

AGENDA

University Council

Date: November 20, 2025

Time: 2:30-4:30 pm

Location: Convocation Hall (PMB 120) and Zoom

CALL TO ORDER

1. Tribute

- 1.1. Tribute to Professor Emerita Beth Bilson from the College of Law, presented by Martin Phillipson, Dean, College of Law.

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

- 3.1. Council Gazette

4. Minutes

- 4.1. Approval of Minutes – October 23, 2025

5. Academic Programs Committee

- 5.1. Request for Decision: Graduate Certificate in Large Animal Veterinary Specialty Internship
- 5.2. Request for Decision: Master of Science Accelerated Admission Pathway for Mechanical Engineering
- 5.3. Request for Decision: Forest Resources Certificate
- 5.4. Request for Decision: Undergraduate Certificate in Accounting for Decision Making

6. Governance Committee

- 6.1. Notice of Motion: Edwards School of Business Faculty Council Bylaws

7. Research, Scholarly and Artistic Work Committee

- 7.1. Item for Information: Responsible Conduct of Research Annual Report

8. Reports

- 8.1. President
- 8.2. Interim Provost and Vice-President Academic
- 8.3. Graduate Students Association (GSA)
- 8.4. University of Saskatchewan Student's Union (USSU)

9. Other Business

10. 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.

11. Adjournment

Next Council meeting is on December 18, 2025- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the December meeting is November 28, 2025. A full list of submission deadlines can be found [online](#).

ZOOM LINK:

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/93655033784?pwd=CVhuuDAW1BCEoYoDbfpn2yYWAfokPT.1>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/u/ad5xKSgHjR>

Join by Video Conferencing Device (SIP):

93655033784@zoomcrc.com

Meeting ID: 936 5503 3784

Passcode: 95914298

Telephone Passcode: 95914298

UNIVERSITY COUNCIL AGENDA MOTIONS

Date: November 20, 2025

ACADEMIC PROGRAMS COMMITTEE

5.1 Request for Decision: Graduate Certificate in Large Animal Veterinary Specialty Internship

Motion: It is recommended by the Academic Programs Committee that Council approve the Graduate Certificate in Large Animal Veterinary Specialty Internship, effective May 2026.

5.2 Request for Decision: Master of Science Accelerated Admission Pathway for Mechanical Engineering

Motion: It is recommended by the Academic Programs Committee that Council approve the MSc Accelerated Admission Pathway for Mechanical Engineering, effective May 2026.

5.3 Request for Decision: Forest Resources Certificate

Motion: It is recommended by the Academic Programs Committee that Council approve the Forest Resources Certificate, effective Fall 2026.

5.4 Request for Decision: Undergraduate Certificate in Accounting for Decision Making

Motion: It is recommended by the Academic Programs Committee that Council approve the Undergraduate Certificate in Accounting for Decision Making, effective Fall 2026.

GOVERNANCE COMMITTEE

6.1 Notice of Motion: Edwards School of Business Faculty Council Bylaws

Motion: 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.

USASK COUNCIL GAZETTE

Volume III, No. 1

November 20, 2025

USask Council & Governance Office Updates

A big welcome to the new Council and Council Committee members!



Fall Senate took place on
October 25th



Spring Senate scheduled for
April 25th, 2026



GAA scheduled for April 2nd, 2026

Welcome New Chancellor

USask Senate appointed the 17th Chancellor – Scott Banda. A USask alumnus, Banda has had a distinguished 32-year career, including 12 years as CEO of Federated Co-operatives Limited, and currently chairs the Canadian Football League's Board of Governors.

Banda is a lifelong supporter of USask and the community, recognized with multiple awards including the Queen Elizabeth II Platinum Jubilee Medal for Industry and Commerce.



He succeeds Grit McCreath, who served as chancellor since 2019 and was praised for her strong advocacy and leadership. Welcome, Scott!



Photo Credits: USask News

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Academic Programs Committee

The Academic Programs Committee (APC) is well into a busy and productive fall term, with several important initiatives already underway.

Dr. Paul Jones, Associate Professor in the School of Environment and Sustainability, is the new Chair of APC. Nominated by Council, Paul brings a wealth of experience from his previous committee work, and his deep knowledge of academic governance is already proving invaluable.

This fall, APC officially launched its new submission forms and clarified the approval process for curricular changes and proposals. The updated, streamlined process is now available to the campus community via the Governance Channel in PAWS, under the [Curricular Approval and Changes Page](#) — making it easier to navigate academic program proposals and changes.

So far, APC has reviewed a number of proposals, including admission changes, new pathways, and certificate programs, with more expected in the coming months as activity ramps up. Nancy Turner also joined a recent meeting to provide an update on the new Assessment and Course Delivery Policies, which are currently under development and will be coming forward in the new year.

In addition to proposal reviews, APC members will be learning more about the USask Academic Program Review Process, gaining insight into how programs are evaluated and supported across the university.



*For questions on APC, connect with Danielle at
danielle.rudulier@usask.ca, APC Committee Coordinator.*

Research, Scholarly, and Artistic Work Committee

The RSAW Committee has started the year with a clear sense of purpose and a continued commitment to supporting research and creative activity across the university.

Dr. Eric Lamb, Professor of Plant Sciences, has been nominated for a second term as Chair of RSAW. His leadership and deep understanding of the research landscape will continue to guide the committee's work effectively.

This fall, RSAW has been closely monitoring the research and funding implications stemming from recent leadership decisions in the United States. Members were reassured to learn that affected faculty and students are being kept informed and supported through these developments.

Looking ahead, the committee will be placing greater emphasis on the “AW” (artistic works) this year — a vital and vibrant part of the committee's mandate. This renewed focus aims to ensure that creative scholarship receives the attention and support it deserves.

At the upcoming November meeting, members will review the Responsible Conduct of Research Report, an important document that reinforces the university's commitment to integrity in research. The committee will also learn more about the Joint Governance Council in Academic Health Sciences and explore opportunities for collaborative use of RSAW infrastructure — a promising step toward more integrated and efficient support for research and scholarly work.

*For questions on RSAW, connect with Danielle at
danielle.rudulier@usask.ca, RSAW Committee Coordinator.*



Teaching, Learning, and Academic Resources Committee

The Teaching, Learning and Academic Resources Committee (TLARC) is off to a strong start this year, with several exciting initiatives underway. Dr. Ralph Deters, Professor in Computer Science, has been nominated for a second term as Chair of TLARC.

One of the major areas of focus this year is the ongoing work and consultation around the new Assessment and Course Delivery Policies — currently known as the Academic Courses Policy. Members of Council can expect to see this updated policy come forward in the new year, reflecting thoughtful input, broad engagement and support from multiple committees of Council.

TLARC is also forming working groups to explore several important themes:

- ❖ Teaching Effectiveness
- ❖ Artificial Intelligence (AI) in Teaching and Learning
- ❖ Implementation of the Assessment Policy (in collaboration with APC)

These groups will help guide meaningful conversations and practical strategies in each area.

Looking ahead to November, TLARC members will hear a presentation from the College of Agriculture and Bioresources on their experience implementing microcredentials — a growing area of interest in higher education. Additionally, the Career Centre will join the meeting to share insights on upskilling and what employers are looking for in USask graduates, helping to align academic offerings with evolving workforce needs.



For questions on TLARC, connect with Danielle at danielle.rudulier@usask.ca, TLARC Committee Coordinator.

Governance Committee

The Governance Committee has smoothly stepped into the new academic cycle, keeping things organized and on track as always.

Dr. Susan Detmer, Associate Professor in the Department of Veterinary Pathology, has taken on the role of Chair, following several years of service as a committee member. Nominated by the Nominations Committee, she brings familiarity to the role.

This fall, Governance has been busy reviewing and advancing Faculty Bylaws from several colleges, ensuring alignment and clarity across academic units. The committee also worked diligently to fill a vacancy on the Nominations Committee — a task that took a few tries but ended in success!

Looking ahead, Governance will continue its work by discussing proposed changes to the Council Bylaws, helping to shape the framework that supports effective academic governance at USask.

For questions on Governance, connect with Jordan at Jordan.sherbino@usask.ca, Governance Committee Coordinator.



Planning and Priorities Committee

The Planning and Priorities Committee (PPC) kicked off the academic year with great energy and a clear focus on key initiatives and university priorities.

Dr. Christian Willenborg, Department Head of Plant Sciences, has been nominated for a second term as Chair of PPC. His continued leadership brings valuable experience and consistency to the committee.

In early September, PPC hit the ground running with a recommendation to establish the BRIDGE Centre — an initiative designed to foster innovation and collaboration across campus.

Financial matters have been front and centre, with CFO Deidre Henne keeping PPC well-informed. She presented several key reports, including the Annual Financial Report, Strategic Investment Fund Adjudication (a refreshed approach to resource allocation), Q1 Financial Results, and a Financial Sustainability Update.

President Peter Stoicheff also joined PPC to outline the University's priorities for the year. These priorities serve as a guiding framework for the committee's discussions and recommendations.

Members had the opportunity to hear from Vice-Presidents Greg Fowler, Cheryl Hamelin, and Baljit Singh, who shared updates on their 2024–2025 progress and outlined their unit priorities for 2025–2026. It was a great way to stay connected with what's happening across the university.

We also welcomed Dr. Marjorie Delbaere in her new role as Acting Vice-Provost, Students and Learning. She provided an enrolment update and highlighted the university's robust reporting and analytics resources. Curious about how USask tracks its goals? Visit: [Reporting and Analytics - Leadership | University of Saskatchewan](#)

Finally, PPC engaged in thoughtful discussions around presidential transitional planning. Members were invited to share feedback on the relationships and activities they believe will be important for the incoming President — a meaningful step in shaping the future leadership of USask.



*For questions on PPC, connect with Danielle at
danielle.rudulier@usask.ca, PPC Committee Coordinator.*

Scholarships and Awards Committee

The Scholarships and Awards Committee is off to a thoughtful and focused start this fall, with several key updates already shaping the year ahead.

Dr. Jason Perepelkin, Associate Professor in the College of Pharmacy and Nutrition, has been nominated for a second term as Chair of the Scholarships and Awards Committee. His continued leadership brings valuable experience and consistency to this important work.

The committee convened in early October to get reacquainted and dive into discussions, including an overview of the new USask Entrance Scholarships, which have now replaced the former Guaranteed Entrance Scholarships. This shift reflects a more tailored approach to recognizing incoming student achievement.

Members were also briefed on a newly formed subcommittee tasked with reviewing the naming and terms of reference for the Best and Brightest awards — a key step in ensuring these prestigious awards continue to reflect the values and goals of the university.

As the calendar turns toward winter, the committee is preparing for its busy adjudication period in December and January, when award decisions will be made to support and celebrate student success across campus.

*For questions on S&A, connect with Alex at alex.beldan@usask.ca,
S&A Committee Coordinator.*



Nominations Committee

We are pleased to share that Dr. Reza Fotouhi, Professor of Mechanical Engineering, was nominated as the Chair of the Nominations Committee.

The Nominations Committee has been actively supporting governance across campus this fall. Highlights include filling vacancies on Council committees and appointing a member to the search committee for the Executive Director of the Global Institute for Food Security.

The committee also completed nominations for sessional lecturers to serve on the Academic Programs, Planning and Priorities, and Teaching, Learning and Academic Resources Committees, ensuring broad representation in academic decision-making. In addition, nominations were prepared for review committees evaluating the Dean of the College of Nursing and the Dean of the Western College of Veterinary Medicine.

Looking ahead, the committee will continue to appoint members to upcoming search committees, and in the new year, a call for interest will be sent out for those wishing to serve on Council committees.



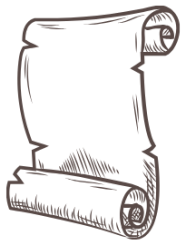
For questions on Nominations, connect with Danny at danny.freire@usask.ca, Nominations Committee Coordinator.



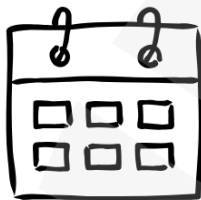
Ever Wonder How Items Make Their Way to Council?

It's not a mystery—it's a well-orchestrated game of delegation and teamwork!

Here's how it all comes together:



The *University of Saskatchewan Act, 1995* lays out what Council is responsible for. To get it all done, Council created eight committees, each with their own playbook (aka Terms of Reference) to guide their work.



In the summer, Lissa works her scheduling magic to set up **over 110** committee meetings. Yes, you read that right — 110!



Each committee has a coordinator who works with the Chair, plans the topics, invites guest speakers, and puts together the agenda packages.



From there, items discussed in committee meetings are brought to Council — either to share information or to make decisions.



And here's a fun fact: Council members like you can bring forward your own items for consideration! Just send them to the Executive Committee and voilà — your topic could be on the agenda!

Meet Your Council Support Team



Danielle Rudulier | Governance Officer

Danielle grew up in Saskatoon and considers the USask her home away from home, having spent more than half her life on campus. She earned both her Bachelor of Education and Master of Educational Administration degrees from USask.

Her campus career started with summer jobs that included everything from testing the (New) Banner system and filing papers in Admissions, to helping in Student Central and Convocation. She even gave up her gig driving the ball picker machine at Wilson's to dive into USask work life! After graduating, Danielle spent 18 years in the Registrar's Office, taking on a variety of roles some of which include coordinating Convocation, Examinations, and Space Booking. She later joined the Edwards School of Business as Student Services Manager before landing in the Governance Office in 2023, where she serves as Council Coordinator. Outside of work, Danielle loves crafting and baking—and runs a small side business that allows her share her creativity with others.

Danny Freire | Governance Officer

Danny is a higher education professional with over 15 years of experience in student recruitment, strategic enrolment management, registrar services, and governance. Originally from Ecuador, Danny began his career in international education, living in Osaka, Japan and Shanghai, China before joining the University of Saskatchewan. He played a key role in supporting Latin American students in choosing Saskatchewan's cold climate and USask as their academic home. He also supported the implementation of the Relationship Management System (RMS) at the University. He later served as Director of Enrolment Services and Registrar at Saskatchewan Polytechnic, leading modernization initiatives like digital credentials (MyCreds) and Customer Relationship Management (CRM) implementation.

Now in the Governance Office at USask, he supports Senate - *the university's window on the province and the province's window on the university* and policy development processes. A proud girl dad with a secret superpower: he can braid hair (somewhat!) and multilingual communicator in - Spanish, English, Japanese, French, Portuguese, Norwegian (table manners), and a touch of Mandarin.



Meet Your Council Support Team

Jordan Sherbino | Governance Officer

Jordan (he/him) was born and raised in Biggar, Saskatchewan and came to Saskatoon to attend USask. After taking a few different majors out for a test drive, he graduated with a bachelor's degree in political studies before moving to Victoria to pursue a master's where his research focused on the intersection of Canadian constitutional politics and the politics of redress. He's also currently pursuing an MBA through Edwards (only 11 classes to go!).

Throughout his career, he's worked in the fields of governance, policy development, Indigenous engagement, communications, project management, and political advising. Jordan lives in Riversdale with his fiancé, Mitchell. He enjoys curling, baking, reading fantasy books, and convincing himself that he also likes going to the gym.



Lissa de Freitas | Administrative Assistant

Born and raised in Saskatoon, Lissa is a proud first-generation Brazilian-Canadian. A self-described "city girl," she unexpectedly found her way into agriculture, which led to part-time work in the Department of Soil Science while pursuing a B.Sc. in Agribusiness at USask. Before joining the Governance Office, Lissa gained valuable experience at Dow AgroSciences and Bayer CropScience, building a strong foundation in canola breeding, chemical efficacy research, and regulatory archiving. Her role as Archivist allowed her to support data integrity via Health Canada's Pest Management Regulatory Agency (PMRA) and OECD guidelines for crop protection product submissions.

Fluent in Portuguese, Lissa travels to São Paulo whenever possible to visit family. Outside of work, she enjoys cheering on her twin five-year-old boys at their sports games, practicing yoga, or spending time on the lake fishing.





Winter Reads

Into Thin Air | Sebastian Junger
Little Women | Louisa May Alcott
The Frozen River | Ariel Lawhon
The Great Alone | Kristin Hannah

SPOT 5 DIFFERENCES



HOLIDAYS IN THE CITY

Saskatoon truly comes alive during the holiday season, offering plenty of festive outings for those staying close to home. Whether you're looking for twinkling lights, cozy markets, or outdoor fun, the city has something for everyone to enjoy over the holiday season.

BHP Enchanted Forest

It wouldn't feel like the holidays without a visit to the Enchanted Forest, one of Canada's most spectacular drive-through light displays. Pile into the car with family or friends, sip on some hot cocoa, and enjoy millions of dazzling lights synchronized to classic holiday carols on the radio. A magical tradition for kids and adults alike!

Glow Saskatoon

Step inside a winter wonderland at Prairieland Park, where Glow Saskatoon transforms the space into a sparkling indoor holiday festival. Wander through light tunnels, explore themed displays, shop at the holiday market, and keep little ones entertained with interactive play zones and activities. It's the perfect spot to escape the cold and soak up the holiday cheer.

Black Fox Farm & Distillery

If you're in the mood to get crafty, Black Fox Farm & Distillery offers festive workshops where you can create your own holiday wreaths or centerpieces with fresh greens. Their cozy, rustic setting makes it a great outing for friends or family looking to make something special together. While you're there, browse their gift shop for local spirits, seasonal décor, and unique holiday gifts.

Cameco Meewasin Skating Rink

Bundle up and head downtown for a classic winter activity at the Cameco Meewasin Skating Rink beside the Bessborough Hotel. With festive lights strung overhead and free skate rentals available, it's the perfect way to embrace the season. Whether you're a seasoned skater or just out for a glide, the rink is a Saskatoon holiday must-do.



Photo Credits: Discover Saskatoon

Holiday Performances

Enjoy a festive night out with Saskatoon's vibrant arts scene. The **Saskatoon Symphony Orchestra** offers magical holiday concerts filled with seasonal classics, while **Persephone Theatre** brings heartwarming productions to the stage, perfect for a family outing or a special date night. Together, they provide the perfect mix of music and theatre to celebrate the season.

MEETING MINUTES

University Council

Date: October 23, 2025

Time: 2:30-4:30 pm

Location: Convocation Hall (PMB 120) and Zoom

CALL TO ORDER

The meeting was called to order at 2:32 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.

1. AGENDA

1.1. Adoption of the Agenda

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

CARRIED

2. CHAIR'S OPENING REMARKS- Dr. Vicki Squires, Council Chair, College of Education

Chair Squires welcomed members to the October meeting noting the People Around the World (PAW) conference taking place today and tomorrow. The theme of this year's conference is about shared perspectives and data-driven solutions to support communities locally and globally.

The President's Executive Committee and Council Chairs Executive held their monthly breakfast meeting, where they discussed the Joint Governance Council (JGC) in the Academic Health Sciences. Interim Provost Dr. Patti McDougall provided an overview of the evolving governance structure, designed to promote collaboration across Health Sciences—an approach that reflects the original intent behind the Academic Health Sciences building.

3. MINUTES

Motion: (Jones/Singh): That the minutes of September 25, 2025 be approved as circulated.

CARRIED

4. BUSINESS ARISING

4.1 JCCP Annual Report

Dr. Scott Walsworth presented the annual report from the Joint Committee on Chairs and Professorships. Dr. Walsworth mentioned that JCCP is undergoing a process to improve the support they provide as a committee to Council and the Board.

There were no questions.

4.2 Recording Meetings for Minutes

Chair Squires noted that information was circulated in the agenda package. There were no concerns or questions brought forward from Council or the Committee Chairs; therefore, a motion was carried by the executive to endorse this practise which we will begin at today's meeting.

There were no questions.

5. GOVERNANCE COMMITTEE

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

5.1 Request for Decision: College of Medicine Faculty Bylaws

Information is in the agenda package.

A Council member raised a concern that individuals who are not members of the General Academic Assembly (GAA) should not be granted voting rights on Faculty Councils, noting that previous interpretations of the bylaws had excluded certain categories from voting roles. It was clarified by the Vice Provost, Faculty Relations that the non-medical faculty have academic appointments; therefore, these bylaws would not be expanding the voting rights in a concerning way.

In addition, it was noted that as part of the "one faculty model", inclusion of medical faculty was deemed essential, particularly considering accreditation requirements for medical education programs. Representatives from the College of Medicine emphasized that faculty involvement in governance is critical for meeting accreditation standards and ensuring that decision-making processes reflect the expertise and contributions of all faculty.

Motion (Detmer/Bell): It is recommended by the Governance Committee that Council approve the changes to the College of Medicine Faculty Council Bylaws, effective immediately.

CARRIED

Abstentions: Zello, Mousseau, Freywald, Singh and Finnie

5.2 Request for Decision: Nomination for Nominations Committee of Council Vacancy

Information is in the agenda package.

There were no nominations from the floor or questions.

Motion (Detmer/Bell): It is recommended by the Governance Committee that Council approve the nomination to the nominations committee effective immediately.

CARRIED

6. NOMINATIONS COMMITTEE

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

6.1 Request for Decision: Council Committee Vacancies

Information is in the agenda package. There were no nominations from the floor or questions.

Motion (Fotouhi/Noppen): That Council approve the nominations described in the attached report, effective October 23, 2025.

CARRIED

6.2 Request for Decision: Nomination to the Review Committee of the Dean of the Western College of Veterinary Medicine

Information is in the agenda package. There were no nominations from the floor or questions.

Motion (Fotouhi/ Noppen) That Council approve the nomination of Trever Crowe to the review committee for the Dean of the Western College of Veterinary Medicine.

CARRIED

Abstention Nolan

6.3 Request for Decision: Nomination to the Review Committee of the Dean of the College of Nursing

Information is in the agenda package. There were no nominations from the floor or questions.

Motion (Fotouhi/ Noppen) That Council approve the nomination of Joel Lanovaz to the review committee for the Dean of the College of Nursing.

CARRIED

7. REPORTS

7.1 President

President Stoicheff began by expressing gratitude to the university community and emphasized the importance of acknowledging the contributions of students, staff, and faculty. He highlighted the induction of four faculty members into the Royal Society of Canada, with a celebratory gala planned in Montreal. The university also celebrated 124 student-athletes who achieved Academic All-Canadian status, and the women's basketball team's national championship which will be honoured with a banner-raising ceremony.

President Stoicheff mentioned the upcoming Fall Convocation on November 12th, which will include the installation of the new Chancellor and recognition of academic achievements. Lastly, he discussed the renewal of a four-year Memorandum of Understanding with the provincial government, which ensures funding stability and limits tuition increases, expressing optimism about the university's future and its commitment to public accountability and engagement.

There were no questions.

7.2 Interim Provost and Vice-President Academic

Interim Provost Patti McDougall expressed her appreciation for the opportunity to serve in this leadership role. She announced upcoming searches for three senior positions: Dean of Law, Dean of Pharmacy and Nutrition, and the Executive Director of JSGS, with council involvement in the selection process.

Dr. McDougall mentioned the anticipated loss of 500 international students, mostly graduate-level, noting the financial and academic impact on the university, as well as the diminished cultural diversity and global engagement on campus. She emphasized the importance of international students in enriching the campus experience, especially for domestic students who may not travel abroad.

Strategic enrolment planning is underway and will align with broader university planning starting in January under the incoming president. She also mentioned the upcoming town hall on November 26, led by CFO Deidre Henne, to discuss financial challenges and opportunities, and encouraged continued engagement and questions from the university community.

There were no questions.

7.3 Graduate Students Association (GSA)

GSA President Palash Roy provided an update on recent activities noting that the Graduate Voices Initiative is getting positive feedback from students. President Roy highlighted upcoming events and engagement activities aimed at increasing student involvement. He concluded by expressing the commitment to continued collaboration and improvement.

The full report can be found in the agenda package.

There were no questions

7.4 University of Saskatchewan Student's Union (USSU)

USSU President Emma Wintermute noted that the USSU focused this month on student advocacy, equity, diversity, inclusion, and campus engagement. Key efforts included pushing for updates to the sexual violence response policy, supporting student leadership development, and promoting human rights and anti-discrimination initiatives.

The USSU ratified 133 student groups, hosted collaborative events, and worked on improving academic integrity processes across colleges. The Teaching Excellence Awards were launched to celebrate outstanding instruction. Sustainability was also a major theme, with events promoting environmental awareness and access to affordable food. The USSU continued supporting identity-based advocacy, including LGBTQIA+ and pro-choice initiatives.

The full report can be found in the agenda package.

There were no questions.

8. OTHER BUSINESS

There were none.

9. Question Period

A member made a comment to Council on the importance of creating opportunities from an international perspective and acknowledged the value of learning from local cultures. Many people in the province have limited exposure beyond their communities, which makes the integration of local international perspectives particularly meaningful.

The Chair mentioned that this ties in with the Partnerships aspect of the University Priorities.

10. Adjournment

(Detmer): The meeting was properly adjourned at 3:32pm

ITEM FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: November 20, 2025

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Graduate Certificate in Large Animal Veterinary Specialty Internship

MOTION

It is recommended by the Academic Programs Committee that Council approve the Graduate Certificate in Large Animal Veterinary Specialty Internship, effective May 2026.

CONTEXT AND BACKGROUND

The College of Graduate and Postdoctoral Studies is proposing a new Graduate Certificate in Large Animal Specialty Veterinary Internship. This new program will establish a formal certificate that recognizes and underscores the academic nature of the existing clinical training programs in Large Animal Clinical Sciences. While providing graduates with a formal credential, the establishment of this certificate may also facilitate the immigration processes for non-Canadian applicants and will further align programming in the Large Animal Clinical Sciences and Small Animal Clinical Sciences departments.

CONSULTATION

The College of Graduate and Postdoctoral Studies submitted a proposal to the Academic Programs Committee (APC) on October 29, 2025. The Academic Programs Committee reviewed the proposal and asked for clarification on the Veterinary Internship & Residency Matching Program (VIRMP) work authorization requirements given that interns will now be graduate students. Following the meeting, the proponents confirmed that Canadian work authorization is not required to **apply** for VIRMP, however, it is the responsibility of the applicant determine if there were anything that would prevent them from being eligible for Canadian work authorization. The proposal was updated to reflect this clarification. APC voted in favour of this proposal.

ATTACHMENTS

1. Graduate Certificate in Large Animal Veterinary Specialty Internship Proposal

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Graduate Certificate in Large Animal Specialty Veterinary Internship

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Executive Summary

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: October 2, 2025

Re: Graduate Certificate in Large Animal Specialty Veterinary Internship

The College of Graduate and Postdoctoral Studies is recommending approval of a new Graduate Certificate in Large Animal Specialty Veterinary Internship. This new program will establish a formal certificate that recognizes and underscores the academic nature of the existing clinical training programs in Large Animal Clinical Sciences. While providing graduates with a formal credential, the establishment of this certificate may also facilitate the immigration processes for non-Canadian applicants and will further align programming in the Large Animal Clinical Sciences and Small Animal Clinical Sciences departments.

The goal of this new program is to further enrich and expand the student experience and enrich clinical training opportunities. Applicants will apply to the program after being matched to USask via the Veterinary Internship and Residency Matching Program (VIRMP), bringing in a diverse pool of applicants from around the world. The proposed date of implementation is May 1, 2026.

The Graduate Programs Committee reviewed the proposal at their meeting on September 15, 2025, and had a fulsome and positive discussion with the proponent. The committee emphasized the need for formalizing this program into a graduate certificate and recommended minor edits to clarify the selection process and course evaluation and length. Through discussion the proponent determined it would be beneficial to add the requirement of ethics courses to the program and updated the proposal accordingly. The committee unanimously recommended the proposal for approval with the following motion:

MOTION: To recommend approval to the Academic Programs Committee of Council of the new Graduate Certificate in Large Animal Specialty Veterinary Internship, including two new courses, VLAC 825.3 Clinical Practice Specialty Internship I and VLAC 826.3 Clinical Practice Specialty Internship II conditional on recommended revisions made to the proposal for clarity. **Ferrari/EI-Aneed – CARRIED unanimously**

Attached please find the proposal for the Graduate Certificate in Large Animal Specialty Veterinary Internship

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: Certificate of Specialty Internship in Large Animal Veterinary Medicine

Degree(s): Graduate Certificate in Large Animal Specialty Veterinary Internship

Field(s) of Study:

Level(s) of Concentration:

Large Animal Medicine
Large Animal Surgery
Theriogenology
Equine Field Service
Food Animal Field Service

Option(s): Specialty related

Degree College: College of Graduate and Postdoctoral Studies

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

Dr. Murray Jelinski, Professor and Interim Department Head Large Animal Clinical Sciences;
murray.jelinski@usask.ca; 306-966-7166

Proposed date of implementation: May 1, 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.*

The Western College of Veterinary Medicine has been offering one-year experiential clinical training programs ("Internships") to graduate veterinarians for over 50 years. Internships have been offered in the departments of Pathology, Small Animal Clinical Sciences (SACS) and Large Animal Clinical Sciences (LACS). While these internships prepare DVMs with additional

training for private practice, most interns enroll because it is a step along the pathway to furthering their careers in combined clinical residency/graduate degree training programs, leading to board certification in a specific specialty (e.g. surgery, medicine, etc.).

