for academic integrity for each assessment.

How timing impacted the changes

Many of the changes were driven by issues with assessment that were identified as we came out of remote teaching. However, the introduction of Generative AI shaped the last several years of changes as faculty expressed increasing concerns about assessment security and the need to redesign assessments in response to the capabilities of Generative AI. In addition to specific changes in the drafts of the security and digital and oral assessment procedures, the following other needs were identified and added to the policy, procedures, guidelines or supports available:

- A need for campus wide access to browser lockdown features for exam writing (now offered)
- AI literacy supports (available for students, staff and faculty with special modules for students and faculty forthcoming)
- Help redesigning assessments (available through the Gwenna Moss Center for Teaching and Learning)
- Concomitant work to revise academic misconduct regulations (in progress, planned to come to University Council in Winter term 2026)

Why policy is being changed

Policy is one of many things changing to help faculty address current assessment related pressures. The comprehensive response, alongside this policy revision, includes faculty development, grants for assessment, curriculum, and instructional innovation, support for AI literacy, and changes to academic misconduct regulations. While we cannot change Generative AI or the pace of change, steps can be taken to help respond to added pressures. Policy articulates intention, providing a way to clarify what we aspire to accomplish with our assessment practice, and the corresponding procedures describe how we work together to accomplish it. If additional support was offered, but policy and procedures were not changed, faculty would be limited in using those supports or making a full spectrum of decisions regarding assessment.

Brief history of USask Assessment policy change

TLARC began work in 2021 to move USask toward more pervasive evidence-informed assessment practices. The first phase of the work included a literature and good practice review and development of a set of

evidence informed principles to guide assessment practice that supports student learning and enables achievement of our goals regarding inclusive education. The work included consultation with faculty and other stakeholders and development of a workplan to advance the principles through professional development, department led change processes, and examination of policy and systems for alignment with the devised principles.

One outcome of this work was the identification of change needed in the policy related to assessment, the [Academic Courses Policy](#). A joint working group of the Academic Programs Committee (APC) and the Teaching, Learning and Academic Resources Committee (TLARC), was established in 2022 to take forward examination of assessment policy related to TLARC's evidence informed assessment principles. That group completed the following actions with input from TLARC and oversight from APC:

1. The Working group recommended changes to the Academic Courses Policy that were approved via APC and University Council in 2023. That year it was agreed that the best course of action was to write a new assessment policy for USask.
2. The group drafted a new assessment policy and set of associated procedures with iterative revisions based on feedback throughout 2024 and 2025.
3. The creation of the new assessment policy and procedures left the sections of the current Academic Courses Policy that focused on course delivery without a home. As such, the working group devised a separate course delivery policy and procedures to house these aspects of the current Academic Courses Policy.

Who was involved?

Assessment Working Group:

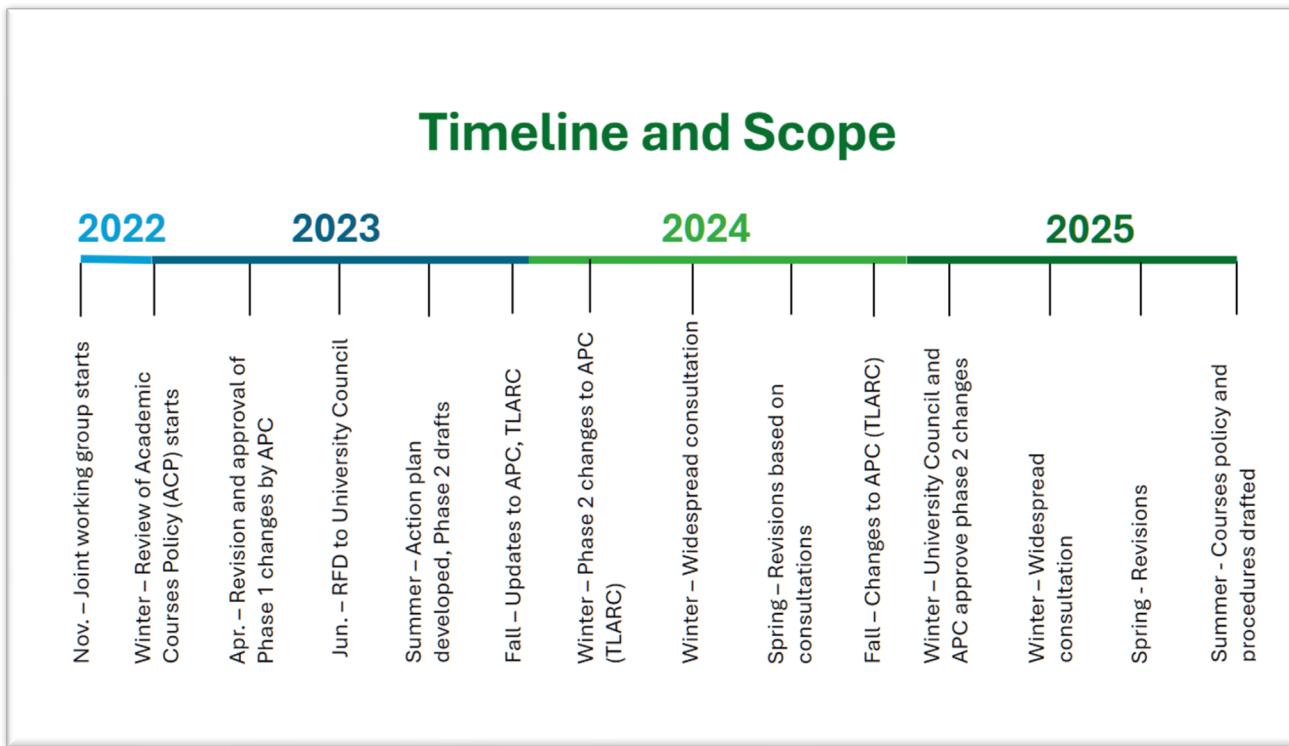
The assessment working group was comprised of members representing two committees of University Council, Academic Programs Committee (APC) and Teaching Learning and Academic Resources Committee (TLARC).

Joint assessment working group members from 2022/23 to 2024/25:

- TLARC: Kathleen James-Cavan (2022/23), Sharon Jacobs (2022/23), Elisabeth Bauman (2023/24 and 2024/25), Greg Malin, Kelly Foley, Nancy Turner (all 2022/23 through 2025/26)
- APC: Sharon Jacobs (2022/23), Elisabeth Bauman (2023/24 and 2024/25), Yvonne Shevchuk (2022/23), Russ Isinger (2022/23 through 2024/25), Brent Bobick (2022/23 through 2024/25), Jan Gelech (2022/23 through 2025/26), Salomé Ries (2025/26)
- Resource members: Amanda Storey (2022/23 through 2024/25), Jason Doell, and Wendy James (both 2022/23 through 2025/26) and Danielle Rudulier (late 2024/25 through 2025/26)

CONSULTATION

Consultations were extensive and encompassed many individuals and groups between 2022 and 2025. Both TLARC and APC saw multiple draft versions for feedback, and APC approved drafting and consultation results.



The following table clarifies the groups consulted and timeframes for those consultations.

What	Year	Who
Assessment Principles	2022-23	<ul style="list-style-type: none">Faculty focus groupsStudent leaders' groupsVice and AADeans
	2023-24	<ul style="list-style-type: none">Multiple colleges/schools and departments
Iterative drafts of: Course-based Assessment of Student Learning Policy	2023-24	<ul style="list-style-type: none">Vice and AADeans x3Several Faculty groups made up of those with assessment expertise, from varied colleges/schools and with varied experienceSenior college/school staff x 2Deans and select senior leaders
	2024-25	

		<ul style="list-style-type: none"> • Staff members in governance, the Registrar's office and colleges x2
Iterative drafts of: Course-based Assessment Procedures	2023-24 2024-25	<ul style="list-style-type: none"> • Any impacted TLSE units, often many members, many times • Staff members in colleges • Vice and AADean x 3, with additional one on one meetings with 13 of them • Senior staff x3 • Several Faculty groups made up of those with assessment expertise, from varied colleges/schools and with varied experience
Iterative drafts of: Course-based Assessment of Student Learning Policy Course-based Assessment Procedures Course Delivery Policy Course Delivery Procedures	Spring/Summer 2025 Fall 2025	<ul style="list-style-type: none"> • Student leaders' groups • USSU leadership x6 • Registrar's office, Governance office, GMCTL, ITC • Vice Provost, Faculty Relations x 2 • College teams (Dean, AADean, administrators) • Final review by additional college teams, e.g., CGPS, Agriculture, Law, Arts and Science
Final versions of: Course-based Assessment of Student Learning Policy Course-based Assessment Procedures Course Delivery Policy Course Delivery Procedures	Fall 2025	<ul style="list-style-type: none"> • Deans • CGPS leadership • Associate Deans Academic x2 • ICT • USSU leadership x2 • UG Chairs in A&S

ATTACHMENTS

1. Course-based Assessment of Student Learning Policy
2. Course-based Assessment Procedures
3. Course Delivery Policy
4. Course Delivery Procedures

Course-based Assessment of Student Learning

Office of Administrative Responsibility:

Gwenna Moss Centre for Teaching and Learning

Policy Sponsor (Owner):

Provost

Approving Body:

University Council

Category:**Policy Number:****Last Revision Date:**

Effective Date: September 1, 2027

Next Review Date:**Purpose:**

The University of Saskatchewan is committed to a shared pursuit of learning and to high-quality programs and activities that foster essential learning outcomes and significant discovery. Our programs and courses offer fair, meaningful, and effective assessments of student learning that reflect the degree to which the planned learning outcomes have been achieved. Because assessment practices have a significant impact on students' learning and wellbeing, the University's common assessment principles and practices are an essential element of an equitable and supportive learning experience. The University is committed to transparent and reliable assessments of and for learning that inspire confidence in the teaching and learning process for students, educators, disciplines, accrediting bodies, and employers.

Assessment is the process of determining the extent to which each undergraduate and graduate student is making progress toward – and achieving – what we are helping them to learn. Based on clearly articulated outcomes, reasonable and diverse criteria of success, and multiple means of representing learning, assessment should give students ongoing information about their progress toward the learning outcomes (assessment as learning) and how to improve (assessment for learning). Assessment should also quantify what students have learned at the end of a course, program, and/or period of learning (assessment of learning).

The University values evidence-informed assessment practices and seeks to align with them. This policy statement, along with its associated processes, articulates a holistic and strategic blueprint that aims to:

1. Prepare skilled graduates who can accurately describe the quality of their learning and articulate steps they can take to improve;
2. Reflect the University's deep commitment to equity, diversity, inclusion, and accessibility in how and what we assess;
3. Situate our assessment practices within the body of research that demonstrates a clear link between effective assessment and learning; and
4. Articulate a vision for assessment of student learning that is an effective, fair, and transparent process which follows University, college, and department regulations so that students across the institution are treated respectfully and impartially.
5. Balance the assessment load for students and educators while providing sufficient breadth and depth to maintain standards and facilitate student learning.

This policy document flows out of and acknowledges educator, student, and university community commitments made in the *University of Saskatchewan Learning Charter* and the types of learner competencies *Our Learning Charter* articulates.

Principles:

The following assessment principles guide assessment-related practices at USask.

Effective assessment of students:

1. Is aligned with learning outcomes and instructional strategies (assessment of learning).
2. Is inclusive and transparent, so students have equitable opportunities to demonstrate their learning.
3. Gives students multiple opportunities to learn through practice and feedback, so they have sufficient time and support to reflect and improve (assessment for learning).
4. Develops students' ability to learn effectively and prepares students to be self-directed, reflective, and engaged learners (assessment as learning).
5. Is designed so students apply disciplinary learning under authentic, or as close to authentic as possible, circumstances.
6. Is constructed and sequenced in ways that support positive student mental health and well-being.

This policy articulates the following academic unit and system-wide approaches to assessment for which we are establishing supports and structures. As such, USask supports assessment that:

7. Provides a valid and trustworthy representation of student achievement that students, educators, disciplines, accrediting bodies, and employers can have confidence in.
8. Is manageable and sustainable for educators and appropriately facilitated by policy and resourcing.
9. Provides useful information for ongoing course and program enhancement.
10. Forms an integral part of program design, aligning with what programs of study are aiming to achieve within disciplinary communities.

Policy:

The following assessment policies are derived from the assessment principles that are the foundation of this policy. They are intended to describe how assessment processes in courses and programs should be designed and conducted.

Scope of this Policy:

1. **Validity**
 - 1.1 Students are graded on clearly communicated learning outcomes that were the focus the course, and/or pre-requisites. (principles 1, 6, 7)
 - 1.2 Assessments ensure appropriate challenge for level, credit units, and program of study. (principle 7)
 - 1.3 Grading decisions in courses are made by humans, and a human-in-the-loop is an essential part of a valid grade. (principle 1, 7)

2. Improvement

- 2.1 All feedback is designed to facilitate student learning by helping students self-assess and develop their knowledge and skills. (principles 2, 3, 6)
- 2.2 Students have opportunity for guided practice with feedback (assessment for learning) to give them necessary information to prepare themselves for success in major graded assessments (assessment of learning). (principles 3, 6)
- 2.3 Recognizing that students are responsible for their learning, Educators endeavour to design assessments that provide students with opportunity to engage in assessment as learning, for example: opportunities to self-assess, opportunities to reflect, opportunities for choice, or opportunities for goal setting. (principle 4)

3. Transparency and Fairness

- 3.1 Educators share the assessment criteria and expectations associated with each assessment task. (principles 1, 2)
- 3.2 Educators endeavour to design assessments that are equitable and consider diverse student learning needs. (principle 2)
- 3.3 The assessments must address the duty to accommodate, as legally required. (principle 2)

4. Integrity

- 4.1 Educators have a responsibility to clearly state the academic integrity expectations for the course. (principle 2)
- 4.2 Assessment design enables and encourages good academic practices and minimizes opportunities and incentives for academic misconduct. (principle 8)
- 4.3 Educators consider what supports and tools might be used to complete a task like the assessment task in a setting outside the course (e.g., workplace). (principles 1, 5)
- 4.4 Students do not use support or tools an educator has prohibited. (principle 7)

Responsibilities:

The Office of the Provost, or its designate, in collaboration and consultation with relevant units in the Provost's portfolio and other stakeholder administrative and academic units, is responsible for all matters of interpretation arising from the policy and for its regular review and revision. Academic leaders, educators, and students engage with each other in the reciprocal process of assessment and essential responsibilities for the process and outcomes of assessment:

5. USask central leadership/administration:

- 5.1 Provide resources and education to university community members regarding evidence-informed assessment practices, the intentions behind assessment processes, and the rules that govern those practices.
- 5.2 Review student assessment practices across the institution periodically to aid consistency and take steps to address equity, diversity, and inclusion concerns.
- 5.3 Ensure fair and consistent procedures for student appeals of assessments across the university.
- 5.4 Provide appropriate academic technologies to support high quality formative and summative assessment processes across the university.

5.5 Oversee and lead continuous improvement of centrally managed procedures and processes related to this policy.

5.6 Consider resourcing of colleges and schools, in light of this policy.

5.7 Provide campus-wide opportunities for students to develop core competencies required to be successful completing assessment tasks (e.g., University Library's student academic support).

6. Academic Units (e.g., colleges and schools) with structural responsibilities for assessment:

6.1 Provide learning opportunities and resources for members of academic units that are focused on assessment practices, policy and procedures.

6.2 Regularly review student assessment practices across the college/department/program to aid consistency and academic integrity.

6.3 Develop and maintain academic unit processes consistent with university policy and procedures.

6.4 Align assessment practices and processes with accreditation standards, if applicable.

6.5 Oversee and coordinate the administration of assessments within the academic unit.

6.6 Consider resources for courses in light of this policy.

6.7 Establish core competencies required for success in assessments and design them into progression across programs, as required (e.g. common capstone or practical exam).

6.8 Use assessment trends to inform program enhancement efforts within the academic unit.

7. Leaders with collegial responsibilities for assessment (such as School or Department Heads, Undergraduate/Graduate Chairs, and/or Vice/Assistant/Associate Deans Academic/Graduate Programs):

7.1 Organize ongoing learning opportunities for educators to help them select and use assessment approaches consistent with the assessment principles and policies.

7.2 Ensure assessment committees and educators have sufficient opportunity to access advice and support to:

- align assessments to course learning outcomes and competencies
- provide transparent criteria for grading assessments for everyone taking, teaching, or grading in a course
- offer feedback during the learning process.

7.3 Oversee the grading process, including timely approval of final grades, so grades are a valid, consistent, and trustworthy representation of student achievement.

7.4 Organize or delegate the administration of shared or common assessments.

8. Educators with responsibility for teaching a course:

8.1 Design assessments that are aligned with learning outcomes or competencies and select appropriate instructional strategies to align with the assessments.

8.2 Articulate specific expectations to students for academic integrity and what supports (e.g., editorial support, GenAI tools), if any, are permissible to use in completing an assessment.

8.3 Monitor the fairness of the assessment process and respond appropriately to issues.

- 8.4 Ensure assessments are transparent and provide students with equitable opportunities to demonstrate their learning.
- 8.5 Respond appropriately to a student request for a grade appeal.
- 8.6 Consider assessment approaches that mimic how students are likely to demonstrate competency beyond a higher education context.
- 8.7 Sequence and construct assessments to balance rigor and student workload.
- 8.8 Provide opportunity for guided practice with feedback (e.g., guided peer feedback, polling questions, practice quizzes) to give students necessary, timely information to prepare themselves for major graded assessments.
- 8.9 Communicate marking criteria and expectations associated with each assessment task clearly.

9. Students taking a course:

- 9.1 Engage appropriately with assessment tasks.
- 9.2 Proactively seek help if unclear about the purpose of the assessment task or what is required to be successful with the assessment task.
- 9.3 Proactively seek help for accommodation, if required.
- 9.4 Use practice and feedback to reflect and improve performance on core academic competencies and assessment tasks.
- 9.5 Monitor personal self-direction, competency, and engagement, including through self-assessment in courses and independently.
- 9.6 Seek to understand and follow expectations for academic integrity for each assessment.

10. The Registrar, or their delegate(s):

- 10.1 Create and maintain procedures around the management and administration of final examinations.
- 10.2 Record and report final grades in all classes.
- 10.3 Create and share official transcripts.
- 10.4 Schedule final exams or delegate responsibility for scheduling.

Definitions

- ***Assessment as Learning or Metacognition:*** A part of the Assessment for Learning process in which students monitor their own learning, gather information about how they are progressing, and use that information to set goals for improvement – usually in the form of self- or peer-assessment.
- ***Assessment for Learning or Formative Assessment:*** A process of checking to see what students are understanding as it is taught, and prior to any major summative assessment. Formative assessments give students feedback about how they are doing and how they can improve, and information to educators about student understanding and what students need to do next to be successful. They are usually ungraded or have grades that may be replaced by a later final product, for example, answering practice questions in class or handing in an outline in advance for feedback.
- ***Assessment of Learning or Summative Assessment:*** An assessment delivered once learning has ceased, like a major project or final exam, where the main purpose is to determine what has been learned.

- ***Educators***: The word *educator* describes anyone who has a major assessment role, like a faculty member, instructor, preceptor, teaching assistant, etc.
- ***Human in the loop***: An educator may use AI to support the assessment process but retains responsibility for the validity of the grade a student is given and must be able to defend the thinking behind why the grade was given.
- ***Shared understanding***: Course time has been used to discuss the assessment topic, criteria, or process completely enough that markers, educators, and most students have a similar understanding of it.
- ***Students***: The word *student* describes anyone who is completing course assessments and who needs to understand the assessment process well to direct their efforts appropriately.
- ***Authentic***: In higher education, assessment validity is linked to authenticity—the extent to which an assessment reflects what would occur in a work or community setting or professional practice in a field of study. An assessment that requires students to produce a product or perform a task relevant to their future career is considered more authentic.

Related Policies/Documents/Procedures

[Our Learning Charter](#)

[Duty to Accommodate](#)

[Equity, Diversity, and Inclusion Policy](#)

[Assessment procedures](#) (in draft)

Revision History

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

Approval Pathway

Senior Management Team (SMT)

Teaching, Learning and Academic Resources (input)

Academic Programs Committee (recommendation to Council)

Procedures for: "Course-based Assessment"**Office of Administrative Responsibility:**

University Registrar

Policy Owner (Sponsor):

Provost

Procedures Approved by:

University Council

Category:**Policy Number:****Last Revision Date:****Effective Date:** September 1, 2027**Next Review Date:****Procedures:**

The *University of Saskatchewan Policy on Course-based Assessment of Student Learning* ([link once posted](#)) describes the intent of assessment processes at the university. It clarifies roles of the university, colleges and schools, departments, educators and students in the assessment process and describes the university's beliefs and intent related to assessment. The procedures outlined in this document are designed to describe how these roles and beliefs are practiced and include details about specific actions related to assessment.

Colleges and schools have responsibility for, and must maintain, their own assessment procedures consistent with the University of Saskatchewan Assessment Policy and these assessment procedures.