In 2016, the Department Heads for SACS and LACS jointly submitted to the Planning and Priorities Committee of Council a Notice of Intent for New Programs titled Post Graduate Certificate of Proficiency Internship in Veterinary Clinical Sciences. Subsequently, SACS continued the process, which resulted in two internship programs: a Graduate Certificate in Small Animal Rotating Veterinary Internship and a Graduate Certificate in Specialty Internship in Veterinary Medicine. LACS, however, elected to forgo creating CGPS recognized formal internships but continued to offer both rotating and specialty internship programs. LACS no longer offers a rotating internship, preferring to provide specialty internships in Large Animal Surgery, Large Animal Medicine, Theriogenology, Equine Field Service, and may in the future offer an internship in Food Animal Field Service.

Currently interns are paid as employees despite attending special seminars, learning advanced clinical skills, and receiving formal feedback on case management. LACS is seeking to establish a formal certificate program that recognizes and underscores the academic nature of the clinical training programs. This recognition will provide the students with a formal credential, which may also facilitate the immigration processes for non-Canadian applicants as they will be eligible for student visas. Furthermore, this will align the LACS and SACS internship programs, specifically both departments offering a formal internship program.

- 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.*

The WCVM's Strategic Plan outlines four main Goals, of which two encompass the training of interns. Goal 3 – Enrich and expand the student experience, identifies the need to “Enhance clinical experiences for Doctor of Veterinary (DVM) students, clinical interns and residents”. Goal 4 – Advance and promote our clinical expertise, training, and outreach, references the need to “Enrich clinical training opportunities”. These stated goals reaffirm the College's commitment to the training of interns, both foreign and domestically trained DVMs. This inclusivity is embodied within one of the University's key Priorities and Initiatives, specifically, Equity, Diversity and Inclusion.

The experiential clinical program offered by LACS has always been an important component for training postgraduate DVMs. Specifically, it promotes and supports interest in advanced clinical and research training. This is in keeping with one of WCVM's key mandates, to train veterinary specialists for Western Canada. The experiential nature of the program allows the interns to learn advanced knowledge and clinical skills by participating in the management of clinical cases from the Veterinary Medical Centre under the supervision and mentorship of the faculty specialists. Formalizing this program as an academic program recognizes the academic merit of the internship within the veterinary profession and provides recognition for the faculty who devote a significant effort to providing this training. It also facilitates the immigration process for international applicants.

LACS obtains many of its interns via the Veterinary Internship and Residency Matching Program (VIRMP), which is administered by the American Association of Veterinary Clinicians (AAVC). Briefly, the VIRMP allows applicants from around the world to simultaneously apply to multiple North American veterinary colleges. Faculty then rank the students, and the VIRMP matches the students to the institutions. Applicants may also apply directly to the LACS department and are selected through an interview process, which is generally the case for the equine field service interns. Applicants then apply for admission to the College of Graduate and Postdoctoral Studies.

Everyone benefits from having access to a diverse pool of applicants who come from veterinary colleges from around the world. Many of these interns will either stay to complete a residency program or match with residencies at other universities. The diversity of applicants ensures a diversity of knowledge and practice that benefits not only the candidates but our undergraduate students, fellow interns and residents, faculty and the broader veterinary community.

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

Enrollment is limited and there is no specific student demographic for which the program is targeted. LACS typically takes four new interns per year, with most being international except for the equine field service intern, who is usually a Canadian graduate. All international students come via the VIRMP.

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

An internship program is the first step for graduate veterinarians (i.e. DVMs) wanting to pursue specialty training and board certification. Similar specialty internship programs are offered at other veterinary colleges in North America. Within Canada, specialty internships are offered at the WCVN, Ontario Veterinary College, and the Atlantic Veterinary College. Establishing a certificate program means the students will be recognized as graduate students rather than employees, which currently makes LACS unique amongst veterinary academic institutions. Conversion to an academic program will also facilitate the immigration process ensuring access to the best international applicants.

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*

The department of Large Animal Clinical Sciences selects all candidates prior to admission to the College of Graduate and Postdoctoral Studies (CGPS). Application may be made directly to the department or through the VIRMP. Regardless of the route of application, candidates must meet the following criteria:

Admission requirements

Applicants must be accepted for an internship to be eligible for admission to the certificate program.

- A Doctor of Veterinary Medicine (D.V.M.) or equivalent degree from a recognized college or university.
- A cumulative weighted entrance average of at least 70% (USask grade system equivalent). The cumulative weighted average will be calculated based on the most recently completed graduate-level degree or 60 graded credit units (i.e., the last two years of full-time graded coursework) at the time of application.
- Eligibility for licensure with the Saskatchewan Veterinary Medical Association, which is a requirement to practice veterinary medicine in Saskatchewan.
- Language Proficiency Requirement: Proof of English proficiency may be required for applicants to graduate programs.
 - o 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,
 - o Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.

b. *What are the selection criteria –*

Multiple criteria are used to rank and select applicants beginning with a ranking of their average grades. Three references are required and then assessed prior to interviewing the applicants. A combination of grades, education history (place of DVM training), references, and performance during the interview is used to rank the candidates.

The VIRMP platform requires the following information from each applicant:

- Name
- Contact information - address, email, phone number
- Eligibility for US Work Authorization and/or Canada Work Authorization
- Veterinary Degree and College
- Class size, rank, official transcripts and GPA
- Personal Statement/Letter of Intent (Career goals, relevant skills and experiences, understanding of the demands of the program, how program aligns with their goals)
- CV (education, work experiences, research experience leadership roles, veterinary work experiences and extracurricular activities)
- References - minimum three preferably from board-certified faculty member/professors, individual known within the field, general practitioners and junior faculty are not recommended

Members of each service will review the applications and create a short list of who they want to interview. The rankings are very much at the discretion of each service and individual faculty members. Some members will put more or less emphasis on class rankings, GPAs, reference letters or college of graduation. What is important is that there is agreement within the service on who they want to interview.

There is no standard set of interview questions used by all services, but each service asks the same set of questions of each applicant. The interview is used to identify strengths/weaknesses identified in the application or that arise during the interview. It also affords both the candidate and faculty to assess whether they are a good 'fit', can they work together, which is a major consideration given the close working relationship that is needed over the internship period.

While the selection process has structure, there is no specific weighting given to each metric under review (grades, experience, learning goals, etc.). The initial screen primarily identifies people who are not suited for the program whereas the interview identifies those who have the potential to thrive within the program.

c. What are admission categories –

Not applicable.

d. What are the admission models –

Not applicable.

e. Intake

Generally, four interns are admitted each year, which are allocated across the different services (medicine, surgery, theriogenology, and equine field service). All internships are for one year and no transfer students are accepted.

f. What are the application process and timelines –

Applications open in September per standard CGPS procedures.

g. Which office will manage the admission process –

LACS recommends students for admission to CGPS.

h. Marketing and Promotion of New Program –

Changes in our internship program will be noted in the VIRMP postings. Promotion may also be done by Individual faculty members who have access to relevant discipline specific Listservs or websites.

i. Admissions Appeal – what will this process be.

Admission appeals are managed through CGPS.

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

Transfer credits are not applicable.

Description of the program:

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

Curricular objectives are achieved through experiential learning opportunities in addition to participation in graduate courses. Experiential learning is delivered through clinical duties in the Veterinary Medical Centre.

The curricular objectives are for the intern to demonstrate competency in:

1. Performing an accurate and comprehensive patient assessment
2. Formulating diagnostic and treatment plans
3. Amending treatment and diagnostic plans based on evolving patient information, prognosis, and client resources
4. Maintaining accurate and timely medical records and billings

5. Technical veterinary skills in the related specialty
6. Communicating with colleagues, medical team members, and referring veterinarians
7. Communicating complex and potentially upsetting information to the client
8. Demonstrating professionalism, compliance with legal and regulatory requirements, and ensuring safety in the workplace

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.

Experiential learning occurs while on clinical service where the student is engaged in managing a variety of clinical cases. Students are expected to devote the majority of their time to the primary specialty service but may obtain permission from their supervisors to participate in other services.

Students come to the program with varied backgrounds, knowledge, skills, and interests. The program is designed to actively engage the students in the learning process and to enhance their professional competencies and practices. Learning occurs through direct experiences in real clinical situations. The student works under direct and indirect supervision provided by veterinary specialists. Students are also engaged in self-directed learning and must take responsibility for gaining additional knowledge through independent study, investigation of relevant literature, and practicing technical skills.

c. Provide an overview of the curriculum mapping.

The program requires completion of 9 credit units of graduate courses:

Required 6 credit units of core courses:

- VLAC 825.3 Clinical practice: Specialty Internship I
- VLAC 826.3 Clinical practice: Specialty Internship II

Additional 3 credit units include any graduate level course

Required Non-Credit courses include:

- VLAC 990.0 Seminar Series
- VLAC 980.0 Clinical Practice Interns
- GPS 960.0 Introduction to Ethics and Integrity
- GPS 962.0 Ethics and Integrity in Animal Research

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

These opportunities are encountered daily within the program through the experiential learning process, which involves supervised clinical case evaluation and management. Critical thinking is the cornerstone to taking a history from the client, performing a clinical examination, requesting ancillary diagnostic testing, and then synthesizing all this information into a diagnosis and treatment plan.

e. Explain the comprehensive breadth of the program.

The program is focused on the development of clinical knowledge and skills, which exceed those of an entry-level veterinarian within a specific specialty (e.g. Large Animal Internal Medicine, Large Animal Surgery, Equine Field Service, Theriogenology and Food Animal Field Service). At the completion of the 1-year internship, the students should be academically prepared for a residency program. Additional training such as in communication occurs in the experiential learning environment (supervised client interactions) and the formal seminar series (VLAC 990).

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.

The Pursuit of Truth and Understanding

Central to this Pursuit is the need to be a critical thinker who is open to different methods of learning (independently, experientially, collaboratively), as well as being flexible and open-minded. This internship program embodies this pursuit. Students are encouraged on a daily basis in their experiential learning environment to be critical thinkers, and they are required to study independently as well as collaboratively with their fellow students and supervising clinicians. Each client interaction requires them to maintain an open mind and to be flexible in how they manage both client and patient.

The Pursuit of Knowledges

The primary reason for students to enroll in an internship is to gain knowledge that is above and beyond what is obtained during their undergraduate DVM program. They will be immersed in their chosen specialty, providing the opportunity to become competent in their field of study. And in order to thrive in the program, they will need to learn to be act professionally and respectfully to all individuals – colleagues, fellow students, clients, and support staff.

The Pursuit of Integrity and Respect

There is an expectation that all the employees of the WCVN's Veterinary Medical Centre exercise intellectual integrity and ethical behaviors. Veterinarian's moral and ethical boundaries are frequently tested and hence it is critical that students have a clear understanding of these boundaries. Not only are their reputations being tested, but their actions are also reflective of the VMC and the College. Thus, they must be aware of the limits

of their knowledge and skills. The clinical experiential environment provides an ideal venue in which to develop self-awareness and integrity.

The Pursuit of Skills and Practices

The pursuit of skills, practices and knowledge is the essence of the internship program. Students will learn to apply the clinical knowledge that they gain from self-directed learning, rounds, and in the clinics. They will then learn to effectively communicate their findings to their colleagues, supervisors, and clients. And these interactions must be conducted in an ethical and legal manner, while respecting the diversity of opinions and experiences of those with whom they interact.

Individual and Community Pursuits

The WCVI has been training interns for decades, many of which go onto residency programs at other institutions and ultimately become board certified. It is in the formative stage of this process (i.e. internship) that they develop the confidence and sense of purpose to continue in their pursuits of higher education. Ultimately, they will become skilled veterinary practitioners who will enter into private practice or more academia where they will become the future educators for the next generation of interns and residents.

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

Students cannot transfer into this program.

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

The VIRMP matching program requires that the participating institutions rank each candidate, with the students doing the reciprocal and ranking which institution they most preferred. The fact that we continue to recruit a full complement of interns each year is testament to our international reputation. In addition, we also receive direct feedback through the VIRMP program.

- 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.*

Accreditation and certification are not available.

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?*

The program is a formal recognition of the Veterinary internship program that has existed in the Large Animal department for over 50 years. Small Animal Clinical Sciences (SACS) provides a similar internship program that is specific to training in small animal disciplines. Similar large animal medicine and surgery programs are also offered by other accredited veterinary colleges in North America. Completion of this or similar programs at accredited institutions is a common pre-requisite for specialty residency training toward board certification by specialty colleges. It is not unusual for an intern to continue their training within the WCVI as a resident.

- 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.*

Each service (Large Animal Medicine, Large Animal Surgery, Theriogenology and Equine Field Service) contributed to the drafting of the documents associated with this application. The LACS department voted in favour of the proposal, which was then voted upon by the College Faculty Committee. No concerns were raised.

- 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.*

Not applicable.

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

Not applicable.

Budget:

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement

Please provide here a statement from the College which contains the following:

- Recommendation from the College regarding the program

The Dean of the Western College of Veterinary Medicine, Dr. Gillian Muir, has provided a letter of recommendation for the creation of a clinical specialty internship program with the department of Large Animal Clinical Science (enclosed).

- Description of the College process used to arrive at that recommendation.

The LACS Department Head (Dr. Murray Jelinski) wrote and collated the proposal in coordination with the clinicians within the department who will be participating in delivering the internship programs. The proposal was then taken forward to the LACS department where the following motion was voted upon *“The Department of Large Animal Clinical Sciences recommends that a Specialty Internship Program encompassing Large Animal Medicine, Large Animal Surgery, Theriogenology, and Equine Field Service becomes a recognized certificate program within the College of Graduate and Postdoctoral Studies.”* Quorum was obtained and the motion was passed with unanimous consent on June 6, 2025.

Subsequent to the motion, a department member inquired whether Large Animal Field Service could offer an internship program in the future. Dr. Jelinski consulted with Chelsea Smith and was advised that the internship program would allow other services to offer an internship in the future. The program was presented at the WCVM Faculty Council meeting, which was held on June 12, 2025 and the following motion was passed, *“Motion to approve the creation of the Clinical Practice Specialty Internship Program within CGPS for the Department of Large Animal Clinical Sciences.”*

- Summary of issues that the College discussed and how they were resolved.

No issues were raised.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms

Attach the following forms, as required.

Required for all submissions:

- ☐ Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- ☐ Budget forms, including tuition.
- ☒ Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
 - o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- ☐ Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.
- ☐ Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

- ☒ New Course Proposal Form

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process
Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly)	Who did you meet with
1	Consultation with other colleges re: impact or similar	N/A	N/A	N/A
2	Financial Sustainability/Tuition Review	N/A	N/A	N/A
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		
4	Budget Consultation with Institutional Planning and Assessment	N/A		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications</i>		
6	Secure College Faculty Council Approval	• <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> • <i>Completion of ICT Requirement Form</i> • <i>Completion of New</i>	WCVF Faculty Council Meeting June 12, 2025	College-wide Faculty meeting.
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies	(As above)		
8	Consultation with Registrar	<i>Consultation with the Registrar Form (completed during the consultation)</i>		



August 21, 2025

College of Graduate and Postdoctoral Studies
University of Saskatchewan

RE: Letter of support for internship certificate program

To Whom it May Concern:

On behalf of the Western College of Veterinary Medicine, I support the creation of a certificate program for clinical specialty internships offered by the department of Large Animal Clinical Sciences. This is a vital program for the department and college. Creation of this specialty certificate program will ensure that the WCVM can continue to provide post-graduate clinical training in large animal specialties for new graduates. It also harmonizes with a similar certificate program offered by the department of Small Animal Clinical Sciences in the college. Furthermore, having a credentialled program will assist in recruiting candidates through the Veterinary Internship Residency Matching Program (VIRMP), and may alleviate some of the issues that foreign applicants face when navigating the immigration process.

Sincerely,

Gillian Muir, DVM, PhD
Professor and Dean

CATALOGUE ENTRY

Large Animal Specialty Veterinary Internship

Graduate Certificate (G.Cert.)

A one-year post-D.V.M. experiential clinical training programs for newly graduated veterinarians to obtain focused clinical experiences under the supervision of the faculty specialists practicing in the Large Animal Clinic and Field Service of the Veterinary Medical Centre. This certificate program serves as the first step in specialty training preparing candidates for clinical residency/graduate degree training programs leading to board certification in a specific specialty (e.g. Medicine, Surgery, Theriogenology, Equine Field Service, or Food Animal Field Service).

Admission Requirements

Applicants must be accepted for an internship to be eligible for admission to the certificate program.

- A Doctor of Veterinary Medicine (D.V.M.) or equivalent degree from a recognized college or university.
- A cumulative weighted entrance average of at least 70% (USask grade system equivalent). The cumulative weighted average will be calculated based on the most recently completed graduate-level degree or 60 graded credit units (i.e., the last two years of full-time graded coursework) at the time of application.
- Eligibility for educational licensure with the Saskatchewan Veterinary Medical Association, to practice veterinary medicine in Saskatchewan.
- Language Proficiency Requirement: 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.

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

Certificate Requirements

Students may choose one of the following concentrations depending upon their choice of specialty: Large Animal Medicine, Large Animal Surgery, Theriogenology, Equine Field Service, or Food Animal Field Service.

A minimum of 9 credit units of graduate courses, including the following:

- 6 credit units of core courses:
 - VLAC 825.3 Clinical practice: Specialty Internship I
 - VLAC 826.3 Clinical practice: Specialty Internship II
- 3 credit units of electives
- VLAC 980.0 Clinical Practice
- VLAC 990.0 Seminar
- GPS 960.0 Introduction to Ethics and Integrity
- GPS 962.0 Ethics and Integrity in Animal Research



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Graduate and Postdoctoral Studies
- 1.2 Department with academic authority: Large Animal Clinical Sciences
- 1.3 Term from which the course is effective: 202607

2. Information required for the Catalogue

- 2.1 Label & Number of course: VLAC 825.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Clinical Practice Specialty Internship I
Course Short Title (maximum 30 characters): Clinical Practice I

2.4 Total Hours: Lecture Seminar Lab Tutorial Other
780

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other
60

AAVMC Guidelines cap hours/week at 60 hours averaged over 4 weeks.

2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **T3&T1**
(course will run from summer term to end of fall term (July 1 to Dec 31))

2.7 Prerequisite:
Not applicable.

If there is a prerequisite waiver, who is responsible for signing it?

No waivers are allowed

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This veterinary internship is a hands-on experience that provides interns with valuable clinical skills and exposure to a diverse veterinary caseload. Interns work under the supervision of experienced clinicians, gaining practical knowledge and developing critical thinking skills. The experience includes assisting with examinations, treatments, and diagnostic procedures, as well as interacting with clients, colleagues and support staff. Interns are also expected to participate in student rounds, journal club, and group discussions. Expectations and the timing of formal written progress assessments will be discussed during the orientation period.

2.8 Do you allow this course to be repeated for credit?
No.

3. **Please list rationale for introducing this course:**

The clinical internships offered in LACS are one year in duration with interns arriving mid-late June and finishing in approximately 12 months. Interns are required to enroll in VLAC 825.3 (July to December) and 826.3 (January to June), both of which are 6 months in length and span the 1-year period of the internship. VLAC 825.3 provides advanced clinical training for graduate students enrolled in a LACS' clinical specialty internship with Certificate of Proficiency in Veterinary Medicine. The goal of this course is to assist in preparation for clinical practice or residency training, to facilitate development of critical thinking and problem-solving skills, to foster a culture of academic inquiry based on clinical experiences, to instruct students in the critical review of veterinary literature and to develop the students' presentation and discussion skills. In addition to clinical training received as a component of daily clinical practice, students receive formal instruction in the form of journal club/textbook rounds/topic discussions. Grading is based on the students' performance of their clinical duties, their participation and performance in structured instructional sessions. This course provides a method of formal assessment of progress through the experiential program.

4. **Please list the learning objectives for this course:**

The learning objectives are to ensure the interns can demonstrate competency in:

1. Performing an accurate and comprehensive patient assessment
2. Formulating diagnostic and treatment plans
3. Amending treatment and diagnostic plans based on evolving patient information, prognosis, and client resources
4. Maintaining accurate and timely medical records and billings
5. Technical veterinary skills in the related specialty
6. Communicating with colleagues, medical team members, and referring veterinarians
7. Communicating complex and potentially upsetting information to the client
8. Demonstrating professionalism, compliance with legal and regulatory requirements, and ensuring safety in the workplace

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?
Not applicable.

If so, were these departments consulted? (Include correspondence)
Not applicable.

Were any other departments asked to review or comment on the proposal?
No impact on other departments or colleges.

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? Not applicable
- 6.2 Courses for which this course will be a prerequisite? VLAC 826.3
- 6.3 Is this course to be required by your majors, or by majors in another program? No.

7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.)
Not applicable.

8. **Enrolment**
 - 8.1 What is the maximum enrolment number for this course? And from which colleges?
8

 - 8.2 For room bookings, please indicate the maximum estimated room size required for this course:
Not applicable.

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
 - 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(Grade options for instructor: Grade of 0% to 100%, IP in Progress)
 P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
 S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:
 Grading is “P” Pass/Fail. (Must have an overall average of at least 70% to pass)

 - 9.2 Is the course exempt from the final examination?
There is no final examination.

10. **Required text**
Include a bibliography for the course.
All necessary resource materials will be provided.

11. **Resources**
 - 11.1 Proposed instructors:

 Large Animal Medicine
 - Dr. Chris Clark
 - Dr. Fabienne Uehlinger
 - Current search for a 3rd faculty member
 Large Animal Surgery
 - Dr. Joe Bracamonte
 - Dr. James Carmalt

- Dr. Keri Thomas
- Dr. Antonio Guerra

Theriogenology

- Dr. Claire Card
- Dr. Dinesh Dadarwal
- Dr. Steve Manning
- Dr. Colin Palmer

Equine Field Service

- Dr. Michelle Husulak

Food Animal Field Service (not currently offered)

- TBD

11.2 How does the department plan to handle the additional teaching or administrative workload?

There will be no additional teaching or administrative workload.

11.3 Are sufficient library or other research resources available for this course?

All resources will be provided such as access to textbooks and the University library.

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

No.

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Not applicable.

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

IN3 – General Internship

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar

IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):
Not applicable

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts
HUM Humanities
SCIE Science
SOCS Social Science
ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

English proficiency is a course prerequisite -- ELWR – English Language Writing Requirement.

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

Not applicable.

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

Registration is only open to students in the LACS Internship program.

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

Not applicable.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

Not applicable.

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

Not applicable.

- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
Not applicable.

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

There are no equivalent courses that can be used (transferred) in place of this course.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:
Not applicable.

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.
Not applicable.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.
Not applicable.

6. Additional Notes:

Nothing further to add.

Updated 2022



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Graduate and Postdoctoral Studies
- 1.2 Department with academic authority: Large Animal Clinical Sciences
- 1.3 Term from which the course is effective: 202701

2. Information required for the Catalogue

- 2.1 Label & Number of course: VLAC 826.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Clinical Practice Specialty Internship I
Course Short Title (maximum 30 characters): Clinical Practice II

2.4 Total Hours: Lecture Seminar Lab Tutorial Other
780

2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other
60

AAVMC Guidelines cap hours/week at 60 hours averaged over 4 weeks.

2.6 Term in which it will be offered: **Winter/T1** T2 T1 or T2 T1 and T2
(course will run from January 1 – June 30)

2.7 Prerequisite:
Not applicable.

If there is a prerequisite waiver, who is responsible for signing it?

No waivers are allowed

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This veterinary internship is a hands-on experience that provides interns with valuable clinical skills and exposure to a diverse veterinary caseload. Interns work under the supervision of experienced clinicians, gaining practical knowledge and developing critical thinking skills. The experience includes assisting with examinations, treatments, and diagnostic procedures, as well as interacting with clients, colleagues and support staff. Interns are also expected to participate in student rounds, journal club, and group discussions. Expectations and the timing of formal written progress assessments will be discussed during the orientation period.

2.8 Do you allow this course to be repeated for credit?
No.

3. **Please list rationale for introducing this course:**

This is the second of two 6-month courses that span the interns' clinical experiential training. This course provides advanced clinical training for graduate students enrolled in a LACS' clinical specialty internship with Certificate of Proficiency in Veterinary Medicine. The goal of this course is to assist in preparation for clinical practice or residency training, to facilitate development of critical thinking and problem-solving skills, to foster a culture of academic inquiry based on clinical experiences, to instruct students in the critical review of veterinary literature and to develop the students' presentation and discussion skills. In addition to clinical training received as a component of daily clinical practice, students receive formal instruction in the form of journal club/textbook rounds/topic discussions. Grading is based on the students' performance of their clinical duties, their participation and performance in structured instructional sessions. This course provides a method of formal assessment of progress through the experiential program.

4. **Please list the learning objectives for this course:**

The learning objectives are to ensure the interns can demonstrate competency in:

1. Performing an accurate and comprehensive patient assessment
2. Formulating diagnostic and treatment plans
3. Amending treatment and diagnostic plans based on evolving patient information, prognosis, and client resources
4. Maintaining accurate and timely medical records and billings
5. Technical veterinary skills in the related specialty
6. Communicating with colleagues, medical team members, and referring veterinarians
7. Communicating complex and potentially upsetting information to the client
8. Demonstrating professionalism, compliance with legal and regulatory requirements, and ensuring safety in the workplace

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course?
Not applicable.

If so, were these departments consulted? (Include correspondence)
Not applicable.

Were any other departments asked to review or comment on the proposal?
No impact on other departments or colleges.

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? Not applicable
- 6.2 Courses for which this course will be a prerequisite? Not applicable
- 6.3 Is this course to be required by your majors, or by majors in another program? No.

7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.)
Not applicable.
8. **Enrolment**
8.1 What is the maximum enrolment number for this course? And from which colleges?
8
8.2 For room bookings, please indicate the maximum estimated room size required for this course:
Not applicable.
9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:
Grading is “P” Pass/Fail. (Must have an overall average of at least 70% to pass)
- 9.2 Is the course exempt from the final examination?
There is no final examination.
10. **Required text**
Include a bibliography for the course.
All necessary resource materials will be provided.
11. **Resources**
11.1 Proposed instructors:
- Large Animal Medicine
- Dr. Chris Clark
 - Dr. Fabienne Uehlinger
 - Current search for a 3rd faculty member
- Large Animal Surgery
- Dr. Joe Bracamonte
 - Dr. James Carmalt
 - Dr. Keri Thomas
 - Dr. Antonio Guerra

Therigenology

- Dr. Claire Card
- Dr. Dinesh Dadarwal
- Dr. Steve Manning
- Dr. Colin Palmer

Equine Field Service

- Dr. Michelle Husulak

Food Animal Field Service (not currently offered)

- TBD

11.2 How does the department plan to handle the additional teaching or administrative workload?

There will be no additional teaching or administrative workload.

11.3 Are sufficient library or other research resources available for this course?

All resources will be provided such as access to textbooks and the University library.

11.4 Are any additional resources required (library, audio-visual, technology, etc.)?

No.

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>

Not applicable.

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

IN3 – General Internship

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction

IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
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MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):
Not applicable

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

English proficiency is a course prerequisite -- ELWR – English Language Writing Requirement.

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

Not applicable.

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

Registration is only open to students in the LACS Internship program.

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

Not applicable.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

VLAC 825.3

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

Not applicable.

- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
Not applicable.

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

There are no equivalent courses that can be used (transferred) in place of this course.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:
Not applicable.

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.
Not applicable.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.
Not applicable.

6. Additional Notes:

Nothing further to add.

Updated 2022

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Graduate Certificate in Large Animal Specialty Veterinary Internship

General Description: The college proposes a one-year paid clinical training program for students holding a Doctor of Veterinary Medicine (D.V.M.) degree. Several “concentrations” will be included in this certificate, as follows: Large Animal Medicine; Large Animal Surgery; Theriogenology; Equine Field Service; and Food Animal Field Service. Per the *Academic and Curricular Nomenclature*, a *concentration* is a “depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major within a degree program.” This program will be modeled after the existing Graduate Certificate in Small Animal Specialty Veterinary Internship.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Pending Graduate Programs Committee meeting, October 6, 2025

Effective Term: May 2026

Course implications

- 2 new courses will be created: VLAC 825.3 *Clinical practice: Specialty Internship I* and VLAC 826.3 *Clinical practice: Specialty Internship II*.