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1. Grading Systems

1.1 Multiple Grading Systems

Colleges and schools may choose to use either conventional and/or competency-based assessment structures and must detail the expectations of the structure in their procedures and processes in the *University Catalogue*. These college procedures must be communicated to the University Registrar's Office. Assessment structures must be clearly communicated in the syllabus for each class or common program documentation, and students and faculty must achieve common understanding about the type of assessment being used and what is expected.

Grade modes must not change once registration in a particular class has begun. All sections of a given course must adhere to the one consistent system of assessment, either a conventional grading system or a competency-based one.

1.2 Weighting

Learners should have sufficient opportunity for timely practice and feedback that supports improvement during the class. Accordingly, some activities may be graded, and others may not be, and learners should know what is being graded.

Learners should have clear information about how graded work is weighted. In courses with conventional grading structures, educators will communicate how much each assessment contributes to the overall grade. In courses with competency-based structures, educators will communicate how much each outcome is worth and which assessments are related to each outcome. Regardless of the method, the relevant weight should be specified in the class syllabus, so students are able to clearly determine how to direct their learning efforts.

1.3 Grade Descriptors for Conventional Grading

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. Grading systems are within the purview of each college or school but must be communicated to the University's Registrar's Office. When a conventional assessment system is used in undergraduate programs, bands of performance (called the literal descriptors) should be referenced to situate expectations for assessments relative to the literal descriptors, making the resulting grades a more reliable indication of performance. Grades will not be recalculated to create a curved distribution in the final grades of the students in the course.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows for all undergraduate programs using a conventional grading mode. The College of Graduate and Postdoctoral Studies grading system is outlined in the *University Catalogue*.

1.3.1 Literal descriptors for undergraduate courses

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among colleges. The university-wide relationship between literal

descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter
- an ability to make insightful critical evaluation of the material given
- an exceptional capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89 Excellent

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter
- an ability to make sound critical evaluation of the material given
- a very good capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of:

- a substantial knowledge of the subject matter
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques
- some capacity for original, creative, and/or logical thinking
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques
- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of:

- a familiarity with the subject material
- some evidence that analytical skills have been developed
- some understanding of relevant issues
- some familiarity with the relevant literature and techniques

- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance.

1.4 Grading Based on Criteria in a Competency or Outcomes-Based Approach

In a competency-based approach, students will be graded relative to course outcomes. The grade will reflect the degree to which each student demonstrated the criteria for success on each outcome or competency. When a competency-based system is used, detailed information on the degree of success, including multiple attempts, generate the reliable indication of performance. The goal of the system is to have as many students demonstrate competency as possible, and the literal descriptors need not be used. A competency-based approach may utilize a scale that is not 1-100, and may include a pass-fail approach, or credit/no-credit. A straight average of all attempts is not typically used in competency-based grading, but detailed common scales are, and they improve inter-rater reliability. Grades reported to the registrar must be either a mark out of 100, a pass/fail, or a credit/non-credit.

2. Generating Official Grades**2.1 Reporting Grades**

The colleges and schools and the university as a whole share responsibility for reporting grades.

2.1.1 University

- The registrar will record and report final grades in all classes according to the grade descriptors outlined above, unless an exception has been approved by University Council because the class uses neither a conventional nor competency-based reporting structure.
- All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar and documented in these procedures.

2.1.3 College

- Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors.
- Unless approved by the college, all sections of a given course must adhere to the same system of assessment.
- In competency-based systems, colleges have the responsibility for maintaining records of additional information about degree of student competency for accreditation or program evaluation purposes.

All student grades must be reported in a timely manner, according to procedures established by the registrar. Detailed procedures may be found in the [Grade Entry and Approval Manual](#).

2.2 Grading Deadlines

Final grades should be released to students in a timely way, both for the benefit of the students and to assist university business processes such as Convocation. Final grades will be submitted and approved according to procedures established by the registrar.

2.2.1 Deadlines for final grades

Final grades in all classes are to be submitted and approved based on examination scheduling:

- If there is no final examination, no later than the end of the final examination period for standard term classes in each term.
- If there is a scheduled final examination or assessment, within five business days (including Saturday, when exams may be scheduled) after the date of the final examination.
- Final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations must be submitted within five business days after the date of the final examination.
- Open learning classes without a final examination must be submitted within five business days after the end of the class.

2.2.2 Deadlines for midterm grades in 100-level 6 credit unit courses

For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall Term and Winter Terms are also reported to the registrar and released to students. They are to be reported to the registrar within five business days after the date of the midterm assessment or exam.

2.2.3 Exceptions and delays

- If for any reason the above deadlines cannot be met, the educator should discuss the reason for the delay with their department head, or dean in non-departmentalized colleges. The educator will also notify both registrar and the students in the class as to the anticipated date of submission.
- Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the registrar.
- The registrar shall notify colleges of any final grades not submitted by the grading deadlines.
- Students shall be notified of delays related to grade changes or related to any other process involving grades, including those delays related to grade disputes between a student and an educator or between an educator and a department head, or dean in non-departmentalized college.

The registrar will communicate with educators who have not met the above deadlines and who have not notified the registrar.

2.3 Approving and Releasing Final Grades

2.3.1 University

- Only the registrar may release official final grades. The registrar will post final grades electronically as they are received.
- Final grades must adhere to the grade mode assigned to the class (see Section 3).

2.3.2 Department

- Final grade submission and approval is a two-stage process, with responsibility shared between the educator, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.
- If educators wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.
- When final grades are approved by the department head, or dean in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.
- Once submitted and approved, final grades may still be changed by the educator. Grade changes are also approved by the department head, or dean in non-departmentalized colleges. Each college will establish a process to review grade changes using information provided by the University Registrar's Office.

3. Approved Final Grade Modes

Only one of the following grade modes must be reported centrally to the registrar. Course grades will be one of:

- Pass/Fail/In Progress (P/F/IP)
- Percentage/Numeric/In Progress (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

Depending on the grading system and context, the following grade alternatives may be reported:

- Audit (AU)
- No Credit (N) - referred to as N-grades
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU)
- Aegrotat Standing (AEG)
- In Progress (IP)
- No Grade Reported (NGR)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)
- Special Deferred Final Examination Granted (SPECDEFG)

- [Supplemental Final Examination Granted \(SUPPG\)](#)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

3.1 No Credit (N grades) Grade Alternative and Grade Comment

- The N grade (No Credit) is attached to the percentage grade to show that a student has a passing grade but has not earned credit. These must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue a grade of N when a student has not mastered an “essential component” in a class. If an essential component is failed, but the final grade results in a passing mark, a notation of N (No Credit) will be attached to the percentage grade on the transcript (e.g., 72N).
- Essential components must always be identified as such on course syllabi. College promotion standards determine whether a student must successfully repeat the course.

3.2 Aegrotat Standing

In exceptional circumstances, a student may be offered Aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade. Aegrotat standing can be considered provided when all the following criteria are met:

- The student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible).
- There is no means of assessing term work, and the student's overall academic performance has otherwise been satisfactory.
- The registrar has been consulted and approves the AEG.
- The educator of the class, along with the department head, or dean in a non-departmentalized college, recommends offering AEG.
- The student's college approves awarding AEG Standing.

3.3 No Grade Reported (NGR)

If a final grade is not reported by the educator for past terms, the registrar may assign an administrative placeholder notification of No Grade Reported (NGR) in lieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from ‘In Progress’ to ‘Completed,’ but with no grade reported. The NGR grade assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the registrar until a final grade has been submitted and approved. Only the registrar may assign a placeholder notification of No Grade Reported (NGR). Colleges should review all NGR grades on a regular basis and determine the true final grade for the student in the class.

3.4 In Progress Final Grade (IP)

IP Grade is a placeholder grade applied to a class that spans multiple terms. The final grade, which indicates class completion and full credit is only awarded in the last term of the class. An IP grade may also be used for a class in which the final grade has not yet been determined after the completion of the class and for which other student's final grades have been determined. For more information on the use of an IP grade after a class has concluded without a final grade, see Section 5.

4. Calculating Averages

Each college is responsible for assigning credit values to courses within its academic authority, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue. There are four common ways to calculate an average:

- *Sessional weighted averages* are calculated from classes taken in Fall Term and Winter Term.
- *Annual weighted averages* are calculated from all classes taken in a year.
- *University cumulative averages* are calculated from all classes taken at the University of Saskatchewan.
- *Weighted averages* are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

Example of calculation of a student average:

Class	Grade	Credit Units	Weighted Marks
ENG 113.3	72	3	216
MATH 110.3	80	3	240
PSY 121.3	76	3	228
POLS 111.3	73	3	219
INDG 107.3	74	3	222
BIOL 120.3	70	3	210
WGST 112.3	81	3	243
CREE 101.3	85	3	255
CHEM 112.3	71	3	213
ASTR 113.3	79	3	237
TOTAL		30	2283

Weighted Average (2283/30) = 76.1%

5. Incomplete Class Work and Incomplete Fail (INF)

5.1 Grading Extensions for Incomplete Class Work

When a student has not completed work (includes any assignment or examination including the final examination) by the time of submission of the final grades, they may be granted an extension or deferred examination.

- The student must apply to the educator for such an extension and provide satisfactory reasons for the deficiency.
- Extensions past the final examination date for the completion of assignments must be approved by the department head or the dean in non-departmentalized colleges.
- Extensions should be less than thirty days, except in unusual circumstances.
- Deferred final examinations are granted as per college policy.
- In special circumstances (under the discretion of the educator) extensions may be granted until the add/drop deadline of the following term. After that date, re-registration and all associated tuition and fees will be required, and a new registration record will be created. An IP grade will be applied to the prior terms and the final grade applied to the final term.

5.2 Calculating Grades when Extensions are Granted

If a grade must be submitted to the department or registrar in the interim, the educator will submit a computed percentage grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF ([Incomplete Failure](#)) if a failing grade. INF grade comment can only be used with a failing grade.

- In the case where the student has a passing percentage grade, but the educator has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade consistent with failure* must be submitted, along with a grade comment of INF ([Incomplete Failure](#)). A student can pass a class based on work completed in the class, provided that any incomplete classwork has not been deemed mandatory by the educator in the class syllabus as per college regulations for achieving a passing grade.
- Once extended or deferred assessment is completed, the educator will submit a revised assigned final percentage grade. The grade change will replace the previous grade, and any grade comment of INF ([Incomplete Failure](#)) will be removed.

*For more information on each college's grading system, please see the University Catalogue.

6. Scheduling of Midterm and Final Assessment

6.1 Mid-term Assessments

- Students who have more than three mid-term assessments on the same day will be dealt with as special cases by their college. Colleges and schools may establish additional regulations regarding the number of mid-term assessments a student can sit

in any given period of time, as mid-term examination scheduling is the responsibility of colleges and schools.

- Mid-term assessment, including mid-term examinations, shall not be scheduled outside of regularly scheduled class times or in the final assessment period, except with the approval of the college. The College of Graduate and Postdoctoral Studies is the approving authority for graduate courses.
- Any scheduling of mid-term assessments and other required class activities outside of regularly scheduled class times must be noted in the class syllabus, so that students have fair warning of such scheduling. Any resultant conflicts created by mid-term assessment activities with other classes, other registered class activities, or any other scheduled university-related business that a student may be involved in, will be accommodated at an alternative time. The educator responsible for the conflict, or the college responsible for the class, must facilitate the accommodation, in consultation with the student.

6.2 Final Assessments

Educators should consult college- or school-level procedures and processes when planning final assessments, including examinations. A college or school can determine, for example:

- Whether students will be permitted to pass a class without completing an assessment that is required in the syllabus, including a final examination or clinical requirement.
- If an educator may change the form of final assessment for a class section from that approved and built in Banner.

6.2.1 Final assessment period

Centrally scheduled final examinations are scheduled by the registrar and must be scheduled during the final assessment period of the term of which the class is offered. In very unusual circumstances, the registrar may schedule such a final examination outside the final assessment period on the recommendation of the educator and department head, or dean in a non-departmentalized college. With agreement of the college and the Registrar's office, the college or department may assume responsibility for scheduling and administering their own final examinations/assessments. On this case, the college will assume all responsibility for administering assessments internally and the logistics thereof, while ensuring adherence to the Assessment Policy.

- For the Fall Term and Winter Term, the final assessment period shall commence on the day following the last day of lectures for that term.
- For Spring Term and Summer Term, the final assessment period shall consist of the two to three days immediately following the last day of lectures for a class.

6.2.2 Scheduling of final assessments

This section applies in cases where educators want to schedule final examinations and includes how educators should ensure they have a scheduled time.

- Educators must complete an [Exam Information Sheet](#) to indicate scheduling requests or special formats necessary for the final examination scheduled. Exam Information Sheets are available in PAWS during the week prior to and the first week of each regular term and during the two days prior to and the first two days of the spring and summer terms.
- The registrar schedules conventional, digital, and take-home final examinations.
- Classes identified as having a primary schedule type of LAB (Laboratory), PRB (Problem sessions), or TUT (Tutorial) will not be scheduled by the registrar for a final examination even if a final examination is requested.
- Once the registrar has scheduled final examinations for a term, educators wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean in non-departmentalized colleges.

6.2.3 Duration and timing of examinations

- Centrally scheduled final examinations are scheduled for a window of two hours by default. Requests for three-hour examinations will be assessed on a case-by-case basis and accommodated in distinct examination blocks separate from the default two-hour examinations. These distinct three-hour examination blocks may take place at the latter end of the examination period in each term, conditional upon the number of requests received.
- Writing periods for final examinations usually start at 9am, 12noon, 3pm, and 6pm with a possible 11pm digital take home exam deadline slot.
- Writing periods for 3-hour final examinations usually start at 9am, 2pm, and 7pm with a possible 11pm digital take home exam deadline slot.
- Final assessments may be scheduled during the day or evening on any day during the final assessment period except Sundays or holidays. No final assessments are scheduled for the Saturday following Good Friday.
- Final examinations for evening classes can occur in any evening examination slot or anytime on a Saturday. Common final examinations between day and evening classes can only be accommodated in an evening examination slot or on a Saturday.
- Final assessments for day classes can be scheduled in the evening. In the case of common assessment between day classes and evening classes, the final assessments will be scheduled either in the evening or on a Saturday.

Colleges may authorize final assessment of different duration or format for classes if deemed necessary for pedagogical or other similar justifiable reasons. The registrar must be consulted, and the educator may be responsible for scheduling the exam if the format cannot be accommodated within the standard exam timetable.

6.2.4 Scheduling to optimize for student success

- Final examinations (not including evening classes) may be scheduled at any time during examination periods. Until the schedule has been finalized and posted, students and

educators should avoid making travel or other professional or personal commitments to optimize student success during final exams.

- The registrar will arrange the schedule so that no student writes more than two final examinations in one 24-hour period.
 - If a student has final examinations scheduled for three consecutive examination periods - such as on day one at 3pm and 6pm, and on day two at 9am - the registrar will move one of the examinations.
 - If a student has final examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on day one at 3 pm and 6pm, and on day two at 3pm and 6pm – the registrar will not move any of the examinations.
- Any student conflicts created by scheduling common final assessments between two or more classes will be accommodated by the educators of those classes.

6.3 Final Assessments for Online Classes

- Final assessments for online courses are assumed to occur online.
- Blended courses may have either online or in person assessments, and the Registrar's office uses the exam information sheet to determine if an in-person examination time is requested.
- In rare situations, an in-person examination may be scheduled for an online course. Educators are encouraged to consider redesigning assessments or making use of [proctoring software](#) over requesting an online course be scheduled for an in-person examination. The [process to apply for in-person examination](#) is available in PAWS and requires both college and the registrar's approval for each class identifying each term where an exemption is requested.

7. Expectations for All Examinations

- The primary educator or instructor of record must respond to student questions about examinations promptly. Colleges shall define what prompt means in a given examination context.
- Educators, proctors and invigilators will monitor and report any instances of academic or non-academic misconduct according to the [Regulations on Student Academic Misconduct](#) and the [Standard of Student Conduct in Non-Academic Matters](#). They shall familiarize themselves with all related regulations and policies, and document immediately following suspected misconduct.
- Examinations must conform to legal accommodations, as per the [Duty to Accommodate](#) policy, regardless of the type of exam. Students may not be denied access to tools or conditions required for accommodation purposes.
- Students should expect that they may need to confirm they are the person taking an exam, and prepare in case any of the following are required:
 - Presenting official ID, including a legible University of Saskatchewan student card or government issued ID.
 - Being asked to log in with their NSID and password or answer security questions.

- Having a photo of themselves or screenshot of the exam taken.
- Signing an exam paper, assessment rubric, sign-in paper, or a declaration that they are the person taking a specific exam.
- Being monitored by proctoring software.
- Failure or refusal to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#). Students shall follow the rules of the examination as defined by the educator, including but not limited to what resources and materials are permitted during an examination, what can be taken with them when they leave the room, and what can be accessed on devices. Students should expect that they may need to declare in writing that they have completed the examination under the conditions required by the educator, for example, without outside materials or without help. If the student refuses to cooperate with any request of the invigilator, Invigilators should note the refusal when reporting.
- Students shall have no unauthorized communication of any kind while the examination is in progress. This includes failing to protect the security of their own work by leaving their examination paper exposed to view by any other student or sharing the exam's contents without explicit permission of the educator. In all cases, the student is allowed to finish writing the exam.
- If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, educators and students should respond to the emergency and protect the security of the assessment. If the situation requires cancellation of the examination, it will be rescheduled by the registrar at the earliest practical date and time. In all cases, the student is allowed to finish writing the exam.

8. In-Person Examinations

8.1 Invigilation

Normally, the primary educator is expected to invigilate their own examinations. If the educator is not available, the examination should be invigilated by qualified replacements in sufficient numbers for the course size, and who are familiar with the subject of the examination. The process by which backup, replacement or additional invigilation is provided should be established by the department head or dean.

8.2 Assessment security

- Students may be required to sit at any desk or table at any time during the exam.
- Invigilators provided by the registrar in gymnasiums, for deferred examinations, for examinations accommodated by Access and Equity Services, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce assessment security as an educator.
- Students should not be allowed to leave the examination room until 30 minutes after the start of the examination and may be denied entrance if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under

this regulation may apply to their college for a deferred final examination, subject to consideration under the usual criteria for that college.

- Students who do not verify their identity as required, or who fail to follow rules for security during an examination, will be permitted to finish sitting the examination after any of following to ensure security:
 - Completing a [Failure to Produce Proper Identification at an Examination](#) form and having a photo taken.
 - Having belongings or devices searched while they observe, including removal of anything that does not conform to the expectations for the examination set by the educator.
 - Being recorded as they complete the remainder of an exam.
- The student shall be informed that charges may be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies are discovered upon investigation during the exam or after the exam.
- Leaving the examination at any time requires the permission of the educator or invigilator. A student may be asked to sign in or out and may need to wait briefly while another student returns or use a designated washroom. A student must be allowed to access washrooms.
- A student using the opportunity to leave the room to communicate with another person or accessing a device or content to engage in unauthorized access of materials has engaged in academic misconduct.
- Students are not permitted to leave the assessment room with any paper, booklets, or any other assessment materials unless permitted to do so by the educator. The educator is also responsible for protecting assessment materials before, during and after the examination.
- Each college, school, or department has the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation.

9. Oral/Practical Final Examinations

- The educator can determine the method of final assessment, including individual oral/practical examinations, unless the method of assessment is pre-determined by the department or college.
- A class with a final oral/practical examination shall communicate this information to the student through the class syllabus. If an exam will be recorded (e.g. audio, video), it should also be specified in the syllabus.
- Educators must identify an oral/practical exam when completing the exam information sheet. If the examination of all students can be entirely accommodated within a two-hour exam window, the University Registrar's Office will schedule an exam slot and a room. If the oral/practical exam for all students cannot be accommodated within an assigned two-hour examination slot, the exam scheduling is the educator's responsibility.

- Students must have sufficient choice of times so that they do not have direct examination conflicts or three examinations in 24 hours. (e.g. a student sign-up sheet with 15-minute blocks to allow the student to determine the best time to participate). See section 6.2.4 for more information on what constitutes three examinations in 24 hours. Oral exams scheduled by the University Registrar's Office will not sub-divide the exam slot into timeslots for individual students; this is the responsibility of the invigilator or educator. However, educators may contact the University Registrar's Office for suggestions regarding the best dates upon which to offer a choice of times on.
- Oral/practical examinations may be recorded by the examiner, but not the student. A student should know if a recording is being made. If an exam is recorded, the copy of the recording must be maintained for one year and must then be destroyed/erased beyond recovery.
- An oral examination does not need to give all students the same questions. Examination questions must test the same course outcomes and be of equal difficulty but may be varied to protect exam security. Educators should retain a record of the exam questions or prompts for use in challenge procedures.