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. Students will be charged on a “per credit” unit basis.
- SFO and the Provost’s Office have reviewed the proposal and are in the process of reviewing the financial implications.

Admission and Student Mobility

- International students are eligible for admission.

Consultation with the Registrar Form

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

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

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

☒

No

☐

Yes

☐

No

☒

- 2 What is the name of the new degree, diploma, or certificate?
- [60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

Graduate Certificate in Large Animal Specialty Veterinary Internship - used the same title as the existing Small Animal Certificate
GCLASV - GradCertLargeAnimSpecVetIntern - code and short description
GCLASV - Grad Cert in Large Animal Specialty Veterinary Internship - long description

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

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

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

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

☐

No

☒

- 7 Which College is responsible for the awarding of this degree, diploma, or certificate?
- College of Graduate and Postdoctoral Studies

- 8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
- No

9

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

NOTE: Majors, minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

Graduate Certificate in Small Animal Specialty Veterinary Internship has the major of Specialty Internship [SPIN] - assume this have the same major

New Concentrations and Codes for this Certificate:

Large Animal Medicine VLAM

Large Animal Surgery VLAS

Theriogenology VTHE

Equine Field Service VEFS

Food Animal Field Service VFAP

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

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

N/A

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

Graduate Certificate in Large Animal Specialty Veterinary Internship
 GCLASV - GradCertLargeAnimSpecVetIntern - code and short description
 GCLASV - Grad Cert in Large Animal Specialty Veterinary Internship - long description

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

[30 character maximum for description; 12 character maximum for code]

Graduate Certificate in Large Animal Specialty Veterinary Internship
 GCLASV - GradCertLargeAnimSpecVetIntern - code and description

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

N/A

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

College of Graduate and Postdoctoral Studies [GP] / Department of Large Animal Clinical Sciences [VLAC]

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

N/A

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

N/A

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

Section 5: Program(s) Information for Financial Change (including Tuition and/or Tuition Assessment Change) with no Curricular Change

1 Is method of tuition assessment changing without a curricular change?

Yes ☐ No ☒

2 If YES, what is the name of the program(s), major(s), minor(s), and/or concentration(s)?

3 If YES and this is the only change, proceed to Section 19 to complete the Financial Appendix.

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

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

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

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

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

Yes	☐	No	☒
Yes	☐	No	☒
Yes	☐	No	☒

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

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

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

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

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

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

Section 7: Mobility

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

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

Yes ☐ No ☒
☒
☐

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

☐
☐
☐
☒
☐
☐
☐

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

Yes ☐ No ☒

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 8: Course Information

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

No - existing subject area is being used

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

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

4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☒ No ☐

If NO, please describe.

N/A

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes ☐ No ☐

5 Does this program require special consideration regarding the assignment of general classroom pool space? For example, is there foreseeable need, for pedagogical reasons, for dedicated space under a priority use agreement with the University Registrar's Office, or the need for specific types of space with particular technologies or set-ups?

Yes ☐ No ☐
Yes ☐ No ☒

If YES, please describe the needs below. Note that the need for specific considerations regarding space will require further consultation with the Space Booking Office for general classroom pool space, and with Planning, Design, and Construction for non-teaching space.

N/A

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

Section 9: Admissions, Recruitment, and Quota Information

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	☒
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	☐
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	☐
None of the above (this will require the creation of a new application)	Yes	☐

2 What is the first term to which the student can apply for admission?

202605 [May 2026]

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

Standard deadlines for College of Graduate and Postdoctoral Studies

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes ☒ No ☐

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	☒	No	☐
As their secondary program.	Yes	☐	No	☒

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

N/A

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

N/A

8 Does this impact enrollment?

Expect a slight increase

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

Refer to the Department of Large Animal Clinical Sciences

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

No

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

Applicants must be accepted for an internship to be eligible for admission to the certificate program.

- A Doctor of Veterinary Medicine (D.V.M.) or equivalent degree from a recognized college or university.
- A cumulative weighted entrance average of at least 70% (USask grade system equivalent). The cumulative weighted average will be calculated based on the most recently completed graduate-level degree or 60 graded credit units (i.e., the last two years of full-time graded coursework) at the time of application.
- Eligibility for licensure with the Saskatchewan Veterinary Medical Association, which is a requirement to practice veterinary medicine in Saskatchewan.
- Language Proficiency Requirement: Proof of English proficiency may be required for applicants to graduate programs.
 - o 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,
 - o Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy.

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

Multiple criteria are used to rank and select applicants beginning with a ranking of their average grades. Three references are required and then assessed prior to interviewing the applicants. A combination of grades, education history (place of DVM training), references, and performance during the interview is used to rank the candidates.

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

Not applicable

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

Most applications will be completed through VIRMP, the Veterinary Internship and Residency Matching Program. Once matched, applicants will be required to submit a formal application and supplemental information to USask via the standard online application. The program begins in July each year.

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

Department of Large Animal Clinical Sciences makes recommendation to the College of Graduate and Postdoctoral Studies

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

No

- 17 Will the standard application fee apply?

Yes

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

Yes

- 19 Is there a tuition deposit required?

Yes ☐ No ☒

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

N/A

If YES, has it been approved by the Fee Review Committee?

N/A

20 Are international students admissible to this program? If YES, see Section 19 for Tuition and Fees information.

Yes ☒ No ☐

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 10: Government Loan Information

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

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

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

Yes

Section 11: Convocation Information (only for new degrees)

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

No - as a certificate program

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

- 3 When is the first class expected to graduate?

Spring Convocation 2027

4

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

10

Section 12: Schedule of Implementation Information

- 1 What is the effective term?

202605 [May 2026]

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

Yes ☐ No ☒

If YES, what and by what date?

Section 13: Registration Information

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

NA

2 Will students register themselves?
If YES, what priority group should they be in?

Yes ☒ No ☐

Section 14: Academic History Information

1 Will instructors submit grades through self-serve?

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

As per current set-up

Yes ☒ No ☐

Section 15: T2202 Information (tax form)

1 Should classes count towards T2202s?
Internship/Coop CRA Requirements

2 Is this an internship or coop program?
If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.
NOTE: Students complete the paid internship through the USask Western College of Veterinary Medicine.

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

6
The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Yes ☒ No ☐

Yes ☒ No ☐

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

	☐		☐
Yes	☐	No	☒
Yes	☐	No	☒

Section 16: Awards Information

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

Yes ☐ No ☒

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

NA

Section 17: Government of Saskatchewan Graduate Retention (Tax) Program

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 18: Program, Major, Minor, or Concentration Termination

1

Is this a program, major, minor, or concentration termination?
If yes, what is the name of the program, major, minor, or concentration?

Yes

☐

No

☒

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?
If yes, what courses?

Yes

☐

No

☐

4

Are there currently any students enrolled in the program, major, minor, or concentration?
If yes, will they be able to complete the program, major, minor, or concentration?

Yes

☐

No

☐

5

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

6

When do you expect the last student to complete this program, major, minor, or concentration?

7

Is there mobility associated with this program, major, minor or concentration termination?
If yes, please select one of the following mobility activity types.

Yes

☐

No

☐

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes

☐

No

☐

Financial Appendix

Section 19: Proposed Tuition and Student Fees Information

1

How will tuition be assessed? (see NOTES below)

Standard Undergraduate per credit

Standard Graduate per credit

Standard Graduate per term

Non standard per credit*

Non standard per term*

☐

☒

☐

☐

☐

Graduate Certificate in Large Animal Specialty Veterinary Internship

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Other *	
Program Based*	
Change to method of assessment for an existing program*	

* See attached documents for further details

Standard or Non-Standard Tuition, Term Structure, Refund Schedule and Course/Class Set-Up

NOTE: Standard tuition is using an existing rate AND existing method of assessment.

NOTE: Non-standard tuition is using a new rate OR a new method of assessment OR including 3rd party involvement.

NOTE: Standard means rate, development, and presentation do not vary from the norm or previously approved set-up for a college. Standard items are developed and maintained in a predictable manner. Non-standard programs, term structure, and courses are set-up based on variations, through consultation with colleges, the University Registrar's Office and other stakeholders, and can have the following:

- * tuition being assessed at a rate other than one of the standard categories or rates
- * a unique term structure
- * courses have a discrepancy in academic credit, operational credit and/or billing hours (at least one of)
- * a change deemed necessary via University Registrar's Office in order to accurately assess fees or status

2 If this is a change in the method of assessment, what is the effective date?

3 If tuition is per credit, does it conform to existing categories for per credit tuition? If YES, what category or rate?

4 If this is a change in the method of assessment, what is the current method of assessment and what is it changing to?

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

6 If standard tuition, what is the rate?

7 What is the proposed non-standard rate? Standard currency is in Canadian dollars.

8 If per term, over how many Banner terms will tuition be assessed?

9 If per term, will students register in consecutive terms or will there be terms where students will not be registered? If graduate program/classes, is maintenance of status required?

- 10 If per term, will there be non-standard term start and end dates which require open learning class set-up? Please provide program start and end dates. Example - open learning class that spans more than one term. If this changes once program is approved, college/department/unit staff designation must inform Registrarial Services. (Example - clinical considerations or short class offerings like NURS or MBA.)

N/A

- 11 Which financial staff will be responsible for financial review and monitoring to ensure that college staff has appropriately operationalized, and that expected tuition revenue is assessed to students?

Western College of Veterinary Medicine, Finance SBA

- 12 If contact hours are only 2 hours per week or less, what are the class build considerations?

N/A

- 13 For T2202 purposes if Registrarial Services staff have questions who is the contact?

Western College of Veterinary Medicine, Finance SBA

- 14 Does the change affect the set-up of courses or classes?

Yes ☐ No ☒

If YES, how?

For class build expectations against specific terms (such as MPT, CDA, MILBE), who will oversee class build, and who will check as a SBA/finance oversight?

For continuous class requirements required for continuous registration, who will oversee class build, and who will check as a SBA/finance oversight?

- 15 Will students outside the program be allowed to take the classes?

No

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

NA

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

Yes

- 18 Do standard cancellation fee rules apply?

Yes

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

Yes ☐ No ☒

If YES, from which tuition code to which tuition code and for which subject code(s)?

- 20 If non-standard tuition is assessed by USask, will a new TC code be required?

Yes ☐ No ☐

If YES, what TC code will be assigned to courses/classes?

- 21 What CFOAPAL should be attached to the new TC code?

- 22 Are there any additional program or class fees (e.g. Program, materials, excursion)?

Yes ☐ No ☒

If YES, what are they?

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

Yes

X

No

24

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

\$3,955.20

Internship/Co-op

25 Is the co-op a requirement of the student's degree program? If this is a requirement of their degree proceed to questions 2 to 4; otherwise, no months are to be provided.

Yes

X

No

NOTE: Students complete the paid internship through the USask Western College of Veterinary Medicine.

26 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month for part-time months? These hours would typically be over and above the hours worked for the 3rd party employer (see last point in this section).

YesNo

YesNo

X

27 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

YesNo

X

28

The work hours done in the co-op for the 3rd party employer typically would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exacting what is graded and how many hours approximately a student spends each week on those assignments (for full time months) or time spent each month (for part-time months)?

N/A

Third Party or Partner Information

29 Does this program involve a partnership with an external partner?

YesNo

X

If YES, what is the institution/partner name?

30 What type of contract is this? (See legend at the end of this section for detailed information.)

31 Has a contract been signed?

YesNo

NOTE: Contract must be signed before final approval will be granted and must be submitted to Registrarial Services for archiving.

32 Length of contract?

33 What college(s) or department(s) or unit(s) are academically/financially responsible for the contract?

34

Who is the financial contact (name and role) in the college responsible for contract negotiations, renewal, operationalization, and communication with all units, etc.? (Will oversee academic/class build questions to operationalize.)

35 Registration and financial clause expectations (legal ticks)

College invoice with 3rd party when services have been provided rather than USask collection from student and trying to reconcile back. (TC00)

Do students require full-time student loan eligibility?

Yes	☐	No	☐
Yes	☐	No	☐

Contract Code (complete if 3rd party has been identified)

36 Will a contract code need to be assigned to classes?

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------

NOTE: This is necessary if a process is attached to the contract that impacts where the tuition/fees go, or when an identifier is necessary against the classes. This may be a central administration identifier or an identifier used by colleges.

37 Contract code required to distinguish classes. (Example - AR assesses tuition (SUNTEP students taking, portion goes to program college and portion goes to the XXXX college, is it split?.)

NOTE: This is for Provost's Office purposes/TABBS, college/SFA reconciling.

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

38 If YES to above, what is the purpose of the contract code on the class?

39 Who will bill?

40 Who is the class build staff that will oversee class build to ensure contract code gets added?

41 Identify the financial staff or department head who will ensure the class build is accurate.

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

Contract Information

Type = C1
Name = Brokered
Class Build and Registration = No
CUs = N/A
Billing Hours = N/A
Tuition = No
Fees = No

T2202s = No Detail Code = No Revenue = N/A Notes = Not built in Banner; all financial activity is completed by the contracting entity (e.g. Battleford Tribal Agency)
Type = C2 Name = Info Only Class Build and Registration = Yes CUs = Normal Billing Hours = Normal Tuition = Normal Fees = Normal T2202s = Normal Detail Code = Normal Revenue = Central (100% is retained by USask) NOTES = Contract code is informational only and does not impact configuration or processes; will be treated in normal fashion for all processes.
Type = C3 Name = No Tuition or Fee Assessment Class Build and Registration = Yes CUs = Normal Billing Hours = Normal Tuition = No Fees = No T2202s = No Detail Code = No Revenue = No tuition/fee revenue Notes = e.g. BJM Health Sciences Academy
Type = C4 Name = Fee Assessment Only Class Build and Registration = Yes CUs = N/A Billing Hours = N/A Tuition = No Fees = Yes T2202s = Yes Detail Code = No Revenue = No tuition revenue

Notes = Billing happens outside of central (e.g. SUNTEP and most Education agreements).
Type = C5 Name = STM Class Build and Registration = Yes CUs = Normal Billing Hours = Normal Tuition = Normal Fees = Normal T2202s = Normal Detail Code = Yes (specific) Revenue = STM Notes = Unique agreement; contract code 33, STM tuition has it's own detail code and is paid out quarterly (completed by STM financial analyst).
Type = C6 Name = Tuition Sharing Class Build and Registration = Yes CUs = Normal Billing Hours = Normal Tuition = Normal Fees = Normal T2202s = Normal Detail Code = Normal Revenue = Shared (could be 100% shared or less but not 100% retained by USask) Notes = Central (agreement with USask where specific colleges are not defined in agreement (e.g. GDI) or college(s) specific (DEU). Payments happen outside of tuition allocation (e.g. SFA calculates a pay requisition to GDI (contract code 17) and First Nations University Canada (FNUC - contract code 41).

Section 20: TLSE - Information Dissemination (internal for TLSE use only)

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

Disclaimer

By signing this document, you and your college signify responsibility for all agreed-upon class and student set-up in order to ensure the proper assessment and collection of this approved tuition amount. Failure to properly configure the student systems in the agreed upon method can result in additional work, loss of revenue, and cost for staff time to retroactively correct the error(s). Please note that identified errors greater than 4 terms will not be collected from students and all communications will be the responsibility of the college.

SIGNED

Date:

Acting Registrar (Salomé Ries):

College Representative(s):

Provost's Office Representative(s):

Associate Registrar (Academic) (Jason Doell):

Revised: June 27, 2025

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: October 20, 2025

Re: Graduate Certificate in Large Animal Specialty Veterinary Internship

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 20, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea

ITEM FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: November 20, 2025

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Master of Science Accelerated Admission Pathway for Mechanical Engineering

MOTION

It is recommended by the Academic Programs Committee that Council approve the MSc Accelerated Admission Pathway for Mechanical Engineering, effective May 2026.

CONTEXT AND BACKGROUND

The College of Graduate and Postdoctoral Studies is proposing new Accelerated MSc Admissions Pathway in Mechanical Engineering. This new admission pathway will be available to students completing the BSc in Engineering (BE), Mechanical Engineering, at the University of Saskatchewan. Through this new admission pathway, conditional admission will be offered to students applying in the third or fourth year of their undergraduate program. Students offered conditional admission will take up to two 800-level courses while completing their BE and will conduct research through summer research programs. The 800-level courses will be used towards the completion of the MSc in Mechanical Engineering program. This new admission pathway offers the opportunity for exceptional BE students to get a head start on research and MSc course requirements; students admitted through this pathway are expected to complete the MSc in Mechanical Engineering within 12 months – 16 months.

The goal of this new admission pathway is to retain top USask BE students and reduce time to completion in the MSc Mechanical Engineering program. Additionally, the creation of this pathway could mean improved Tri-Council scholarship opportunities and increased undergraduate research.

CONSULTATION

The College of Graduate and Postdoctoral Studies submitted a proposal to the Academic Programs Committee (APC) on October 29, 2025. The Academic Programs Committee reviewed the proposal and engaged in a fulsome discussion. The committee voted in favour of this proposal.

ATTACHMENTS

- 1. Master of Science Accelerated Admission Pathway for Mechanical Engineering Proposal**

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Accelerated MSc Admission Pathway in Mechanical Engineering

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Executive Summary

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: October 14, 2025

Re: Accelerated MSc Admissions Pathway in Mechanical Engineering

The College of Graduate and Postdoctoral Studies is recommending approval of a new Accelerated MSc Admissions Pathway in Mechanical Engineering. This new admission pathway will be available to students completing the BSc in Engineering (BE), Mechanical Engineering, at the University of Saskatchewan. Through this new admission pathway, conditional admission will be offered to students applying in the third or fourth year of their undergraduate program. Students offered conditional admission will take up to two 800-level courses while completing their BE and will conduct research through summer research programs. The 800-level courses will be used towards the completion of the MSc in Mechanical Engineering program. This new admission pathway offers the opportunity for exceptional BE students to get a head start on research and MSc course requirements; students admitted through this pathway are expected to complete the MSc in Mechanical Engineering within 12 months – 16 months.

The goal of this new admission pathway is to retain top USask BE students and reduce time to completion in the MSc Mechanical Engineering program. Additionally, the creation of this pathway could mean improved Tri-Council scholarship opportunities and increased undergraduate research.

The Graduate Programs Committee reviewed the proposal at their meeting on September 15, 2025. The committee met with the proponent and discussed how a higher than minimum cumulative average (80%) is needed to ensure the program is recruiting students with the highest chance of being successful in an accelerated pathway, as well as how an advisory committee would best support students through the completion of their research and coursework. Members were impressed with the proposal and felt that this new pathway would be a great opportunity for students. The committee unanimously recommended the proposal for approval, pending minor edits for clarification.

MOTION: To recommend approval to the Academic Programs Committee of Council of the Accelerated MSc Admission Pathway in Mechanical Engineering, pending minor revisions to the proposal. **Alema/Ferrari CARRIED unanimously**

Attached please find the proposal for the Accelerated MSc Admissions Pathway in Mechanical Engineering

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

Accelerated MSc Admission Pathway(AMAP) in Mechanical Engineering

Background: Undergraduate students in Mechanical Engineering (ME) currently apply for their MSc program during the final year of their undergraduate program in order to start the MSc program the following September. Our Department also offered admission to three top undergraduate students into our MSc program in their final year in previous years. During their MSc program, all students are required to take 12 CUs of coursework, and students are expected to finish their MSc in approximately 24 months. We also allow MSc students who completed four graduate courses to transfer the PhD program. University, College and Department are now encouraging undergraduate research.

Proposal: We propose a new admission pathway to the ME MSc program, called the *Accelerated MSc Admission Pathway (AMAP)* to **offer conditional admission to our undergraduate students into the MSc program as early as the third year of their BSc program in Mechanical Engineering at the University of Saskatchewan.**

Once a student is conditionally offered via AMAP, their advisory committee will be set up immediately, consisting of the Graduate Chair and their supervisor(s). Students entering via this pathway must conduct research through summer research programs supported by various USRA (Undergraduate Student Research Award) such as NSERC, Goodfellow Engineering Dean's Undergraduate Research, faculty research fund and so on. These students must also take one 3-CU graduate course per year whenever available in Fall term, Winter term or Summer term, which is used towards their 12 CU of MSc degree requirements. **However, they would only become officially registered in their MSc program once the BSc degree is completed.** Students will pay the undergraduate per credit rate for all undergraduate courses and the graduate per credit rate for all graduate courses while they are registered in their BSc program.

The MSc degree requirements for students entering the ME MSc program through this pathway do not change. However, due to this head-start in research and course studies, these students are expected to finish their MSc degree in 12 months if they entered this pathway for two summers, or 16 months if they entered this pathway for one summer.

Benefits could include: 1) Retain more top students, 2) Improved Tri-Council scholarship opportunities (esp. CGS-M), 3) Lead to more undergrad research, 4) Reduced time to completion.

Risk could include: 1) students' withdrawal from MSc after taking the AMAP in ME, 2) supervisors' earlier commitment to a student whose performance is deficient. The student deficiencies could include 1) failure to maintain the average of above 80% for BSc course studies; 2) failure to reach 70% of a graduate course study; 3) the poor research performance (evaluated by their advisory committee).

Current Landscape in Department of Mechanical Engineering

From Table 1, the Department of Mechanical Engineering had a large thesis-based graduate program consisting of about 100 students annually before the COVID. Since the COVID pandemic, our enrollments have been decreasing significantly. Due to the restriction of international students with PALs, since Jan 2025, we only offered 11 applicants, out of which 3 were international PhDs (3 PAL used), 6 were international M.Sc. (1 PAL used) and other 2 were domestic M.Sc. (graduate from ME at U of S). Note that more than two-thirds of graduate students are international.

year/terms	ME990	ME 992(MEng)	ME 994(MSc)	ME996 (PhD)	Master%
2025 Winter	46	2	23	21	52.3%
2024 Fall	50	5	26	20	56.5%
2023 Winter	69	5	42	22	65.6%
2022 Fall	63	3	36	24	60.0%
2022 Winter	71	6	40	25	61.5%
2019 Winter	109	9	62	38	62.0%
2018 Fall	102	8	58	36	61.7%

The MSc program in Mechanical Engineering plays a crucial role in our graduate program offerings, making up from 52.3%-65.6% of our total thesis-based graduate enrolment in past years (see Table 1). Many of our PhD candidates obtained their MSc degree in Mechanical Engineering at U of S as well. However, only a small percentage of our BSc graduates in Mechanical Engineering at U of S subsequently enroll in our MSc program. Indeed, the in-the-field employment rate for our undergrads has traditionally been very high, and many students opt for the significantly higher paying opportunities within industry than an MSc confers. While these opportunities are excellent, many of our most-talented undergraduate students have had a considerable head-start both in terms of research and coursework relative to our MSc students who did their undergraduate degree at other institutions. However, this head-start is not well recognized within the direct requirements and within the expectations and timelines. Moreover, new opportunities could be provided for further time savings by allowing graduate learning objectives to be completed and counted during the undergraduate program.

To encourage undergraduate research, our department developed an undergraduate research course (ME498, recently re-numbered as ME488) for the final year undergraduates where our faculty members proposed some research projects for undergraduates. Each year 3 or 4 students took this course and one or more of these students have gone on to pursue graduate studies. Many undergraduate students in the Department of Mechanical Engineering were already involved in departmental research as summer undergraduate research assistants (USRAs) through NSERC

USRAs, Goodfellow Scholarship (awarded to undergraduates for research by College of Engineering) or USRAs given out directly by faculty members through their own grants as shown on Table 2.

Table 2. Number of undergraduate research assistants

	2022-23	2023-24	2024-25	Average
ME 498/488	4	3	3	3.3
Goodfellow	1	3	2	2
NSERC USRA	1	2	3	2
Research Hires	5	5	6	5.3
Total	11	13	14	12.6

In their final year, our undergraduates have opportunities to take a few elective courses, which helps satisfy the breadth we require of our MSc students. Our faculty have found that our own undergraduates who continue to the MSc program in Mechanical Engineering at U of S (and sometimes PhD) often end up with more breadth in coursework than we typically see in graduate students who did not obtain their undergraduate degree here.

Our faculty members have frequently felt that our own undergraduate students have a significant leg-up in both coursework and research for the MSc degree. However, we do not currently recognize this head-start, and we have not developed any efficiencies or explicit opportunities to save time, nor to adjust timing expectations in completing an MSc degree after completing a BSc degree. While there are methods to reduce time in PhD (both direct entry from BSc to PhD, and transfer from MSc to PhD), there is currently no common method or strategy at U of S to compress time between a BSc program and an MSc program. Most engineering students wishing for a career in industry could often benefit from an MSc degree, especially if it could be accomplished in a shorter period.

For many years, the ME Graduate Committee has held department-wide recruitment sessions targeted to the 3rd and 4th year undergrads to discuss the benefits of the MSc program in ME at U of S. But despite this, it is evident from the small number of U of S undergrads in our MSc program that most of these students still opt for moving to industry at the end of their BSc degree. The most frequent comment from students who obtain research experience as an undergrad is that two additional years for a MSc degree is too lengthy.

Proposed Solution

Our proposed solution is a new admission pathway to the ME MSc program, called the *Accelerated MSc Admission Pathway (AMAP)* to offer conditional admission to our undergraduate students

into the MSc program as early as the third year, during their BSc program in Mechanical Engineering at the University of Saskatchewan.

This solution is only for undergraduate students in Mechanical Engineering at the University of Saskatchewan. Students may apply to the MSc in ME during their 3rd or 4th year. Successful applicants will be conditionally accepted to the MSc in ME program. Via the AMAP in ME, it is possible for them to partially complete requirements and learning objectives for the MSc degree while still completing their BSc degree and before having started their MSc program. Specifically, if conditionally accepted, they work on summer research under the supervision of a faculty member in the ME for one or two summers before they start their MSc program. During each of these summers, students are allowed to take one 3CU graduate-level course each summer, which **cannot** be used to count towards any BSc degree requirements.

The MSc in the ME Program requires 12 CUs of coursework. Hence, once these students via AMAP have started the MSc program, they will only need to take an additional 6 CUs or 9 CUs graduate courses. As always, advisory committees can require more courses if they are deemed appropriate. The combination of taking fewer graduate courses and early undergraduate research results in significant time savings which can realistically reduce both the time-in-program and the timeline expectations for students in the MSc program. Specifically, the expected timeline for students via AMAP is 12 months to complete the MSc if they take two summers, or 16 months if they take only one summer. These time saves make sense as students via AMAP require the admission average of above 80%, which indicates their high quality while those entering via the standard admission pathway require the admission average of above 70%, and is expected the average of 24 months to complete their MSc.

Importantly, the proposed solution is not a new program (nor a program framework), and it uses the existing BSc and MSc in ME programs. Students who successfully complete it will receive the BSc when its requirements are completed in the 4th year and will receive the MSc in later years. However, there will be a different application process, offer letter, methods of funding, and available opportunities that can be used exclusively for our BSc students in ME in order to accelerate their time-in-program at the MSc level. Hence, it is not a new program, but only a new admission pathway.

Academic Justification:

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

This is not a new program, and the learning objectives are identical to our existing MSc in ME program. This is only a new admission pathway that we are hoping attracts a new pool of excellent

undergraduate students in the Department of Mechanical Engineering at the University of Saskatchewan.

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.

The Department of Mechanical Engineering, CGPS, and the University of Saskatchewan generally have prioritized increasing the number of Tri-council scholarships obtained by our students. U of S has fared poorly in this regard. Within the Department of Mechanical Engineering, about two-thirds of the graduate students are international students, and they are therefore ineligible for Tri-Council Master's Scholarships. In our previous practice, we offered our top 3 undergraduate students into our ME graduate program, they were typically awarded Tri-Council Scholarships if they are domestic. It is anticipated that a larger percentage of students entering via the AMAP will be eligible for Tri-council Master's Scholarships. Moreover, it will be **required** that these eligible students apply for Tri-council scholarships as part of the AMAP. We therefore expect that the AMAP will increase our number of Tri-council applications. Furthermore, it is very common for students in their last year of undergraduate studies to not apply for NSERC CGS-M even if they are eligible (and if they were to apply in their first year of MSc, then it would discourage finishing the MSc in one year). With the AMAP, we should increase the number of Tri-council applications by supervisors working directly with these students on their CGS-M application during their BSc degree, and because the application for NSERC CGS-M is a requirement of conditional admission. Indeed, it was previously impossible to require these students to apply for NSERC CGS-M while being undergraduates. In addition, existing research experience and outcomes with the students should also improve the quality of the Tri-council applications, leading to a higher success rate.