10. Digital examinations

- USask digital exams are most often available through the Learning Management System, Canvas. Students should use devices that meet [current system requirements](#).
- Online classes with examinations will have online, digital examinations times scheduled and will not be assigned an examination room.
- In rare situations, an in-person examination may be scheduled for an online course. Educators are encouraged to consider redesigning assessments or the use of [proctoring software](#) over requesting an online course be scheduled for an in-person examination. The process [to apply for exemption](#) requires both college and the registrar's approval for each class and each term where an exemption is requested. If an exemption is granted:
 - Permission must be granted before class starts and the in-person exam must be specified in the syllabus. This process must be completed in each affected term.
 - All information must be submitted to the University Registrar's Office for final approval in order that the exam can be scheduled for a room or to assist with the Special Centre invigilation of the exam, prior to the start of class.
- In-person and blended classes may have digital exams, and this information will be identified on the exam information sheet. Digital exams for in-person and blended classes may have scheduled examination rooms if requested and when availability permits.
- When the examination is three hours or less, educators must be available for the entire length of the exam to assist with any technical issues and questions.
- The ICT Help desk will be available for help during formally scheduled exams and may be contacted by educators at 4263. For extended examination times, for example with a take-home digital examination, educators must communicate to students about how and when the educator or designate will be available to respond to questions and technical issues.
- If a student has reduced time due to technical problems, the student should inform educators of the technical issue immediately. The educator should consider giving an

equivalent amount of time to complete the examination. Examination length can be extended for individual students using Canvas (tutorials to add time in [New Quizzes](#) or [Classic Quizzes](#)). IT support is available to help evaluate what may have occurred.

- Students cannot take, duplicate, or record any digital examination without explicit permission from the educator.
- Lock-down browser tools vetted by the university are [documented here](#) and are available free of charge. Invigilators should not use automated video camera monitoring features in proctoring software due to the reportedly high error rates. However, digital exams may be invigilated visually using video conferencing tools like Zoom.

11. Retention and Accessibility of Assessment and Syllabi

- If practical, all graded final assessments shall be retained in the department, or college in non-departmentalized colleges for a period of at least one year following the assessment period in which assessment was held, in case of student appeals under university policy.
- It is recommended that examples of all assessment questions for a class, along with the corresponding class syllabus, be retained in the department or college for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.
- For details regarding accessibility of assessment material please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

12. Student Assessment Issues and Special Circumstances

12.1 Withdrawal

- If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their registration record and transcript. If a student withdraws from a class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.
- Students cannot withdraw from a class after the withdrawal deadline for that class.
- [Withdrawal](#) is a grading status alternative which appears permanently on a student's transcript as a W.
- Withdrawal has no academic standing and does not impact on the calculation of a student's average.

12.2 Retroactive Withdrawal

A retroactive withdrawal may be granted by the college of authority on the course when a student has received a failing grade in a class due to serious personal circumstance or there is a verifiable error in registration. Incomplete class work or failure to complete the final examination has no bearing on whether a retroactive withdrawal will be awarded.

12.2.1 Student responsibilities

- Students will submit a letter to the college in which they are registered and will include the college responsible for the course (if different) requesting a retroactive withdrawal.
- The request letter will include:
 - The class(es) from which they are seeking retroactive withdrawal.
 - The serious personal circumstances that led to the failing grade.
 - Supporting documentation relevant to the request for retroactive withdrawal.
- Requests for retroactive withdrawal will be submitted within 30 days of the receipt of a failing grade. Requests outside of 30 days may be considered in exceptional circumstances.

12.2.2 College responsibilities

- The college in which a student is registered is responsible for reviewing a student's request for retroactive withdrawal.
 - If the course(s) a student is requesting retroactive withdrawal from is from a college the student is not registered in, the student's home college is responsible for requesting the retroactive withdrawal from the other college(s).
 - The college where the student is registered will communicate its decision within 30 days, report it to the University Registrar's Office, and will provide reasons for its decision.
- Decisions about the granting of withdrawal are subject to appeal under [Procedures for Student Appeals in Academic Matters](#).

12.3 Deferred or Special Deferred Final Examinations

A deferred final examination may be granted to a student if the student is absent from a final examination or assessment for valid reasons such as medical or compassionate reasons, or if a student becomes ill during a final examination/assessment or cannot complete the final examination or assessment for other valid reasons and has notified the invigilator immediately of their inability to finish. A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination. However, they may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

A special deferred examination may be granted to a student if the student qualifies for a deferred examination and cannot, for valid reason, write during the regularly scheduled deferred examination period. They are the responsibility of the educator to schedule and invigilate unless arrangements are made with the University Registrar's Office.

12.3.1 Student responsibilities

- Notify the invigilator immediately if they are unable to finish a final examination that they have started.
- Submit their requests for a deferred or special deferred examination within three business days of the missed or interrupted final examination to their home college, including supporting documentation with their request, if relevant.

- Pay reasonable fees for deferred and special deferred examinations.

12.3.2 College responsibilities

- Review all requests for deferred and special deferred examinations.
- Notify the student, the educator, and the registrar (only if approved) of its decision within ten business days of the close of the final examination period or the receipt of the request for special deferred examination
- Inform the registrar if the educator is going to schedule and invigilate the deferred exam themselves.
- Organize a time and date for the student to take the special deferred examination(s) (if granted), in consultation with the educator and the student.
- Respond to appeals of decisions, as outlined in the [Procedures for Student Appeals in Academic matters](#) for deferred and special deferred examinations.

12.3.3 Educator responsibilities

- If invigilation by the registrar is required, provide copies of in-person deferred examinations to the registrar at least five business days prior to the start of the deferred examination period.
- Educators or the department are responsible for invigilating deferred competency-based final assessments that are not examinations.
- Grade the examination, giving it the same weight as the originally scheduled examination.
- Assign a revised final grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record when the new grade is received. If the examination is not written, the original grade/grade comment submitted by the educator will stand.

12.3.4 Registrar's responsibilities

- Schedule in-person deferred examinations, unless the class educator has chosen to accept this responsibility, in the following examination windows:
 - Fall Term classes, the four business days of the February midterm break.
 - Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June.
 - Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

12.4 Supplemental or special supplemental final examinations

A supplemental examination is the re-writing of a final examination or re-attending of a competency-based final assessment. A student may be granted a supplemental examination under regulations established by the college.

A special supplemental examination may be granted for a student who, for medical, compassionate or other valid reasons, is unable to write during the college scheduled

supplemental examination period. They are the responsibility of the educator to schedule and invigilate unless arrangements are made with the University Registrar's Office.

Special supplemental examinations are subject to the same regulations as supplemental examinations but may be assessed additional fees. Supplemental and special supplemental examinations, if granted, should assess the same outcomes as the original assessment.

12.4.1 Student responsibilities

- Make formal application for a supplemental examination to their college according to that college's established schedule.
- Pay reasonable fees for supplemental and special supplemental examinations.

12.4.2 College responsibilities

- Decide in consultation with the department and educator whether to grant a supplemental exam, and, in the case of special supplemental exams, schedule the exam. Organize a time and date for the student to take the special supplemental examination(s) (if granted), in consultation with the educator and the student.
- Grant a supplemental or special supplemental examination to a student registered in the college based on the college's conditions for granting supplemental and special supplemental examinations and the criteria for eligibility. These may include but are not limited to:
 - Requirement of a competency-based grading system.
 - the subsequent availability of the course or an appropriate substitute.
 - the grades obtained by the student in term work.
 - the weighting of the final examination in determining the final grade.
 - the class schedule of the student in the subsequent session.
- Respond to appeals of decisions, as outlined in the [Procedures for Student Appeals in Academic matters](#) for supplemental and special supplemental examinations.

12.4.3 Educator responsibilities

- Educators must provide copies of in-person supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.
- Educators or the department are responsible for invigilating competency-based supplemental final assessments that are not examinations.
- Once the examination has been written, the educator will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the educator will stand.
- Supplemental examinations shall be accorded the same weight as the original examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

12.4.4 Registrar's responsibilities

- Schedule in-person supplemental examinations, unless the class educator has chosen to accept this responsibility, in the following examination windows:
 - Fall Term classes, the four business days of the February midterm break.
 - Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June.
 - Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

13. Accommodations for Prohibited Grounds of Discrimination and Other Reasons

Students registered with Access and Equity Services may be granted accommodation regarding attendance, availability of study materials, and assessment requirements (including midterm and final examinations) as per the policy. Disability, pregnancy, religion are all legally required reasons under the *Saskatchewan Human Rights Code, 2018* to change assessment scheduling or practices. Accommodation may be requested for other prohibited grounds not listed here.

- Students must arrange such accommodation according to stated procedures and deadlines established by Access and Equity Services and the registrar.
- Educators must provide midterm and final examinations for students to be accommodated according to the processes and deadlines established by Access and Equity Services.
- Students must present a signed [Student Permission to Travel for University Business](#) form to be considered for special accommodation for attendance, availability of study materials, and assessment requirements (including midterm and final examinations) in the following circumstances:
 - as reservists in the Canadian Armed Forces who are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally,
 - as students participating in official university business, like Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or similar activities. Travel time to and from such activities is also considered official university business.

Denials of accommodation may be appealed to the dean's office of the educator's college.

14. Procedures for Grade Disputes

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult University Council policies titled [Student Appeals or Evaluation, Grading and Academic Standing](#) and [Procedures for Student Appeals in Academic Matters](#). The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the educator and re-reading of written work or re-assessment of non-written work.

14.1 Grade dispute between educator and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an educator and department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.
- If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the educator, the department or non- departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice-president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the educator, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. If one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the educator and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the educator cannot agree.
- Also, within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the educator who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the educator shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.
- Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the educator, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the educator in arriving at the final grades. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report

which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and educator. Any grade changes required by the decision shall be submitted by the educator and approved by the department head, or dean in a non- departmentalized college.

- If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse, and the arbitration committee will have two business days to resolve their differences and come to a final decision.
- If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non- departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and educator. Any grade changes required by the decision shall be submitted by the educator and approved by the department head, or dean in a non- departmentalized college.
- Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

15. Integrity

Expectations for student academic integrity are outlined in the [Regulations on Student Academic Misconduct](#). Students and educators have a responsibility to familiarize themselves with the processes outlined in the Regulations.

Educators have a responsibility to articulate clearly academic integrity expectations for the course and to design assessments to support and encourage responsible academic practices and to minimize opportunities for academic misconduct. Support for course and assignment design is available through the Gwenna Moss Centre for Teaching and Learning.

Definitions

- **“Digital examinations”** are exams using software, like Canvas, to deliver the exam. Digital examinations are the default exam type for online courses, to allow students taking the course at a distance to have access to the assessment.
- **“Educator”** means a person primarily teaching a specific class, or person grading a specific assignment.
- **“In-person examinations”** are examinations where students are together physically, and they are supervised by an educator or invigilator.
- **“Invigilator”** is a person overseeing an in-person exam to ensure the exam security. An invigilator may not know the course content or be able to answer questions about the exam. An invigilator may also be referred to as a proctor.

- **“Online class”** means a class where participants are not in the same physical room as the educator when the learning or assessment is occurring.
- **“Oral or practical examinations”** are examinations where students are demonstrating applied skills or speaking to prompts.
- **“Primary educator/ Primary instructor”** means the person with the main responsibility for teaching or grading the course, whose name is in university registration systems as the “instructor.”
- **“Serious personal circumstance”** means a situation or challenge beyond the student's control that negatively affects the student's well-being, and/or lowers their typical level of functioning. Examples of serious personal circumstances include, but are not limited to:
 - death of a family member or close personal friend
 - family emergency
 - physical or mental health issues
 - challenges related to institutional transition
 - undiagnosed learning challenges
 - criminal or legal emergency
- **“Supporting documentation”** means materials that are used to demonstrate serious personal circumstances and/or the impact of the serious personal circumstances on a student's academic performance. Examples of supporting documentation include, but are not limited to:
 - obituary, death certificate, or memorial service document
 - note from a licensed medical professional
 - letter from a licensed counsellor or psychologist
 - police report or legal documentation
 - AES verification
- **“Time-sensitive final assessment”** means a final examination, or similar assessment, occurring on a single date, such as a performance or demonstration (etc.).

Revision History

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

Course Delivery

Office of Administrative Responsibility:

University Registrar

Policy Sponsor (Owner):

Provost

Approving Body:

University Council

Category:

Policy Number:

Last Revision Date:

Effective Date: September 1, 2027

Next Review Date:**Purpose:**

The University of Saskatchewan (USask) has clear and common basic expectations for course delivery at USask to enable students to understand expectations clearly. This policy statement, along with its associated procedures, also articulates what must be included in course syllabi. This policy document flows out of and acknowledges educator, student, and university community commitments made in *Our University of Saskatchewan Learning Charter* and the types of learner competencies *Our Learning Charter* articulates, particularly: the provision of high quality programs for learning and discovery and provision of safe, secure and inclusive environments in our university community commitments, and our educator commitments to align learning outcomes, teaching activities and assessments that are effective in helping students achieve the learning outcomes of a course or learning activity.

Policy:**1. Transparent Course Requirements**

Every course must have a comprehensive syllabus provided to students at the outset of the term. The syllabus must include essential information such as course learning outcomes, required materials, assessment criteria, grading policies, communication protocols, and academic support resources, in alignment with university-wide standards.

2. Consistent and Accountable Learning Environment

Academic units and instructors are responsible for ensuring that course delivery and syllabi comply with the university's common expectations. Regular reviews and feedback mechanisms must be in place to maintain consistency, uphold academic quality, and respond to evolving student and institutional needs.

Responsibilities:

The Office of the Provost, or its designate, in collaboration and consultation with relevant units in the Provost's portfolio and other stakeholder administrative and academic units, is responsible for all matters of interpretation arising from the policy and for its regular review and revision. The University Registrar shall undertake revisions of this policy and the related procedures on behalf of the Provost.

Central Leadership and/or Administrative Units:

- Oversee and lead continuous improvement of centrally managed procedures and processes related to this policy.

- Provide appropriate academic technologies to support course delivery and syllabus generation.
- Review the course policy and procedures across the colleges periodically to ensure consistency and address concerns.

Academic Units (colleges, schools and/or departments) with academic responsibilities for courses:

- Develop and maintain college/department processes consistent with university policy and procedures.
- Align course practices and processes with accreditation standards, if applicable.
- Oversee and coordinate procedures related to course delivery within the academic unit.

Leaders (Department Heads, Associates Deans Academic):

- Review syllabi for coherence with University and College requirements

Educators:

- Design course syllabi or use required syllabi for a course.
- Communicate specific expectations to all students in areas required by course procedures, including negotiation of changes to the syllabi after the course starts.

Students:

- Engage appropriately with course expectations articulated in the syllabus.
- Proactively seek support if unclear

Related Policies/Documents/Procedures

- Course Procedures (to be added)
- [Our Learning Charter](#)
- [Duty to Accommodate](#)
- [Equity, Diversity, and Inclusion Policy](#)

Revision History

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

Approval Pathway

Senior Management Team (SMT)

Teaching, Learning and Academic Resources (input)

Academic Programs Committee (recommendation to Council)

Procedures for: "Course Delivery"**Office of Administrative Responsibility:**

University Registrar

Policy Owner (Sponsor):

Provost

Procedures Approved by:

University Council

Category:**Policy Number:****Last Revision Date:****Effective Date:** September 1, 2027**Next Review Date:****Purpose:**

Our [University Learning Charter](#) encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students at the university.

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1. Class Syllabus

- Department heads, and deans in non-departmentalized colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college, including those expressed by syllabi.
- The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation).
- It is recommended that students also have online access to syllabi prior to the beginning of the class.
- Syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.
- After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted through learning management systems and/or publicly accessible departmental or other websites. Educators who post their syllabus on publicly accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

1.1 Content of the syllabus

Educators shall review the contents of the class syllabus with their students at the beginning of the class. Educators are encouraged to use the [University of Saskatchewan Syllabus Template and Guide](#) to assist with satisfying the listed requirements below. The syllabus shall include the following:

1.1.1 Course details

- Type and schedule of class activities.
- Contact information and consultation availability.
- Canas course or class website URL, if used.
- If the class is offered online, through distance learning, or off campus, any additional or different expectations around any class activities and requirements.
- Notice if any required class activities, including assessments, are scheduled outside of usual class times (with college permission) or location, and how student time conflicts will be accommodated should they arise because of this change.
- Whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).

1.1.2 What will be learned

- Expected learning outcomes, competencies, or objectives for the class.

1.1.3 Assessment

- Method of evaluation and final grade mode (e.g., Numeric, Pass/Fail, or Completed

Requirements).

- The type and schedule of graded assessments.
- The structure and expectations of any final assessment. If there is a final examination, specify the length in hours as well as its mode of delivery.
- Relative weight of all assessments or all outcomes.
- Consequences related to missed or late assessments, if any.
- Whether any or specific work assigned in a class, or any outcome, is mandatory for passing the class.
- Whether there are any college-level regulations that specify requirements for passing the class
- If an on-line or blended class, whether there is a requirement for in-person assessment. The educator must also specify if there is a location requirement for the in-person assessment.
- Expectations for the use of proctoring software, including supported types of student computers.

1.1.4 Behaviour

- Attendance and/or participation expectations, if applicable.
- How attendance and/or participation will be monitored and assessed, and the consequences of not meeting expectations. Where possible, marks should be related to the achievement of outcomes, and not solely on attending or participating in any form, regardless of quality.
- Experiential learning expectations, if applicable, including how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process.

1.1.5 Additional details, as needed

- Notice of whether the educator intends to record lectures and whether students are permitted to record lectures.
- Explanation of copyright where it relates to class materials prepared and distributed by the educator.
- Location of the following policy and procedure: *Course Delivery, Assessment, (add links once posted) Academic Misconduct, Non-academic Misconduct and Appeals in Academic Matters.*
- Information regarding support services.

1.2 Changes to the syllabus after distribution

After distribution, a syllabus may only be changed if no student in the class objects to such changes and the department head, or dean in non-departmentalized colleges, is notified. Otherwise, methods, modes, and timing of assessment for all assessments must remain as stated in the syllabus: no major graded assessment is to be newly assigned in a class and no changes to already set dates, or the stated grade weighting of graded assessments or outcomes is permitted.

However, it may be deemed necessary to revise a syllabus in ways that impact the methods, modes, and timing of class work (such as competencies, assignments, examinations, weighting of grades, etc.) to address emergency circumstances that may impact academic programming. Such changes will be permitted only if they have been approved by the dean's office of the college of instruction. The reasons for the changes to the syllabus will be communicated to the students affected.

1.3 Change of final examination date

- Once the registrar has scheduled final examinations for a term, educators wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean in non-departmentalized colleges.
- It is the responsibility of the educator to arrange for rooms and invigilators for these changes.

1.4 Online Classes

Classes delivered online should be expected to deliver all assessments (e.g. mid-terms, final exams, oral exams, etc.) online. See the digital assessments section of the *Assessment Procedures* (add link once posted) for additional information on recommended practices and alternative practices.

2. Contact Hours and Availability of Educators

As per *Nomenclature*, a three credit unit course involves approximately 30-39 direct instructional course hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

2.1 Availability of educator

Educators should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

3. Student Attendance

- Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).
- Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.

3.1 Permission to attend and participate in classes

- No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Educators must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student.
- Educators may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory, or tutorial assistants, and so forth).
- Primary educators of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by license for use by students. Educators shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

3.2 No credit unless registered

Only students who are registered in a class can receive credit for a class.

4. Class evaluation by students

- Improvement of class delivery is an on-going responsibility of all educators. Student feedback is an important source of information to help guide educators in their search for improved delivery mechanisms.
- At the university, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All educators have the responsibility to ensure that students have access to such an evaluation tool.
- Department heads, or deans in non-departmentalized colleges, shall ensure that a process exists for educators to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

5. Class Recordings

- The university is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.
- Classes at the university may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of educators, presenters, and students, and following the procedures listed below, the university supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

5.1 Privacy, permission, and consent

The classroom is a private space accessible only by members of a class, where student and educators alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

5.2 Intellectual property and copyright

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the educator. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

5.3 Accommodation for students with disabilities

When an accommodation for recording lectures or classroom activities is authorized by Access and Equity Services, an educator must permit an authorized student to record classroom activity. Only the student with the accommodation would have access to this recording. Educators should consider the implications for student privacy when specific students are identified to the class as being permitted to record for this reason.

5.4 Responsibilities of educators and presenters

For purposes of teaching, research or evaluation, educators may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

If such permission is refused by a student, the educator will arrange for that student's image or voice not to be included in the recording.

5.5 Responsibilities of students

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the educator.

A student may record lectures without such permission only if the Access and Equity Services Office has approved this accommodation for the student. The educator will be notified of this accommodation. Such recordings would not be shared and would be deleted at the conclusion of the class.

5.6 Restrictions on use of classroom recordings

The use of recordings of classroom activities is restricted to use for teaching, learning, and research. Students may not distribute classroom recordings to anyone not registered in the

class without permission of the primary educator.

Educators may use recordings for purposes of research, teaching evaluation, student evaluation, and other activities related to teaching, learning, and research. With permission of the educator, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an educator's teaching.