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

The pool of students that we are attempting to attract with this new admission pathway are explicitly students who have completed a BSc in Mechanical Engineering at U of S. We believe that our own top graduates are already excellently prepared for research. With the AMAP, the one or two summers of undergraduate research will further prepare these students for research before the MSc program formally starts.

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

The Department of Computer Science at U of S started a similar program a couple of years ago. In the Computer Science program, students along the Accelerated Admission pathway are allowed to take only one or two special research courses. However, we will allow students along AMAP to

take any graduate level courses with the approval of their supervisor. We also examined all U15 universities for methods of compressing time between a BSc degree and an MSc degree. As far as we can find from their webs, the other 9 out of the U15 have some mechanism to reduce time between a BSc and MSc degree as shown in Table 3.

Table 3: U15 Universities with a method of reducing time between a BSc and a MSc.

Universities with compressed BSc/MSc	Description
U of Toronto	* Many “Combined Degree Programs” involving both a BSc and MSc usually listed as taking 5 (or sometimes 6) years, including Engineering and Computer Science
Western	*Certain degrees (e.g. Engineering, Biochem) taking 1 year beyond undergrad
Waterloo	* “Accelerated MSc Programs” with many programs including Mathematics and Engineering
UBC	*BSc–MSc Accelerated Pathway in Computer Science *Allows students to take graduate courses in 4th year and apply them toward the MSc
Laval	* “Integrated MSc Program” * Grad courses successfully completed will credit both undergrad and grad degree
McGill	* “B.Sc. / M.Sc. (Thesis) Track” * Start in year 3 of undergrad * Goal to get M.Sc. in 1 year * Can take grad courses as undergrad to compress timeline * Students can be admitted directly into PhD from B.Sc. with strong research profile, including Science and Engineering
Queen’s	* “Accelerated and Combined Programs” * Combined Geography and Urban & Regional Planning undergrad and MSc
U of Calgary	*U Calgary provides formal combined graduate programs such as JD/MBA, MBA/MPP, Master of Management + Master of Science (with TUM), and the Leaders in Medicine combined MD + MSc/MA/PhD track *These involve simultaneous admission to two graduate credentials, often across faculties or institutions, and are completed in reduced time
University of Alberta	*Departments offer combined BSc–MSc options (e.g., in Chemistry and Computing Science)

All instances seem to be awarding two separate degrees, a BSc and an MSc, or an MSc and other degrees, but it is common for students to apply to the MSc program partway through their BSc degree. Typically, while obtaining their BSc degree, some portion of the courses and/or research can be used to satisfy the MSc requirement, thereby saving time once the MSc program starts. This mechanism is sometimes called “Accelerated MSc” or “Integrated MSc”. It is typical for students to obtain their BSc degree at the end of the fourth year and then continue with the remaining requirements for the MSc degree. Some universities allow one or more graduate courses taken as an undergraduate to count towards both their undergraduate and graduate degree (Laval allows this without a limit in number, and Waterloo limits it to 6 CUs).

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?***

We are not changing any admission requirements for those that apply using the traditional pathway. These admission requirements are highlighted at

<https://www.cs.usask.ca/students/graduate/graduate-programs/applications-for-admission.php>.

We will only describe the modifications for students applying using AMAP. Typically, students will apply to the MSc in ME using the AMAP during November of either their third or fourth year of BSc program.

Students will use a separate and considerably condensed application process from the usual one for the MSc program. The requirements are the same as what currently appears in the calendar at <https://www.cs.usask.ca/students/graduate/graduate-programs/applications-for-admission.php> with the following exceptions.

- Applicants will not need to provide any English requirement as part of the application, as any student who successfully completes ME at the U of S -- which is an admission condition via the AMAP to the MSc program -- will automatically satisfy the English requirement of the MSc program.
- Only two letters of reference will be required, with at least one being academic, and a second can be either academic or professional. While our existing MSc application process

requires three letters of reference with at least two being academic and the third being academic or professional, one fewer letter is reasonable for the AMAP after only completing two or three years of coursework and before they have taken part in any research project. Also, a letter from a colleague at U of S can be more easily trusted.

- The minimum average of 80% in their course studies that count towards their undergraduate degree

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?

Students will only be considered if they apply using the AMAP and they are currently registered in at least their third year of ME BSc program, and they have a minimum average of 80% in their course studies that count towards their BSc degree. This list of applications will be distributed to all faculty in the ME Department. As we do with our current graduate admission process, faculty can relay to our Graduate Study Committee who they would like to supervise and indicate what level they can contribute toward funding (the funding method will be described in the section below) for the student's program. These faculty members can base their recommendations on a holistic fashion using the student's past grades, their CV, the specific courses taken by the student, the student's desired area of research, informal interviews if desired, and the letter of reference. The Graduate Study Committee will attempt to accept as many of these students as possible by matching students to supervisors. Only students for whom there is a matching supervisor together with a full funding package will be conditionally accepted with AMAP. If there are more applicants than we can possibly accept based on departmental funding limits, then the Graduate Study Committee will rank students using the same holistic criteria as mentioned above which will inform which students will be accepted. However, our goal is to conditionally accept every student that satisfies the minimum criteria for whom a matching supervisor and funding can be found. We strongly suspect this will be possible with our graduate program.

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

We will use regular admission. All students that the department decides to accept using the process above are given conditional admission. This will typically occur when students are in their third or fourth year of their BSc degree. Students we decide to accept using the AMAP will receive a letter offering conditional admission to the MSc in ME program. It will offer:

- 1) summer work as a USRA with funding and enrolment in a graduate course for the summer following conditional admission. They must maintain an average of at least 80% in their undergraduate courses.

2) a conditional admission to the MSc in ME program starting that September if they are in their fourth year, or the following September if two years remain, on condition of:

- having completed the ME B.Sc. program,
- having received the average grade of least 80% of their last 60CU course studies in their BSc program,
- having completed at least 3 CU graduate courses taken during their undergraduate program, with at least 70% in each course,
- if eligible, completing an application for NSERC PGS M postgraduate scholarship in their final year of undergraduate studies (the application need not be successful to meet the condition).

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

All admissions will be via direct entry.

*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?*

Our goal and expectation are for every student who applies where a matching supervisor and funding package can be found will be accepted, including both domestic and international students without any priority between the two groups. We will not have any limit on the number of these students, as the size of our existing graduate program will certainly exceed the number of applications that we will receive from students using this pathway. We do not expect that this new pathway will substantially increase the number of graduate students we currently have in total. We are currently averaging about 3 graduate students per faculty member. However, we hope that time-to-completion will decrease and allow for new graduate students to therefore be admitted sooner. This pathway should increase the number of local students. We expect about 3-10 students to use AMAP annually. The number of 10 was obtained by the estimation from Table 2.

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

We typically only consider September admissions, although January admissions are possible as exceptions if we can arrange supervision and funding. We will use online applications.

The timeline needs to be arranged paying close attention to scholarship deadlines. We require that all undergraduates who have been accepted to MSc with the AMAP and who are eligible, to apply for both NSERC USRA before each of their summers of research and also for NSERC CGS-M. It

should also be noted that it is not possible to hold an NSERC USRA if a student is already a registered graduate student. This demonstrates why a conditional offer letter needs to be given to students offering admission to the MSc program in September after their final USRA is completed. According to the USRA policy, students are only eligible for USRAs as long as they are registered in a BSc program and not currently registered as a MSc student. Therefore, it is not desirable for students to be formally enrolled in both the BSc and MSc at the same time.

The typical timeline is as follows for those applying during **their 3rd year** of undergraduate studies:

- November of the 3rd year: students apply via the AMAP and accepted students receive a conditional offer.
- January of 3rd year: eligible students apply for NSERC USRA with their supervisor(s)
- From January of 3rd year to August of 4th year, student can take two graduate courses whenever available in Winter term, Summer term or Fall term
- May-August of 3rd year: students work on research with their supervisor(s).
- November of 4th year: eligible students apply for NSERC CGS-M with their supervisor(s).
- January of 4th year: eligible students apply for NSERC USRA with their supervisor(s).
- May-August of 4th year: students work on research with their supervisor(s).
- June of 4th year: students receive their BSc degree.
- September of 5th year: if conditions are completed, students start and become registered in their MSc program. Typically, two additional courses will be required during the 5th year, and the thesis and defence need to be completed.
- End of August of 6th year: expected time to complete MSc degree requirements.

The typical timeline is as follows for those entering **their 4th year** of undergraduate studies:

- November of 4th year: students apply for the AMAP and accepted students receive a conditional offer letter.
- November of 4th year: eligible students apply for NSERC CGS-M with their supervisor(s).
- January of 4th year: eligible students apply for NSERC USRA with their supervisor(s).
- From January of 4th year to August of 4th year, student can take one graduate course whenever available in Winter term or Summer term.
- May-August of 4th year: students work on research with their supervisor(s).
- June of 4th year: students receive their BSc degree.
- September of 5th year: if conditions are completed, students start and become registered in their MSc program. Typically, three additional courses will be required during the 5th year, and the thesis and defence need to be completed.
- End of December of 6th year: expected time to complete MSc degree requirements.

There is some possible variation in the typical timeline. A student could take 5 years to complete their undergraduate degree, and this could be accommodated. Also, our ME program has an

internship option, which provides an internship opportunity of either 12 months or 16 months typically taken during their fourth year of classes. Students taking the Internship option would most likely apply to the AMAP in their last year of their undergraduate degree, after the internship is complete.

As with our students admitted via the normal admission pathway, deferrals in starting the MSc of up to one year are typically honored, when possible, with the funding in the offer letters kept. Students are always able to enter via the normal pathway at any time where they qualify.

g. Which office will manage the admission process – TLSE, college, department, or a combination?

Admissions are managed by the department and the College of Graduate and Postdoctoral Studies. Our Graduate Studies Committee will rank all incoming applicants and match students to supervisors while balancing funding.

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

Each year in October, the ME Graduate Chair or designate will advertise and host a seminar and Q&A targeted to 3rd and 4th year undergraduate students who are interested in accelerating the MSc program and taking part in summer research. This will also be heavily advertised as including summer employment and research opportunities. Individual faculty also currently advertise USRA positions within their own classes, and this can continue with an eye towards accelerating an MSc degree.

i. Admissions Appeal – what will this process be.

Admission appeals are managed by the College of Graduate and Postdoctoral Studies.

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

The conditional offer of admission to the MSc program using the AMAP will include the requirement of successful completion of ME BSc program at the U of S. Transfer credits within that BSc degree will follow existing policies and procedures. Once the student has been unconditionally accepted to the MSc program, transfer credits are approved by the student's Advisory Committee as we currently do for our existing MSc students. However, given the specifics of the proposed admission pathway, we would not expect a student admitted in this way to have any credits to transfer for credit towards their MSc program.

Description of the program:

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

The curricular objectives are not changing and are identical to our existing MSc in ME program. The MSc program in ME offers students high quality, cutting-edge research opportunities and supervision by world leaders in their respective fields. Our MSc program is ideally suited to students wishing to become senior professionals in the technology industry or to those seeking to prepare for a career in scientific research. Graduates of the ME program often become senior engineers, project leaders in industry, or scholars in academy.

Graduates of the MSc program will be able to:

- demonstrate expertise in mechanical engineering,
- critically evaluate literature and research techniques from engineering,
- work independently towards their research, and execute their research plan,
- communicate and interpret requirements with researchers in both mechanical engineering and their cognate disciplines,
- collaborate and participate in a cutting-edge research group,
- write a rigorous scientific document for academic audiences,
- communicate and defend their research through oral presentations,
- obtain a substantial breadth of knowledge across mechanical engineering areas generally.

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.

These are not changing for students admitted using the AMAP. Students will be required to attend presentations in seminar series within ME, and they will participate in presentations and discussions in lab meetings. The required coursework will provide further background for being able to address the required components depending on the project. There are no plans for explicit delivery in a distributed format.

c. Provide an overview of the curriculum mapping.

The curriculum mapping will be identical to the existing MSc program in ME program. The program requirements include completing the ME 990 seminar series, ME 994 MSc thesis, and GSR 960 Ethics. Students in the MSc in ME (using either admission pathway) must complete 12 CUs worth of courses. For students who entered via the traditional admission (not AMAP) pathway, three credit units can be taken at the 300 level or 400 level at the discretion of the advisory

committee. However, students who entered via AMAP are not allowed to take 300 level or 400 level courses, and all CUs must be graduate-level coursework.

The MSc program requires an Advisory Committee that follows CGPS guidelines of no less than two people: the supervisor(s) and a committee member. The committee is expected to meet with the students once per academic year, on average, over the course of their degree. The committee must approve a thesis document as suitable for defence. In addition, the committee is required to perform a formal proposal at least 6 months prior to the defence. The written thesis/dissertation will involve original research that contributes new knowledge towards mechanical engineering. Students are expected to obtain ethics approvals if needed. The defence will involve a 20-minute presentation summarizing the research, followed by rigorous questioning from the examining committee.

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

Students will explicitly be involved in research within mechanical engineering. This will involve reading publications from within the area and then synthesizing the various connections required. In the course of the research, a plan will be developed, and problem solving will be required to address hypotheses in an appropriate fashion. As roadblocks are inevitably reached during the progression of their research, the student will need to critically evaluate appropriate techniques to solve their problems, or to alter their hypotheses.

e. Explain the comprehensive breadth of the program.

The Department of Mechanical Engineering places significant importance to every graduate of the MSc in ME program having substantial breadth in the field of mechanical engineering. This is an important standard to uphold as our graduates move to industry and academia elsewhere. While currently students in the MSc would have 12 CUs graduate courses, students entering via the AMAP would have sufficient breadth with a BSc Degree in ME, at least 12 CUs graduate courses. breadth for these students should be excellent.

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.

There are no changes from our existing MSc in ME program, but we will annotate them here.

Truth and understanding: The ME program follows the scientific principles of analysis and evaluation. ME can be applied to almost every other discipline, as it provides techniques for conducting experiments, collecting and analyzing data, e.g. via modeling and simulation. Through

coursework and supervision, students will be encouraged to be creative with their solutions, and to make critical thinking.

Pursuit of knowledge: Students in the ME program undertake the work of contributing to the body of knowledge in the ME community and related disciplines. This enables the synthesis and pursuit of knowledge.

Pursuit of integrity and respect: There is an emphasis placed on professionalism and integrity. Scientific integrity is crucial, and will be emphasized within coursework, and throughout their program. As an example, the Department of ME often provides a seminar on Academic Integrity to our graduate students under ME 990.

Pursuit of skills and practices The ME program provides the skills required to conduct research both individually and in teams, through collaboration and communication with those from different disciplines. Communication is also required through research presentations, presentations in courses, ME 990 and possibly at international conferences.

Individual and community pursuits Throughout their program, students will develop their leadership skills within their labs. Largely, these projects will enable students to explicitly make positive contributions to society, and it will allow them to use these skills and gain responsibility in other areas of community.

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

Students would transfer into the MSc program from another graduate program through the normal existing processes. Transfers between graduate programs are not relevant to the proposed AMAP.

h. Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe.

We will start to review this new admission pathway after one cohort of students has fully passed through it. For students in the 3rd year in 2025-2026, they will have finished the 5th year by the fall of 2028. We will assess the AMAP in the fall of 2028 to decide if it has been successful, and if so, whether any revisions need to take place.

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.

Our existing MSc in the ME program is not accredited, and this new pathway is therefore unaffected. Note that our undergraduate is accredited by Engineers Canada through Canadian Engineering Accreditation Board (CEAB), but this accreditation will be unaffected as AMAP is not changing the existing undergraduate programs.

Consultation:

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

This is not a new program, but only a new admission pathway. Students from other programs will not directly benefit.

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.

This is not a new program, and this new admission pathway is explicitly for students from our own undergraduate program in the Department of Mechanical Engineering at U of S. Therefore, no external units were consulted. Consultation will be conducted with several members of CGPS to fully understand the complexity of coordinating both undergraduate and graduate program requirements.

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.

Neither new program nor new course is being created. The students via the AMAP are allowed to take only ME graduate courses whenever available in Fall term, Winter term or Summer term.

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

The Department of Computer Science was consulted regarding their Accelerated MSc Admission Pathway. The ME Graduate Chair Professor FangXiang Wu consulted with the Graduate Chair of Computer Science Professor Ian McQuillan who developed the Accelerated MSc Admission Pathway in Department of Computer Science. Professor McQuillan shared his experience for developing the Accelerated MSc Admission Pathway in Department of Computer Science and

gave a lot of very insightful and constructive suggestions. There are no additional letters of support obtained.

Budget:

The Financial Implications Form must be completed to determine the cost impact of the proposed program. Information about budget and financial implications appears in that form.

This form needs to be completed by the time the proposal gets to APC (not GPC).

Additional Notes on the AMAP

Funding Model

Currently, the standard scholarship (ME devolved/ 75th recruitment) for MSc students in our department is at the rate of \$20,000/year in their first 24 months. Currently, summer undergraduate student research assistants will be paid in alignment with USRA requirements.

For students accepted using the AMAP during their last year of their BSc degree, the offer letter will describe USRA funding for that summer, and separate graduate funding for 16 months of their MSc. For students who accepted using the AMAP during their second last year of their BSc degree, the offer letter will describe USRA funding for that summer, USRA funding for the next summer, and separate graduate funding for 12 months of their MSc. Thus, in total, all students are offered 20 months of total funding using a combination of MSc and USRA funding.

When students are accepted with the AMAP, the USRA (or research hire) funding for that summer is guaranteed, however the USRA funding for further summers of undergraduate research, and other graduate funding for the MSc will be on the same conditions as continuation and acceptance to the MSc program as outlined in the Offer Letter section. The USRA (or research hire) funding will be at the standard undergraduate rate while the MSc funding will be at the standard MSc rate used by our department. Supervisors can pay extra and for longer periods than the guaranteed period, but this will be optional and not guaranteed in offer letters to students.

As part of the conditional admission, students who are eligible will be required to apply for Tri-council USRAs for each of the summers of undergraduate research; and students who are eligible will also be required to apply for a Tri-Council CGS-M before starting their MSc studies. Their supervisors will work with them to help complete these applications. If successful, these scholarships will help pay for the standard undergraduate rate during their BSc degree (NSERC USRA is currently awarding \$6,000 for the summer, and the supervisor(s) pays the remaining portion), and for the standard graduate rate during their first year of their MSc (NSERC CGS-M

is currently awarding \$27,000 for one year of MSc, and departmental funds pay for the remaining portion).

If a student's USRA application is unsuccessful, the student will still be given the standard undergraduate rate during the summers of undergraduate research through other means such as supervisor's grants; and if the conditions are met for the admission to the MSc degree, then the MSc funding is also guaranteed through other means (combinations of Student Support Fund, 75th Anniversary Scholarship, faculty member's grants). While this is a large commitment of funds, it is still 20 total months in all cases. Also in all cases, international students who are currently undergraduate students in the Department of Mechanical Engineering at U of S can apply and participate in AMAP. While they would not be eligible for NSERC USRA, or NSERC CGS-M, they would remain eligible for summer research hire positions when they are undergraduate students and 75th Anniversary Scholarship and regular graduate funding for their MSc funding. They will be given equal priority as domestic students as long as funding and supervisor(s) are in place.

Additional Special Notes

- Once a student is conditionally offered via AMAP, their advisory committee will be set up immediately, consisting of the Graduate Chair and their supervisor(s). This committee will evaluate the student's academic performance.
- The student deficiencies could include 1) failure to maintain the average of above 80% for BSc course studies; 2) failure to reach 70% of a graduate course study; 3) the poor research performance (evaluated by their advisory committee).
- It is possible for students to switch supervisors if they desire so. This is especially important for students who start in the third year, and we expect some students to switch supervisors for their fourth summer, and students will be told that this is possible. However, the new supervisor would need to agree to continue to honor the commitments made to the conditional offer. It will also be possible to switch supervisors later, but the expected time savings in the MSc might not be as large.
- Students can withdraw their conditional admission to AMAP before their MSc starts without penalty.
- Under the P.Eng. requirements, half of the study time of full-time graduate students can be credited as engineering experience for their P.Eng. application. Consequently, students via AMAP may have less experience credited toward their P. Eng application

Benefits to Department of Mechanical and University of Saskatchewan

- Improved Research Background Preparedness of MSc Students.
- Improved Tri-Council Scholarship Opportunities (as previously described)
- Use of Grant Funds and USRAs Towards Grad Program. NSERC USRAs have a \$6,000 contribution from NSERC, and existing faculty are paying a considerable amount towards

USRAs. The new funding method leverages this undergraduate funding towards graduate funding packages.

- More undergraduate research. With the opportunity to accelerate their MSc, more students might undertake undergraduate research in the summers after the 3rd or 4th year. Similarly, more faculty members might wish to supervise undergraduate research, with a greater probability that these students will continue to get an MSc degree.
- More top local students. It is somewhat common for our top undergraduate students to attend other universities for the MSc level. While this will not stop, there is an opportunity to retain some of these students for the MSc program if there has been a significant head-start in both research and coursework with an opportunity for time savings, and an established relationship with the supervisor.

Benefits to Students

- Guaranteed Funding in Undergrad. Students conditionally admitted for the Accelerated Admission Pathway will receive conditionally guaranteed funding during the summer when they most need it. For example, for students who apply to the AMAP in the third year of undergraduate studies, they will receive a total of about \$21,000 for their third and fourth summer during their BSc. This can have a large and positive financial impact on students when expenses are high. These commitments are honored even if NSERC USRA applications are unsuccessful
- Only two more graduate courses are needed while enrolled in their MSc program.
- Reduce the expected timeline to completion. The expectation both by the students themselves and by faculty in our department is that the research and course work done during the one or two summers can be used as a starting point towards the MSc degree, which can help reduce the amount of time needed to complete the MSc to as low as 12 months.
- Salary in Industry. According to Statistics Canada (2018 study), In STEM, **MSc holders** may earn **about 12% more than** BSc holders in equivalent roles—especially if their degree involved research, management training, or niche specializations. In certain sectors—**R&D, academia, advanced manufacturing, or regulation-heavy industries**—a master’s degree can significantly boost both initial salary offers and long-term advancement potential.

Potential Risks to Students

- There is sometimes a perceived negative effect on students doing all their degrees in one institution. However, these students can still have the opportunity to complete a PhD at other institutions. Furthermore, the positive impact of continuing their successful research and relationship with their supervisors can be quite positive. Students can also continue to use the traditional route of obtaining an undergraduate degree and then starting a traditional MSc degree without any issues.

- There is a risk that faculty will support undergraduate students through their undergraduate research but then decide not to attend the MSc and withdraw their conditional admission. While this is a risk, the likelihood that this occurs will go down from the current number of students receiving USRAs that do not continue to the MSc program.
- There is a risk of a negative relationship or fit between student and supervisor, or a lack of exploring different research areas. When advertising this pathway, it will be made clear to students that switching supervisors is possible, and if they work with different supervisors for their two summers of undergraduate research, this will be completely fine.



September 3, 2025

Associate Dean Jaswant Singh
College of Graduate and Postdoctoral Studies
University of Saskatchewan

Re: Accelerated MSc Admission Pathway (AMAP) in Mechanical Engineering

This is a letter in support of the attached proposal by our Department of Mechanical Engineering (ME) to institute a new Admission Pathway for students to enter the MSc program. This new pathway is targeted at strong 3rd and 4th year undergraduate students who will have one or two summers of research experience. It is intended to incentivize and facilitate the entrance of these students into the ME MSc program, and will allow these students to take one or two 3 cu ME graduate classes and have them count toward the 12 cu total required for the MSc.

The AMAP proposal is explained in detail in the attached proposal document. The motivation for this accelerated (or integrated) pathway is to provide a faster route to an MSc for strong ME undergraduates, that will enable the completion of the MSc within an additional ~1 year after completion of the undergraduate B.Eng. degree. This reduced time in program will be an important incentive for these students, since recent ME B.Eng. graduates are highly employable and can easily land well-paying jobs with just the B.Eng. degree. This job market reality makes recruitment of strong ME undergraduates into our ME graduate programs difficult, since good employment options are ready to hand. The intent of the AMAP program is to offset this somewhat, for high achieving students; there will be significant benefits to these students as well, since engineering leadership positions in industry often require at least an MSc degree, but this reality only becomes apparent to most B.Eng. graduates later in their careers.

In summary, the attached ME AMAP proposal is an innovative approach to recruiting strong MSc candidates into the ME graduate program, in the face of competitive job market realities. It is consistent with approaches taken at many good engineering schools across Canada, and also with European approaches (e.g. engineering degrees in France and Germany are typically Master's level). I fully support this innovative recruiting initiative and look forward to seeing it put in place. Please do not hesitate to contact me or the proponents (ME Graduate Chair Prof. FangXiang Wu and Dept. Head Prof. Scott Noble) if you have any questions or need more information.

With my very best regards,

Michael Bradley, Ph.D. (MIT), P.Eng.
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MSc in Mechanical Engineering

Accelerated Admissions Pathway

Admission Requirements

- 4-year B.Sc. degree in Mechanical Engineering from the University of Saskatchewan.
- a cumulative weighted average of at least 80% (U of S grade system equivalent) in undergraduate B.Sc. courses
- Completion of at least 3 credit units of 800-level courses with minimum grades of 70%
- Two letters of reference, with at least one being from an academic reference. One letter may be from a professional reference

Degree Requirements

Students must maintain continuous registration in the 990 and 994 courses.

- [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

A minimum of 12 credit units **at the 800-level**, including the following:

- [ME 990.0](#) Seminar
- [ME 994.0](#) Research – Thesis

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Accelerated Admission Pathway for the Master of Science (M.Sc.) in Mechanical Engineering

General Description: The new admission pathway will allow USask students in Year 3 of the Bachelor of Science in Engineering (B.E.) program in Mechanical Engineering to gain conditional admission to the M.Sc. in Mechanical Engineering program. This is one year earlier than the current admission process, in which students apply to the M.Sc. program in the final year of the B.E. program to begin the following September. Program requirements for both the B.E. and the M.Sc. programs will remain the same; however, students pursuing this pathway will be able to complete the M.Sc. program in 12 months – 12 months sooner than the current pathway. With a requirement to maintain a cumulative weighted average of 80% average in their undergraduate program, this admission pathway will help USask retain top students in the field.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval, September 2025

Effective Term: May 2026

Course implication

- There are no new, changed, or deleted courses being proposed.

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. Students will be charged on a per credit unit basis while in the B.E. program and will be charged using the standard per term method of assessment while completing the M.Sc. program.
- Provost's Office and Strategic Finance Office support this proposal.

Admission and Student Mobility

- USask students are eligible for this admission pathway.



Consultation with the Registrar Form

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

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

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

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

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

Yes	☐	No	☒
Yes	☐	No	☒

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

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

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

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

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

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

Yes	☐	No	☐
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7 Which College is responsible for the awarding of this degree, diploma, or certificate?

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

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

NOTE: Majors, minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

 [30 character maximum for description; 12 character maximum for code]

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes☐ No☒ Revised☐

If you've answered NO, please continue on to the next section.
- 2 If YES, what is the name of this new / revised disciplinary area?
- 3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)
- 4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?
- 4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)
- 4b

Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)
- 5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 5: Program(s) Information for Financial Change (including Tuition and/or Tuition Assessment Change) with no Curricular Change

- 1 Is method of tuition assessment changing without a curricular change?

Yes☐ No☒
- 2 If YES, what is the name of the program(s), major(s), minor(s), and/or concentration(s)?
- 3 If YES and this is the only change, proceed to Section 19 to complete the Financial Appendix.

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

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

Yes☐ No☒
- Is an existing college, school, center, or department being renamed?

Yes☐ No☒
- Is an existing college, school, center, or department being deleted?

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

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

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

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

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

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

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

Section 8: Course Information - AS PER CURRENT SET-UP

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

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

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

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

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided? Yes ☐ No ☐

5 Does this program require special consideration regarding the assignment of general classroom pool space? For example, is there foreseeable need, for pedagogical reasons, for dedicated space under a priority use agreement with the University Registrar's Office, or the need for specific types of space with particular technologies or set-ups? Yes ☐ No ☐

If YES, please describe the needs below. Note that the need for specific considerations regarding space will require further consultation with the Space Booking Office for general classroom pool space, and with Planning, Design, and Construction for non-teaching space.

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

Section 9: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP OTHER THAN NOTED

- NOTE 1:** This is for students applying to the Master of Science [MSC-T-GP] program and the Mechanical Engineering [ME] major.
- NOTE 2:** Students applying through this pathway will be eligible to apply during their 3rd or 4th year. Successful applicants will be conditionally accepted to the MSc in ME program.
- NOTE 3:** Students conditionally accepted through this pathway are not considered graduate students until term of admission to the MSc in ME program.
- NOTE 4:** Students will use a separate and considerably condensed application process from the usual one for the MSc program.

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	☒
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	☐
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	☐
None of the above (this will require the creation of a new application)	Yes	☐

2 What is the first term to which the student can apply for admission?

202609 [September 2026]

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

Typically only consider September admissions.
January admissions are possible as exceptions if arrangements can be made for supervision and funding.

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes ☐ No ☒

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	☐	No	☐
As their secondary program.	Yes	☐	No	☐

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

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

8 Does this impact enrollment?

Expect a slight increase

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

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

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

- Applicants will NOT need to provide any English requirement as completion of the BE in ME from USask will automatically satisfy the English requirement of the MSc in ME program.
- Two (2) letters of reference will be required with one (1) being academic and one (1) being either academic or professional.
- Minimum average of 80% in their course studies that count towards their undergraduate degree.

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

- Students will only be considered if they apply using the accelerated admission pathway and they are currently registered in their 3rd year of the BE in ME program and have a minimum average of 80% in their course studies that count towards their BE degree.
- List of applicants will be distributed to all faculty in the ME department.
- Faculty can relay to the Graduate Study Committee who they would like to supervise and indicate what level they can contribute toward funding.
- Faculty members can base their recommendations on a holistic fashion using the student's past grades, their CV, the specific courses taken by the student, the student's desired area of research, informal interviews if desired, and the letters of reference.
- The Graduate Study Committee will attempt to accept as many of these applicants as possibly by matching students to supervisors.
- Only applicants for whom there is a matching supervisor together with a full funding package will be conditionally accepted with the accelerated admission pathway.
- If more applicants than can be accepted, the Graduate Study Committee will rank applicants using the same holistic criteria mentioned above.
- The goal is to conditionally accept every student that satisfies the minimum criteria for whom a matching supervisor and funding can be found.

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

Regular Admission

All students that the department decides to accept using the process above are given conditional admission. This will typically occur when students are in their 3rd or 4th year of their BE in ME degree. Students we decide to accept using the accelerated admission pathway will receive a letter offering conditional admission to the MSc in ME program.

It will offer:

- 1) summer work as a USRA (or as a departmental research hire) with funding and enrolment in a graduate course for the summer following conditional admission. They must maintain an average of at least 80% in their undergraduate courses
- 2) a conditional admission to the MSc in ME program starting that September if they are in their 4th year, or the following September if two years remain, on condition of:
 - having completed the BE in ME program,
 - having received the average grade of least 80% of their last 60CU course studies in their BE in ME program,
 - having completed at least 3 CU graduate courses taken during their undergraduate program, with at least 70% in each course,
 - if eligible, completing an application for NSERC PGS M postgraduate scholarship in their final year of undergraduate studies (the application need not be successful to meet the condition).

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

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

Admissions are managed by the department and the College of Graduate and Postdoctoral Studies

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

Conditional Admission

- 17 Will the standard application fee apply?

Yes

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

All applicants will be charged the application fee

- 19 Is there a tuition deposit required?

Yes ☐ No ☒

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

- 20 Are international students admissible to this program? If YES, see Section 19 for Tuition and Fees information.

Yes ☒ No ☐

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 10: Government Loan Information - AS PER CURRENT SET-UP

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

- 1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?
- 2 If this is a new program, do you intend that students be eligible for student loans?

Section 11: Convocation Information (only for new degrees) - NOT APPLICABLE

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
- 2 If YES, has the University Governance Office been notified?
- 3 When is the first class expected to graduate?
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 12: Schedule of Implementation Information

- 1 What is the effective term?

202605 [May 2026]
- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?
If YES, what and by what date?
- YesNo

X

Section 13: Registration Information - AS PER CURRENT SET-UP

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

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

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 14: Academic History Information - AS PER CURRENT SET-UP

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 15: T2202 Information (tax form) - AS PER CURRENT SET-UP

- 1 Should classes count towards T2202s?

Yes ☐ No ☐Internship/Coop CRA Requirements

- 2 Is this an internship or coop program?

Yes ☐ No ☐

If yes, proceed to the following questions.

- 3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes ☐ No ☐

- 4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes ☐ No ☐

- 5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes ☐ No ☐

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 16: Awards Information - AS PER CURRENT SET-UP

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

Yes ☐ No ☐

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

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Section 17: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 18: Program, Major, Minor, or Concentration Termination

1

Is this a program, major, minor, or concentration termination?
If yes, what is the name of the program, major, minor, or concentration?

Yes

☐

No

☒

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?
If yes, what courses?

Yes

☐

No

☐

4

Are there currently any students enrolled in the program, major, minor, or concentration?
If yes, will they be able to complete the program, major, minor, or concentration?

Yes

☐

No

☐

5

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

6

When do you expect the last student to complete this program, major, minor, or concentration?

7

Is there mobility associated with this program, major, minor or concentration termination?
If yes, please select one of the following mobility activity types.

Yes

☐

No

☐

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes

☐

No

☐

Financial Appendix

Section 19: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

NOTE 1: Current tuition will be assessed. Students will pay the undergraduate per credit rate for all undergraduate courses and the standard graduate per credit rate for all graduate courses while registered in their Bachelor of Science in Engineering program.

1 How will tuition be assessed? (see NOTES below)

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Standard Undergraduate per credit

☐

Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	
Change to method of assessment for an existing program*	
* See attached documents for further details	

Standard or Non-Standard Tuition, Term Structure, Refund Schedule and Course/Class Set-Up

NOTE: Standard tuition is using an existing rate AND existing method of assessment.
NOTE: Non-standard tuition is using a new rate OR a new method of assessment OR including 3rd party involvement.

NOTE: Standard means rate, development, and presentation do not vary from the norm or previously approved set-up for a college. Standard items are developed and maintained in a predictable manner. Non-standard programs, term structure, and courses are set-up based on variations, through consultation with colleges, the University Registrar's Office and other stakeholders, and can have the following:

- * tuition being assessed at a rate other than one of the standard categories or rates
- * a unique term structure
- * courses have a discrepancy in academic credit, operational credit and/or billing hours (at least one of)
- * a change deemed necessary via University Registrar's Office in order to accurately assess fees or status

2 If this is a change in the method of assessment, what is the effective date?

3 If tuition is per credit, does it conform to existing categories for per credit tuition? If YES, what category or rate?

N/A

4 If this is a change in the method of assessment, what is the current method of assessment and what is it changing to?

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

6 If standard tuition, what is the rate?

7 What is the proposed non-standard rate? Standard currency is in Canadian dollars.

8 If per term, over how many Banner terms will tuition be assessed?

9 If per term, will students register in consecutive terms or will there be terms where students will not be registered? If graduate program/classes, is maintenance of status required?

-
- 10 If per term, will there be non-standard term start and end dates which require open learning class set-up? Please provide program start and end dates. Example - open learning class that spans more than one term. If this changes once program is approved, college/department/unit staff designation must inform Registrarial Services. (Example - clinical considerations or short class offerings like NURS or MBA.)
-
- 11 Which financial staff will be responsible for financial review and monitoring to ensure that college staff has appropriately operationalized, and that expected tuition revenue is assessed to students?
-
- 12 If contact hours are only 2 hours per week or less, what are the class build considerations?
-
- 13 For T2202 purposes if Registrarial Services staff have questions who is the contact?
-
- 14 Does the change affect the set-up of courses or classes? Yes ☐ No ☐
If YES, how?
-
- For class build expectations against specific terms (such as MPT, CDA, MILBE), who will oversee class build, and who will check as a SBA/finance oversight?
-
- For continuous class requirements required for continuous registration, who will oversee class build, and who will check as a SBA/finance oversight?
-
- 15 Will students outside the program be allowed to take the classes?
-
- 16 If YES, what should they be assessed? (This is especially important for program based.)
-
- 17 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?
-
- 18 Do standard cancellation fee rules apply?
-
- 19 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐
If YES, from which tuition code to which tuition code and for which subject code(s)?
-
- 20 If non-standard tuition is assessed by USask, will a new TC code be required? Yes ☐ No ☐
If YES, what TC code will be assigned to courses/classes?
-
- 21 What CFOAPAL should be attached to the new TC code?
-

22 Are there any additional program or class fees (e.g. Program, materials, excursion)? Yes ☐ No ☐
If YES, what are they?

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

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

Internship/Co-op

25 Is the co-op a requirement of the student's degree program? If this is a requirement of their degree proceed to questions 2 to 4; otherwise, no months are to be provided. Yes ☐ No ☐

26 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month for part-time months? These hours would typically be over and above the hours worked for the 3rd party employer (see last point in this section). Yes ☐ No ☐

27 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks? Yes ☐ No ☐

28 The work hours done in the co-op for the 3rd party employer typically would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exacting what is graded and how many hours approximately a student spends each week on those assignments (for full time months) or time spent each month (for part-time months)?

Third Party or Partner Information

29 Does this program involve a partnership with an external partner? Yes ☐ No ☐
If YES, what is the institution/partner name?

30 What type of contract is this? (See legend at the end of this section for detailed information.)

31 Has a contract been signed? Yes ☐ No ☐
NOTE: Contract must be signed before final approval will be granted and must be submitted to Registrarial Services for archiving.

32 Length of contract?

33 What college(s) or department(s) or unit(s) are academically/financially responsible for the contract?

34 Who is the financial contact (name and role) in the college responsible for contract negotiations, renewal, operationalization, and communication with all units, etc.? (Will oversee academic/class build questions to operationalize.)

35 Registration and financial clause expectations (legal ticks)

College invoice with 3rd party when services have been provided rather than USask collection from student and trying to reconcile back. (TC00)

Do students require full-time student loan eligibility?

Yes

No

Yes

No

Contract Code (complete if 3rd party has been identified)

36 Will a contract code need to be assigned to classes?

Yes

No

NOTE: This is necessary if a process is attached to the contract that impacts where the tuition/fees go, or when an identifier is necessary against the classes. This may be a central administration identifier or an identifier used by colleges.

37 Contract code required to distinguish classes. (Example - AR assesses tuition (SUNTEP students taking, portion goes to program college and portion goes to the XXXX college, is it split?.)

NOTE: This is for Provost's Office purposes/TABBS, college/SFA reconciling.

Yes

No

38 If YES to above, what is the purpose of the contract code on the class?

39 Who will bill?

40 Who is the class build staff that will oversee class build to ensure contract code gets added?

41 Identify the financial staff or department head who will ensure the class build is accurate.

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

Contract Information

Type = C1

Name = Brokered

Class Build and Registration = No

CUs = N/A

Billing Hours = N/A

Tuition = No

Fees = No

T2202s = No
Detail Code = No
Revenue = N/A

Notes = Not built in Banner; all financial activity is completed by the contracting entity (e.g. Battleford Tribal Agency)

Type = C2

Name = Info Only
Class Build and Registration = Yes
CUs = Normal
Billing Hours = Normal
Tuition = Normal
Fees = Normal
T2202s = Normal
Detail Code = Normal
Revenue = Central (100% is retained by USask)
NOTES = Contract code is informational only and does not impact configuration or processes; will be treated in normal fashion for all processes.

Type = C3

Name = No Tuition or Fee Assessment
Class Build and Registration = Yes
CUs = Normal
Billing Hours = Normal
Tuition = No
Fees = No
T2202s = No
Detail Code = No
Revenue = No tuition/fee revenue
Notes = e.g. BJM Health Sciences Academy

Type = C4

Name = Fee Assessment Only
Class Build and Registration = Yes
CUs = N/A
Billing Hours = N/A
Tuition = No
Fees = Yes
T2202s = Yes
Detail Code = No
Revenue = No tuition revenue

Notes = Billing happens outside of central (e.g. SUNTEP and most Education agreements).

Type = C5

Name = STM

Class Build and Registration = Yes

CUs = Normal

Billing Hours = Normal

Tuition = Normal

Fees = Normal

T2202s = Normal

Detail Code = Yes (specific)

Revenue = STM

Notes = Unique agreement; contract code 33, STM tuition has it's own detail code and is paid out quarterly (completed by STM financial analyst).

Type = C6

Name = Tuition Sharing

Class Build and Registration = Yes

CUs = Normal

Billing Hours = Normal

Tuition = Normal

Fees = Normal

T2202s = Normal

Detail Code = Normal

Revenue = Shared (could be 100% shared or less but not 100% retained by USask)

Notes = Central (agreement with USask where specific colleges are not defined in agreement (e.g. GDI) or college(s) specific (DEU). Payments happen outside of tuition allocation (e.g. SFA calculates a pay requisition to GDI (contract code 17) and First Nations University Canada (FNUC - contract code 41).

Section 20: TLSE - Information Dissemination (internal for TLSE use only)

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

Disclaimer
By signing this document, you and your college signify responsibility for all agreed-upon class and student set-up in order to ensure the proper assessment and collection of this approved tuition amount. Failure to properly configure the student systems in the agreed upon method can result in additional work, loss of revenue, and cost for staff time to retroactively correct the error(s). Please note that identified errors greater than 4 terms will not be collected from students and all communications will be the responsibility of the college.

SIGNED

Date:

Acting Registrar (Salomé Ries):

College Representative(s):

Provost's Office Representative(s):

Associate Registrar (Academic) (Jason Doell):

Revised: June 27, 2025

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: October 20, 2025

Re: Accelerated MSc Admission Pathway (AMAP) in Mechanical Engineering

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 20, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea

ITEM FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: November 20, 2025

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Forest Resources Certificate

MOTION

It is recommended by the Academic Programs Committee that Council approve the Forest Resources Certificate, effective Fall 2026.

CONTEXT AND BACKGROUND

The College of Agriculture and Bioresources is proposing new certificate in Forest Resources as a way to address a long-standing need for forestry education in Saskatchewan, as expressed by both industry and government. Agriculture and Bioresources offers many forest-related courses and attracts students interested in forestry careers, but currently lacks a formal way for students to highlight this academic focus. Introducing a Forest Resources certificate would allow students in various related programs to officially recognize their specialization, enhance their transcripts, and improve visibility to potential employers in the forestry sector.

CONSULTATION

The College of Agriculture and Bioresources submitted a proposal to the Academic Programs Committee (APC) on October 29, 2025. The Academic Programs Committee reviewed the proposal and engaged in a fulsome discussion, supporting the initiative and noting its potential to retain talent in Saskatchewan. The committee voted in favour of this proposal.

ATTACHMENTS

1. **Forest Resources Certificate Proposal**



UNIVERSITY OF SASKATCHEWAN

College of Agriculture and Bioresources

AGBIO.USASK.CA

Forest Resources Certificate New Program Proposal October 2025

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Proposal for New Programs or Curricular Changes

Title of proposal: New Certificate Proposal: Forest Resources Certificate

Degree(s):

Field(s) of Study: Renewable Resource Management

Level(s) of Concentration: Undergraduate Certificate

Option(s):

Degree College: College of Agriculture and Bioresources

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

Bryan Mood, 306-966-6869, bryan.mood@usask.ca

Department of Soil Science, College of Agriculture and Bioresources

Colin Laroque, 306-966-2493, colin.laroque@usask.ca

Department of Soil Science, College of Agriculture and Bioresources

Proposed date of implementation: Fall Term 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.*

The College of Agriculture and Bioresources has a strong and growing presence of forest-related courses and undergraduates pursuing careers in the sector. However,

there is currently no mechanism for students to formally identify their academic concentration in this area. Students in B.S.A. and B.Sc.RRM. programs (especially Resource Science, Resource Economics and Policy, Applied Plant Ecology, Soil Science, and Environmental Science) as well as other environment-related programs in Arts and Science will directly benefit from the development of a certificate identifying their interest and coursework focused on forestry. The successful implementation of a Forest Resources certificate will offer students a new avenue and official recognition for their interest in this sector. Furthermore, it will provide potential employers with official transcripts showing their background and training in forest resources.

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.

The offering of a Forest Resources certificate is critical to support Saskatchewan's growing forest industry and will directly contribute to several University of Saskatchewan Signature Areas:

1. Indigenous People
2. Water
3. One Health
4. Communities and Sustainability

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

The Forest Resources certificate is designed for students in the B.S.A. Environmental Science, B.S.A. Applied Plant Ecology, B.S.A. Soil Science, B.Sc.RRM Resource Science, and B.Sc.RRM Resource Economics and Policy, and environment-related B.Sc. majors at the University of Saskatchewan. It is also designed to target potential undergraduate students from northern geographic areas (e.g., Boreal Plains and Boreal Forest ecozones) that may wish to complete a post-secondary education in Saskatchewan and study forestry.

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

The implementation of the Forest Resources certificate is strongly desired by the forest industry in Saskatchewan. Currently, no forest-related program is explicitly offered within the province and students interested in the discipline must attend schools in Alberta, British Columbia, Ontario, or New Brunswick to receive accreditation as a Registered Professional Forester (RPF) in Saskatchewan. The Department of Soil Science is actively working with the Association of Saskatchewan Forestry Professionals (ASFP) and Forest Professional Regulators of Canada (FPRC) to identify pathways to support accreditation within the province.

Two programs within Saskatchewan exist that directly support the forest industry: (1) Integrated Resource Management (IRM) at Saskatchewan Polytechnic's Prince Albert Campus and (2) the B.Sc.RRM Resource Science program at the University of Saskatchewan. Currently, neither program is accredited for RPF or RPFT. The implementation of the Forest Resource certificate is a first step in long-term vision with the ASFP to establish a program that may be used to support the Credential Assessment Process (CAP) with the Forest Professional Regulators of Canada (FPRC) eventually leading to accreditation as the forestry sector continues to grow. The goal of the Forest Resource certificate is not only to provide an official means of recognizing student subject matter interest for employment opportunities but also a mechanism to quantify interest in the forest sector for an evidence-based approach demonstrating both need and desire for a forest-related program in post-secondary education in Saskatchewan.

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?**

Regular Admission:

- Completion of at least 18 credit units of post-secondary coursework
- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Proficiency in English

- 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?**

Regular admission: Academic average—100% weighting

- Average is calculated on 18 or more transferable credits

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

Regular Admission

- Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.
- d. What are the admission models – direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?**

Non-direct entry: open to current USask students only.

- 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?**

No reserved seats. Classes are established and capacity will be expanded to meet demand.

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

Fall term application deadline: August 15

Winter Term application deadline: December 1

The application process will be similar to that of our other degree, diploma, and certificate programs. Scholarship deadlines are not applicable.

- g. Which office will manage the admission process – TLSE, college, department, or a combination?*

TLSE Admissions and Transfer Credit

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

A communications and marketing strategy for the new program will be led by AgBio Communications in collaboration with TLSE. This includes a new program webpage, a media release, updating print materials, and creating digital content to promote the new certificate.

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

The admissions process will be managed by the TLSE Admissions and Transfer Credit office. As per the admissions policy of the University: “Grounds for an admission appeal shall be limited to (1) unit procedural errors, (2) evidence that the information used in the assessment of the decision was wrong or incomplete, or (3) evidence that the assessment was not made according to the published admission qualifications and selection criteria. A failure by the applicant to provide accurate and complete information in accordance with the established admission qualifications and selection criteria shall not be grounds for an appeal.”

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

Transfer credit will be evaluated by TLSE Admissions and Transfer Credit as part of the admission process.

Description of the program:

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

The Forest Resources certificate will provide students with a strong understanding of forest resources in Saskatchewan complemented by experiential learning opportunities. The certificate consists of three core course requirements (9 cu) to promote ecological classification, landscape dynamics, and data collection in forested settings. Six additional credit units are required that augment student interests related to forest measurements and techniques, modelling, planning, hydrology, and ecological restoration which align with optional accreditation concentrations according to FPRC guidelines.

The objective of this program is to officially recognize students that take a forest-based certificate as part of their degree. The addition of the Forest Resource certificate will signify to potential employers that the student/applicant has the requisite knowledge and field skills to excel in a forestry-related position. Students enrolling in the certificate program will have competent skills in plant and soil classification, forest ecology, and field data collection techniques that are essential for forest industry employment.

The Forest Resource certificate will also serve to document and recognize student interest in the field where we can quantify interest from students at the University of Saskatchewan. If interest exists, it provides an evidence-based justification for additional capacity to support course development and continue toward an RPF accreditation.

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.

All courses, excluding SLSC 460.3, are lecture based with some containing additional field-based components or laboratory tutorials. SLSC 460.3 is an experiential learning course that occurs over 5-days during the first week of the Fall semester.

c. Provide an overview of the curriculum mapping.

Forestry professionals are expected to have a broad understanding of plant identification, ecological classification schemes, forest ecology, and data collection techniques. These criteria are covered as part of the three core course requirements (9CUs). Plant identification and ecological classification are specific learning outcomes for RRM 215.3: Identification of Saskatchewan Plants and Soils or PLSC 213.3: Principles of Plant Ecology. Forest ecology and all its facets are explored in PLSC 425.3: Forest Ecology within a classroom setting while hands-on experience collection of forest data and ecological classification are learned in SLSC 460.3: Forest Soils.

Standard Name:	Trees and Stands	Forest Landscapes	Information Acquisition and Analysis	Planning and Administration	Optional Standards		
					Forest Management	Natural Resources and Ecosystem Management	Ecosystem Restoration and Management
Required							
RRM 215 PLSC 213 BIOL 228	X	X					
PLSC 425	X	X	X				
SLSC 460	X	X	X	X	X	X	X
Optional							
AREC 238					X	X	
AREC 430				X	X	X	
BIOL 331	X	X					
BIOL 373				X	X	X	X
ENVE 432				X	X	X	X
GEOG 328		X				X	X
GEOG 385				X	X	X	X
GEOG 386				X	X	X	X
PLSC 413	X	X	X				
PLSC 427					X	X	X
RRM 321			X				
SLSC 350					X	X	X

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

The required courses of this certificate provide a base-knowledge of forest ecology theory and applications in Saskatchewan and the science that supports it. The optional courses provide students with the opportunity to apply this knowledge to their specific area of interest (e.g., economics, conservation, restoration, and land management) that are important to individuals working within the environmental and forestry sector. RRM 215 and PLSC 213/BIOL 228 develop critical skills related to plant identification and understanding landscape scale processes for ecosystems related to energy flow and how they are affected by exogenous forces. PLSC 425 provides an overview of all facets of forest ecology with a focus on Saskatchewan that explores how different facets of forests are connected and the impacts of management decisions on these ecosystems. In this class, students synthesize and apply critical thinking to understand current issues in forest ecology. SLSC 460 provides students with an experiential learning opportunity to apply their knowledge from previous courses to a field setting. In this course, students are required to apply knowledge to solve problems associated with forest resources and measurements.

e. Explain the comprehensive breadth of the program.

The comprehensive breadth of the program is to ensure basic knowledge and student-specific interests related to the forest resources. The core courses introduce students to comprehensive

understanding of ground-level information associated with forest ecosystem functions while selected courses provide a broad overview of specific sub-concentrations that align with FPRC Standards guidelines (e.g., ecological restoration and management, forest management, natural resources and ecosystem management). Course materials from the optional selections are intended to complement current students and core courses to support different viewpoints and ways of knowing associated with forest resources.

- 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.*

Provide Opportunities: Through this certificate graduates will foster reciprocal learning collaborations by working with communities and industry in northern Saskatchewan as part of the SLSC 460.3 course that will promote research-enhanced and community-driven learning.

Support Students: The Forest Resources certificate directly supports students in selecting programs that are appropriate to their abilities and preparation. Students interested in forestry and forest environments will have their degrees augmented by official documentation of their interest in this subject matter which will prepare them for their chosen career.

Engage Respectfully: Certificate graduates will learn independently and experientially with other students through various course selections and field-based courses.

Think Broadly and Deeply: The interdisciplinary nature of the certificate has been designed to allow students to consider different viewpoints and worldviews other than their own. Furthermore, the requirement of a land-based course (SLSC 460) will provide additional understanding and respect for the land and the peoples that use it. PLSC 425 requires students to understand forest ecosystems from multiple, often competing, perspectives.

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

Students must be enrolled in a USask degree program to enroll in this certificate program. The certificate will typically begin in the second year of a student's degree program but remains open to any student enrolled in a USask college.

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

Program success will be evaluated following 5 years of offering the certificate at the University of Saskatchewan. We will examine year-to-year variability and total enrollment in the certificate.

- 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.*

No accreditation is required.

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?*

The program is designed to complement other programs within the College of Agriculture and Bioresources. Specifically, students in B.S.A Soil Science, Environmental Science, Agricultural Biology, or Applied Plant Ecology and B.Sc.RRM Resource Economics and Resource Science will be able to take the certificate to augment their degree outcomes. Students with an interest in forestry taking B.Sc. programs are also able to take the certificate (e.g., Environmental Biology or Hydrology).

- 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.*

Program advisors, affected instructors from Plant Science, Soil Science, and Agricultural Economics as well as college UAC were contacted to discuss the certificate. No concerns were raised outside of course-specific offerings that were adjusted in accordance with advisor requests.

- 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.).*

Budget:

The ***Budgetary and Financial Implications Form*** must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

College Statement

Please provide here a statement from the College which contains the following:

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

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.Required for all submissions:

- ☐ Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- ☐ Budget forms, including tuition.

- ☐ Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
 - o Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- ☐ Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.
- ☐ Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

- ☐ New Course Proposal Form

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process
Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs	N/A		
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>		
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>		
6	Secure College Faculty Council Approval	• <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> • <i>Completion of ICT Requirement Form</i> • <i>Completion of New Course Creation Form</i> • <i>Completion of Catalogue Entry</i>		
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)		
8	Consultation with Registrar	<i>Consultation with the Registrar Form (completed during the consultation)</i>		

Updated August 2023

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Undergraduate Degree-Level Certificate in Forest Resources

General Description: The College of Agriculture and Bioresources proposes this undergraduate degree-level certificate using existing courses. This certificate will be open to existing degree-seeking USask students.

Degree College: College of Agriculture and Bioresources

College Approval: Pending College of Agriculture and Bioresources Faculty Council approval on June 18, 2025

Effective Term: 2026-27, September 2026

Course implications

- No new courses; using all existing courses

Registration and classes

- No change to standard class time slots, terms, and sessions.
- 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

Financial and Budget

- Standard, existing tuition rates and per credit unit method of assessment
- Provost's Office endorses the proposal and approves proceeding through the approval process.

Student Mobility

- Current USask international students are admissible to this program. It can only be completed as part of a USask degree-level program, so new international students would not be admissible.

Consultation with the Registrar Form

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

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

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

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

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

Yes	☒	No	☐
Yes	☐	No	☒

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

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

Certificate in Forest Resources [long description]

Cert in Forest Resources [short description]

CFRS [suggested degree code] (NOTE: CFR is not available as already in use)

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

Cert.

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

N/A

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

Degree level

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

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

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

College of AB [Agriculture and Bioresources]

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

N/A

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

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

One major is required on all programs [4 characters for code and 30 characters for description]
Renewable Resource Management [description]
RRM [suggested code]

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

N/A

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

Certificate in Forest Resources [long description]

Cert in Forest Resources [short description]

CFRS [suggested degree code]

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

[30 character maximum for description; 12 character maximum for code]

Cert in Forest Resources [description]

CFRS [suggested program code]

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

N/A

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

College of AB [Agriculture and Bioresources] / Department of Soil Science [SLSC]

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

N/A

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

N/A

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

1 year (total of 21 credit units)

Section 3: Mobility

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

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

Yes

☐

No

☒

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

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

Yes

☐

No

☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

Section 6: Program(s) Information for Tuition and/or Tuition Assessment Change with no Curricular Change

1 Is tuition or tuition assessment method changing without a curricular change?

Yes ☐ No ☒

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

2 If YES, what is the name of the program(s), major(s), minor(s), and/or concentration(s)?

Section 7: New College / School / Center / Department or Renaming of Existing

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

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

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

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

Yes	☐	No	☒
Yes	☐	No	☒
Yes	☐	No	☒

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

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

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

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

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

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

Section 8: Course Information - AS PER CURRENT SET-UP

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

No

2

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

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

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

Yes ☒ No ☐

If NO, please describe.

Current classes so using current set-up

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes ☐ No ☐

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

Yes ☐ No ☐

If YES, please describe.