5.7 Storage, archiving, and permission to use

Permission for any use of a recording of class and other learning activities remains with the educator after the class term is ended. In a case where the educator is no longer available to give permission for use of a recording, the department head, or dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

5.8 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by educators or students takes place.

Definitions

The following definitions apply to section 5 on course recordings:

- **Classroom:** For the purposes of section 6, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class but does not include study groups and other voluntary student activities.
- **Educator and Primary Educator:** The word educator describes anyone who has a major teaching role, like a faculty member, instructor, preceptor, teaching assistant, etc. A primary educator is the individual with authority for decision making in the class, often including design, instruction, assessment and collection of student feedback.
- **Learning activities:** For the purposes of section 6, a learning activity is any gathering of students and educators which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.
- **Presenter:** For the purposes of section 6, a presenter is defined as any individual who by arrangement of the class educator will provide instruction to students in the class. In addition to the class educator, presenters might include guest lecturers, students, tutorial leaders, laboratory educators, clinical supervisors, teacher trainers, and so forth.

Related Policies/DocumentsAcademic and Curricular Nomenclature**Revision History**

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

REQUEST FOR DECISION

Committee Name: Governance Committee, University Council

Date: January 29, 2026

Presented by: Susan Detmer, Chair, Governance Committee

Subject: College of Nursing Faculty Council Bylaws Revisions

MOTION

It is recommended by the Governance Committee that Council approve the changes to the College of Nursing Faculty Council Bylaws, effective immediately.

CONTEXT AND BACKGROUND

Rewrites to faculty council bylaws for a college or school require approval by University Council at the recommendation of the Governance Committee of Council. At the December meeting of University Council, the Governance Committee presented a notice of motion to amend the College of Nursing Faculty Council Bylaws in accordance with the requirement for a 30-day notice period for any bylaw amendments.

Since the time of the notice of motion and the posting of this report, no concerns or questions were raised to the Governance Office about these proposed changes.

Changes to these bylaws were endorsed by the College of Nursing Faculty Council at their meeting on November 3, 2025.

Proposed revised bylaws were presented to the Governance Committee at its meeting on December 2, 2025. The committee heard a presentation from the college, had the opportunity to ask questions, and then had a discussion amongst themselves. During this meeting, the committee asked questions about the process for handling nominations from the floor in the election of the chair and the elimination of the Planning and Priorities Committee, and the college was able to answer these questions to the satisfaction of the committee.

The Governance Committee made one small change to the title of a non-voting senior administrator so it was in line current practices.

The revised bylaws can be found in full in Attachment 1. As previously reported to Council when the notice of motion was provided, the following is an overview of the proposed changes:

1. Reconfiguration and deletion of certain committees.
2. Changing the *ex officio* membership of committees.
3. Allowing student representatives to delegate others to help encourage student participation.
4. Various minor changes to increase clarity or to reflect current practices.

ATTACHMENTS

1. Track Changes – College of Nursing Faculty Council Bylaws



UNIVERSITY OF
SASKATCHEWAN

College of Nursing

**University of Saskatchewan
College of Nursing
Faculty Council Bylaws**

October November 39, 20245

V54.0

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COLLEGE OF NURSING BYLAW INTRODUCTION

PREAMBLE

These bylaws describe and set forth procedures relating to the governance of the Faculty Council of the College of Nursing 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.

In this document "Faculty Council" refers to the College of Nursing Faculty Council, whereas University Council refers to the University of Saskatchewan Council.

The bylaws are not intended to supplant understandings recorded in the most recent collective agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association (USFA).

PART ONE: FACULTY COUNCIL REGULATIONS

A. Constitutional Powers and Duties

The College of Nursing Faculty Council 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.

Under Part Three of the University Council's Bylaws, the College of Nursing Faculty Council, 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 over matters of scholarship and discipline. The duties delegated by University Council to the Faculty Council of each college or school are laid out in Part Three, Section V, Subsection 2 of the University Council Bylaws. The following is the excerpt from Part Three, Section V, Subsection 2 Roles and Responsibilities of the Faculty Councils, in the University Council Bylaws (p. 40-414, April 15, 1999, Revised November 2021 June 2025).

Commented [JL1]: This needs updating . . . Last revision was June 2025

Roles and Responsibilities of the Faculty Councils

The Faculty Council of each college or school, subject to the provisions of the Act, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline.

(a) Among the duties delegated by University Council to the faculty councils are the following:

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- I. To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
- II. To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;
- III. To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- IV. To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- V. Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
- VI. To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
- VII. To approve candidates for degrees, diplomas and certificates;
- VIII. To approve candidates for scholarships, prizes, and other awards and honours;
- IX. To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct;
- X. To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.

XL. 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 college administration, that directly affect those areas for which Faculty Council has responsibility.

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B. Membership of Faculty Council

1. The membership of the College of Nursing Faculty Council shall be in accordance with the University Council Bylaws, Part Three, Section V, Subsection 1. At the time of approval of these bylaws, membership is specified as follows:
 - a. The President of the University*
 - b. The Provost and Vice-President, Academic* or designate
 - c. The Vice-President, Research*
 - d. The Vice-President, Finance and Resources*
 - e. The Vice-President, University Relations*
 - f. The Vice-Provost, **Students and Learning***
 - g. The Vice-Provost, Indigenous Engagement*
 - h. Chief Information Officer and Associate Vice-President Information and Communications Technology*
 - i. The Dean of the College of Nursing (ex officio)
 - j. The Dean of the College of Graduate and Postdoctoral Studies or designate (ex officio)
 - k. The Dean of the University Library or designate*
 - l. The University Secretary or designate*
 - m. The University Registrar or designate*
 - n. Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
 - o. Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*
 - p. Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
 - q. Associate Deans of the College of Nursing (ex officio)
 - r. Up to 4 undergraduate students
 - s. Up to 4 graduate students
 - t. One postdoctoral student (as available)

2. Non-voting members

2. Members on leave retain their right to participate in meetings and are counted in quorum if they exercise this right and notify the Chair that they be retained on the roster of voting members for the period of their absence.
3. In accordance with a duly approved motion of the Faculty Council with 2/3 majority vote, Faculty Council 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 College of Nursing:

1. The undergraduate students shall be appointed by the College of Nursing Undergraduate Student Association and shall hold membership for a period of 1 academic year.
2. The graduate and postdoctoral students shall be appointed through consultation with the Associate Dean Research and/or Graduate Chair. The graduate students and postdoctoral fellow shall hold office for a period of 1 academic year.

2. Student members may designate their membership to another student to attend Faculty Council in their absence and serve with the same powers as the designator.

An ex-officio member who is entitled under Council Bylaws to delegate 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 12-month period and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in 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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Commented [JL2]: Rational: Student members are often unable to attend/participate in Faculty Council due to schedules. Allowing a designee will enhance potential for student participation.

D. Duties, Terms of Office, and Election of Officers

1. The officers of the Faculty Council are the Chair and the Vice-Chair. The Recorder and Coordinator ~~are-is~~ designated from the Dean's office.
2. The Chair of the Faculty Council (or the Vice-Chair if the Chair is incapacitated) shall be responsible:
 - a. To 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. 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, to transmit to the University Council for consideration and review all matters that belong to the care of the University Council or from which the nature of the concern involves more than one college or school.
 - d. To ensure the maintenance of an archive of the proceedings and all approved minutes of Faculty Council meetings.

Commented [JL3]: Rational: The "Recorder" will be removed from the Bylaws as is not currently being used. Council is functioning well with the current use of the Coordinator to fill both roles.

- e. As the spokesperson for Faculty Council, to explain the decisions, activities, and procedures of Faculty Council.

3. The Chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.
4. In the Chair's absence or disability, the Vice-Chair shall have all the powers and perform all the duties of the Chair. The Vice-Chair also will preside at meetings in place of the Chair if the Chair declares a conflict of interest in any matter.
5. The Recorder Coordinator acts as the delegate of the University Secretary under University Council's Bylaws Part Three, Section V.1.C. Under the general direction of the Chair, the Recorder Coordinator shall be responsible:
 - a. To assist the Chair in the preparation of agendas and minutes.
 - b. To arrange for the distribution of notice of meetings, agendas, and minutes to all members of the Faculty Council.
 - c. To record attendance at all meetings and confirm quorum.
 - d. To record all motions, resolutions, and other decisions taken at meetings.
 - e. To arrange for and carry out elections in accordance with these bylaws and provide the result to the Chair.
6. The Coordinator acts as the delegate of the University Secretary under University Council's Bylaws Part Three, Section V.1.C. Under the general direction of the Chair, the Coordinator shall be responsible to assist the Chair.

E. Procedures for Election of Chair and Vice-Chair

1. The Chair and Vice-Chair will be elected by members of Faculty Council for a two (2)-year term. These positions will typically be elected in alternating years, providing overlap in experience.
2. A minimum twenty (20) calendar days prior to the conclusion of the term of the current Chair or Vice-Chair of the Faculty Council, the Nominations Committee shall inform all members of the Faculty Council that nominations for the position of Chair or Vice-Chair are being requested and shall provide a nomination form for this purpose.
3. A Faculty Council member shall be nominated for the position of Chair or Vice-Chair when the nomination form referred to above containing consent of the nominee is endorsed by three (3) members of the Faculty Council and returned to the Nominations Committee on or before the date specified by the Committee. The nomination form will contain a brief description of the nominee's qualifications for Chair or Vice-Chair.

4. A minimum five (5) days prior to the date of the election, the Nominations Committee shall provide to all members of Faculty Council a ballot setting out the names and qualifications of the nominees for the Chair or Vice-Chair role. Information accompanying the ballot shall indicate that the ballot is to be returned/submitted on or before the specified date.
5. The results of the balloting shall be reported by the Chair of the Nominations Committee to the next meeting of the Faculty Council. The Chair of the Nominations Committee shall rule on any election irregularities. The Chair's decision shall be final.
6. In the event that two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee shall elect the incoming Chair or Vice-Chair by lot.
- 6-7. In the event that only one nomination is received by the deadlines for nomination, a call from the floor will be made at Faculty Council. If after the third and final call for nominations from the floor no other nominees come forward, the nomination process shall be deemed closed and the sole nominee declared elected to the position of Faculty Council Chair or Vice-Chair by acclamation.
- 7-8. In the event that no nominations are received by the deadlines for nominations, a second call for nominations shall be sent. If the second call for nominations does not elicit a nomination, the Nominations Committee, in consultation with the Dean, shall nominateappoint a member of Faculty Council to serve as Chair or Vice-Chair for a 1-year term, and call a nomination for the position the following year.
- 8-9. The Chair and Vice-Chair shall normally hold office for a period of two (2) years, renewable for another term of two (2) years, unless removed by a vote of 2/3 of the members of the Faculty Council. A Chair or Vice-Chair shall be eligible for reelection to this position in the third year following a second term.

F. Meetings

1. Regular meetings of the Faculty Council will be held four (4) or more times a year, typically two (2) times per term, during the period of September to June.
2. Notice of regular meetings will be sent by email and will be provided to all members no less than thirty (30) calendar 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 absence, of the Vice-Chair or upon the written petition of not fewer than 20% of voting members. Where a Special Meeting is called, the business to be transacted must be specified in the notification of the meeting. Special meetings require written notice to all members no less than seven (7) calendar days in advance.

4. Minutes shall be circulated to all members of the Faculty Council at least seven (7) calendar days in advance of the next meeting with the agenda material and will be presented for adoption at that meeting.
5. The quorum for regular and special meetings will be 40% who hold full-time faculty positions as full professors, associate professors, assistant professors, lecturers, or instructors in the College of Nursing.
6. Any regular meeting may be postponed or cancelled at the call of the Chair.
7. Regular Faculty Council meetings will be 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.
8. The Chair may call for any meeting or portion of a meeting to be closed.

Commented [JL6]: This clause covers processes for guests

G. Procedures and Voting

1. Where procedures and rules are not covered in these bylaws, meetings of the Faculty Council and its committees shall be conducted in accordance with the rules of procedure adopted by University Council. At the time of adoption of these bylaws, those procedures are the 3rd edition of Kerr and King's *Procedures for Meetings and Organizations*
2. Regular meetings of Faculty Council are normally held with faculty attending in-person and synchronously through online web conferencing software.
3. Meeting shall be presided over by the Chair or, in the absence of the Chair, of the elected Vice-Chair; or, in the absence of both, by any other member of the Faculty Council as agreed to by the majority of members at the meeting.
4. The agenda will be approved at the beginning of each meeting. Notice of any substantive motions to be voted upon by the Faculty Council will be included in advance in the agenda material. A 'substantive motion' refers to any motion dealing with a substantive matter which requires consideration by members of the Faculty Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this definition will be determined by the Chair. This requirement may be suspended upon vote of 2/3 of the members present and voting at a meeting.

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Commented [JL7]: While meetings are not currently always offered in person, feedback has been provided to Bylaws and Governance that this is desirable if room booking space is available at various sites.

5. The convocation lists of degrees, certificates, honours, and distinctions and the recommendations of convocation awards need not be included in advance in the agenda material but may be circulated at the meeting at which these items are considered.
6. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a simple majority of votes of the members present. The Chair shall not vote on a motion before Faculty Council except to break a tie when there is an equal number of voting members supporting and opposing the motion.
7. 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.
8. Only the members of the College of Graduate and Postgraduate Studies (CGPS) have the privileges to vote on matters related to graduate programs, graduate admission, graduate curriculum, and any other College of Graduate and Postgraduate business. As per the College of Graduate and Postdoctoral Studies' Article 19.2.1, a quorum of 50% + 1 faculty members of the CGPS shall vote.
9. Voting will normally be by electronic vote. A procedural motion to require a vote must be seconded and approved by a single majority of the votes of the members present.
10. All votes cast on agenda items are considered confidential. The Council Recorder will maintain an accounting of the vote, including the determination of quorum, and results of the vote. At no time will the results of a vote, that identifies a member of Faculty Council, be available to any member of the Faculty Council, College Administration, or the greater University Council, unless a member in attendance at a Faculty Council meeting requests to have their vote be recorded in the minutes.
11. The number voting for or against a motion shall be recorded in the minutes at the call of any one (1) member.
12. In rare matters requiring an urgent decision, and at the call of the Chair, a motion may be put to the members by email, outside of regular Faculty Council meeting. Such a motion by voting members of the Faculty Council 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 under business arising in the minutes of the next regular meeting of the Faculty Council.

13. When using electronic voting outside of a regular Faculty Council meeting, an email will be sent to all voting members of Faculty Council providing a concise description of the urgent issue to be debated/decided along with such rationale and supporting materials as are necessary to allow council to come to an informed decision. Included in the rationale will be reasons outlining the urgency of the matter and why the matter has been referred to an electronic vote rather than waiting for the next scheduled Faculty Council meeting.
14. All motions put forward for an urgent decision by electronic vote will be open for an online debate for five (5) calendar days. If during the five (5) day deliberation period, five or more of the council members request that the matter be held over and referred to an in-person meeting the matter will be put to an electronic vote to determine if the majority of faculty members agree that the matter should be dealt with at a formal council meeting, and then the matter shall be so referred. Matters specific to approving the list of graduates for convocation will not be deferred.
15. Quorum for an urgent electronic decision will be 40% of faculty holding positions as full professors, associate professors, assistant professors, lecturers, or instructors in the College of Nursing.

H. Committees

The Standing Committees of the College of Nursing Faculty Council are:

- The Bylaws & Governance Committee
- The Nominations Committee
- [The Planning and Priorities Committee](#)
- The Research and Scholarship Committee
- [The Globalization Committee](#)
- The Undergraduate Education Committee (UEC)
- [The Undergraduate Scholarships and Awards Committee](#)
- [The Undergraduate Academic Integrity Committee](#)
- The Graduate Education and Post-Doctoral Committee (GEPDC)
- [The Patient Safety Committee](#)

1. 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.

Commented [JL8]: Decision to remove this committee as a standing committee of council. As an operational committee, while reports are sometimes made to Council about progress, Council is not a decision making body for decisions made by this committee. Therefore, the committee aligns better as an external committee to Council

Commented [JL9]: Decision to remove this committee as a standing committee of Council. It has been inactive and the roles/responsibilities now align with the new Associate Dean portfolio/office. The committee has not been a decision making body of Council and it's role/function uncertain. If global health education/exchanges are considered in the future, these could be addressed through GEPDC and/or UEC in collaboration with the Global office

Commented [JL10]: Decision to make these subcommittees of UEC given their alignment with Undergraduate education. Academic Integrity Committee will maintain separate decision making authority in alignment with University policies and procedures (e.g., they will not report/require approval of decisions from UEC)

Commented [JL11]: To promote better alignment with the individual needs of programs, and committee reporting/function, decision made to make and Undergraduate patient safety subcommittee of UEC and for the NP Program Subcommittee to absorb responsibility for patient safety monitoring and reporting in the NP program

2. Unless a motion of Faculty Council passed in accordance with a delegation by University Council specifically provides otherwise, all recommendations of committees will be brought to Faculty Council for consideration and approval.
 3. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Faculty Council to support their work.
 4. There is no requirement that standing committees be composed entirely of Faculty Council members.
 5. All standing and ad hoc committees will have written terms of reference outlining their composition and accountabilities. Each committee should regularly review its own terms of reference and may recommend changes to the Bylaws and Governance Committee as required. The membership and terms of reference of standing committees of the Faculty Council as well as other committees of the College of Nursing are specified in Part Two of these bylaws.
 6. The term of office for the Chair and members of standing committees is as outlined in the respective Terms of Reference.
7. Term of office for Chairs and members of standing committees will begin July 1st, unless otherwise determined by the Dean or the Nominations Committee. The term of student members will normally begin on the first Faculty Council meeting of the academic year.
- 7.
8. Committee members who miss two consecutive meetings may be asked to step down from the committee unless the Chair determines the absences happened for valid reasons (e.g., conflicting teaching schedule, illness).
 - 8.9. 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 (6) consecutive months or more.
 - 9.10. A committee member on sabbatical leave, who wishes to retain their membership and participation on a committee during their leave, should notify the Nominations Committee of this intent. If such a member is absent from two consecutive committee meetings during their leave, a vacancy will be called, and the position filled for the remainder of the leave to support fulfillment of committee business and quorum.
 - 10.11. In the case of a vacancy, the Nominations Committee will fill the vacancy in accordance with membership requirements of the committee

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Commented [JL12]: Inactive attendance has been identified as a concern for quorum and committee work. Currently there is no mechanism to formally address lack of participation. This clause would provide a way to address the rare concerns that arise

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and the Nominations Committee's terms of reference. If no volunteers come forward after two (2) calls from the Nominations Committee, the Dean may appoint a person to fill the vacancy.

11.12. The members of the Nominations Committee cannot nominate themselves and as such shall be nominated by the Bylaws and Governance Committee.

12. The Dean of the College of Nursing and Chair of the College of Nursing Faculty Council are ex-officio voting members of all standing committees, subcommittees, and ad hoc committees.

13. An ex-officio member of a committee may designate an individual to serve in her or his place with the same powers as the designator. Such designations shall last for a 12-month period 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 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 with a voice but no vote.

Commented [JL13]: It is not feasible for the Dean and Chair to attend all committees and impacts quorum if they are included but not present. It is important for them to be members of all standing committees, and their involvement in other committees can be written into TORs if appropriate. The governance office suggested removal of this clause all together, as membership is covered in the committee TORs therefore this is duplication

14. Standing and ad hoc 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.

15. Responsibility for calling committee meetings rests with the Chair or Vice-Chair of the committee.

16. The quorum for all standing committees is 50% + 1 of the total number of voting committee members listed in the committee committee's terms of reference. Decisions will be made by consensus or by a simple majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

17. Committee Chairs shall ensure that minutes are taken at meetings. Written minutes of all meetings should be recorded and made available in a timely manner to all members of the Faculty Council (e.g., through the internal College Sharepoint site) kept on an electronic file/server that is accessible to faculty members. All information deemed confidential in nature shall be handled and sorted in a secure file with restricted access. These minutes shall be made available through the internal SharePoint college site to all members of the Faculty Council.

18. Committees will provide an annual written report to the Faculty Council. This report will typically be provided for the last Faculty Council meeting of the academic year.

19. The Dean of Faculty Council Chair 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.

I. 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 Coordinator to the Chair of the University Council and/or to the president of the university.”
2. Wherever practical, draft minutes, including a record of members present and regrets, member voting rights, 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.
3. The record of all general and special meetings shall, once adopted, be signed by the presiding Chair and the recording Coordinator of the meeting and kept on an electronic file/server where it shall be available for inspection by any member of the Faculty Council.
4. Records of motions from closed or in-camera 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.

J. Conflict of Interest

1. Members of the Faculty Council and its committees will have, as their principal concern, the welfare of the college and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from University of Saskatchewan Council Bylaws, Part One, Section V]
2. There are no restrictions on the right of a member of the Faculty Council to participate in debate and to vote on any matter that comes before the Faculty Council. If a member of the Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose his or her interest when speaking on the matter in the Faculty Council proceedings.