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

Section 9: Admissions, Recruitment, and Quota Information**NOTE: This program is only open to current USask students.**

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	☐
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	☒
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	☐
None of the above (this will require the creation of a new application)	Yes	☐

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

YYYY09 [September] and YYYY01 [January]

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

YYYY09 [September] - application deadline is August 15
 YYYY01 [January] - application deadline is December 1

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes ☒ No ☐

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	☐	No	☒
As their secondary program.	Yes	☒	No	☐

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

N/A

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

N/A

8 Does this impact enrollment?

Anticipate a slight increase in enrollment

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

Refer to Department of Soil Science or Amie Shirkie

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

Yes

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

Regular Admission
 - Completion of at least 18 credit units of post-secondary coursework
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan

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

Regular Admission

- Average is calculated on 18 or more transferable credits

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

Regular admission

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

Process will be similar to that of other degree, diploma and certificate programs in the College of Agriculture and Bioresources.

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

Process will be similar to that of other degree, diploma and certificate programs in the College of Agriculture and Bioresources.

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

No, regular admission letter

- 17 Will the standard application fee apply?

Will be on the current student application so no fee

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

Current, active students will be exempt

- 19 Is there a tuition deposit required?

Yes ☐ No ☒

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

N/A

If YES, has it been approved by the Fee Review Committee?

N/A

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

Yes ☒ No ☐

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 10: Government Loan Information

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

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

N/A

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

Yes

Section 11: Convocation Information (only for new degrees)

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

No - is a certificate program

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

- 3 When is the first class expected to graduate?

Fall Convocation 2026

4

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

Anticipate 30 graduating students per year would be the maximum (more reasonable estimate would be 10-15)

Section 12: Schedule of Implementation Information

- 1 What is the start term?

202609 [September 2026]

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

Yes ☐ No ☒

If YES, what and by what date?

Section 13: Registration Information - AS PER CURRENT SET-UP

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

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

2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 14: Academic History Information - AS PER CURRENT SET-UP

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 15: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes ☒ No ☐

Internship/Coop CRA Requirements

2 Is this an internship or coop program?

Yes ☐ No ☒

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes ☐ No ☐

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes ☐ No ☐

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes ☐ No ☐

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 16: Awards Information - AS PER CURRENT SET-UP

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

Yes ☐ No ☐

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

--

Section 17: Government of Saskatchewan Graduate Retention (Tax) Program

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 18: Program Termination

1

Is this a program termination?
If yes, what is the name of the program?

Yes

☐

No

☒

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?
If yes, what courses?

Yes

☐

No

☐

4

Are there currently any students enrolled in the program?
If yes, will they be able to complete the program?

Yes

☐

No

☐

5

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

6

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

7

Is there mobility associated with this program termination?
If yes, please select one of the following mobility activity types.

Yes

☐

No

☐

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐

☐

☐

☐

☐

☐

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

Yes

☐

No

☐

Section 19: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP**NOTE: All required courses currently exist and tuition will remain as currently set-up.**

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

5 Has the Provost's Office and Strategic Finance Office reviewed the proposed tuition and fees as well as financial sustainability assessment and provided support to move this proposal forward to Academic Programs Committee?

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

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

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

9 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

13

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

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

Section 20: TLSE - Information Dissemination (internal for TLSE use only)

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

SIGNED

Date: Email signatures June 9, 2025

Acting Registrar (Salomé Ries):

College Representative(s):

IPA Representative(s):

Forest Resources Certificate Admissions Framework

Admission Qualifications

Regular Admission

- Completion of at least 18 credit units of post-secondary coursework
- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Proficiency in English

Selection Criteria

- Regular admission: Academic average—100% weighting
 - o Average is calculated on 18 or more transferable credits

Categories of Applicants

Regular Admission

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

Forest Resources

Certificate (Cert.)

The Forest Resources certificate will provide students with a strong understanding of forest resources in Saskatchewan complemented by experiential learning opportunities. The certificate consists of three core course requirements to promote ecological classification, landscape dynamics, and data collection in forested settings. 12 additional credit units are required that augment student interests related to forest measurements and techniques, modelling, planning, hydrology, and ecological restoration which align with optional accreditation concentrations according to Forest Professional Regulators of Canada guidelines.

Certificate Requirements (21 credit units)

Required Courses (9 credit units)

- RRM 215.3 Identification of Saskatchewan Plants and Soils or PLSC 213.3 Principles of Plant Ecology or BIOL 228.3 An Introduction to Ecology and Ecosystems (PLSC 213.3 Principles of Plant Ecology is preferred)
- PLSC 425.3 Forest Ecology
- SLSC 460.3 Forest Soils

Electives (12 credit units)

Choose 12 credit units from the following:

- AREC 238.3: Natural Resource Economics
- AREC 430.3: Advanced Natural Resource Economics
- BIOL 331.3: Plant Physiology
- BIOL 373.3: Community Ecology
- BIOL 470.3: Conservation Biology
- ENVE 432.3 Land Management and Reclamation
- GEOG 328.3 Groundwater Hydrology
- GEOG 385.3: Analysis of Environmental Management and Policy Making
- GEOG 386.3: Environmental Impact Assessment
- PLSC 413.3 Advanced Plant Ecology
- PLSC 427.3 Ecology and Management of Invasive Plants
- RRM 321.3 Resource Data and Environmental Modelling
- SLSC 350.3 Terrestrial Restoration

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: Forest Resource Certificate

1.2. Short form (degree abbreviation): FR Certificate

1.3. Sponsoring college/department: College of Agriculture and Bioresources / Soil Sciences

1.4. Degree level: Undergraduate ☒ Graduate: ☐

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

2.1. Current library collections

Books

Books play a significant role in learning and researching to College of Agriculture and Bioresources faculty and students. Members of the college are encouraged to participate in book selection by sending their recommendations to the Liaison Librarian. 2024/2025 allocation for Agriculture and Bioresources book acquisition is \$24,788, and it has remained stable over the past few years.

To ensure accessibility of books for students on and off campus, purchasing electronic version of the book has become more prevalent in recent years. Both electronic and print titles available in the University Library are indexed in the library catalogue. A broad catalogue search combining the terms “forest” and “resource” retrieved 1,520 e-books and 764 printed books; particularly, 304 resources were published in the last 5 years (2020-2025). The printed books on forest resource are mainly located in the Science Library. As the field covers interdisciplinary topics, resources are available in other branch libraries (i.e. Murray and Law Library).

The University Library also offers a broad range of e-book collections mostly funded through central university library collection fund in many disciplines from major academic publishers. The following e-book collections include a substantial number of books in the disciplines of agriculture and bioresources including forest resource:

[Canada Commons: Canadian Books & Think Tanks](#)
[eBook Central](#)

[EBSCOhost eBook Collection](#)

[ScienceDirect](#)

[SpringerLink: Books](#)

[Wiley Online Library](#)

In addition to e-books provided by traditional publishers, the University Library also supports open access movement and provides direct access to free peer-reviewed e-book collections such as [Directory of Open Access Books \(DOAB\)](#), and [MIT Press Direct to Open Ebooks](#), which also include a considerable number of e-books on agriculture and bioresources.

Journals

The University Library invests significantly in journal subscriptions, most of which are available online, to support the teaching, learning, and research at the University of Saskatchewan. The library subscribes to nearly complete collections of journals from major scholarly publishers, including Springer, Elsevier, Oxford University Press, Cambridge University Press, and selected subscriptions to journals of other publishers. The selection of journals at the University Library is sufficient to support the Agriculture and Bioresources undergraduate degree. As the proposed program is based on existing courses, the current selection of journals is sufficient to supporting the program.

Open access (OA) scholarly journals and scholarly material are becoming increasingly and freely available to the students and researchers of the University. The full-text of many of these OA journal articles can be identified and accessed through database and web searching.

Electronic Resources and Databases

Both subscription-based and publicly available subject databases are used by students and researchers in College of Agriculture and Bioresources to access full-text e-resources. “Find it” linking feature, embedded by the university library in subscription-based e-resources as well as publicly available web resources like Google Scholar, supports seamless access to our licensed full-text journals.

The University Library subscribes to approximately 660 databases. The major databases for agriculture and bioresources include the following:

[Web of Science Core Collection](#)

[ABI/INFORM Collection](#)

[AGRICOLA](#)

[CABI: CAB Abstracts & CAB Abstracts Archive](#)

[AgEcon Search](#)

[Scopus](#)

[GreenFILE](#)

[Academic Search Complete \(ASC\)](#)

[JSTOR Sustainability](#)

[Academic Search Complete \(ASC\)](#)

[Compendex and Engineering Index Backfile](#)

In addition to subject specific electronic resources, the library provides extensive resources on indigenous and northern studies. These resources are essential in supporting the northern and

indigenous perspectives focus on the program. Some relevant example of indigenous and northern studies resources include:

Informit Indigenous Collection
I-Portal - Indigenous Studies Portal
Bibliography of Indigenous Peoples in North America
Arctic & Antarctic Regions

Data Sets and Government Information

Data sets and government information is highly for the proposed program.

While increasing number of government publications, statistics, and GIS information resources are freely available on the internet, not everything is open access. The Library provides access to many licensed services. For example, the University Library subscribes to the Data Liberation Initiative License that allow its users to get access to a range of Statistics Canada datasets, including census data and specialized surveys. The Data and GIS Librarian and the Government Information Librarian at the University Library have specialized expertise to help users find specific data sets and government information.

InterLibrary Loan

The Interlibrary Loan (ILL) Service connects students, faculty and staff at University of Saskatchewan to materials not owned by the University Library free of charge. The service must align with the Fair Dealing Guidelines between the University Library and the other libraries. Both print and electronic ILL and scan requests are accepted. Electronic ILL requests are often delivered more quickly and are accessible on the requester's own device.

2.2. Current library services

The following library services are readily available to the College of Agriculture and Bioresources and would also support the Forest Resource Certificate.

Liaison Services

The College has a liaison librarian who is assigned to developing collection, providing research support and consultations, teaching information literacy skills and communicating library services and initiatives to students, faculty and staff in AgBio. The liaison librarian will continue to provide services to all members of the College, including those who are completing the certificate.

Student Academic Support

The Learning Specialists provide diverse services and supports to undergraduate students to improve their academic skills from a variety of perspectives including time management, writing skills, and preparing for exams. Each term, online and in-person workshops targeting undergraduate student academic skills are offered. Resources on academic skills (i.e. Library guides on writing) and help centers for writing, mathematics and statistics are also available. Students could also request individual appointments with the Learning Specialists and subject tutors to help with specific needs.

Research Support Services

The Library Research Support Services Division provides specialized services in scholarly publishing, research data management and synthesis reviews to further support the needs of students and researchers of the University of Saskatchewan.

The newly integrated Canadian Hub for Applied and Social Research (CHASR) offers research services that cover all phases of research on a cost-recovery basis. Their services include training (i.e. statistical software), research designing, data collection (i.e. interviewing, surveys), data processing, data analysis, and reporting.

Distance and Distributed Library Services

The library offers free distance and distributed services to all members of the University of Saskatchewan and will mail library materials directly to the library users at any address within Canada other than locations on the main campus in Saskatoon.

2.3. Current library spaces

The University Library has six branches across campus, offering diverse physical spaces for studying and learning to meet wide range of student needs. This includes social spaces (i.e. Engineering Learning Commons), open and private individual and group study spaces, quiet study spaces, and spaces with accessibility considerations (i.e. low-sensory room). The University Library also offers 43 bookable study rooms that is mostly equipped with screens that are PC and Mac compatible; they can be used for individual or group activities like practicing presentations. The University Library also offers technology support like the Library Desktop Computers with extensive list of software and applications installed for student and staff use.

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

3.1. Required changes for library collections

The courses required to complete the certificate-based program are already offered at the College of Agriculture and Bioresources. The instructors of existing courses may request for course reserves and purchasing of course materials or resources, but the creation of the certificate program would not have instigated the need.

3.2. Required changes for library services

The current library services and online resources are sufficient for this certificate-based program. Promotion of library services and materials may be beneficial for the students and instructors.

3.3. Required changes for library spaces

The existing library spaces meet the certificate-based program's needs, and no changes are expected.

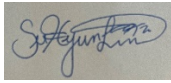
4. Summary assessment of library capacity and requirements to support the new program

As written in section 3.1, the certificate-based program is organized around courses that are already delivered at the College of Agriculture and Bioresources. Therefore, the current collections, collection services, library services and library spaces would sufficiently support this program.

While no concerns or increased need is expected, the introduction of the program may increase enrollment of courses required for the program; this may require adjustment to user restrictions on relevant electronic collections and course reserves. Ongoing support and monitoring may be required, particularly after the initial launch, but would not significantly impact the work of the liaison librarian, collection funding or library services.

Date: 2025-03-06

Liaison Librarian: Su Hyun Lim

A square box containing a handwritten signature in blue ink, which appears to be "Su Hyun Lim".

Dean, University Library: Charlene Sorensen

A handwritten signature in blue ink, which appears to be "Sorensen".

Faculty member for the sponsoring college/dept: _____



Physical Resource & Space Requirements for New and Revised Academic Programs

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	X	Skip to question 1.3
Yes		Describe below
Type of space	Labs and Classrooms	
Amount of space	20-30 Students on average	
Occupants	20-30 Students on average	
Area or capacity	Teaching and Instruction	
Special requirements	No	

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

1.3	Does the new/revised program require renovations to the college/department's current space?	
No	X	Skip to Question 1.3
Yes		Describe Below
Desc of renovations	N/A	
Rooms	N/A	
Present use	N/A	
Proposed use	N/A	

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	X	
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	N/A		
Yes		Please attach a copy providing timeframe and costs for each	

2.0 Equipment

2.1	Does the new/revised program require additional equipment or upgrades to current equipment?		
	No	X	Yes Describe
	Equipment required	N/A	
	Quantity required	N/A	
	Estimated unit cost	N/A	
	Estimated total cost	N/A	

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 N/A		
	No	X	Yes
	Ongoing operating/maintenance costs?		
	No	Yes	

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 N/A		
	No	X	Yes
	Ongoing operating/maintenance costs?		
	No	Yes	

3.3	Will there be a request to the Capital Planning Committee for capital funds to accommodate the program?		
No	X	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.
-----	---

The program does not require additional space on campus and will work within the areas in the building. Submitted on behalf of bryan.mood@usask.ca. Please contact with any questions

--

Associate Registrar

--

Date



UNIVERSITY OF
SASKATCHEWAN

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: **Forest Resources Certificate**
2. Distance Education
Does the new/revised program include courses that are delivered by 'distance education'? Yes **No**
Face-to-face off-campus Televised Multi-mode Independent Study
Web-based Other (specify)
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.

N/A

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.

N/A

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: **20 by year five**

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).

No additional training or support required.

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).

No additional training or support required.

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.

No additional impacts on system.

Date: **February 25, 2025**

Information and Communications Technology

Faculty Member (sponsoring college/dept) **Bryan Mood; Department of Soil Science; College of Agriculture and Bioresources**

June 17, 2025

College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive,
Saskatoon, SK S7N 5A8

Subject: Letter of Support for the Proposed Forest Resources Certificate Program

Dear Dr. Bedard-Haughn:

The Association of Saskatchewan Forestry Professionals (ASFP) is pleased to provide this letter of support for the proposed Forest Resources Certificate program within the College of Agriculture and Bioresources at the University of Saskatchewan. As the professional regulator for forestry practitioners in Saskatchewan and a member of the Forest Professional Regulators of Canada (FPRC), we recognize the critical need for enhanced forestry education in our province and commend the strategic initiative to address this gap.

Addressing Industry and Professional Needs

Saskatchewan's forestry sector faces a significant labour shortage, particularly among individuals meeting the national competency standards required for professional registration (as established by FPRC). Currently, no post-secondary institutions in Saskatchewan offer FPRC-accredited forestry programs. Consequently:

1. A growing number of applicants for professional designation graduate from non-accredited programs and must register as *in-training practitioners*.
2. These individuals face challenges in accessing localized training to bridge competency gaps identified through ASFP's credential assessments.
3. Internationally trained professionals also frequently require accessible, high-quality education to bridge competency gaps to meet provincial registration requirements.

The absence of accredited forestry programs in Saskatchewan has created a pressing need for structured, province-based educational pathways. The Forest Resources Certificate represents a vital first step toward building this capacity and aligns with ASFP's mandate to support a competent, sustainable forestry workforce.

Commitment to Collaboration

ASFP is committed to supporting the development of this program and the College's long-term goal of achieving FPRC accreditation should this be a goal of the College. To facilitate this, we offer the following:

1. **Competency Gap Analysis:** Provision of feedback on common competency gaps observed among applicants for professional registration to inform curriculum design to address industry needs.
2. **Program Advisory Committee:** Willingness to appoint an ASFP delegate to serve on the program's advisory committee, if desired.

Box 331, Station Main Prince Albert, SK S6V 5R7

www.asfp.ca

3. **Professional Practice Education:** An ASFP representative will deliver sessions to certificate students on professional practice including the role of professional regulators and the value of lifelong learning.
4. **Advertising:** Provision of free advertising for the program on the ASFP member pages and in the newsletter as a continuing competence and gap filling program for members.

The Forest Resources Certificate holds considerable promise for strengthening Saskatchewan's forestry education ecosystem, supporting workforce development, and empowering future forest practitioners to meet the requirements for registering as forestry professionals in the province. ASFP enthusiastically endorses this initiative and looks forward to supporting the College to ensure the program's success. We are confident this program will catalyze further investment in forestry education and help address the industry's critical labour shortages.

Should you require further input or wish to discuss collaboration details, please contact ASFP at admin@asfp.ca or by phone at 587-557-2126 ext. 105.

Sincerely,



Darryl Sande, RPF
Past President and Admissions Committee Chair
Association of Saskatchewan Forestry Professionals
admin@asfp.ca

cc. Dr. Bryan Mood and Dr. Colin Laroque



“Proudly representing the Saskatchewan forest industry”

July 8th, 2025

College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive,
Saskatoon, SK S7N 5A8

Subject: Letter of Support for the Proposed Forest Resources Certificate Program

Dear Dr. Bedard-Haughn:

Forest Saskatchewan Ltd. is pleased to provide this letter of support for the proposed Forest Resources Certificate program within the College of Agriculture and Bioresources at the University of Saskatchewan. As an industry association advocating for the forestry industry in Saskatchewan, we recognize the urgent need for enhanced forestry education in Saskatchewan and commend the strategic initiative to address this gap.

We are encouraged to see the initiative undertaken by the College in developing the proposed certificate. Offering this certificate to students will inform them of the career opportunities in forest management, provide them with more forest management specific learning's, and move the College further down the path of full accreditation.

A fully accredited program in Saskatchewan will go a long way in ensuring Saskatchewan's forests are managed by skilled professionals trained in Saskatchewan and recognized across Canada.

Yours truly,

Carl N Neggers

June 17, 2025

College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive,
Saskatoon, SK S7N 5A8

Subject: Letter of Support for the Proposed Forest Resources Certificate Program

Dear Dr. Bedard-Haughn:

Forsite Consultants Ltd. is pleased to provide this letter of support for the proposed Forest Resources Certificate program within the College of Agriculture and Bioresources at the University of Saskatchewan. As an employer of forestry practitioners in Saskatchewan and across Canada, we recognize the urgent need for enhanced forestry education in Saskatchewan and commend the strategic initiative to address this gap.

As an employer of Renewable Resource Management graduates, we see first-hand the quality of education the students receive from the program; However, there are discernible gaps in their knowledge related to forest management objectives and practices. We are encouraged to see the initiative undertaken by the College in developing the proposed certificate. Offering this certificate to students will inform them of the career opportunities in forest management, provide them with more forest management specific learnings, and move the College further down the path of full accreditation.

A fully accredited program in Saskatchewan will go a long way in ensuring Saskatchewan's forests are managed by skilled professionals trained in Saskatchewan and recognized across Canada.

Yours truly,



Darryl Sande, RPF
Manager
Forestry Operations, Saskatchewan

ITEM FOR DECISION

Committee Name: Academic Programs Committee, University Council

Date: November 20, 2025

Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Undergraduate Certificate in Accounting for Decision Making

MOTION

It is recommended by the Academic Programs Committee that Council approve the Undergraduate Certificate in Accounting for Decision Making, effective Fall 2026.

CONTEXT AND BACKGROUND

The Edwards School of Business is proposing new certificate in accounting as a way to increase financial literacy for non-business students who use accounting information in their careers but don't get properly prepared for it. The certificate fills a gap by offering practical financial literacy and decision-making skills through three new courses tailored to users of accounting data. The certificate provides formal recognition, enhances career readiness, and supports the university's mission to prepare students for real-world challenges.

CONSULTATION

The Edwards School of Business submitted a proposal to the Academic Programs Committee (APC) on October 29, 2025. The Academic Programs Committee reviewed the proposal and engaged in a thoughtful discussion regarding the blended nature of this certificate, recognizing the significant effort that has gone into its development particularly around the integrity of assessment. While acknowledging that the blended format may present challenges for some potential applicants, APC encouraged Edwards to continue exploring innovative assessment practices that could enhance flexibility and accessibility for potential learners as this certificate is providing much needed and necessary information. The committee voted in favour of this proposal.

ATTACHMENTS

1. **Undergraduate Certificate in Accounting for Decision Making Proposal**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Undergraduate Certificate in Accounting for Decision Making

Degree(s): Undergraduate Certificate in Accounting for Decision Making (CADM)

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: Edwards School of Business

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

Dr. Maureen Bourassa

Associate Dean Academic | bourassa@edwards.usask.ca | 2119

Dr. Regan Schmidt

Professor of Accounting & Department Head | schmidt@edwards.usask.ca | 4438

Vicky Parohl

Manager, Accreditation & Strategic Initiatives | parohl@edwards.usask.ca | 7362

Proposed date of implementation: **September 2026**

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ACADEMIC JUSTIFICATION

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

The proposed Undergraduate Certificate in Accounting for Decision Making (CADM) is designed for students pursuing a degree in colleges other than the Edwards School of Business who will use accounting information in the workplace but are not primarily responsible for its preparation.

To date, [COMM 201.3 Introduction to Financial Accounting](#) and [COMM 210.3 Introduction to Management Accounting](#) have been available to students not enrolled in the B.Comm. program. These courses are designed for business students who will be practitioners. We have recently introduced three new courses that will be available to non-business students: [COMM 225.3 Introduction to Accounting and Financial Literacy for Entrepreneurs](#), [COMM 325.3 Corporate Reporting and Decision-Making](#), and [COMM 326.3 Taxation and Business Decisions](#). These three courses are designed for users of accounting information rather than practitioners. These three courses are available to students as of September 2025; however, it is our intent to package these three courses as a certificate available to non-business students.

This program not only fills a critical gap by providing non-business students with relevant financial literacy and accounting skills but also promotes a more engaging, inclusive, and practical academic environment. This aligns well with the University's mission to prepare learners the world needs.

1. **Bridging the Gap for Non-Business Students:** By focusing on the user perspective of accounting, the courses address the unique needs of non-business majors who rely on accounting information to make decisions rather than preparing it. This shift in focus helps to make the material more accessible and engaging.
2. **Practical, Career-Relevant Skills:** The program is structured to provide students with practical skills, such as interpreting financial statements, understanding the role of accounting in business operations, and navigating the Canadian tax system. As accounting and financial literacy are vital across various industries, non-business students equipped with these skills will be better prepared to handle financial decision-making, thus enhancing their career prospects regardless of their program of study.
3. **Opportunities for Credentials:** Packaging these courses as a certificate provides a formal recognition of the skills acquired. This will provide a competitive edge for students entering the workforce or who are already in the workforce and can attract prospective students who are seeking this competitive edge.

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

At the Edwards School, we enable learners to become socially conscious professionals through transformative educational experiences. We aim to prepare learners the world needs and create knowledge for sustainable business and communities. While much of our programming focuses on the needs of business students, we are cognizant of the role we have in providing opportunities to students across campus. This program is designed to increase the accounting/business acumen and financial literacy, including personal tax knowledge, of the people of Saskatchewan.

This proposed program aligns with the USask TLSE Plan (n.d.) of preparing learners the world needs through enriching teaching, enhancing quality, and enabling transformative learning (p. 8). The traditional courses designed for business students have proven to be challenging for non-business students. By aligning these courses with the needs of non-business students, instructors can foster a more inclusive, supportive, and engaging learning environment for students in both the business and non-business accounting courses.

The proposed certificate will also encourage interdisciplinary learning. COMM 225.3 will soon be a required course in courses in select programs in Pharmacy and Nutrition, Business Economics, and Computer Science. COMM 325.3 and 326.3 will be open to students in colleges other than Edwards who have completed COMM 225.3; however, it will also be open to non-accounting majors in the business school. The proposed structure of this program will therefore bring together students from all academic programs, promoting interdisciplinary collaboration, diversity, and connectivity. It is important for students to have the opportunity to take offerings from colleges other than their own, so they are exposed to different ways of thinking.

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

The proposed Undergraduate Certificate in Accounting for Decision Making will target three types of students:

- Non-degree-seeking students – Students who seek to enter the workforce directly out of high school may choose to enroll in this certificate to give them a basic understanding of essential skills in accounting and financial literacy;
- Mature students – Students who are currently in the workforce, with or without a degree, who realize accounting and financial literacy skills are required to advance their careers; and
- Students pursuing undergraduate degrees in other Colleges who wish to complement their studies with business classes.

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

In our scan of Canadian Business Schools and Polytechnic's we did not identify any similar programs. Most accounting specific programs are offered at the graduate or post-graduate level and are tailored to students meeting requirements for entering the Chartered Professional Accountants (CPA) accredited programs. Any direct-entry programs we found are full-time programs that require one or more years to complete.

The proposed Undergraduate Certificate in Accounting for Decision Making program is not a pathway to CPA or a degree in accounting. It is a part-time program consisting of only three courses. Due to prerequisites, students will need at least one year to complete the program; however, as it is a part-time program they could continue to work or pursue a full-time degree program while also completing the certificate.

ADMISSIONS

Students can apply directly to the certificate or take it concurrently with a degree program in another college. Intake may occur during any term.

Admissions Qualifications

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

- Grade 12 standing or equivalent.

- Successful completion of Foundations of Mathematics 30 (or Pre-Calculus 30 recommended, but not required).
- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004)).
- Proficiency in English.

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

- Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required.
- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Proficiency in English.

Special Mature Admission

- Proof of age (21 or older).
- A written submission demonstrating capacity to undertake university-level studies.
- Less than 18 credit units of transferable post-secondary coursework.
- Transcripts of any secondary or post-secondary coursework.
- Copies of supporting documents covering any non-credit programs completed.
- Resume.
- Proficiency in English.

Selection Criteria

Regular Admission: Academic average – 100% weighting

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

Special (Mature) Admission: Special admission package – 100% weighting

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

Categories of Applicants

Regular Admission

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

Special (Mature) Admission

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

Transfer Credit

Up to one course may be transferred into the program. Courses that have been assessed as equivalent to COMM 201.3 and appear on the [USask transfer credit page](#) may be applied as transfer credit for COMM 225.3. Students who take COMM 201.3 at USask may use this course to fulfill the COMM 225.3 requirement; this does not count toward the one transferrable course.

DESCRIPTION OF THE PROGRAM

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

Students who complete an Undergraduate Certificate in Accounting for Decision Making will be expected to:

- Have a basic understanding of financial statements;
- Interpret and apply financial data to support evidence-based decisions and assess business performance;
- Understand budget management and corporate reporting;
- Leverage accounting information for investment evaluations, lending decisions, and overall financial strategy formulation;
- Utilize analytical tools to conduct basic financial statement analysis; and
- Understand key principles of the Canadian tax system in both personal and professional contexts.

Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Modes of delivery. COMM 225.3 will be offered in the fall and winter terms as an online, asynchronous class to accommodate the schedules of a diverse student population. Assessments for this course will be in-person. COMM 325.3 and 326.3 will be offered on-campus in alternating years, albeit may increase in frequency pending student demand.

General teaching philosophy. The mission of the Edwards School of Business is to enable learners to become socially conscious professionals through transformative educational experiences. The school wishes to provide those students not seeking a Bachelor of Commerce degree access to business programming, an opportunity to benefit from our scholars, and the skills they need to succeed in a quickly changing workforce.

Provide an overview of the curriculum mapping

The courses selected to be a part of the certificate are designed to provide students with basic skills in accounting and financial literacy. Those who complete the CADM will have received significant exposure (the competency has been either introduced or reinforced and students have had opportunities for practice, feedback, and have been assessed) to the following Edwards B.Comm. competencies, which have been developed to align with USask student competencies):



Strategic Decision-Making and Problem-Solving focuses on students developing advanced reasoning skills to critically evaluate decisions, considering their ethical, economic, societal, and community impacts.

- Use decision making frameworks and tools to structure analysis and identify and evaluate alternatives. (*Aligned with Usask competency “Adaptive Design and Problem Solving”*)



Professionalism and Collaboration focuses on students demonstrating professional conduct, leadership development, and collaborative skills in a local and global business context. *(Aligned with USask competency “Nurturing Successful Relationships”)*

- Complete tasks on time with integrity and accountability.
- Consider and/or adapt to feedback to improve individual and team performance.



Technological Proficiency focuses on students critically analyzing and ethically using data, digital tools, and technology to create effective solutions for complex business challenges. *(Aligned with USask competency “Leveraging Technology”)*

- Demonstrate basic use of data analysis tools and accurately interpret results.
- Use Excel for data organization, calculations, and visualizations.
- Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).



Research and Critical Inquiry focuses on students developing scholarly capabilities to design and execute rigorous research to contribute to academic and professional knowledge.

- Use reliable resources and tools to gather relevant information for research.
- Assess the credibility of information.
- Collect and analyze data to support business decisions.



Adaptability and Lifelong Learning focuses on students succeeding in a dynamic business environment while committing to professional growth and continuous learning. *(Aligned with USask competency “Cultivating Well-Being”)*

- Reflect on own decisions and actions to improve future performance.
- Reflect on challenges as opportunities to learn and adapt.



Business Knowledge focuses on students applying core business concepts, frameworks, and theories across functional areas to support informed decision-making in various organizational and global settings.

- Understand and apply business concepts, frameworks, and theories.
- Understand and apply discipline-specific concepts, frameworks and theories.
- Demonstrate the ability to understand and work with numbers (numeracy).

Appendix A includes a complete curriculum map of the Certificate.

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

Students may enter this program directly from high school or take it simultaneously as a secondary program while they are pursuing an undergraduate degree at the University of Saskatchewan. The program is designed to be taken concurrently with another program without having to add extra time or requirements to the student’s primary area of study. During the initial offering students would be able to complete the certificate in 16 months. As growth occurs additional course offerings may be added allowing for faster completion in as little as eight months.

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

Low enrolment in the Certificate does not present a risk to the College as it is comprised of existing courses. As the new Certificate will utilize current course offerings enrolment in the Certificate will not pose any additional risks.

Measures of success will include:

- Tracking student enrolment and completion; and
- A survey of graduating students to understand the perceived value of the program.

CONSULTATION

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?

Two of the three courses (325 and 326) are already being taken by Edwards students outside of the accounting major while the other introductory course (225) is already being taken by students outside of the college. This certificate is intended for students who are not pursuing an undergraduate degree in business but wish to complement their primary program of study with a selection of business classes. This program should not have a negative impact on the application pool for the Bachelor of Commerce program but should increase enrolment in Commerce class offerings.

This program is designed to be taken concurrently with an undergraduate degree in another College. The courses in the program should be used to meet elective requirements in other programs, allowing students to complete a degree and a certificate without adding extra time or courses to their studies.

The Government of Saskatchewan's Occupational Labour Demand Outlook (2024) estimates that there will be a total of 119,070 net job openings in Saskatchewan over the 2024-2028 period. 36% of these job openings are due to anticipated economic growth in the province while the remaining 64% are due to workforce attrition primarily because of retirements. Graduates entering into these jobs will need certain skills to be employable and competitive in the job market. The Conference Board of Canada's (2022 report on employability skills outlines "the skills you need to enter, go through, and grow in the world of work – whether you work on your own or as part of a team" (p. 1). The report stresses the ability to manage information, to think and solve problems, to communicate, to use numbers, and to use digital tools as some of the fundamental skills necessary for success. Business courses encourage development in all these areas, as students are required to work together to solve problems and complete projects. Students who complete this program will be well poised to manage and communicate financial information in their places of employment. By creating an interdisciplinary classroom, students will learn how to work with peers from other disciplines, preparing them for a dynamic workplace.

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.

Preliminary conversations occurred with the Colleges of Agriculture & Bioresources, Engineering, Arts & Science, and Pharmacy & Nutrition to discuss the potential of offering this program. Letters of support, including an additional letter from the College of Education, are enclosed with this proposal. Please note that these colleges saw a draft version of the proposal where the title was *Certificate in Financial Literacy and Accounting Foundations*. While the name of the proposed certificate has changed everything else has stayed the same. We are excited to work with faculty and staff in these programs to promote the program and ensure that students have access to courses and advising. We look forward to working with other units on campus to see how their students may benefit from access to this program.

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

N/A

BUDGET

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

Additional instructors will not be required, as students will be taking existing Commerce courses as a part of the program.

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

Existing courses are being used to teach these courses. No reallocation or elimination of courses is necessary.

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

Advisors in the Edwards School of Business will advise students on program requirements. Given that the program is only 9 credit units with only required courses (no electives), advising can be absorbed into the existing staff complement. Students will continue to seek advice from their home college to understand how the business courses can be used in their primary program of study.

The only budgetary item necessary will be the cost of promotional materials. This cost will be minimal. Edwards will refresh some of its current marketing materials and will work with other Colleges on campus to ensure advisors are aware of the program opportunities and are able to suggest the program as an option to their students.

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

N/A

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

Students will pay standard Category 4 tuition for a Commerce class.

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

There is no minimum or maximum enrolment required as the program utilizes current offerings. If demand exceeded the existing course offerings we would increase our offerings.

DESCRIPTION OF PROGRAM CHARACTERISTICS

Title: Undergraduate Certificate in Accounting for Decision Making (CADM)

Description:

The Undergraduate Certificate in Accounting for Decision Making (CADM) is a three-course program that introduces students to the fundamentals of accounting and financial literacy. This program is designed for students who wish to advance their business/accounting acumen. The program will benefit students pursuing a degree in other colleges other than the Edwards School of Business, students who will use accounting information in the workplace but are not primarily responsible for its preparation, and Edwards School of Business students that do not major in accounting.

Students can pursue this program as a stand-alone option or in conjunction with another degree. Students completing the program alongside another degree should consult with an advisor in their home college to understand how the courses fit within their program requirements. Upon first admission to the CADM students must complete requirements within a ten (10) year time period. Under exceptional circumstances, the School may grant an extension. Students returning to the CADM after an absence of five (5) or more years may be placed under the curriculum requirements in effect on the date of readmission.

Required Courses (9 Credit Units):

- COMM 225.3 Introduction to Accounting and Financial Literacy for Entrepreneurs*
- COMM 325.3 Corporate Reporting and Decision-Making**
- COMM 326.3 Taxation and Business Decisions**

NOTE: This program is not recommended as a pathway to the Bachelor of Commerce (B.Comm.) program. Students interested in obtaining a certificate prior to enrolling in the B.Comm. program may wish to consider the [Certificate in Business](#) or the [Certificate in Entrepreneurship](#).

* COMM 225.3 is not transferrable to the B.Comm. program. Students who have completed COMM 201.3 and COMM 210.3 may use it in lieu of COMM 225.3.

** COMM 325.3 and COMM 326.3 may be used for credit in the B.Comm. program for students pursuing any major *except for Accounting*. These courses *cannot* be used for credit toward a B.Comm. in Accounting.

References

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- University of Saskatchewan. (n.d.). *University plan 2025: Strategic framework and narrative*.
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<https://www.usask.ca/plan/documents/Approved%20University%20Plan.pdf>

APPENDIX A – CADM CURRICULUM MAPPING



COMM 225

Learning Goals	1 Introduced	2 Reinforced	3 Practiced	4 Feedback	5 Assessed	Total
Technical Proficiency						
Use Excel for data organization, calculations, and visualizations.	1		1	1	1	4
Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).	1		1	1	1	4
Demonstrate basic use of data analysis tools and accurately interpret results.	1		1			2
Sustainability And Social Responsibility						
Identify risks and opportunities impacting rights holders and stakeholders.	1					1
Consider equity, diversity, and inclusion when making business decisions.	1					1
Strategic Decision Making And Problem Solving						
Assess the short- and long-term impact of decisions.	1					1
Analyze information to identify key insights for decision-making.	1		1			2
Professionalism And Collaboration						
Complete tasks on time with integrity and accountability.	1	1	1	1	1	5
Business Knowledge						
Understand and apply entrepreneurial thinking.	1		1			2
Understand and apply discipline-specific concepts, frameworks and theories.	1	1	1	1	1	5
Understand and apply business concepts, frameworks, and theories.	1	1	1	1		4
Demonstrate the ability to understand and work with numbers (numeracy).	1	1	1	1	1	5
Adaptability And Lifelong Learning						
Reflect on own decisions and actions to improve future performance.	1					1
Identify personal values and how they align with business decisions.	1					1
Identify personal biases and how they affect decision-making.	1					1

COMM 325



Learning Goals	1 Introduced	2 Reinforced	3 Practiced	4 Feedback	5 Assessed	Total
Technical Proficiency						
Use Excel for data organization, calculations, and visualizations.	1					1
Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).		1			1	2
Demonstrate basic use of data analysis tools and accurately interpret results.			1	1	1	3
Apply ethical decision-making when handling data.	1					1
Sustainability And Social Responsibility						
Measure and mitigate sustainability issues within business operations.	1					1
Identify risks and opportunities impacting rights holders and stakeholders.	1					1
Research And Critical Inquiry						
Collect and analyze data to support business decisions.	1	1	1	1	1	5
Assess the credibility of information.	1	1	1	1	1	5
Professionalism And Collaboration						
Resolve conflicts by listening and proposing fair solutions and/or negotiations.			1			1
Provide constructive feedback to peers.			1			1
Demonstrate respect in all interactions, considering diverse perspectives.		1				1
Consider and/or adapt to feedback to improve individual and team performance.			1			1
Complete tasks on time with integrity and accountability.			1			1
Communication						
Use correct formatting, spelling, and grammar in all business communications.					1	1
Revise and edit written work, incorporating feedback to improve clarity and precision.				1		1
Deliver clear and organized oral presentations tailored to the audience and purpose.			1			1
Adapt written communication to meet the expectations of diverse audiences and contexts.	1		1			2
Business Knowledge						
Understand and apply discipline-specific concepts, frameworks and theories.			1		1	2
Understand and apply business concepts, frameworks, and theories.		1	1		1	3
Demonstrate the ability to understand and work with numbers (numeracy).			1	1	1	3
Adaptability And Lifelong Learning						
Reflect on own decisions and actions to improve future performance.	1	1				2
Reflect on challenges as opportunities to learn and adapt.			1			1
Develop self-awareness to learn and adapt to challenges and opportunities.	1	1	1			3

COMM 326

Learning Goals

	1 Introduced	2 Reinforced	3 Practiced	4 Feedback	5 Assessed	Total
Technical Proficiency						
Use Excel for data organization, calculations, and visualizations.	1	1	1	1	1	4
Understand and evaluate the ethical implications of Artificial Intelligence in workplace applications.	1					1
Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).	1	1				2
Demonstrate basic use of data analysis tools and accurately interpret results.	1	1	1	1	1	5
Strategic Decision Making And Problem Solving						
Use decision-making frameworks and tools to structure analysis and identify and evaluate alternatives.	1	1	1	1	1	5
Effectively articulate the implementation of decisions and changes.	1	1				2
Assess the short- and long-term impact of decisions.	1	1	1	1		4
Analyze information to identify key insights for decision-making.	1	1				2
Research And Critical Inquiry						
Use reliable resources and tools to gather relevant information for research.	1	1	1	1	1	5
Properly cite sources and maintain academic integrity.		1	1			2
Assess the credibility of information.		1	1			2
Ask clear, relevant questions to guide research.		1	1			2
Professionalism And Collaboration						
Provide constructive feedback to peers.		1	1			2
Demonstrate respect in all interactions, considering diverse perspectives.		1	1			2
Consider and/or adapt to feedback to improve individual and team performance.		1	1	1	1	4
Complete tasks on time with integrity and accountability.		1		1	1	3
Communication						
Use correct formatting, spelling, and grammar in all business communications.		1	1			2
Adapt written communication to meet the expectations of diverse audiences and contexts.		1	1			2
Business Knowledge						
Understand and apply entrepreneurial thinking.	1	1				2
Understand and apply discipline-specific concepts, frameworks and theories.	1	1	1	1	1	5
Understand and apply business concepts, frameworks, and theories.	1	1	1	1	1	5
Demonstrate the ability to understand and work with numbers (numeracy).	1	1	1	1	1	5
Adaptability And Lifelong Learning						
Reflect on own decisions and actions to improve future performance.		1	1	1	1	4
Reflect on challenges as opportunities to learn and adapt.	1	1	1	1	1	5
Develop self-awareness to learn and adapt to challenges and opportunities.		1	1	1		3

APPENDIX B - LETTERS OF SUPPORT

Enclosed Letters of Support:

- College of Education
- College of Engineering
- College of Pharmacy and Nutrition
- Department of Economics, College of Arts and Science

Please note that these colleges saw a draft version of the proposal where the title was *Certificate in Financial Literacy and Accounting Foundations*. While the name of the proposed certificate has changed everything else has stayed the same.



July 31, 2025

Dear Vicky,

Thank you for your email. We appreciate your correspondence and for thinking of our Practical and Applied Arts (PAA) teaching area while you work to enhance your course offerings in Edwards.

The courses COMM 225.3 , COMM 325.3, and COMM 326.3 appear to be good options for our students with PAA as a Teaching Area 2. We will work to add these as options for our students so they can appear in the 2026-2027 catalogue entry. We will plan to move them through the approval channels in our college this fall.

Many times students take a certificate (i.e., 30 credit units in Education) in order to get an Advanced Qualification Certificate (AQC) in order to strengthen their understanding for teaching and advance in the pay scale. Nevertheless, our advisors can certainly encourage students who take these three courses to pursue the eventual Undergraduate Certificate in Financial Literacy and Accounting Foundations.

Sincerely,

M. Shaun Murphy, PhD
Associate Dean Undergraduate Programs, Partnership, and Research



UNIVERSITY OF SASKATCHEWAN

College of Engineering

ENGINEERING.USASK.CA

Engineering Student Centre
2A05 Engineering Building, 57 Campus Drive
Saskatoon SK S7N 5A9 Canada
Telephone: 306-966-5274
Fax: 306-966-6551
Email: engineering.studentcentre@usask.ca
Website: engineering.usask.ca

Dr. Maureen Bourassa

Associate Dean, Academic
Edwards School of Business
University of Saskatchewan

2025-09-04

Subject: Letter of Support for the Proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations

Dear Dr. Bourassa,

On behalf of the College of Engineering at the University of Saskatchewan, I am pleased to offer our full support for the proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations (CFAC).

In the field of engineering, our students frequently engage with financial and accounting information that is crucial to effective decision-making, particularly in areas such as project management, budgeting, and resource allocation. However, many of our students lack formal exposure to these areas of study. The introduction of this certificate provides an invaluable opportunity to address this gap, equipping non-business students, especially those in engineering, with the financial literacy and accounting skills necessary for success in today's multidisciplinary work environments.

The structure of the certificate program, which includes courses such as COMM 225.3, COMM 325.3, and COMM 326.3, is particularly well-suited to our students. These courses offer practical knowledge that complements their technical training without requiring a full immersion in a business degree. This aligns with our ongoing commitment to offering interdisciplinary learning experiences that broaden our students' skill sets and better prepare them for diverse careers across industries.

We are confident that the certificate will not only empower our students to make more informed, strategic decisions in their professional roles but will also strengthen the collaborative and cross-disciplinary environment we actively cultivate at the University of Saskatchewan. This program is in direct alignment with our mission to equip students with the tools they need to address complex challenges and contribute meaningfully to both the engineering profession and society.

We fully endorse the creation of the Undergraduate Certificate in Financial Literacy and Accounting Foundations and are excited to see its successful implementation. Thank you for your leadership in advancing this important initiative. Should you require any further support from our side, please do not hesitate to reach out.

Sincerely,

Dr. Akindele Odeshi

Associate Dean, Academic, College of Engineering

BE WHAT THE WORLD NEEDS



UNIVERSITY OF SASKATCHEWAN

College of Pharmacy
and Nutrition

USASK.CA/PHARMACY-NUTRITION

2A20.01 Health Sciences, 107 Wiggins Road

Saskatoon SK S7N 5E5

Telephone: 306-966-6327

Fax: 306-966-6377

Email: pharmacy-nutrition@usask.ca

Web: pharmacy-nutrition.usask.ca

August 21, 2025

Dr. Maureen Bourassa
Associate Dean Academic
Edwards School of Business
University of Saskatchewan

Dear Dr. Bourassa,

On behalf of the College of Pharmacy and Nutrition, I am pleased to offer our support for the proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations (CFAC). This initiative represents a timely and strategic enhancement to the academic offerings at the University of Saskatchewan, and we believe it could provide significant value to students within our programs.

The CFAC aligns well with the interdisciplinary and practical learning goals of our College. As healthcare professionals, pharmacists and dietitians are increasingly required to navigate complex financial environments. The foundational knowledge gained through the CFAC would provide students essential skills in financial literacy, corporate reporting, and taxation that could be directly applicable to their future careers.

As you know, COMM 225.3 is a required course in our BSc(Nutr) program, and I can see the opportunity to complete the proposed CFAC being of great interest to our students, especially given the certificate's flexible structure that allows concurrent enrollment with degree programs without extending time to graduation.

We look forward to continued collaboration with the Edwards School of Business in promoting this certificate. Please do not hesitate to reach out if further input or assistance is needed as the proposal moves forward.

Sincerely,

Charity Evans
Associate Dean Academic



Parohl, Vicky

From: Bruneau, Joel
Sent: Thursday, August 7, 2025 11:48 AM
To: Parohl, Vicky; Howe, Eric
Subject: RE: Request for Support - Proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations

Hello Ms. Parohl.

The Department of Economics supports the Proposed *Undergraduate Certificate in Financial Literacy and Accounting Foundations*.

The rationale for having a sequence of courses for non-Business students is sound. More students need to improve financial literacy and this certificate is one way to accomplish that. I applaud the initiative of the ESB in this regard.

The Department of Economics, College of Arts and Science, has a degree program in Business Economics. Our students take a minimum of five ESB courses in their program of studies with up to five additional elective courses. We see the proposed certificate as beneficial to our B-ECON students as the credentialization will improve job opportunities and help focus student course selection. It would be our intention to advertise the proposed Certificate to our students.

We do not see the proposed Certificate as drawing students from our course offerings. Economics is not in direct competition with the proposed classes. Hence we do not challenge any aspect of the proposed Certificate.

Rather, the three classes (COMM 225, COMM 325, and COMM 326) will be of interest to our ECON and B-ECON students. We have made COMM225 required in our B-ECON program but would likely have COMM 325 and 326 remain as electives. Our ECON students can use the three classes as senior electives.

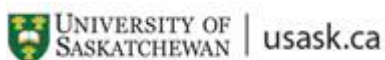
Thank you

Dr. Joel Bruneau

Associate Professor and Head
University of Saskatchewan
Department of Economics
ARTS 820, 9 Campus Drive
Saskatoon, SK, S7N 5A5
CANADA

joel.bruneau@usask.ca

Office: 306-966-5198



From: Parohl, Vicky <parohl@edwards.usask.ca>

Sent: Thursday, July 31, 2025 1:59 PM

To: Bruneau, Joel <joel.bruneau@usask.ca>; Howe, Eric <eric.howe@usask.ca>

Subject: Request for Support - Proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations

Dear colleagues,

I hope you have been having an enjoyable summer thus far.

As you may recall, late last fall we met to discuss the launch of COMM 225, our new introductory accounting course. At that time, we also mentioned our intention to develop a broader Undergraduate Certificate in Financial Literacy and Accounting Foundations that would be open to students across campus.

At this stage, **we are seeking a letter of support from your college or department**, indicating how you see the certificate complementing your programs. I have attached a draft proposal for this proposed certificate as well as syllabi for the three required courses that make up the certificate.

Our goal is to finalize the proposal by **Friday, August 29**. If you have any feedback at this time or would like to discuss the proposal in more detail, I'm happy to set up a meeting at your convenience.

Thank you in advance for your time and insights. Your partnership is invaluable as we work to expand interdisciplinary opportunities at Edwards and across campus.

Warm regards,
Vicky

Vicky Parohl, PhD Candidate

(pronouns: she/her)

Manager, Accreditation & Strategic Initiatives

Faculty Advisor, Edwards JDC West

Edwards School of Business | University of Saskatchewan

 **Office 365 Champion**

Nutrien Centre, 25 Campus Drive

Saskatoon, SK S7N 5A7

Ph: 306-966-7362

edwards.usask.ca



I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. As a non-Indigenous settler of this land, I recognize the immense privilege that I have had to live, work, learn, and play in this beautiful territory. I am grateful for this land and all that it provides, and I pay my deep respects to the First Nations ancestors of this land. As educators and learners, I believe we all have a shared responsibility to work toward decolonization and in holding our government responsible to the 94 calls to action of the Truth and Reconciliation Commission of Canada. I commit to learning, sharing knowledge, and to continually working toward positive change.

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: October 20, 2025

Re: Certificate in Accounting for Decision Making

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 20, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Undergraduate Degree-Level Certificate in Accounting for Decision Making

General Description: The Edwards School of Business proposes this undergraduate degree-level certificate using existing courses, COMM 225.3, COMM 325.3, and COMM 326.3. This certificate may be completed as a stand-alone option or alongside a degree program. It was designed for students pursuing a degree program outside of the Edwards School of Business. Students pursuing the Bachelor of Commerce (B.Comm.) degree program may complete it, knowing that not all of the courses are eligible for use in all of the B.Comm. degree programs. As such, it should not be considered a means of laddering into the B.Comm. degree program.

Degree College: The Edwards School of Business

College Approval: Pending approval of the Edwards School of Business Faculty Council in October 2025

Effective Term: 2026-27

Course implications

- Consists of existing COMM courses, as follows:
 - o COMM 225.3 Introduction to Accounting and Financial Literacy for Entrepreneurs
 - o COMM 325.3 Corporate Reporting and Decision-Making
 - o COMM 326.3 Taxation and Business Decisions

Registration and classes

- No change to standard class time slots, terms, and sessions.
- Based on the college's expectation of a "slight increase to enrolment," space booking needs will be similar to current needs. If demand for these classes increases, the college would consider offering additional sections. The college will alert the Registrar's Office if this occurs and the space needs change.

Convocation

- No new hood

Financial and Budget

- Standard, existing tuition rates and per credit unit method of assessment
- TC04, standard rate for COMM courses
- Provost's Office is concurrently conducting a full review of the program proposal, but endorses the proposal proceeding through the Consultation with the Registrar stage.

Student Mobility

- International students are admissible to this program.
- Note: Effective January 22, 2024, there is a new study permit application process which includes the requirement of a Provincial Letter of Attestation (PAL) being included in the application. USask has an institutional quota for PALs. These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.



Consultation with the Registrar Form

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

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

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

Yes	☒	No	☐
Yes	☐	No	☒

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

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

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

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

Certificate in Accounting for Decision Making

CADM - Certificate in Accounting for Decision Making - long description (maximum of 60 characters)

CADM - Cert Acct for Decision Making - short description (maximum of 30 characters)

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

Cert.

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

N/A

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

Degree level

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

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

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

Edwards School of Business

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

N/A

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

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

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

- Accounting [ACC] [exists in student systems and will be used]

A major is required on a program and the major will automatically appear along with the credential

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

N/A

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

CADM - Certificate in Accounting for Decision Making - long description (maximum of 60 characters)

CADM - Cert Acct for Decision Making - short description (maximum of 30 characters)

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

[30 character maximum for description; 12 character maximum for code]

CADM - Cert Acct for Decision Making - description (maximum of 30 characters)

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

N/A

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

Edwards School of Business / Accounting

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

N/A

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

1 year (total of 9 credit units)

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

Section 5: Program(s) Information for Financial Change (including Tuition and/or Tuition Assessment Change) with no Curricular Change

1 Is method of tuition assessment changing without a curricular change?

Yes ☐ No ☒

2 If YES, what is the name of the program(s), major(s), minor(s), and/or concentration(s)?

3 If YES and this is the only change, proceed to Section 19 to complete the Financial Appendix.

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

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

Yes ☐ No ☒

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

Yes	☐	No	☒
Yes	☐	No	☒

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

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

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

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

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

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

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

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

Section 7: Mobility

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

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

Yes

☐

No

☒

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

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

Yes

☐

No

☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 8: Course Information

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

No - existing COMM will be used

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

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

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

Yes ☒ No ☐

If NO, please describe.

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes ☐ No ☐

5 Does this program require special consideration regarding the assignment of general classroom pool space? For example, is there foreseeable need, for pedagogical reasons, for dedicated space under a priority use agreement with the University Registrar's Office, or the need for specific types of space with particular technologies or set-ups?

Yes ☐ No ☒

If YES, please describe the needs below. Note that the need for specific considerations regarding space will require further consultation with the Space Booking Office for general classroom pool space, and with Planning, Design, and Construction for non-teaching space.

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

Section 9: Admissions, Recruitment, and Quota Information

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	☐
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	☒
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	☐
None of the above (this will require the creation of a new application)	Yes	☐

2 What is the first term to which the student can apply for admission?

202609 [September 2026]

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

Intake can occur in any term; deadlines will be the same as the existing CENTR Certificate Entrepreneurship program and the CBUS Certificate in Business program.

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?

Yes ☒ No ☐

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	☒	No	☐
As their secondary program.	Yes	☒	No	☐

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

N/A

7 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

N/A

8 *Does this impact enrollment?*

Anticipate a slight increase

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

Refer to Edwards School of Business

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

Yes

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

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

- Grade 12 standing or equivalent.
- Successful completion of Foundations of Mathematics 30 (or Pre-Calculus 30 recommended, but not required).
- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Proficiency in English.

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

- Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required.
- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Proficiency in English.

Special Mature Admission

- Proof of age (21 or older).
- A written submission demonstrating capacity to undertake university-level studies.
- Less than 18 credit units of transferable post-secondary coursework.
- Transcripts of any secondary or post-secondary coursework.
- Copies of supporting documents covering any non-credit programs completed.
- Resume.
- Proficiency in English.

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

Regular Admission: Academic average - 100% weighting

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

Special (Mature) Admission: Special admission package - 100% weighting

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

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

Regular Admission

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

Special (Mature) Admission

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

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

Online application through Admissions Office

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

Admissions Office

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

N/A

- 17 Will the standard application fee apply?

Yes - for new applicants to USask

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

Current, active students will be exempt

- 19 Is there a tuition deposit required?

Yes ☐ No ☒

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

- 20 Are international students admissible to this program? If YES, see Section 19 for Tuition and Fees information.

Yes ☒ No ☐

NOTE

If YES and the program is an undergraduate program, a non-refundable tuition deposit of \$1,000.00 will be required to accept the offer of admission.

This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.

These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 10: Government Loan Information

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

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

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

Yes

Section 11: Convocation Information (only for new degrees)

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

No - as this is a certificate program

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

- 3 When is the first class expected to graduate?

Spring Convocation 2027

4

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

30

Section 12: Schedule of Implementation Information

- 1 What is the effective term?

202609 [September 2026]

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

Yes ☐ No ☒

If YES, what and by what date?

Section 13: Registration Information

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

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

As per current set-up

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

Section 14: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 15: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Internship/Coop CRA Requirements

- 2 Is this an internship or coop program?

Yes ☐ No ☒

If yes, proceed to the following questions.

- 3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes ☐ No ☐

- 4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes ☐ No ☐

- 5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes ☐ No ☐

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 16: Awards Information

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

Yes ☐ No ☒

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

No

Section 17: Government of Saskatchewan Graduate Retention (Tax) Program

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 18: Program, Major, Minor, or Concentration Termination

1

Is this a program, major, minor, or concentration termination?
If yes, what is the name of the program, major, minor, or concentration?

Yes

☐

No

☒

2

What is the effective date of this termination?

3

Will there be any courses closed as a result of this termination?
If yes, what courses?

Yes

☐

No

☐

4

Are there currently any students enrolled in the program, major, minor, or concentration?
If yes, will they be able to complete the program, major, minor, or concentration?

Yes

☐

No

☐

5

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

6

When do you expect the last student to complete this program, major, minor, or concentration?

7

Is there mobility associated with this program, major, minor or concentration termination?
If yes, please select one of the following mobility activity types.

Yes

☐

No

☐

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes

☐

No

☐

Financial Appendix

Section 19: Proposed Tuition and Student Fees Information

1

How will tuition be assessed? (see NOTES below)

Standard Undergraduate per credit

Standard Graduate per credit

Standard Graduate per term

Non standard per credit*

Non standard per term*

☒

☐

☐

☐

☐

Other *	
Program Based*	
Change to method of assessment for an existing program*	

* See attached documents for further details

NOTE: Standard category 4 tuition will be used; no questions below answered as follows standard

Standard or Non-Standard Tuition, Term Structure, Refund Schedule and Course/Class Set-Up

NOTE: Standard tuition is using an existing rate AND existing method of assessment.