3. A member of a standing or ad hoc committee member of Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest. They will disclose and identify any conflict of interest or perceived conflict of interest and abstain from voting in committee proceedings on matters on which they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter [taken from University of Saskatchewan Council Bylaws, Part One, Section V.2].
4. The Chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee, and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee. If a request to withdraw from deliberations of the committee or refrain from voting on a matter before the committee is denied by the member to whom the request was directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

K. Amendments to Bylaws

1. 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) calendar 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.

PART TWO: STANDING COMMITTEES' TERMS OF REFERENCE

Standing Committees of the College of Nursing Faculty Council

The standing committees of the College of Nursing Faculty Council are:

- A. [The Bylaws & Governance Committee](#)
- B. [The Nominations Committee](#)
- C. [The Planning and Priorities Committee](#)
- D.C. [The Research and Scholarship Committee](#)
- E. [The Globalization Committee](#)
- F.D. [The Undergraduate Education Committee \(UEC\)](#)
- G. [The Undergraduate Scholarships and Awards Committee](#)
- H. [The Undergraduate Academic Integrity Committee](#)
- I.E. [The Graduate Education and Post-Doctoral Committee \(GEPDC\)](#)
- J. [The Patient Safety Committee](#)

Changes to standing committee terms of reference and membership are conducted once a year at the last spring meeting of Faculty Council unless a significant reason for the review is presented to the Chair and put to Faculty Council for a vote. All changes to committee terms of reference shall be submitted to the Chair of the Bylaws & Governance Committee.

Minutes for Standing Committees of Faculty Council will be taken according to the rules of University Council.

Commented [JL14]: These will become subcommittees of Undergraduate Education Committee

Commented [JL15]: This will become a subcommittee of Undergraduate Education Committee; The NP Subcommittee will take on responsibilities for monitoring and responding to safety incidents in the NP program

A. The Bylaws and Governance Committee

The Bylaws and Governance Committee is a standing committee of the College of Nursing. The Bylaws and Governance Committee reviews and updates the College of Nursing's bylaws and the terms of reference of standing committees.

Membership

Membership on the Bylaws and Governance Committee will be a 3-year commitment. The committee will select a Chair and Vice-Chair annually from the faculty members of the committee.

- Dean (ex officio) or Dean's designate**
- Faculty Council Chair (ex-officio) or designate**
- Faculty Council Vice-Chair
- Three (3) tenured or tenure-track members of Faculty Council
- Administrative support provided by the dean's office*

*Non-voting members

**Not counted in quorum

Terms of Reference

1. Develops and regularly review the terms of reference for the Bylaws and Governance Committee.
2. Reviews and updates the College of Nursing Faculty Council Bylaws, consulting with the University Governance Office on proposed changes and submittings updates and changes to University Councilthe University Governance Office and then University Council for approval.
3. Coordinates the development and updating of the terms of reference for standing committees of Faculty Council and recommend revisions as needed.
4. Regularly review the Faculty Council governance structure and bylaws and recommends revisions as needed. Non-substantive changes such as a change in the title of an administrative officer will not require a motion at Faculty Council.

Commented [JL16]: Due to the small number of committee members, lack of attendance of these members has significant impact on quorum and moving committee work forward. As these members will see motions again at Council and have opportunity to review them, it is felt that they can be removed from quorum considerations

Meetings

The committee will meet as required but no less than twice per year. Additional meetings may be called upon special request of the Chair.

B. The Nominations Committee

The Nominations Committee is a standing committee of the College of Nursing. The Nominations Committee determines faculty and staff interest in membership on College of Nursing's committees. The Nominations Committee takes into consideration the abilities and experience of the volunteers, career goals (e.g., tenure and promotion requirements), and the needs of geographic sites when populating standing committees of the College of Nursing's Faculty Council. This committee will work closely with the Dean's office.

Membership

Members of the Nominations Committee are nominated for a period of 3-years. Members of the Nominations Committee will be nominated by the Bylaws and Governance Committee and elected by members of the College of Nursing Faculty Council through an independent vote. The committee will select a Chair annually from one of the three faculty members of the committee.

- Dean (ex officio) or Dean's designate**
- Faculty Council Chair (ex-officio) or designate**
- Three (3) tenured or tenure-track faculty members
- Administrative support provided by the dean's office*

*Non-voting members

**Not counted in quorum

Terms of Reference

1. Determines faculty and staff interest in membership on College of Nursing committees.
2. Facilitates the naming of faculty and staff to special or external committees when requested by the Dean.
3. Facilitates and assists the college process for naming faculty and staff to vacancies within college committees.
4. Facilitates and assists the appointment of students to college standing committees through contacts with undergraduate and graduate student societies.
5. Makes call for volunteers to populate the Salary Review Committee related to the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.

Commented [JL17]: Due to the small number of committee members, lack of attendance of these members has significant impact on quorum and moving committee work forward. As these members will see motions again at Council and have opportunity to review them, it is felt that they can be removed from quorum considerations

6. Makes call for volunteers with the goal of selecting the College of Nursing's representatives to serve on Associate Deans' or Dean of Nursing's Search Committees based on the Board of Governors' rules and procedures for appointment of senior administrators. The members of the Nominations Committee will take into consideration the abilities and experience of the volunteers.

Meetings

The Nominations Committee will meet as required when the need to fulfill vacancies arise on Standing Committees and to populate the Salary Review Committee, the Dean's and Associate Deans' Search Committees, the nomination of Instructors, and the nomination of the Postdoctoral fellow (if available). The Associate Dean Research and/or Graduate Chair will be consulted for the selection of the Postdoctoral fellow (if available).

C. The Planning & Priorities Committee

The Planning and Priorities Committee is a standing committee of the College of Nursing Faculty Council. The committee is responsible for setting facilitating strategic priorities, monitoring achievement, and providing recommendations updates on any changes to the strategic directions. The ongoing review and revision of each section of the strategic plan will be co-led by a faculty members and a members of the leadership group.

Commented [JL18]: Removing this committee as a standing committee of Faculty Council as it is more operational/leadership

Membership

Membership on the Planning and Priorities Committee will be a 3-year commitment for tenured faculty members and a 1-year commitment for students. The committee will select a Vice-Chair annually from the faculty members of the committee.

- Dean (ex officio) or Dean's designate (Chair)
- Faculty Council Chair (ex officio) or designate
- Associate Deans (ex officio)
- Assistant Deans (ex officio)
- Four (4) faculty members – two (2) members representative of Indigenous and Racialized Groups to respect Equity, Diversity, and Inclusion (Vice-Chair selected by the Committee from among these faculty members)
- Two (2) students – One (1) undergraduate student and one (1) graduate student
- Director of Operations and Strategic Planning*
- Senior Marketing and Communications Specialist*
- Strategic Analyst*
- Administrative Support*

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- Others invited as required*

* Non-voting members

Terms of Reference

1. Guides the development, implementation, evaluation, and dissemination of the College of Nursing strategic plan.
2. Updates and refines the strategic plan throughout the planning lifecycle.
3. Align and advance the College of Nursing's planning and priorities with the University of Saskatchewan's strategy and aspirations, the Indigenous Strategy for the University of Saskatchewan (oħpahotân | oħħpaahotaan), and the University of Saskatchewan's health sciences' strategy.
4. Assists with identifying priorities within fiscal realities to diversify revenue sources to achieve priorities within the strategic plan. Balance strategic ambitions with fiscal realities in forming recommendations.
5. Facilitate timely and accountable communications (activities and impacts) – internally within the College and externally with various College of Nursing stakeholders.
6. Assists with identifying priorities to diversify revenue sources to achieve priorities within the strategic plan.

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Meetings

The Planning and Priorities Committee will meet quarterly, or by call of the Chair as required.

D-C. The Research and Scholarship Committee

The Research and Scholarship Committee is a standing committee of the College of Nursing. This committee is responsible for promoting a culture of scholarship, support research ideas and collaboration, and exchange nursing and health knowledge that informs and promotes health.

Membership

Membership on the Research and Scholarship Committee will be a 3-year commitment for faculty members and a 1-year commitment for the students. The committee will select a Vice-Chair annually from the three-four faculty members of the committee.

- Dean (ex officio) or Dean's designate**
- Faculty Council Chair (ex-officio) or designate**
- Associate Dean Research and Graduate Studies (Chair)
- Other Associate/Assistant Deans (Ex Officio)*
- Four (4) tenured or tenure-track faculty members
- College Research Chair(s)
- Three (3) or more nursing students, including both undergraduate and graduate students. An effort will be made to include students across all sites. (preference for active involvement in research)*
- Research Facilitator(s)*
- Research Coordinator(s)*
- Administrative Support*
- Others invited as required*

*Non-voting members

**Not counted in quorum

Terms of Reference

1. Develop, implement, oversee, evaluate, and refine an inclusive research and scholarship strategy to guide the College of Nursing in expanding research and scholarly productivity including defining and tracking indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the research strategy and research investments.
2. Contribute to the College of Nursing's research and scholarship mandate by liaising with the Office of the Vice-President Research. Communicate USask, provincial and national and international research priorities within the College of Nursing to support research and scholarly work.
3. Develop research processes and policies that contribute to the research and scholarly mandate of the College of Nursing. Under this provision, the Committee implements processes to monitor studies conducted with nursing students and assess request to access nursing students as research participants.
4. Engage research Chair(s), faculty, research support staff, undergraduate and graduate students, and post-doctoral fellows in developing and sustaining a strong, supportive culture of research in the College of Nursing.
5. Determine the adjudication and/or peer-review processes for all internal College of Nursing research-related funding competitions and monitor the progression of funds and metrics.

Commented [JL19]: Rational: many do not hold voting rights with CGPS and inclusion may significantly impact quorum. They may be invited as guests as needed

6. Support research communications through knowledge translation activities
 - internally within the College and externally with various College of Nursing Stakeholders.
7. Facilitate inclusion of Indigenous informed approaches to knowledge and practices within our research methodologies. Advise College Senior Leadership regarding the resource needs of the College of Nursing Research and Scholarship portfolio.

Meetings

The Research and Scholarship Committee will meet at least four times per academic year or by call of the Chair. The members of the Research and Scholarship Committee can invite faculty or others to attend meetings as guests.

E. The Globalization Committee

~~The Globalization Committee is a standing committee of the College of Nursing. The committee is responsible for the development, prioritization, implementation and evaluation of the College of Nursing's globalization strategy, policies and activities.~~

Commented [JL20]: Removing this committee as a standing committee of Faculty Council.

Membership

~~Membership on the Globalization Committee will be a 3-year commitment for faculty and a 1-year renewable commitment for students. The Chair and Vice-Chair will be selected from the faculty members of the committee.~~

- ~~Dean (ex officio) or Dean's designate~~
- ~~Faculty Council Chair (ex officio) or designate~~
- ~~Associate Deans (ex officio) or designate~~
- ~~Four (4) faculty members with consideration to rank and location:~~
- ~~Two (2) students – one graduate and one undergraduate~~
- ~~Marketing and Communications Specialist*~~
- ~~Administrative Support*~~
- ~~Others invited as required* (for example, International Student and Study Abroad Centre representative)~~

~~* Non-voting members~~

Terms of Reference

- ~~1. Develop, implement, and evaluate the College of Nursing's globalization vision, in partnership with students, faculty, staff, and other stakeholders.~~

2. Align the College of Nursing's globalization vision with the College of Nursing's and the University of Saskatchewan's strategic planning priorities regarding globalization and discovery.
3. Engage students, faculty, staff, and other stakeholders in developing and sustaining an inclusive culture of global citizenship in the College of Nursing which fosters a culture that sustain service learning opportunities for students to engage in global and SDG related projects.
4. Recommend and support opportunities and innovations in global collaborations and partnerships to advance student and faculty mobility and linkages.
5. Advise Senior Leadership regarding resource needs and potentials of globalization efforts.
6. Creates an inventory of measurables and indicators and evaluates success to drive ongoing globalization efforts in the College of Nursing.
7. Co-create of a teaching learning environment that is inclusive of globalization for undergraduate and graduate students, staff, faculty, and communities of practice.

Meetings

The Globalization Committee will meet a minimum of 4 times per academic year or by call of the Chair as required.

F.D. The Undergraduate Education Committee (UEC)

The Undergraduate Education Committee (UEC) is a standing committee of the College of Nursing. The Undergraduate Education Committee provides leadership and advocacy on matters relating to all aspects of the implementation, management, and evaluation of undergraduate program(s) and the experiences of undergraduate students within the College of Nursing. The UEC recommends changes concerning curriculum, policy, and programs to Faculty Council.

Membership

Membership on UEC will be a 23-year commitment for each Chair and Vice Chair of each year committee and a 1- year renewable commitment for students. The Dean will select

the UEC Chair, and the Vice-Chair will be selected annually from the faculty members on the committee.

- Dean of College of Nursing (ex-officio) or Dean's Designate**
- Associate Dean, Academic
- Other Associate Dean(s) (ex-officio) or designate**
- Undergraduate Academic Leads (2)-Undergraduate Assistant Deans
- Chair or Vice-Chair of Faculty Council (ex-officio)**
- Chair of each Year Committee (or designate)
- Vice-Chair of each Year Committee (or designate)
- Two (2) undergraduate student representatives (must be in good academic standing and should include Indigenous student representation if possible)
- Manager of Clinical Placement Coordination *
- Manager of Academic Advising and Student Support *
- UCJAN Advisor *
- Director of Operations and Strategic Planning *
- Health Sciences Liaison Librarian *
- Curriculum Specialist *
- Provincial Lab Manager *
- Distributed Undergraduate Program Coordinator*
- Undergraduate Program Coordinator*
- Administrative Support *
- Others invited as required *

*Non-voting member

**Not counted in quorum

Terms of Reference

1. Provides oversight of curriculum development, implementation, revisions, and evaluations.
2. Ensures consistent implementation of the identified pedagogical/andragogical approaches to support student centeredness in the curriculum, with specific attention to distributed learning.
3. Develops, implements, and evaluates policies related to undergraduate program(s).
4. Ensures congruence of College of Nursing Undergraduate student program policies with University of Saskatchewan student policies, regulatory and accreditation standards.

5. Coordinates issues among years of undergraduate programs across all sites.
6. Advises College Senior Leadership regarding the resource needs of the undergraduate program(s).

7. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success of undergraduate students and outcomes of the undergraduate programs [including patient safety](#).

8. Provide oversight, facilitation and support for student progression, graduation, awards and scholarship.

Meetings

This Committee will meet a minimum of 8 times per year.

G. The Undergraduate Scholarships and Awards Committee

The Undergraduate Scholarships and Awards Committee is a standing committee of the College of Nursing. The committee is responsible for implementing procedures related to awarding scholarships, prizes and other awards.

Membership

Membership on the Undergraduate Scholarships and Awards Committee will be a 3-year commitment for faculty members. The committee will select a Chair and Vice-Chair annually from the faculty members on the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex officio) or designate
- Associate/Assistant Deans (ex officio)*
- One (1) faculty member representing the Year 2 Committee
- One (1) faculty member representing the Year 3 Committee
- One (1) faculty member representing the Year 4 Committee
- One (1) faculty member representing the Post Degree BSN
- Administrative support*
- Others invited as required*

*Non voting members

Terms of Reference

1. Reviews the applications and selects the candidates for scholarships, prizes, and other awards.
2. Reviews processes and makes recommendations to monitor and approve processes related to awarding scholarships, prizes, and other awards.

Meetings

The Undergraduate Scholarships and Awards Committee shall meet in June to deliberate the continuing awards and in September to deliberate the entrance awards, then throughout the year as needed.

H. The Undergraduate Academic Integrity Committee

Commented [JL22]: To become a subcommittee of UEC

The Undergraduate Academic Integrity Committee is a standing committee of the College of Nursing. This committee is responsible for dealing with formal allegations of academic misconduct related to students in all undergraduate programs.

Membership

Membership on the Undergraduate Academic Integrity Committee will be a 3-year commitment for faculty members and a 1-year renewable commitment for students.

The Chair and Vice-Chair will be selected annually by the members of the committee. The Vice-Chair acts with full authority as Chair in the Chair's absence.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex officio) or designate
- Associate/Assistant Deans (ex officio)*
- Six (6) faculty members who are members of Council including the Chair and the Vice-Chair
- One (1) undergraduate student member
- Administrative Support* (appointed by the Dean)

*Non-voting members

Terms of Reference

Following the procedures outlined in the current Regulations on Student Academic Misconduct of University Council, this committee will investigate allegations of academic misconduct as reported to the Dean or other academic administrator.

Meetings

The committee will meet as required by the call of the Chair or at the request of the Dean.

H.E. The Graduate Education and Post-Doctoral Committee (GEPDC)

The Graduate Education and Postdoctoral Committee is a standing committee of the College of Nursing Faculty Council. The committee is responsible for envisioning, managing, and providing the foundation for future growth and development in graduate education and postdoctoral excellence for the College of Nursing.

Membership

Membership on the Graduate Education and Postdoctoral Committee will be a 3-year commitment for faculty, and a 1- year renewable commitment for students. The committee will select a Vice-Chair annually from the faculty members of the committee.

- Dean of the College of Nursing (Ex officio) or Dean's designate**
- Faculty Council Chair (Ex-officio) or designate**
- Associate Dean Research and Graduate Studies (Chair)
- Graduate Chair
- Nurse Practitioner program Academic Lead
- Other Associate/Assistant Deans (Ex-officio)*
- Eight (8) tenured or tenure-track faculty who are members of CGPS
- Nurse Practitioner program Academic Lead and One (1) other Nurse Practitioner tenure-track faculty who is a member of CGPS
- Up to four (4) graduate student representatives
- NP Professional Academic Advisor/Clinical Coordinator*NP Program Coordinator
- Graduate Program Coordinator*
- Administrative Support*
- Others invited guests as required*

*Non-voting members

** Not counted in quorum

Commented [JL23]: Rational: Many do not hold membership with CGPS and the inclusion may impact quorum. They can attend as guests (non-voting) as required.

Terms of Reference

1. Develop, implement, and evaluate a graduate education and postdoctoral strategy to guide the College of Nursing.
2. Align the College of Nursing's graduate education and postdoctoral strategy with the University of Saskatchewan's policies for graduate and postdoctoral studies.
3. Develop, implement, evaluate, and revise graduate programming.
4. Develop graduate education and postdoctoral studies processes and policies.
5. Review and recommend graduate applicants for admission and graduate students for awards and scholarships.
6. Develop processes and policies for MN, PhD and PDF supervision, programs of studies and advisory committees.

7. Provide oversight, facilitation, and support for graduate student progression activities.
8. Ensure timely and accountable graduate education and postdoctoral communications.
9. Make recommendations regarding the use of technologies that may facilitate the College of Nursing graduate education and postdoctoral programs.
10. Advise College Senior Leadership regarding the resource needs of the College of Nursing Graduate Education and Postdoctoral programs.
11. Define, track, and share indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the College of Nursing Graduate Education and Postdoctoral programs.

Meetings

The Graduate Education and Postdoctoral Committee will meet at least four times per academic year or by call of the Chair as required. The members of the Graduate Education and Postdoctoral Committee can invite faculty or others to attend meetings. A Faculty Forum will be held for items that require a larger committee discussion.

[1. The Patient Safety Committee](#)

[The College of Nursing Patient Safety Committee assesses and analyzes Patient Safety Incident reports and makes recommendations to minimize risks and potential injuries to patients/clients/residents and students. College of Nursing Incident Management includes recommendations for actions and processes required at the College level to conduct the immediate and ongoing activities following an incident. Incident Analysis is a structured process that aims to identify risks and solutions to reduce recurrence of incidents.](#)

Commented [JL24]: To become a subcommittee of UEC and NP subcommittee to take on role in NP program

Membership

[Membership on the Patient Safety Committee will be a 3-year commitment for faculty. The committee will select a Chair and Vice-Chair annually from the faculty members of the committee.](#)

- [Dean \(ex officio\) or Dean's designate](#)
- [Faculty Council Chair \(Ex officio\) or designate](#)
- [Associate Dean, Academic](#)

- Undergraduate Academic Leads
- NP Faculty Member
- Two (2) tenured or tenure track faculty from the UG programs

- Two (2) instructors from the UG programs
- Curriculum Specialist*
- Manager of Academic Advising and Student Support*
- Manager of Clinical Placement Coordination*
- Guest as required – SHA representative*
- Administrative support provided by the dean's office*

*Non-voting members

Terms of Reference

1. Develops and regularly reviews the Patient Safety Incident Policy.
2. Reviews and updates the Patient Safety Incident reporting form.
3. Review the submission of incident forms and ensures the policy is followed in the management and reporting of incident in the clinical setting.
4. Compiles and provides analysis on incident reports for each term, academic program year and annual summary; and forwards recommendation to the chair of UEC, UEC year chairs and the NP Subcommittee (to review and bring forward to the Graduate Studies Committee).
5. Presents an aggregate review on patterns of incidents and recommends changes to college processes and curriculum to minimize risks and potential injuries to patients/clients/residents, students, and faculty.

Meetings

The committee will meet once per academic term. Additional meetings may be called upon special request of the Chair.

PART THREE: COLLEGE SUB COMMITTEES INDIRECTLY ACCOUNTABLE TO FACULTY COUNCIL

- A. Undergraduate Education Committee (UEC): Curriculum Subcommittee
- B. Undergraduate Education Committee (UEC): Undergraduate Program Year Subcommittees
- C. Graduate Education and Post-Doctoral Committee (GEPDC): Nurse Practitioner Programs Sub-Committee

A. Undergraduate Education Committee (UEC): Curriculum Subcommittee

~~As a subcommittee of the Undergraduate Education Committee (UEC), this subcommittee provides oversight of the undergraduate curriculum to ensure that it is current and relevant and facilitates achievement of graduate expectations.~~

Membership

~~Membership on the Curriculum Subcommittee of UEC will be a 3-year commitment for faculty. The committee will select a Chair and Vice-Chair annually from the faculty members of the committee.~~

- ~~Dean, College of Nursing (ex officio)~~
- ~~Faculty Council Chair (Ex officio) or designate~~
- ~~Associate Dean responsible for Undergraduate Education~~
- ~~Four (4) faculty members~~
- ~~Administrative Support*~~
- ~~Others invited as required*~~

~~* Non-voting members~~

Terms of Reference

- ~~1. Provides curricular oversight and recommends changes to UEC.~~
- ~~2. Maintains documentation of approved changes to the curriculum.~~
- ~~3. Evaluates recommendations and their anticipated impact on the curriculum.~~
- ~~4. Evaluates the implementation and outcome of changes to the curriculum.~~
- ~~5. Recommends changes based on reviews of internal documents including course reports, year reports, and course syllabi.~~

Commented [AK25]: Removal of subcommittees from the Bylaws (this does not mean they won't still exist; they just won't be part of the Bylaws making things easier to adapt/change. This is consistent with other Colleges at the University)

6. Recommends changes based on reviews of external documents including NCLEX, Next Generation NCLEX achievement, approval and accreditation reports, and employer opinion survey.
7. Reviews student achievement, progress, and feedback about the curriculum.
8. Develops processes and procedures for recommendations for curricular change.

Meetings

This Committee will meet a minimum of 8 times per year.

B. Undergraduate Education Committee (UEC): Undergraduate Program Year Subcommittees

The Undergraduate Program Year Subcommittees are standing committees of the College of Nursing Undergraduate Education Committee (UEC). The year committees (Year 2 Subcommittee, Year 3 Subcommittee & Year 4 Subcommittee) provide leadership and advocacy on matters relating to the implementation, management, and evaluation of outcomes related to the undergraduate program(s) course content and delivery; and the experiences of undergraduate students within the College of Nursing. The UG program year committees make recommendations to UEC regarding changes to the curriculum for each year in the program.

Membership

Membership on the Undergraduate Program Year Subcommittees is open to all faculty and instructors teaching a course in the academic year of the program. The committee will select a Chair and Vice Chair from the faculty members on each year committee who will serve for a 3 year commitment and represent the committee on the UEC.

- Dean of College of Nursing (ex officio) or Dean's Designate
- Faculty Council Chair (ex officio) or designate
- Associate Dean Academic (ex officio)
- Other Associate/Assistant Deans (ex officio) or designate*
- Chair of UEC
- All faculty and instructors teaching a course in the academic year of the program
- Part time contract teachers*

*Non voting member

Terms of Reference

1. Facilitate the implementation of the curriculum in a specific year of the UG curriculum of the BSN and Post BSN programs (Year 2, 3, or 4).
2. Review course syllabi with a focus on a balanced student assignment and examination workload.
3. Monitor the sequencing and leveling of core curricular concepts and experiences across courses within the academic year.
4. Provide updates and year end committee report to UEC.
5. Provide a forum to discuss year specific student issues.
6. Make program curricular recommendations to UEC.

Meetings

This Committee will meet a minimum of 6 times per year.

C. Graduate Education and Postdoctoral Committee (GEPDC): Nurse Practitioner Programs Sub Committee

The Nurse Practitioner Programs Sub Committee is a sub committee of the Graduate Education and Postdoctoral Committee. The Nurse Practitioner Programs Sub Committee provides leadership and advocacy on matters pertaining to the Nurse Practitioner graduate programs and students' experiences within the College of Nursing.

Membership

Membership on the Nurse Practitioner Programs Sub Committee is an ongoing commitment for NP faculty members. The committee will select a Vice Chair annually from the faculty members on the committee.

- Dean (ex officio) or the Dean's designate
- Faculty Council Chair (ex officio) or designate
- Associate Dean Research and Graduate Studies (ex officio)
- Nurse Practitioner Program Academic Lead (Chair)
- All nurse practitioner faculty members
- Up to Six (6) contract nurse practitioner instructor(s)
- One (1) faculty member teaching nurse practitioner graduate level nursing research or statistics.
- NP Professional Academic Advisor/Clinical Coordinator*

- ~~Administrative Support*~~
- ~~Others invited as required*~~

~~*Non-voting members~~

Terms of Reference

1. ~~Develops, implements, oversees, evaluates, and refines a graduate nurse practitioner education strategy to guide the College of Nursing in expanding graduate level advanced nursing practice education.~~
2. ~~Aligns the College of Nursing's graduate level advanced nursing practice education with the University of Saskatchewan's policies for graduate and postdoctoral studies and the CRNS regulatory nurse practitioner program approval framework and CASN accreditation.~~
3. ~~Develops, implements, evaluates, and revises graduate nurse practitioner program curricula.~~
4. ~~Develops graduate level advanced nursing practice education processes and policies that contribute to the mandate of the College of Nursing.~~
5. ~~Reviews and recommends graduate students for admission to the nurse practitioner programs.~~
6. ~~Develops an advisory committee policy, process, and best practice guidelines for nurse practitioner student supervision, programs of studies, and student academic and non academic concerns.~~
7. ~~Communicates (activities and impacts) internally with the College and externally with various College of Nursing—nurse practitioner program stakeholders.~~
8. ~~Makes recommendations regarding the use of technology that may facilitate the College of Nursing nurse practitioner program graduate education.~~
9. ~~Advises College Senior Leadership regarding the resource needs of the College of Nursing Advance Nursing Practice and Graduate Nurse Practitioner Education.~~
10. ~~Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the nurse practitioner programs.~~
11. ~~Collaborates and engages with the Nurse Practitioner Program Advisory Committee members and provides an annual orientation to new members as needed.~~

12. Develops the CRNS program annual update and the CRNS regulatory program review self-assessment documents, program review schedule of activities, and communication with the CRNS.

Meetings

The Nurse Practitioner Programs Sub-Committee meets at least six times during the academic year or by call of the Chair as required. The committee can invite faculty or others to attend meetings. There will be an annual retreat for the committee each academic year.

Reporting

The NP Programs Academic Lead (Chair) will report at each meeting of the Graduate and Postdoctoral Education Committee and bring forward policy, program changes, and other program related concerns for discussion and recommendation to the Council for a decision.

The Chair or Vice-Chair of the Nurse Practitioner Programs Sub-Committee will provide a written report to the Graduate and Postdoctoral Education Committee for inclusion in the Graduate and Postdoctoral Education Committee annual report to Faculty Council at the last Faculty Council meeting at the end of the academic year. Minutes of all meetings should be recorded and kept on an electronic file/server that is accessible to faculty members. All information deemed to be confidential in nature shall be handled and stored in a secure file.

Change log					
Version	Change(s)	Approved at Faculty Council	Reason for change	Updated by	Approved at University Council
1.0	Initial approval	June 16, 2020			
2.0	Graduate Education & Postdoctoral Committee TOR	November 12, 2020	Committee TOR updates approved at Faculty Council	Crystal Maslin	
	Research & Scholarship Committee TOR	March 11, 2021			
	Globalization Committee TOR	June 10, 2021			
3.0	College of Nursing Faculty Bylaws Revision	April 13, 2023	Reflect Updates	Bylaws Committee	June 15, 2023
4.0	Undergraduate Scholarship & Awards Committee TOR	August 28, 2023	Committee TOR updates approved at Faculty Council	Allison Kusch	November 21, 2024
	Graduate Education & Postdoctoral Committee TOR				
	Undergraduate Education Committee TOR	August 31, 2023			
	Patient Safety Committee TOR				
	Undergraduate Academic Integrity Committee TOR	June 17, 2024			

REQUEST FOR DECISION

Committee Name: Governance Committee, University Council

Date: January 29, 2026

Presented by: Susan Detmer, Chair, Governance Committee

Subject: College of Agriculture and Bioresources Faculty Council Bylaws Revisions

MOTION

It is recommended by the Governance Committee that Council approve the changes to the College of Agriculture and Bioresources Faculty Council Bylaws, effective immediately.

CONTEXT AND BACKGROUND

Revisions to faculty council bylaws for a college or school require approval by University Council at the recommendation of the Governance Committee of Council. At the December meeting of University Council, the Governance Committee presented a notice of motion to amend the College of Agriculture and Bioresources Faculty Council Bylaws in accordance with the requirement for a 30-day notice period for any bylaw amendments.

Since the time of the notice of motion and the posting of this report, no concerns or questions were raised to the Governance Office about these proposed changes.

Changes to these bylaws were endorsed by the College of Agriculture and Bioresources Faculty Council at their meeting on May 13, 2025.

Proposed revised bylaws were presented to the Governance Committee at its meeting on December 2, 2025. The committee heard a presentation from the college, had the opportunity to ask questions, and then had a discussion amongst themselves. During this meeting, the committee asked questions about the proposed change in quorum, the alignment of the EDI committee to institutional-level work, and the process for consultation followed by the college; the college was able to answer these questions to the satisfaction of the committee.

The Governance Committee did request two small changes (these changes have now been made in the attachment to this report) as follows:

1. The names of two programs be updated to reflect current practices.
2. The role of the graduate student on the graduate affairs committee be made in line with the role of the undergraduate student on the undergraduate affairs committee.

The revised bylaws can be found in full in Attachment 1. As previously reported to Council when the notice of motion was provided, the following is an overview of the proposed changes:

1. Changing quorum requirements for ease of calculations.
2. Reflect current practices regarding the authority to approve student award winners.
3. Deletion of a formal faculty council committee dedicated to College Seminars.
4. Various small changes to increase clarity or reflect current practices.

ATTACHMENTS

1. Track Changes – College of Agriculture and Bioresources Faculty Council Bylaws



FACULTY COUNCIL
CONSTITUTION AND COMMITTEE BYLAWS

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ADMINISTRATION

I SENIOR ADMINISTRATION

1. The Dean, Associate Dean (Research and Graduate Studies) and Associate Dean (Academic) comprise the senior administration of the college. The selection and appointment or re-appointment of these positions are in accordance with approved university policies and procedures. Complete job profiles are posted on the college [SharePointsharepoint](#) site.

The dean is the chief executive officer of the college and has, subject to the authority of the president, general supervision over and direction of the work of the college and of the teaching and training of the students of the college (University of Saskatchewan Act, 1995). The dean is responsible for providing leadership to faculty and staff, supported by a team of associate deans, department heads, other administrative and professional staff, and student leaders. Working with associate deans, faculty, and staff, the dean ensures the quality of the faculty and staff, the excellence of scholarly and educational programs, and the quality of the undergraduate and graduate student experiences. The dean promotes the college to attract both human and fiscal resources and administers resources effectively. The dean, in consultation with the provost, is responsible for determining the nature and extent of academic activities in which they engage during their term.

2. In consultation with the dean, the Associate Dean (Research and Graduate Studies) will play a lead role in fostering research intensiveness, outreach, and graduate and postdoctoral training in the college and associated centres.
3. In consultation with the dean, the Associate Dean (Academic) will play a lead role in fostering excellence in undergraduate teaching, learning and curriculum in the college and associated centres.

II DEPARTMENTS AND DEPARTMENT HEADS

1. Each department is responsible for the development and conduct of its applicable teaching (non-degree, certificate, diploma, undergraduate, graduate), research and extension programs. It also formulates policies concerning budgets, resources, facilities, equipment and programs in the department.
2. Departments are administered by a head, who has general supervision over the direction of the work of the department and assigns teaching duties to the members of the department, following consultation with the members in committee (University of Saskatchewan Act, 1995).

The head is responsible to the dean for the satisfactory performance of the work of the department (University of Saskatchewan Act, 1995).

The head is appointed in accordance with the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.

The department head job profile is posted on the college [SharePointsharepoint](#) site.

COMPOSITION AND TERMS OF REFERENCE
FACULTY AND COLLEGE COMMITTEES

III MEMBERSHIP

1. The membership of the Faculty Council of the College of Agriculture and Bioresources is prescribed in Part Three, Section V.1.B. of the University Council's Bylaws and Regulations.

a) Non-voting Members:

- The President of the University
- The Provost and Vice-President, Academic
- The Vice-President, Research
- The Vice-President, Administration and Chief Operating Officer
- The Vice-President, University Relations
- The Vice-Provost, Students and Learning
- Associate Vice-President and Chief Information Officer and Associate Vice-President Information and Communications Technology
- The Dean, University Library or designate
- The University Secretary and Chief Governance Officer
- The University Registrar
- Such other persons as the University Council may, from time to time, appoint in a non-voting capacity.

b) Voting Members:

- The Dean of Agriculture and Bioresources
- The Dean of Graduate and Postdoctoral Studies
- The Associate Dean (Research and Graduate Studies)
- The Associate Dean (Academic)
- Those Professors, Associate Professors, Assistant Professors, full-time Lecturers and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College.
- Faculty members of other colleges holding a position as Associate Member in a constituent department¹ of the College of Agriculture and Bioresources.
- One faculty representative from: College of Arts and Science (Sciences), College of Arts and Science (Social Sciences), Edwards School of Business, College of Engineering, Western College of Veterinary Medicine, and the School of Environment and Sustainability.
- One Postdoctoral Fellow whose supervisor is a faculty member in the College of Agriculture and Bioresources.
- Student representatives enrolled in one of the degree or diploma programs in the College of Agriculture and Bioresources to serve on Faculty Council and its standing committees to take part in all discussions, except when the discussion relates to individual students and faculty.

Representation will include:

- Agricultural Students' Association President and Vice-President Academic
- One representative of each ratified student club

- Two graduate students in good standing registered in postgraduate programs in constituent departments of the college, selected by graduate students.

The Faculty Council has power to recommend changes to its membership to the University Council and Senate following majority approval by Faculty Council.

¹The constituent departments of the College of Agriculture and Bioresources are Agricultural and Resource Economics, Food and Bioproduct Sciences, Plant Sciences, Soil Science, Animal and Poultry Science.

IV ROLES AND RESPONSIBILITIES OF THE FACULTY COUNCIL

1. The Faculty Council of the College of Agriculture and Bioresources is established under the authority of the University of Saskatchewan (hereinafter referred to as university) Council, whose powers and duties are in turn established by the University of Saskatchewan Act, 1995.
2. The Faculty Council shall have responsibility for the following matters of scholarship and discipline:
 - a) To make recommendations to the University Council concerning the requirements for admission to programs offered by the college;
 - b) To establish and report to the University Council on the number of students who may be admitted to the college and to report to the University council on the number of students admitted each year;
 - c) To make recommendations to the University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
 - d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet requirements for progression;
 - e) Subject to the University Council's examination regulations, to establish and publish rules and standards with respect to assessment and examination of students in courses and programs offered by the college;
 - f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the Faculty Council, and to hear appeals of such decisions;
 - g) To approve candidates for degrees, diplomas and certificates;
 - h) Except for those awards and scholarships where authority has been delegated to the Undergraduate Affairs Committee or the Graduate Affairs Committee, to approve candidates for scholarships, prizes, and other awards and honours;
 - i) To establish a mechanism for appointing hearing boards to hear allegations of ~~student~~ academic misconduct by undergraduate students as provided for under the University Council's regulations governing student academic misconduct;
 - j) To consider appeals from undergraduate students in accordance with the University Council's regulations governing student appeals in academic matters.

V PROCEDURES OF FACULTY COUNCIL

- a) The Chair of the Faculty Council is the dean or designate, or, in their absence, any other member of the faculty as agreed to by the members present. The University Secretary, or an assigned deputy, shall act as Secretary of Faculty Council.
- b) The Faculty Council meets at least two times each year to receive reports and to transact business.
- c) Meetings of the faculty may be called by the dean or designate, or by petition signed by at least twenty members of the faculty.
- d) The agenda for a meeting is normally circulated to all members at least one week prior to the date of the meeting. The agenda is formally approved at the start of the meeting.
- e) The quorum is ~~20~~^{twenty} five per cent of the faculty. A simple majority of those present is required for the approval of motions.
- f) Meetings of the Faculty Council shall be open to all members of the university community, who may speak at the discretion of the Chair.
- g) In matters requiring an urgent decision, and at the call of the Chair, a motion may be put to the members electronically.
- h) Electronic approval of a motion by voting members of the Faculty Council will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the next regular meeting of the Faculty Council.

VI COLLEGE EXECUTIVE COMMITTEE

1. Membership

The Dean

The Associate Dean (Research and Graduate Studies)

The Associate Dean (Academic)

The Heads of college departments

Director, Crop Development Centre (non-voting)

Chief Financial and Operations Officer (non-voting)

Human Resources Strategic Business Advisor (non-voting)

- 2. The chair of the committee is the dean or designate or, in their absence, any other member of the committee as agreed to by the members present.
- 3. Meetings of the committee are at the call of the chair.

4. Terms of Reference

- a) Senior committee that provides leadership and support for the college.
- b) Provides advice and direction to the dean in strategic planning and implementation, resource management, and faculty and staff complement planning.
- c) To initiate and implement a review of the college's committee structure in a five-year cycle, beginning in 2019.

VII STANDING COMMITTEES OF FACULTY COUNCIL

- 1. The Faculty Council shall establish committees to facilitate its work, without jeopardizing (university) Council's authority.
- 2. Subject to the approval of the University Council, the Faculty Council may delegate decision-making powers to its Standing Committees.
- 3. General Terms of Reference
 - a) The term of office of new committee members normally begins at the adjournment of the faculty meeting at which they were elected.
 - b) Student members of committees are appointed by the dean, in consultation with the student body.
 - c) Committees may establish sub-committees and may co-opt the assistance of additional faculty or staff members, if required, to fulfill their terms of reference.
 - d) Committee chairs are responsible for calling committee meetings; in the absence of the chair, an acting chair may be selected by the committee members present at the meeting.
 - e) The quorum of college committees is normally 50% of the voting membership.
 - f) All committees record minutes of meetings, copies of which are filed in the Office of the Dean.
 - g) College committees may report to faculty at any faculty meeting. At a minimum, a report to faculty must be made annually, typically at the June meeting of Faculty Council.
 - h) College committees must be able to carry out their responsibilities on a twelve-month basis.

4. Nominations and Awards Committee

a) Membership

- Three faculty members of the college.
- b) Members of the committee serve staggered, three-year, non-renewable terms. Annually, nominations are made from the floor at the June meeting of the faculty and one member is selected.
- c) The chair of the committee is the member serving the final year of their term.
- d) Terms of Reference
 - (i) To nominate members of the college committees as required, striving to achieve a balance of equity, diversity, and inclusion in representation.
 - (ii) To report annually at the June meeting of the faculty.
 - (iii) To maintain an official college file of information in the Dean's Office on honours and awards for which members of the college may be eligible.
 - (iv) To co-ordinate the preparation and submission of nominations of members for appropriate awards.

5. College Undergraduate Affairs Committee

a) Membership

- Associate Dean (Academic), Chair
 - One faculty representative from each of the departments of Agricultural and Resource Economics, Animal and Poultry Science, Food and Bioproduct Sciences, Plant Sciences and Soil Science
 - One representative from each of the Diploma in Agronomy and Diploma in Agribusiness programs
 - One college faculty representative from the Kanawayihetaytan Askiy Undergraduate Curriculum Committee
 - Director of Academic and Student Affairs (non-voting)
 - One undergraduate student (shall not participate in faculty action and scholarship award adjudication discussions or decisions)
- b) Departmental representatives are nominated by their department head and are preferably involved with student advising or the departmental curriculum committee. They should be able to represent multiple programs for their specialization. The Kanawayihetaytan Askiy (KA) Undergraduate Curriculum Committee representative is nominated by the KA committee in consultation with the relevant department head.
- c) Terms of Reference

- (i) To deal with all matters delegated to this committee by ~~Faculty Council~~ related to curriculum and student promotion in respect of all undergraduate programs in the college.
- (ii) To review and make recommendations to ~~Faculty Council~~~~the college~~ with respect to proposals related to information and computer technologies for the delivery of academic programs in the college.
- (iii) To deal with all matters related to undergraduate scholarships and awards in the College of Agriculture and Bioresources.
- (iv) To provide members for hearing boards on matters of academic and non-academic student discipline.

6. College Graduate Affairs Committee

a) Membership

- Associate Dean (Research and Graduate Studies), Chair
- One faculty representative from each of the departments of Agricultural and Resource Economics, Animal and Poultry Science, Food and Bioproduct Sciences, Plant Sciences and Soil Science
- Manager, Research and Graduate Studies (non-voting)
- One graduate student ~~(shall not participate in faculty action and scholarship award adjudication discussions or decisions)~~

b) Departmental representatives are nominated by their department head and are preferably those faculty acting as department graduate chairs.

c) Terms of Reference

- (i) To deal with all matters related to ~~graduate level curriculum curricula that may be brought forward by departmental representatives offered by constituent departments of the college, as assigned by the dean or other committees of Faculty Council.~~
- (ii) To deal with all matters related to graduate scholarships and awards in the College of Agriculture and Bioresources.

7. Kanawayihetaytan Askiy Undergraduate Curriculum Committee

a) Membership

- Associate Dean (Academic), Chair
- Four faculty representatives from the College of Agriculture and Bioresources
- Senior Strategic Officer, Indigenous Programs and Partnerships (non-voting)
- One representative from the Distance Education Unit (non-voting)
- One representative from the College of Law or College of Arts and Science (non-voting)

- b) Departmental representatives are identified by the Undergraduate Affairs Committee and nominated by the Nominations Committee. The representatives are preferably those who teach or contribute to the Kanawayihetaytan Askiy program.
- c) Terms of Reference
- (i) To deal with all program matters related to curriculum and student promotion with respect to the undergraduate Kanawayihetaytan Askiy certificate and related diplomas (Diploma in Indigenous Aboriginal Resource Management and Diploma in Indigenous Aboriginal Land Governance).
 - (ii) To bring forward recommendations regarding changes to the undergraduate Kanawayihetaytan Askiy certificate and diplomas to the Undergraduate Affairs Committee.
 - (iii) To consider appeals of standing in Kanawayihetaytan Askiy certificate and diplomas and forward recommendations to the Undergraduate Affairs Committee.

8. College Review Committee

- a) Membership
- The Dean
 - Six faculty members of the college who hold tenure or continuing status. The committee will include a member from each department as well as the Crop Development Centre.
- b) The six faculty members serve staggered, three-year, non-renewable terms. Members of the committee should not be eligible for promotion consideration during their term on the committee.
- c) The dean shall chair the committee. When cases recommended by the dean are considered, an alternate member of the committee serves as acting chair.
- d) Terms of Reference
- (i) To discharge the responsibilities defined in the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.
 - (ii) To provide recommendations to the Nominations and Awards Committee identifying potential faculty nominees for awards.

9. Land Committee

- a) Membership
- The Dean
 - Associate Dean (Research and Graduate Studies)
 - The Heads of constituent departments of the college that use or hold land (Animal and Poultry Science, Plant Sciences, Soil Science)

- Director, Crop Development Centre
- b) The dean serves as chair of the committee. Meetings are held at the call of the chair.
- c) Terms of Reference
- (i) To deal with long-term policy concerning college lands
 - (ii) To make recommendations to the Board of Governors by way of Infrastructure, Planning and Land Development and the Vice-President, Administration and Chief Operating Officer ~~Finance and Resources~~, concerning the acquisition, use, and disposal of college lands.

10. Art Committee

- a) Membership
- The Dean or designate
 - Three College of Agriculture and Bioresources representatives
 - The curator of the university art galleries and collections ~~s~~ or designate
- b) Members of the committee are appointed by the Dean for a one-year, renewable term. The Dean serves as chair of the committee. Meetings are held at the call of the chair, minimally once per year.
- c) Terms of Reference
- (i) To be responsible for the placement of art in the Agriculture Building, being sensitive to the wishes of donors, faculty, staff, and students.
 - (ii) To determine if donations of art that will not be accessioned by the university will be accepted by the college.
 - (iii) To maintain a file on art purchased with college funds and on art gifted to the college.
 - (iv) To be responsible for the preservation of art in the Agriculture Building, and for its repair.

11. Recruitment and Outreach Liaison Committee

- a) Membership
- Associate Dean (Academic)
 - One representative from each of the departments of:
 - Agricultural and Resource Economics
 - Animal and Poultry Science
 - Food and Bioproduct Sciences
 - Plant Sciences
 - Soil Science
 - Resource members (non-voting):

- Director of Academic and Student Affairs
- Recruitment and Advising Officer
- Senior Strategic Officer, Indigenous Programs and Partnerships
- Manager, Research and Graduate Studies
- Communications and Marketing Specialist
- Communications and Outreach Specialist

The Associate Dean (Academic) serves as chair of the committee.

Department representatives are appointed for one-year, renewable term by their respective department heads.

b) Terms of Reference

- (i) To serve as a link between college recruitment and outreach staff and academic departments and event-specific internal and external working groups (Open House; Agribition; Ag in Motion; etc.).
- (ii) To serve as a link between academic departments and educational organizations and institutions (Ag in the Classroom; school groups; etc.)
- (iii) To review and provide input on undergraduate and graduate student recruitment activities (e.g., virtual and in-person tours, hands-on experiences) and materials (print and digital, including videos and social media).
- (iv) The committee shall meet at least once per term.

12. College Seminar Committee

a) ~~Membership~~

- ~~Three faculty with rotating terms of three years each and nominated by the Nominations Committee.~~
- ~~Manager, Research and Graduate Studies (non-voting)~~

b) ~~The chair of the committee is the member serving the final year of their term.~~

c) ~~Seminars should occur about once per month during the period from September to April.~~

d) ~~The committee should strive to secure top-notch speakers, including some that may need significant lead time before they can come to Saskatoon.~~

e) ~~The committee will be provided with an annual budget in February for the following year's activities.~~

f) ~~Terms of Reference~~

- (i) ~~Determine annual allocation amount for the speaker series, based on resources available.~~
- (ii) ~~Select speakers and topics ensuring that they are consistent with relevant issues of the day and terms of reference for various funding sources, and that they will be of interest to students.~~
- (iii) ~~Annually report to the College Executive Committee on the lectures, including topics covered as well as the attendance and feedback from those in attendance.~~

13.12. Equity, Diversity, and Inclusion Committee

a) Mission Statement

To promote and advance a culture of equity, diversity, and inclusion (EDI) within the College of Agriculture and Bioresources and to support all faculty, staff and students in understanding and living the principles of EDI.

b) Membership

- (i) Members will reflect the diversity within the College of Agriculture and Bioresources, with particular emphasis on those belonging to, or having experiences living with, underrepresented groups such as women, Indigenous Peoples, members or racialized minorities, people with disabilities, and 2SLGBTQ+ persons.
- (ii) Membership will include at least one (1) member from each of the following groups: undergraduate student, graduate student, faculty member and staff member.
- (iii) The Committee will be chaired by a faculty or staff member. The chair will be appointed by the committee at the first meeting.
- (iv) The duration of each Committee member's appointment will be established by the Nominations Committee and will range from one (1) to three (3) years in an effort to maintain continuity, while allowing for shorter terms when necessary. The appointment of each committee member may be renewed without limit.
- (v) The Committee will be comprised of a minimum of five (5) individuals and a maximum of twelve (12).

c) Accountability

The Committee, or representatives thereof, shall meet with the College Executive Committee at least twice per academic year (e.g., September and May) to discuss priorities and provide updates on activities.

d) Mandate

- (i) The primary goal of the EDI Committee is to increase awareness of issues that may impede EDI within the full scope of the College of Agriculture and Bioresources' mission and the personnel who contribute to those goals. This can include but is not limited to activities within research, teaching, learning, extension, and administration.
- (ii) The Committee will identify and prioritize initiatives, then develop and execute strategies to promote and advance EDI in the College in line with the University of Saskatchewan EDI Strategy and Action Plan.
- (iii) The Committee may consult and/or work with the other individuals or groups within the College or on campus as necessary to remove or reduce the challenges associated with systemic barriers that individuals or groups face within the College.

- (iv) The Committee will, at its discretion, invite other individuals or committees to participate in discussions and work of interest to the Committee.
- (v) The Committee will address matters related to EDI identified and brought forward by College Faculty Council.
- (vi) From time to time and as necessary, the Committee may review its membership and Terms of Reference and may recommend change(s) as required.

Appendix

NOMINATION PROCEDURES FOR JUNE FACULTY MEETING

1. Committee Requiring a Nomination from the Floor and a Separate Vote

Nominations Committee (one new member per year)

2. Committee Requiring the Nominations Committee to Propose Nominees

College Review Committee

~~College Seminar Committee~~

Equity, Diversity, and Inclusion Committee

3. Committees Requiring the Nominations Committee to obtain Departmental Representatives

Undergraduate Affairs Committee

Kanawayihetaytan Askiy Undergraduate Curriculum Committee

Graduate Affairs Committee

Recruitment and Outreach Liaison Committee

4. Committees Reported by the Nominations Committee for Information

Land Committee

Art Committee

REQUEST FOR DECISION

Committee Name: Governance Committee, University Council

Date: January 29, 2026

Presented by: Susan Detmer, Chair, Governance Committee

Subject: *Council Bylaws and Regulations* Amendments – Membership of PPC

MOTION

It is recommended by the Governance Committee that Council approve the changes to the *Council Bylaws and Regulations* to change the voting membership of the Planning and Priorities Committee, effective immediately.

CONTEXT AND BACKGROUND

Revisions to the *Council Bylaws and Regulations* require approval by University Council at the recommendation of the Governance Committee of Council. At the December meeting of University Council, the Governance Committee presented a notice of motion to amend the *Council Bylaws and Regulations* to allow grant the Chief Financial Officer (CFO) voting rights on the Planning and Priorities Committee (PPC).

Since the time of the notice of motion and the posting of this report, no concerns or questions were raised to the Governance Office about these proposed changes.

Over the past few years, the university has undergone a number of structural changes, including the establishment of the CFO position. Traditionally, the individual responsible for overseeing the university's budget has served as a voting member of PPC. In light of this precedent, the Chair and Vice-Chair of PPC proposed that the CFO position be granted voting rights on this committee, and a motion to this effect was passed at the PPC meeting on November 19, 2025.

This proposal was presented to the Governance Committee at its meeting on December 2, 2025. During this meeting, the Governance Committee raised questions about the implications for quorum of the committee and about the prospect of conflicts of interest with this position, and these questions were addressed by the Chair of PPC to the satisfaction of the committee.

ATTACHMENTS

1. Track Changes – Planning and Priorities Committee Membership

Planning and Priorities – Terms of Reference from *Council Bylaws and Regulations*

Membership

- Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.
- One Dean appointed by Council
- One undergraduate student appointed by the USSU
- One graduate student appointed by the GSA
- One Sessional Lecturer*

Ex Officio Members

- Provost and Vice-President, Academic or designate
- Vice-President, Administration and Chief Operating Officer or designate
- Vice-President, Research or designate
- Vice-Provost, Indigenous Engagement or designate
- Chief Financial Officer, Office of the President (non-voting member)
- President (non-voting member)
- Chair of Council (non-voting member)

Resource Officers (Non-voting members)

- Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

Committee Coordination

- Governance Office

***If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.**

PRESIDENT'S REPORT TO COUNCIL

January 2026

It is with great honour, gratitude, and excitement that I present my first report to University Council as the 12th President of the University of Saskatchewan. I hold deep respect for the essential role council plays in the governance of the university, and I value the guidance and academic oversight it provides.

As a community deeply committed to research and teaching, USask continues to be a proud member of U15 Canada and a world-class university with a growing global reputation. Our community is comprised of visionary thinkers whose expertise sparks innovation, empowers learning, and drives research that shapes the future, while ensuring our campuses remain dynamic and thriving communities. I want to express my sincere gratitude to each of you for the role you play in this institution

In this report, I will share the values that will guide me in my leadership as President and outline the strategic planning process that will shape our collective work in the years ahead. I am sincerely thankful to the members of council for their support, confidence, and shared commitment to the future of our institution.

STRATEGIC PLAN DEVELOPMENT

In the coming months, we will work together and engage in conversations inside and outside the university to develop a new strategic plan for USask. This plan will clearly articulate our university's identity and will set a path for USask to advance on a set of shared goals that will demonstrate the incredible value this university offers Saskatchewan, Canada and the world. With a strong and growing international reputation for impactful research, our new strategic plan will leverage our research enterprise, including our unique cluster of infrastructure and expertise. The plan will also focus on enhancing the quality of student experience and teaching across the institution. I look forward to working with

many of you this year as we learn from and listen to each other to develop a strategic plan that will serve all areas of USask.

ECONOMIC AND SOCIAL IMPACT REPORT 2024/25

In December, USask released its *Economic and Social Impact Analysis 2024/25*, a robust report that highlights the institution's substantial contribution to both the provincial and national economies. The study finds that USask generates \$2 billion annually for Saskatchewan's GDP and \$2.4 billion nationally, accounting for nearly 2 per cent of the entire provincial economy. As one of Saskatchewan's largest employers, the university supports 13,320 direct and indirect jobs, and for every \$1 invested by the provincial government, USask returns \$3.64 in GDP and \$2.00 in labour income. Visitor spending alone contributed more than \$100 million to the province in 2024-25.

The report also underscores USask's long-term workforce and social impact. The university produces roughly 4,500 graduates each year, with 70 per cent remaining in Saskatchewan, adding 27,000 skilled workers to the provincial labour force over the past decade. Alumni see significant personal economic gains as well, with each degree increasing average annual earnings by more than \$13,000, translating to \$850,000–\$1.4 million in additional lifetime income. The study further highlights USask's strong research performance with \$321 million in annual research revenue, and its leadership in Indigenous education with 2,940 self-declared Indigenous students representing 14 per cent of undergraduate enrolment.

The contributions of every member of the university community cannot be understated in the success shown in this report. We will continue to build on USask's tremendous contributions to Saskatchewan and Canada within our strategic plan development and in future years. I encourage everyone to take a moment to peruse the full report at usaskimpact.usask.ca.

RESEARCH HIGHLIGHTS

USask receives millions for innovative crop research projects

More than \$4.5 million is going to 24 USask-led, crop-focused research projects through the Agriculture Development Fund (ADF), a joint federal and provincial government program for supporting crucial agricultural research projects, as announced by the Federal Minister of Agriculture and Agri-Food Heath MacDonald and Saskatchewan's Minister of Agriculture David Marit on Tuesday, January 13. Along with government funding, an additional \$3.2

million was contributed across all 39 crop ADF projects this year by 13 industry partners critical to the agriculture research and production sector. In addition to the ADF funding, multiple USask experts are part of a research team led by Agriculture and Agri-Food Canada that received \$2.5 million through the Strategic Research Initiative for a project studying the management of herbicide-resistant kochia and wild oat plants. [A full list of funded projects is available here.](#)

National consortium formed to accelerate Canadian pea breeding through genomic selection

Protein Industries Canada announced a new two-year project in its Capacity Building Program with GIFS Ag Tech Enterprise Inc., and DL Seeds, to create a pea variety development database that will consolidate genetic information and data for breeders across Canada. With the USask Crop Development Centre and Agriculture and Agri-Food Canada serving as fundamental partners in this effort, the consortium will integrate genetic, phenotypic, environmental and pedigree data from across the country. This new data analysis platform will empower pulse breeders to leverage thousands of data points simultaneously, improving the quality and speed of breeding decisions and accelerating the development of new crop varieties.



Provost's Report to Council

January 2026

GENERAL REMARKS

As we move through the first month of winter term, I offer a warm welcome back to all for an exciting 2026. My general remarks will include updates on a new opportunity in USask's museums and galleries space and information on how the strategic enrolment management strategy is coming together.

Last week, I announced that to better elevate and coordinate, all USask museums, galleries, and collections will be administratively moved to the University Library effective May 1, 2026, and will operate under the direction of University Librarian and Dean Lori Birrell. USask's museums and galleries include the Gordon Snelgrove Gallery, Kenderdine Art Gallery, Natural Sciences Museum, Museum of Antiquities, College Art Galleries, all collections, and the Diefenbaker Canada Centre. Bringing these units together into a unified cultural heritage resource will strengthen their collective research, teaching, learning, and engagement potential. It also will expand the community of practice and allow for consistent, networked services.

The timing of announcing and implementing this administrative move ensures that the museums and galleries staff can fully participate in the upcoming Library strategic planning process. I thank Dr. Birrell for her leadership as we make this administrative transition. I also want to express gratitude to Dr. Brooke Milne and Dr. Loleen Berdahl who have been involved in the oversight of USask's museums and galleries for some time and have been critical to the move to this next era. I'm extending special appreciation to colleagues within the museums and galleries for their dedication and professionalism.

You may already know that at USask, we are taking a holistic and iterative approach to strategic enrolment management (SEM), considering the cycle from prospective student to enrolled student to graduate. As part of this, we keep a close eye on anticipated student enrolment numbers for the next five years. This attention to enrolment expectations helps

us prepare USask to have the faculty complement, student supports, infrastructure, and fiscal capacity necessary to ensure high quality educational experiences and outcomes.

Building on work started last spring, the provost's team, led by Acting Deputy Provost Loleen Berdahl, is working with colleges and schools to update program-specific enrolment projections. College and schools are developing three projection scenarios that allow consideration of anticipated (most likely), aspirational, and minimum enrolments, with consideration of domestic and international student numbers and identification of underlying assumptions. These projection scenarios will be updated annually so that our enrolment planning remains current. The Planning and Priorities Committee is regularly engaged in SEM strategy conversations. Further updates will be provided to Council as this work unfolds.

USASK UPDATES

BLACK HISTORY MONTH

USask recognizes and celebrates Black History Month each February. This year's launch event will take place in early February and is open to the entire campus community to attend. All colleges, schools and units are encouraged to host events and initiatives during the month of February, which can be shared with the USask community through the [Black History Month Spotlight website](#). Additionally, all are welcome to attend events, read stories and take part in learning activities supported by the Office of the Provost and Vice-President Academic and other units throughout the month of February.

COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones for USask's college and school community are shared below.

COLLEGE OF DENTISTRY ACHIEVES SEVEN-YEAR DMD PROGRAM ACCREDITATION

The College of Dentistry is celebrating a significant milestone following the official confirmation of full accreditation for its Doctor of Dental Medicine program through 2032. This marks the strongest accreditation result the college has received in more than three decades, reaffirming its commitment to delivering leading dental education and advancing oral health in Saskatchewan and beyond.

EDWARDS SCHOOL OF BUSINESS SPEAKER SERIES

In fall 2025, Heather Ryan, CEO Federated Co-operatives Limited, headlined the 2025 Edwards School of Business Speaker Series. This annual event showcases inspiring business professionals from around the world and connects them with students, staff, alumni and donors and the greater business community. Ryan's presentation, "*What Success Means to Me*," offered a personal and motivational perspective on how success is shaped by experience. She spoke about giving your best while maintaining balance, staying true to your values, and having the courage to grow beyond your comfort zone. Through stories and insights, Ryan encouraged the audience to reflect on their own paths and adopt a broader view of what it means to succeed. Watch Heather Ryan's presentation on the [Edwards YouTube channel](#).

EDWARDS SCHOOL OF BUSINESS CELEBRATES RECORD \$1.9 MILLION IN SCHOLARSHIPS

In November 2025, students, faculty, staff, donors and alumni gathered to celebrate student success at the annual Edwards Dean's Awards Luncheon. This year marked a record-breaking milestone, with more than [\\$1.9 million in scholarships](#) awarded through the Edwards School of Business and USask. The amount represented significant growth from last year's total of \$1.64 million. In all, 670 students were recognized across 136 awards, with many receiving multiple scholarships for their academic, leadership and volunteer achievements. 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. Congratulations to the Edwards student body on this remarkable achievement.

HEALTH SCIENCES BUILDING RENOVATIONS UNDERWAY

Renovations in the Health Sciences Building are underway to create modern, accessible spaces for new and expanding programs funded through Saskatchewan's Health Human Resources Action Plan. Current work includes updates in the B-Wing (1st Floor) and E-Wing (3rd Floor) to support the School of Rehabilitation Sciences. For more information on this project, please visit healthsciences.usask.ca/HHRspaceoptimization.

JSGS HOSTS THE STATE OF CANADA LECTURE SERIES

A timely examination of the major forces shaping the country during a period of profound change, the State of Canada Lecture Series by the Johnson Shoyama Graduate School of Public Policy features expert analysis of the country's policy and governance landscape. As political dynamics shift, regional tensions rise, and the global landscape evolves, Canadians

face an urgent need to understand the country's position and future direction. Find more information by visiting this link: [State of Canada Series: Transition to the Carney Era: One Year in - Graduate School of Public Policy.](#)

COLLEGE OF LAW'S INDIGENOUS LAW CENTRE TO CELEBRATE 50 YEAR MILESTONE

The Indigenous Law Centre (ILC), based at the College of Law, is preparing to celebrate more than 50 years of facilitating access to legal education for Indigenous peoples. The centre has played a major role in assisting the College of Law in meeting its obligations under Call to Action 28 of the TRC, which called upon law schools in Canada to require all law students to take a course in Aboriginal people and the law. From providing cultural advice and support to students, to supporting curriculum reform and the development of land-based learning opportunities and hosting Indigenous speakers, the centre is a key focal point of the college's reconciliation initiatives, says the college's dean Martin Phillipson. The ILC is recognizing its 50th anniversary this spring with a gathering on May 9. Students from the summer program or those who graduated from the Indigenous Law Centre are invited to the milestone celebration.

RECENT APPOINTMENTS

Dr. Natacha Hogan has been appointed as Associate Dean, Academic, College of Agriculture and Bioresources, for a period of up to five years, beginning July 1, 2027 up to June 30, 2032.

Dr. Eric Lamb has been appointed as interim Associate Dean, Academic, College of Agriculture and Bioresources, for a one-year term, beginning July 1, 2026 up to June 30, 2027.

Active Searches & Reviews

Searches:

We are in the early stages of the following searches:

- Dean, College Pharmacy and Nutrition
- Dean, College of Law
- Executive Director, Johnson Shoyama



Reviews:

- Dean, College of Nursing
- Dean, Western College of Veterinary Medicine

Please see [here](#) for information on searches and reviews.

Council Report



Prepared For:

University of Saskatchewan Council

Prepared By:

Graduate Students Association



Dear University Council Members,

On behalf of the Graduate Students' Association, I am pleased to share highlights of recent activities, advocacy efforts, and upcoming initiatives for January 2026.

Support for Iranian Graduate Students

In response to the ongoing situation in Iran and its impact on members of the university community, the Graduate Students' Association took formal action to support Iranian graduate students. The GSA issued a public statement of solidarity and subsequently hosted a dedicated support event for Iranian students. This event was organized in collaboration with Student Health & Wellness, Student Affairs and Outreach, and ISSAC, and provided a structured space for students to share their experiences, identify challenges, and access institutional supports.

The GSA continues to engage with senior university leadership to advocate for appropriate academic, wellness, and administrative supports for affected students. Further updates will be provided as discussions progress.

GSA Childcare Initiative

With support from the College of Graduate and Postdoctoral Studies, the Graduate Students' Association (GSA) secured CAD 1,000 to support the development of a childcare business proposal in response to identified graduate student needs.

The GSA is currently exploring potential collaborations to support the development of this proposal. In parallel, the GSA remains in active communication with the CGPS Dean and our interim vice-provost to identify appropriate pathways to carry this initiative forward and assess options for future implementation.

GSA & Education Minister Everett Hindle

We continue to work on scheduling a meeting with our provincial Education Minister, Everett Hindle, to discuss the challenges faced by graduate students in Saskatchewan, including issues surrounding childcare. We are awaiting confirmation and will keep you updated on the outcome of this important conversation.

Advocacy for International Mother Language Day

In alignment with the university's Diversity, Equity, and Inclusion priorities, the Graduate Students' Association (GSA) is advocating for the formal recognition of International Mother Language Day on campus. This initiative reflects the linguistic diversity of the university community and aims to promote cultural inclusion and awareness.

The GSA is currently in communication with the Acting Deputy Provost and the Language Centre at the University of Saskatchewan, and this matter will be discussed further at an upcoming President's Executive Committee (PEC) meeting.

Graduate Student Fees

For the upcoming period, Health and Dental fees will increase by 5%. Although fees were increased in the previous year, that adjustment was insufficient to align with the current level of utilization of health and dental services by graduate students. This adjustment is necessary to ensure the continued provision and sustainability of health and dental coverage and related services for graduate students.

Graduate Student Engagement

The GSA successfully delivered several initiatives supporting graduate student engagement, including:

- The GSA Holiday Hangout, a well-attended, multi-day event delivered in partnership with campus units.
- A Welcome Week session in collaboration with OPUS, highlighting research commercialization opportunities.
- The Indigenous Intercultural Exchange and Resource Fair, hosted for the first time and fully funded through external sponsorship and OVPIE.

The Graduate Students' Association remains committed to advocating for the academic success, well-being, and overall experience of graduate students. The updates outlined in this report reflect ongoing efforts to support graduate students through responsible financial management, inclusive initiatives, and collaboration with university leadership. The GSA looks forward to continued engagement with University Council on these matters.

Regards,



Palash Roy

Palash R. Roy (he/him)

President, Graduate Students' Association (GSA)

PhD Student, Department of Computer Science, University of Saskatchewan



COUNCIL REPORT

JANUARY 2025

PLACE RIEL
STUDENT CENTRE

1 Campus Drive

UNIVERSITY OF
SASKATCHEWAN

President

Since returning to campus in early January, the USSU has been working to welcome students back and support welcome week festivities for those attending university for the first time. January has been a busy month for student engagement, with initiatives ranging from winter movies and skate nights to a bustling Campus Groups Week. Through these events, the USSU has worked to highlight the many ways students can get involved and connect with campus life. This is just the beginning.

University Students' Council and its committees continue to meet regularly, addressing key priorities such as student health and dental plans, upcoming budgets, and strengthening connections with essential university units. As the term continues, the USSU looks forward to new opportunities to advocate for and uplift student initiatives across campus.

This year has already brought exciting changes to the university community. The USSU looks forward to working alongside President Bruni-Bossio as we enter the final months of our term and begin transitioning new student leaders into executive positions this spring. Strong relationships between student leaders and senior administration are integral to creating a cohesive university community, and fostering open communication and encouraging collaboration grounded in shared values.

To support this work, the USSU will welcome President Bruni-Bossio to University Students' Council in February to meet with student leaders from both the Saskatoon and Prince Albert campuses. The USSU is grateful for continued opportunities to work alongside the President and senior leaders as the University of Saskatchewan enters a new era of leadership.

Additionally, following the recent announcement of Dr. Angela Jaime's departure from the University of Saskatchewan to the University of Victoria, the USSU wishes to acknowledge her incredible dedication to student success. I have personally deeply cherished the opportunity to work alongside Dr. Jaime in her role as Vice-Provost Indigenous Engagement, and I am deeply grateful for her mentorship, kindness, and unwavering commitment to Indigenous students and communities. The USSU thanks Dr. Jaime for her deep collaboration, fierce advocacy, and passion, and wishes her the very best in the next stage of her career.

Sexual and Gender-Based Violence Prevention

In collaboration with students and the Saskatoon Sexual Assault and Information Centre (SSAIC), the USSU is working to increase the visibility of how the university community responds to sexual and gender-based violence. After a term focused on community outreach with SSAIC, a cohort of students is now working with the USSU to develop an advocacy document grounded in student perspectives to share with the university.

The USSU hopes to collaborate with the Vice-Provost Students and Learning and Strategic Communications on campus-wide communications to raise awareness of sexual and gender-based violence prevention and response. Students have expressed interest in a contemporary iteration of the *React Campaign* as a visible demonstration of institutional support for survivors and a clear stance against sexual and gender-based violence. Broader university involvement would also help the USSU Women's Centre, which is currently the primary organizer of awareness and campaigning in this area.

The USSU is also committed to working with the Office of the Vice-Provost Students and Learning to advance discussions around updates to the University Sexual Violence Response Policy and associated procedures. The USSU continues to call for a formal commitment from the university and Board of Governors to review this policy every three to five years, in alignment with practices at other U15 universities. Students have noted the increasingly outdated nature of existing initiatives, underscoring the need for greater institutional investment in prevention, response, and student support.

Bidet Initiative, Accessibility, and Sustainability

Students across undergraduate, graduate, faculty, and staff populations have been raising awareness of the need for bidets in campus washrooms as a matter of cultural inclusion, accessibility, and sustainability. Bidets serve a wide range of community members and are a relatively simple and affordable addition to washroom facilities. The USSU supports students who are championing this conversation, noting that institutions such as the University of Toronto have already begun installing bidets in high-traffic student buildings.

The USSU encourages the university to consider a small-scale pilot project that would install bidets in select washrooms, with the goal of expanding access over time. This initiative would be a meaningful step toward supporting the diverse hygienic, cultural, and accessibility needs of students.

Gender-Inclusive Washrooms Initiative

The USSU Pride Centre, in collaboration with the USSU, is working to update washroom signage in Place Riel and the Memorial Union Building as part of a pilot project with the University of Saskatchewan. This intended initiative reflects our commitment to fostering an inclusive, respectful, and welcoming environment for all community members, including transgender, non-binary, and gender-diverse individuals.

It is important to note that only signage will change. All washrooms will remain clean, safe, and fully functional, and everyone is welcome to use the washroom that best aligns with their comfort and needs. Signage for single-use washrooms will also be improved to ensure individuals seeking greater privacy can easily locate these facilities.

Indigenous Students' Advisory Committee

The Indigenous Students' Advisory Committee has been very active this year, working to build connections and community among Indigenous and non-Indigenous students through engagement, discussion, and collaborative initiatives. The Office of the Vice-Provost Indigenous Engagement and the Gordon Oakes Red Bear Student Centre have been invaluable partners in supporting this work.

In collaboration with OVPIE, the USSU will host a small symposium or conversation circle to engage students with USask's Indigenous Strategy. Students are invited to participate in the ohpahotân | oohpaahotaan Student Symposium, a space to learn, engage, and support the mobilization of commitments, calls to action, and guiding principles.

In early March, the committee will also host a student-focused event bringing together Indigenous, non-Indigenous, and international students for team-building activities and creative challenges. This event will provide opportunities for cultural learning, collaboration, and community-building.

Prince Albert Campus Connections

The USSU has made significant progress this year in strengthening relationships with students at the Prince Albert campus. From welcoming the first PA representative to Students' Council to regular campus visits and expanded access to USSU supports, these efforts reflect a commitment to improving the student experience in Prince Albert.

As conversations continue with Dr. Jay Wilson and engaged PA students, it is clear that further work is needed to enhance transparency, connection, and equity between the Saskatoon and Prince Albert campuses. The USSU encourages the university to continue prioritizing student engagement and support at PA. One specific area of improvement has been identified by students in the realm of parking services. PA students have requested the option to pay for parking passes in two installments to make the cost more affordable. The USSU has started these conversations with senior leaders and parking services and hopes to see progress on this front to provide increased access for all students.

What's Coming Up

At the end of January, the USSU Women's Centre will host Pro-Choice Awareness Week, emphasizing the importance of reproductive health education and access to information, support, and services related to abortion and pregnancy care.

In February, the USSU Pride Centre will host Sex Week, featuring a range of events, including sex-positive bingo and a drag show, as well as workshops focused on safer sex and stigma

reduction. These initiatives aim to provide students with engaging, educational, and inclusive programming.

Across all areas, the USSU remains committed to supporting students academically and beyond, serving as advocates, navigators, and resources within the campus community.

Respectfully submitted,



Emma Wintermute
President
University of Saskatchewan Students' Union

Vice-President (Operations & Finance)

Summary:

With finals and essays, December was a quiet month. Nonetheless, I remained engaged with the many aspects of my portfolio, most notably my responsibilities over campus groups and finances.

Campus Groups:

As of the time of writing, the USSU has fully ratified 170 campus groups. From college societies to major-based clubs to activist groups, and everything in between, we are immensely proud of the diversity these groups represent. For a list of groups, visit [USSUhub](#) and select ‘Browse Campus Groups’ from the left-hand side of the screen. Many groups continue to work on their applications, so we expect to see an even higher number in the closing months of the winter term.

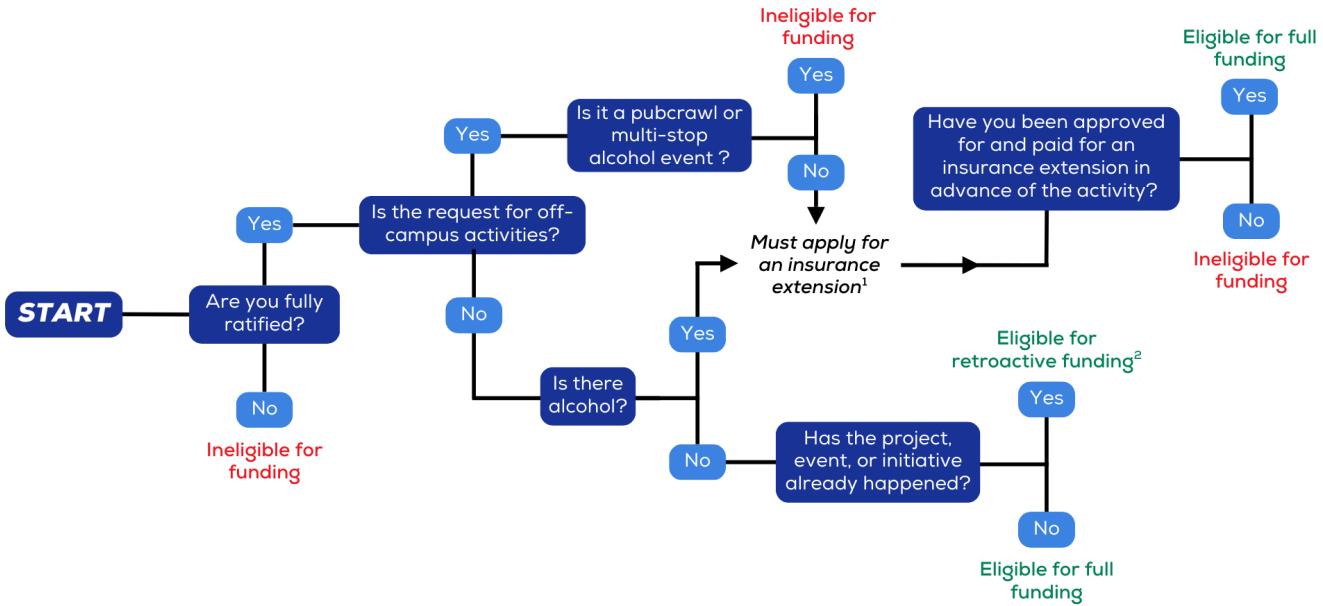
December was a relatively slow month as students completed their final projects and exams. As a result, the total amount of funding we approved is significantly lower than in previous months. Despite this, I want to draw attention to the following:

- \$1,625.25 was approved in Projects & Initiatives funding, supporting operations and events for groups
- \$1,000 was approved in Executive Sponsorship for projects and initiatives that align closely with the goals of the USSU Executive Committee
- Despite low approval amounts for December, over \$4,000 remains in approved, but unclaimed funds. This funding was either for events that occurred after this report’s cutoff or before a group’s reimbursement request deadline

December also saw minor policy changes to better reflect the needs of campus groups. The most important of these was providing Constituency Groups (i.e., a group which represents all students enrolled in their college, all international students or all Indigenous students) with one additional room booking per week. This was sparked by concerns from our medical students, who face a lack of available space in their building and must compete with dozens of subject-adjacent groups for rooms. Constituency Groups are still bound by the eight-hour total booking limit per week to ensure relative fairness amongst all groups.

I have also been hard at work developing a cheat sheet for groups to ensure funding eligibility is as clear as possible. See below:

USSU Funding Eligibility Chart



This chart is **not comprehensive**. Being eligible for funding does not guarantee approval. The USSU reserves the right to deny requests that do not meet the full eligibility criteria set out in the respective funding and insurance policies available at ussu.ca/bylaw.

1. Events at Louis' or Louis' Loft are eligible for funding without an insurance application
2. Retroactive funding covers up to 50% of receipted expenses, if approved

USSU Operations

I am working closely with my colleagues to prepare the USSU's 2026-27 student fees and budget. No additional fees will be introduced, and the fees are to be reviewed by University Students' Council in the coming week. Should students have concerns about the USSU's fees, please share with them that they are welcome to attend the Students' Council meeting, where they will be reviewed and approved. The meeting will be held on Thursday, January 29 at 6:00 PM in the Roy Romanow Students' Council Chamber.

As we continue planning for our annual operating budget, we will be sure to share similar opportunities for students to understand where their money is going.

Meetings and Advocacy

The USSU has largely completed its Advanced Education Lobbying Document. To be shared with the Minister of Advanced Education, this document outlines some of the USSU's highest priorities for supporting advanced education in Saskatchewan. The document will be shared once it is fully completed and edited.

Respectfully submitted,



Owen Deis

Vice-President (Operations & Finance)
University of Saskatchewan Students' Union

Vice-President Academic Affairs

This month has focused on supporting institution-wide academic initiatives through a student-centred implementation lens. As assessment policy, teaching effectiveness, accessibility planning, and undergraduate research continue to advance at the university level, the work of this portfolio has concentrated on how these initiatives are introduced, communicated, and experienced by students in practice. Ensuring that institutional frameworks translate into clear, navigable academic experiences remains a central priority.

Assessment Policy Implementation, Planning, and Teaching Transparency

Work related to assessment policy during this period has focused exclusively on implementation planning. With revisions and conceptual development complete, current efforts are directed toward determining how assessment policy changes will be rolled out across the institution in a clear, consistent, and student-understandable way. This includes planning communication strategies, identifying appropriate timelines, and considering how students will be supported in understanding revised assessment practices as they come into effect.

Student experiences continue to demonstrate that clarity around assessment expectations, grading practices, and academic processes is essential to student confidence and fairness. As a result, implementation planning has emphasized the importance of aligning policy communication with student-facing resources, course-level guidance, and consistent messaging across colleges. This work is closely connected to broader efforts to strengthen transparency in teaching and learning, ensuring that academic expectations are clearly articulated and accessible to students.

Accessibility and Inclusive Pedagogical Design

Accessibility planning has continued with a focus on pedagogical settings, emphasizing inclusive course design and assessment structures that reduce barriers for students. Student feedback highlights that accessibility is often shaped by how courses are structured, how expectations are communicated, and how flexibility is incorporated into learning environments.

Current work integrates accessibility considerations into teaching effectiveness and assessment planning, reinforcing inclusive design as a foundational component of academic quality. This approach supports a wide range of learning needs while contributing to more consistent and equitable academic experiences across the university.

Undergraduate Research Strategy and Student Engagement

Undergraduate research remains a key area of focus, with current efforts centred on strategic planning and direct student engagement. Work in this area has emphasized improving the visibility of research opportunities, clarifying pathways for student participation, and supporting students who are exploring research involvement for the first time.

Planning for the upcoming USSU Undergraduate Research Symposium has underscored the role of research engagement in supporting student learning and academic development. The symposium provides an opportunity to showcase student research while also serving as an entry point for students interested in learning more about undergraduate research opportunities across disciplines.

Scholarships and Context-Aware Adjudication

Work related to scholarships and awards during this period has emphasized the importance of being mindful of students' circumstances during adjudication. Many students navigate complex personal, financial, and academic challenges that may not be fully reflected in traditional measures of achievement. A context-aware approach to adjudication supports fairness, equity, and student well-being, particularly for students experiencing crisis or significant barriers. This work reflects a broader commitment to ensuring that academic recognition and financial support processes are responsive to students' realities and aligned with the institution's values of access and equity.

Looking Ahead

Looking ahead, attention will turn to upcoming opportunities to highlight student achievement and academic engagement, including the USSU Undergraduate Research Symposium on February 25, 2026, and the Excellence Awards ceremony in March. These events provide meaningful opportunities to celebrate student scholarship, teaching excellence, and the collaborative academic community that supports learning and research across the university.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Norah Jacob".

Norah Jacob

Vice-President (Academic Affairs)
University of Saskatchewan Students' Union

Vice-President Student Affairs

Events

The start of another term means another USSU Welcome Week! For the first week of January, the USSU hosted our annual Skate Night at Brunskill School Outdoor Rink, Ask-A-Tune Music Trivia, an Ice Age Movie Night, and a Speed Friending event in collaboration with the International Student and Study Abroad Centre. These events were well attended and had our team excited for student energy in the term to come. We are also hosting our second Style Swap of the year, an opportunity for students to donate and take clothing for free. Our final event for the month is a student talent show on January 31st. We have many fun events planned for the rest of the semester and look forward to further student engagement.

Prince Albert Supports

We continue to engage students from our Prince Albert campus, attending another Talk to Us Tuesday event on January 20th. As our USSU Centres are only at the Saskatoon campus, we use these events to transport and distribute some of our most-used resources, including pregnancy tests, condoms, and menstrual products. This month, we were also able to budget for a small expanse of our Help Centre's Prep Hub on the PA Campus. We ordered 4 NCLEX-RN prep books and 2 LSAT prep books, with plans to also provide MCAT prep books in the future. Students appreciated these resources, and we hope to continue meaningful engagement with our northern students.

University Students' Council

Both University Students' Council sub-committees chaired by the Vice-President Student Affairs, have met in January to continue planning events and initiatives for the upcoming year. The Student Life and Sustainability Committee is currently working on developing the USSU's involvement with the student body by collaborating on different events throughout February. The International Student Advisory Committee is in the process of planning a drop-in style event for students to have assistance with developing their resumes and cover letters.

USSU Centres

In January, the USSU Women's Centre hosts Pro-Choice Awareness Week, a week dedicated to raising awareness and supporting students on women's reproductive health. Throughout the week, there will be tabling and a variety of events yet to be announced. The Pride Centre hosted A Safe Space to Swim on January 24, offering students a queer-friendly, safe space to be active and meet peers. In the first week of February, the Help Centre will host another Mental Health Awareness Week, with details provided soon.

Respectfully submitted,



Emily Hubick

Vice-President (Student Affairs)

University of Saskatchewan Students' Union