NOTE: Non-standard tuition is using a new rate OR a new method of assessment OR including 3rd party involvement.

NOTE: Standard means rate, development, and presentation do not vary from the norm or previously approved set-up for a college. Standard items are developed and maintained in a predictable manner. Non-standard programs, term structure, and courses are set-up based on variations, through consultation with colleges, the University Registrar's Office and other stakeholders, and can have the following:

- * tuition being assessed at a rate other than one of the standard categories or rates
- * a unique term structure
- * courses have a discrepancy in academic credit, operational credit and/or billing hours (at least one of)
- * a change deemed necessary via University Registrar's Office in order to accurately assess fees or status

2 If this is a change in the method of assessment, what is the effective date?

3 If tuition is per credit, does it conform to existing categories for per credit tuition? If YES, what category or rate?

4 If this is a change in the method of assessment, what is the current method of assessment and what is it changing to?

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

6 If standard tuition, what is the rate?

7 What is the proposed non-standard rate? Standard currency is in Canadian dollars.

8 If per term, over how many Banner terms will tuition be assessed?

9 If per term, will students register in consecutive terms or will there be terms where students will not be registered? If graduate program/classes, is maintenance of status required?

- 10 If per term, will there be non-standard term start and end dates which require open learning class set-up? Please provide program start and end dates. Example - open learning class that spans more than one term. If this changes once program is approved, college/department/unit staff designation must inform Registrarial Services. (Example - clinical considerations or short class offerings like NURS or MBA.)

- 11 Which financial staff will be responsible for financial review and monitoring to ensure that college staff has appropriately operationalized, and that expected tuition revenue is assessed to students?

- 12 If contact hours are only 2 hours per week or less, what are the class build considerations?

- 13 For T2202 purposes if Registrarial Services staff have questions who is the contact?

- 14 Does the change affect the set-up of courses or classes?

Yes ☐ No ☐

If YES, how?

For class build expectations against specific terms (such as MPT, CDA, MILBE), who will oversee class build, and who will check as a SBA/finance oversight?

For continuous class requirements required for continuous registration, who will oversee class build, and who will check as a SBA/finance oversight?

- 15 Will students outside the program be allowed to take the classes?

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

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

- 18 Do standard cancellation fee rules apply?

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

Yes ☐ No ☐

If YES, from which tuition code to which tuition code and for which subject code(s)?

- 20 If non-standard tuition is assessed by USask, will a new TC code be required?

Yes ☐ No ☐

If YES, what TC code will be assigned to courses/classes?

- 21 What CFOAPAL should be attached to the new TC code?

- 22 Are there any additional program or class fees (e.g. Program, materials, excursion)?

Yes ☐ No ☐

If YES, what are they?

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

Yes ☐ No ☐

24

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

Internship/Co-op

- 25 Is the co-op a requirement of the student's degree program? If this is a requirement of their degree proceed to questions 2 to 4; otherwise, no months are to be provided.

Yes ☐ No ☐

- 26 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month for part-time months? These hours would typically be over and above the hours worked for the 3rd party employer (see last point in this section).

Yes ☐ No ☐

- 27 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes ☐ No ☐

28

The work hours done in the co-op for the 3rd party employer typically would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exacting what is graded and how many hours approximately a student spends each week on those assignments (for full time months) or time spent each month (for part-time months)?

Third Party or Partner Information

- 29 Does this program involve a partnership with an external partner?

Yes ☐ No ☐

If YES, what is the institution/partner name?

- 30 What type of contract is this? (See legend at the end of this section for detailed information.)

- 31 Has a contract been signed?

Yes ☐ No ☐

NOTE: Contract must be signed before final approval will be granted and must be submitted to Registrarial Services for archiving.

- 32 Length of contract?

- 33 What college(s) or department(s) or unit(s) are academically/financially responsible for the contract?

34

Who is the financial contact (name and role) in the college responsible for contract negotiations, renewal, operationalization, and communication with all units, etc.? (Will oversee academic/class build questions to operationalize.)

35 Registration and financial clause expectations (legal ticks)

College invoice with 3rd party when services have been provided rather than USask collection from student and trying to reconcile back. (TC00)

Do students require full-time student loan eligibility?

Yes	☐	No	☐
Yes	☐	No	☐

Contract Code (complete if 3rd party has been identified)

36 Will a contract code need to be assigned to classes?

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

NOTE: This is necessary if a process is attached to the contract that impacts where the tuition/fees go, or when an identifier is necessary against the classes. This may be a central administration identifier or an identifier used by colleges.

37 Contract code required to distinguish classes. (Example - AR assesses tuition (SUNTEP students taking, portion goes to program college and portion goes to the XXXX college, is it split?.)

NOTE: This is for Provost's Office purposes/TABBS, college/SFA reconciling.

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

38 If YES to above, what is the purpose of the contract code on the class?

39 Who will bill?

40 Who is the class build staff that will oversee class build to ensure contract code gets added?

41 Identify the financial staff or department head who will ensure the class build is accurate.

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

Contract Information

Type = C1
Name = Brokered
Class Build and Registration = No
CUs = N/A
Billing Hours = N/A
Tuition = No
Fees = No

T2202s = No
Detail Code = No
Revenue = N/A

Notes = Not built in Banner; all financial activity is completed by the contracting entity (e.g. Battleford Tribal Agency)

Type = C2

Name = Info Only
Class Build and Registration = Yes
CUs = Normal
Billing Hours = Normal
Tuition = Normal
Fees = Normal
T2202s = Normal
Detail Code = Normal
Revenue = Central (100% is retained by USask)
NOTES = Contract code is informational only and does not impact configuration or processes; will be treated in normal fashion for all processes.

Type = C3

Name = No Tuition or Fee Assessment
Class Build and Registration = Yes
CUs = Normal
Billing Hours = Normal
Tuition = No
Fees = No
T2202s = No
Detail Code = No
Revenue = No tuition/fee revenue
Notes = e.g. BJM Health Sciences Academy

Type = C4

Name = Fee Assessment Only
Class Build and Registration = Yes
CUs = N/A
Billing Hours = N/A
Tuition = No
Fees = Yes
T2202s = Yes
Detail Code = No
Revenue = No tuition revenue

Notes = Billing happens outside of central (e.g. SUNTEP and most Education agreements).

Type = C5

Name = STM

Class Build and Registration = Yes

CUs = Normal

Billing Hours = Normal

Tuition = Normal

Fees = Normal

T2202s = Normal

Detail Code = Yes (specific)

Revenue = STM

Notes = Unique agreement; contract code 33, STM tuition has it's own detail code and is paid out quarterly (completed by STM financial analyst).

Type = C6

Name = Tuition Sharing

Class Build and Registration = Yes

CUs = Normal

Billing Hours = Normal

Tuition = Normal

Fees = Normal

T2202s = Normal

Detail Code = Normal

Revenue = Shared (could be 100% shared or less but not 100% retained by USask)

Notes = Central (agreement with USask where specific colleges are not defined in agreement (e.g. GDI) or college(s) specific (DEU). Payments happen outside of tuition allocation (e.g. SFA calculates a pay requisition to GDI (contract code 17) and First Nations University Canada (FNUC - contract code 41).

Section 20: TLSE - Information Dissemination (internal for TLSE use only)

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

Disclaimer

By signing this document, you and your college signify responsibility for all agreed-upon class and student set-up in order to ensure the proper assessment and collection of this approved tuition amount. Failure to properly configure the student systems in the agreed upon method can result in additional work, loss of revenue, and cost for staff time to retroactively correct the error(s). Please note that identified errors greater than 4 terms will not be collected from students and all communications will be the responsibility of the college.

SIGNED

Date:

Acting Registrar (Salomé Ries):

College Representative(s):

Provost's Office Representative(s):

Associate Registrar (Academic) (Jason Doell):

Revised: June 27, 2025

NOTICE OF MOTION

Committee Name: Governance Committee, University Council

Date: November 20, 2025

Presented by: Susan Detmer, Chair, Governance Committee

Subject: Edwards School of Business Faculty Council Bylaws Revisions

MOTION

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.

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. This is a notice of motion to Council to approve revisions to the Edwards School of Business Faculty Council Bylaws in accordance with the requirement for a 30-day notice period for any bylaw amendments. As such, the request for decision on the proposed revisions to these bylaws will be presented to Council on December 18, 2025.

The revised bylaws can be found in Attachment 1. The following is an overview of the proposed changes:

1. Addition of a new standing committee on research-based graduate programs, with consequential amendments to other committees.
2. Revisions to the composition of various standing committees.
3. Adopting gender-neutral language.
4. Various minor changes to increase clarity or to reflect current practices.

Changes to these bylaws were endorsed by the Edwards School of Business Faculty Council at their meeting on October 6, 2025.

Proposed revised bylaws were presented to the Governance Committee at its meeting on November 4, 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 Governance Committee had no concerns about the proposed bylaws changes, but made one small request to change the voting membership of the faculty council so that it could be in line with the membership requirements outlined in the *Council Bylaws and Regulations*, part 3, section VI, clause 1.

ATTACHMENTS

1. Track Changes – Edwards School of Business Faculty Council Bylaws



N. Murray Edwards School of Business Bylaws



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Bylaws Approval & Amendment Record

This document is intended to replace the College of Commerce Statement of Faculty Regulations (1988), which was previously functioning de facto as a Bylaws document.

The Bylaws contained herein were approved at the ~~May 15th 2018~~October 6, 2025 meeting of the Edwards School of Business Faculty Council.

Revision Record:

Date Approved	Approved by	Description
May 15 th 2018	Faculty Council	Edwards School of Business Bylaws
September 27 th 2019	Faculty Council	Revision to membership/roles for Research Committee: Chair may be the Associate Dean, Research & Academic or <i>faculty designate may be Chair</i> .
October 13, 2021	Faculty Council	Revisions to list of non-voting members: removed the representative from the Department of Math and Statistics.
April 21, 2022	University Council	Revisions to list of non-voting members: changes to titles, provision for designates and guests as per University Council Bylaws.
June 16, 2022	University Council	Approval of Faculty Council membership
October 10, 2023	Faculty Council	Revisions to non-voting members of Teaching and Learning standing committee
May 14, 2024	Faculty Council	Revisions to the scope of the Research Committee to include oversight of academic affairs for the Master of Science in Management program.
<u>October, 2025</u>	<u>Faculty Council</u>	<u>Addition of new standing committee: Research-Based Graduate Programs Committee</u> <u>Revisions to standing committee voting and non-voting memberships</u>

Overview

These bylaws describe and set forth procedures relating to the governance of the Faculty Council of the Edwards School of Business 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. 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).

A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is to be considered, and will require a 2/3 majority vote of those present and voting.

1.0 Independence and 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.
2. There are no restrictions on the right of a member of Faculty Council to participate in debate and to vote on any matter that comes before the Faculty Council. However, if a member of Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose ~~his or her~~ their interest when speaking on the matter in Faculty Council proceedings, and the disclosure will be recorded in the minutes.
3. A member of a committee of the Faculty Council will disclose and identify a conflict of interest (including a perceived conflict of interest ~~), and~~ and will abstain from voting in committee proceedings on matters on which ~~he or she has~~ they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter. The minutes will reflect the disclosure and any abstention or withdrawal.
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. Where a conflict of interest is identified, and a member is to be recused, a motion and vote of simple majority of voting members is required.
5. The above statements shall pertain to either or both of “actual” and “perceived” ~~conflict~~ conflicts of interest. A conflict of interest is a situation in which a committee member, either for ~~himself/herself~~ themselves, or some other person, attempts to promote a self or private interest, which either results, or appears to result, in (a) an interference with the ability to objectively perform ~~his/her~~ their duty, and/or (b) a gain or an advantage by virtue of ~~his/her~~ their position. See also Article 10.9 of the USFA Collective Agreement.

2.0 Faculty Council

The Faculty Council of the Edwards School of Business (hereinafter referred to as “the Faculty Council”) shall exist for:

- (a) the determination of School policies, rules and procedures that govern fundamental matters of scholarship and discipline set out in Section 1.1 of these ~~Bylaws~~; bylaws
- (b) the participation and engagement of members of the Faculty Council in timely discussions of policies, plans and decisions by the ~~School~~school administration that directly affect those areas for which the Faculty Council has responsibility.

2.1 Constitutional Powers and Duties

The Faculty Council of the Edwards School of Business 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 Faculty Council of each college or school, subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council, shall have charge of matters of scholarship and discipline. The duties delegated by University Council to the Faculty Councils are laid out in *Part Three, Section ~~V~~VI, Subsection 2* of the University Council *Bylaws*.

At the time of approval/last revision of these bylaws, those duties were specified as follows:

- a) To make recommendations to the University Council concerning the requirements for admission to programs offered by the college or school~~;~~
- b) To establish and report to the University Council on the number of students who may be admitted to a college or program of study 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 the requirements for progression~~;~~
- e) Subject to the University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school~~;~~
- f) To approve candidates for degrees, diplomas~~,~~ and certificates~~;~~
- g) To approve candidates for scholarships, prizes, and other awards and honours~~;~~
- h) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under the University Council's regulations governing student academic misconduct~~;~~
- i) To consider appeals from students in accordance with the University Council's regulations governing student appeals in academic matters.

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/school administration that directly affect those areas for which Faculty Council has responsibility.

2.2 Membership

The membership of the Faculty Council of the Edwards School of Business is prescribed in the Bylaws of the University Council, *Part Three, Section ~~4VI~~, Subsection 1.*

At the time of approval/last revision of these bylaws, the membership consisted as follows:

2.2.1 Non-voting members

- The President of the University
- The Provost and Vice-~~president~~President Academic or designate
- The Vice-~~president~~President Research
- The Vice-~~president~~President Administration and ~~Resources~~Chief Operating Officer
- The Vice-~~president~~President University Relations
- The Vice-~~provost~~Provost Teaching-~~Provost Students and Learning~~and Student Experience
- The Vice-~~provost~~Provost Indigenous Engagement
- ~~Chief Information Officer and~~The Associate Vice-~~president~~President Information and Communications Technology and Chief Information Officer
- The Dean, University Library or designate
- The University Secretary or designate
- The University Registrar or designate
- Associate members or Adjunct members of the Edwards School of Business
- Three undergraduate students, of which at least two are representatives of the Edwards Business Students' Society (EBSS), and one is a graduate student
- Representatives of the College of Agriculture & Bioresources (1), the College of Engineering (1), Computer Science (1), Economics (1), Social Science or Humanities (1), Johnson-Shoyama Graduate School of Public Policy (1), College of Engineering (1), and the School of Environment & Sustainability (1), Computer Science (1)
- Such other persons as the University Council may, from time to time, appoint in a non-voting capacity
- Such other persons as the Faculty Council may, from time to time, appoint or invite as guests in a non-voting capacity.

2.2.2 Voting Members

- Professors, Associate Professors, Assistant Professors, ~~full-time~~Professors of Teaching, Associate Professors of Teaching, Assistant Professors of Teaching, Without Term and With Term Lecturers, ~~Limited Term Appointees~~, Instructors, and Special Lecturers (excluding Sessional Instructors or Lecturers) in departments in the Edwards School of Business
- Dean of Edwards School of Business (ex officio)
- Associate Dean, ~~Research &~~ Academic (ex officio)
- Associate Dean, ~~Students & Degree~~Research & Faculty Relations (ex officio)
- ~~Associate Dean, Strategy & Professional~~ Programs (ex officio)
- Dean of the College of Graduate and Postdoctoral Studies

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- Those Professors, Associate Professors, Assistant Professors, ~~Limited Professors of Teaching, Associate Professors of Teaching, Assistant Professors of Teaching, Without Term Appointees, full time and With Term~~ Lecturers, Instructors, and Special Lecturers ~~(excluding Sessional Instructors or Lecturers)~~ who, for administrative purposes, are assigned to the Dean of the Edwards School of Business
- Such other persons as the Faculty Council may, from time to time, appoint, with the approval of the University Council.

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.

In accordance with a duly approved motion of the Faculty Council with 2/3 majority vote of those present and voting, Faculty Council may recommend changes in its membership to the University Council.

2.3 Duties of Officers

2.3.1 Duties of the Chair and Vice Chair

The Dean of the Edwards School of Business is the Chair of the Faculty Council. The Chair shall be responsible:

- 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.
- To prepare a draft agenda for each meeting of the Faculty Council, distribute it at least 7 days prior to each meeting, and to present it for approval at the meeting.
- In accordance with the University Council's Bylaws, to transmit to the University Council for consideration and review all matters which belong to the care of the University Council or which from their nature concern more than one college or school.
- To ensure the maintenance of an archive of the proceedings and all approved minutes of Faculty Council meetings.
- As the spokesperson for Faculty Council, to explain the decisions, activities, and procedures of Faculty Council.

The Chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.

The Vice Chair of the Faculty Council is one of the Associate Deans of the School. In the Chair's disability or absence, the Vice Chair shall have all the powers and perform all the duties of the Chair. The Vice Chair will preside at meetings in place of the Chair if the Chair declares a conflict of interest in any matter.

2.3.2 Recording Secretary

The recording secretary 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 Edwards Faculty Council Chair, the recording secretary shall be responsible:

- 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 (in accordance with the distribution instructions outlined in 2.3.1, ~~b)-(c)~~.)
- c) To record attendance at all meetings.
- 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.

2.4 Meetings

1. Regular meetings of the Faculty Council will be held quarterly during the period of September to June, normally occurring in ~~September~~October, December, March, and May.
2. ~~Notice~~Written or email notice of regular meetings will be ~~in writing and will be~~ provided to all members no less than 30 days ~~in advance of~~before the meeting.
3. A special meeting of the Faculty Council may be held at any time upon the call of the Chair, or in the Chair's disability or absence, of the Vice Chair. Special meetings may also be called based on the written petition of not fewer than 51% of voting members, for the transaction of such business only as may be specified in the notification of the meeting. Special meetings normally require written email notice to all members not less than 7 days in advance, but in the event of an emergency or matter of urgency/time sensitivity, those present at a special meeting may waive the notice requirement.
4. The quorum for regular and special meetings will be a majority of voting members who hold full-time faculty positions in the Edwards School of Business. A smaller number may receive reports and special orders, discuss any matter properly before them, and adjourn the meeting to another day, provided however, that no motion shall be in order to amend, repeal, or adopt a standing rule of the Faculty, or to adopt, repeal, or modify any legislative policy, nor shall any elections be held, or any expression on College policies be recorded in the absence of a quorum.
5. An agenda and, wherever practical, all supporting material shall be sent to each member of the Faculty Council at least 7 days ~~in advance of~~before the meeting. Members may submit items to the Chair to be considered for the agenda prior to the agenda being sent to members. The convocation lists of degrees, certificates, honours, and distinctions and the recommendations of convocation awards made by the office of the Associate Dean, ~~Students & Degree Programs~~Academic may be circulated at the meeting at which these items are considered.
6. A recommendation to Faculty Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
7. Any regular meeting may be postponed or cancelled at the call of the Chair.
8. Non-members may speak at the discretion of the Chair but, ~~unless they are voting members of the Faculty Council,~~ are not entitled to vote. The Chair may call for any meeting or portion of a meeting to be closed. Every member of the Faculty Council, whether a voting or non-voting member, shall be entitled to attend closed meetings and sessions, unless that member has a conflict of interest, in which case the conflict shall be declared, and the Chair shall rule whether

the member should remain. Student members will be considered to be in a conflict of interest and excluded from consideration of those matters where the performance of students is under review or consideration.

2.5 Procedures and Voting

1. Meetings shall be presided over by the Chair or, in the absence or disability of the Chair, the Vice Chair; or, in the absence or disability of both, by any other member of the Faculty Council as agreed to by the majority of voting members at the meeting.
2. 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.
3. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a majority of votes of the members present who are eligible to vote. The Chair shall not vote on a motion before Faculty Council except when there is an equal number of voting members supporting and opposing the motion.
4. Voting will normally be by show of hands. A procedural motion to require a written vote must be seconded and approved by a majority of voting members.
5. In matters requiring an urgent decision, and at the call of the Chair, a motion may be put to the members electronically. Electronic approval of a 2/3 majority of the voting members of Faculty Council to any motion will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the next regular meeting.
6. Any member may have ~~his or her~~their vote recorded for the minutes on request. The number voting for or against a motion shall be entered ~~on~~in the minutes at the call of any one member.
7. For procedures not covered in these bylaws, Faculty Council adopts the rules of order contained in *Procedures for Meetings and Organizations*, 3rd Ed. (Kerr & King, 1996).

2.6 Records/Minutes

1. University Council Bylaws require that "each Faculty Council shall keep a record of its proceedings, and this record shall be open to any member of the Faculty Council. A copy of the proceedings shall, upon request, be furnished by its secretary to the Chair of the University Council and/or to the president of the university."
2. Wherever practical, draft minutes, including a record of all motions and resolutions, from all regular and special meetings shall be circulated to all members with the agenda material for the next meeting, and will be presented for adoption at that meeting. Given the typical length of time between meetings of the Faculty Council, members may request/require access to the content of

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the minutes prior to their formal approval at the next Faculty Council meeting—as such, draft minutes (clearly marked as “draft” and “not formally approved”) should be made available within 7 days on a centrally located electronic folder to which members have access (e.g., ~~sharepoint~~SharePoint or similar). Members should treat these draft minutes as confidential, pending their approval at the next Faculty Council meeting.

3. The record/minutes of all general and special meetings shall, once adopted, be signed by the presiding Chair and the recording secretary of the meeting and kept in the College Dean’s Office where it shall be available for inspection by any member of the Faculty Council.
4. Records of motions from closed sessions may be deemed confidential by the Chair and the related portion of the minutes may remain confidential at the discretion of the Chair. In such cases the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

3.0 Committees of Faculty Council

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.
2. Members of all standing and *ad hoc* committees are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy. This means that a person voting on a particular matter should consider the School’s standards, needs, and best interests and not their personal needs or the needs of their ~~particular~~ department or colleagues. Members should also review and agree to the Conflict of Interest and Independence clauses of these Bylaws at the start of each year and/or the commencement of a committee.
3. Unless a motion of Faculty Council passed in accordance with a delegation by the University Council specifically provides otherwise, all recommendations of committees will be brought to Faculty Council for consideration.
4. All standing committees and *ad hoc* committees will meet and report to Faculty Council at least once each academic year. Responsibility for calling committee meetings rests with the Chair of the committee. Reports of committees will normally include: dates and attendance for meetings, and ~~description~~descriptions of major recommendations, activities, or projects completed.
5. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Faculty Council. Subcommittees do not normally provide reports to Faculty Council, but would instead report to their relevant standing committee as specified in the subcommittee’s terms of reference.
6. There is no requirement that committees be composed entirely of Faculty Council members.

7. All standing and *ad hoc* committees will have written terms of reference outlining their composition and accountabilities. Each committee should regularly review its own terms of reference, and may recommend changes to Faculty Council as required. The membership and terms of reference of standing committees of the Faculty Council of the Edwards School of Business are specified in ~~section~~Sections 3.1 to 3.67 of these bylaws.
8. The term of office for the Chair and members of standing committees is as outlined in the respective Terms of Reference.
9. Term of office for Chairs and members of standing committees will begin July 1 unless otherwise determined by the Dean. The term of student members will normally begin on September 1.
10. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six consecutive months or more.
11. In the case of a vacancy on a committee between meetings of the Faculty Council, the Faculty Council delegates authority to fill the vacancy to the Executive Committee¹ in accordance with the membership requirements of the committee, for the balance of the academic year.
12. The Dean, as the Chair of Faculty Council, is a *non-voting ex officio* member of all standing committees, unless noted otherwise.
13. *Ex officio* status on a committee includes full rights of membership including the right to vote unless the individual is already a member of the committee, and unless noted otherwise.
14. 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 ~~of time~~ and are subject to renewal. ~~In the event that~~If the individual is unable to complete the full term, another individual may be designated in ~~his or her~~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 of the Faculty Council with a voice but no vote.
15. The Chair of a standing committee will be a full voting member on all issues before that committee, but will normally only vote for tie-breaking purposes (i.e., neutral chair).
16. Committees may, but are not required to, 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.

¹ As it is not a committee of Faculty Council, the terms of reference for the Executive Committee are not included in these bylaws, ~~but are featured in a separate document.~~ As per the prior college constitution, and for purposes of ~~this~~these bylaws ~~document~~, the Executive Committee is comprised of the Dean, Associate Dean(s), Assistant Dean(s), and Department Heads as voting members. The function of the Executive Committee vis-a-vis Faculty Council is to act primarily as a Nominations Committee, bringing recommended committee composition forward for approval at ~~the~~Maya meeting of Faculty Council each year.

17. The quorum for all standing committees is defined as ~~the~~^a majority of voting members; (defined as greater than 50% of voting members).
18. Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The committee Chair shall have the deciding vote in the case of a tie.
19. Committees shall ensure that minutes are taken at meetings. Minutes shall be made available through the internal, secure college website to all members of that committee.² As with the provision above for minutes of the Faculty Council, minutes of committees should be made available in draft, unapproved form within 7 days of the committee meeting. Minutes will then be included in the agenda package of the subsequent meeting and presented for approval as the formal record by members of the committee.
20. The Dean 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.

The specific Standing Committees of the Edwards School of Business Faculty Council are listed below in alphabetical order, along with their respective terms of reference. The terms of reference should be reviewed every three (3) years.

3.1 Academic Affairs Committee

The purpose of the Academic Affairs Committee is to oversee student actions and academic misconduct hearings in the undergraduate program within the Edwards School of Business.

The Academic Affairs Committee will be responsible for hearing appeals with respect to a student's standing in the program and allegations of academic misconduct in accordance with the *University of Saskatchewan Council Regulations on Student Academic Matters*, and ensuring the Edwards School of business has adequate and appropriate policies for student admission, promotion, graduation, assessment, and examination.

Members of the Academic Affairs Committee are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy.

3.1.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

- a) Hearing allegations of academic misconduct as provided for under the University Council's regulations governing academic misconduct
- b) Ruling in cases of student appeals and grievances and academic dishonesty
- c) Upholding the University of Saskatchewan and Edwards School of Business policies on student misconduct and academic hearing panels
- d) Developing college policies on:

² ~~With the exception of~~ Except for the College Review Committee (CRC), which is governed by the USFA Collective Agreement and does not report to Faculty Council.

- i. student standing in the program, including policies on student promotion, discontinuation, and requirement to withdraw
- ii. graduation requirement, Dean's Honour Roll and degrees with distinction
- iii. student assessment and examination
- iv. admission and readmission requirements
- e) Recommending the above policies to Faculty Council for approval
- f) Ensuring the above policies are maintained and published
- g) Hearing appeals of decisions concerning a student's standing in the program, including promotion of students and their discontinuation or requirement to withdraw for failure to meet the requirements for promotion
- h) Considering the readmission applications of students who discontinued and wish to return to the program in accordance with policies on readmissions.

3.1.2 Membership

Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)

- The Dean, or designate* – ex officio
- The Associate Dean, ~~Students & Degree Programs~~Academic* – ex officio
- The Chair – as appointed by the Executive Committee
- Faculty – up to ~~two (2)~~three (3) faculty members from each academic department as nominated by the Executive Committee, with approximately equal representation where possible/practical. Membership should ~~reflect~~be diverse and inclusive by reflecting Edwards academic departments, the broad teaching and/or research interests of the faculty, faculty rank, and gender equity, and other characteristics deemed relevant.
- ~~Administrative support staff*~~
- Resource Personnel* identified by the Executive Committee.

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3.1.3 Voting

Quorum ~~will consist of 50% +1~~is a majority of voting members.

3.1.4 Term

Up to 2 years (with the possibility of an extension).

3.1.5 Frequency of Meetings

There is an annual meeting in May of each year to discuss the summary of Faculty actions. Other meetings occur throughout the academic year as required based on actions or hearings, with additional meetings at the call of the Chair.

3.1.6 Reporting

To Faculty Council.

3.2 College Review Committee (CRC)

The purpose of the College Review Committee (CRC) is to oversee and adjudicate collegial processes at the college level within the Edwards School of Business, as governed by the USFA Collective Agreement, which states: *“Each departmentalized College shall have a review committee to consider all matters related to tenure and other matters specifically assigned to this committee in the Agreement.”*

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Thus, the College Review Committee CRC will be responsible for matters related to collegial process at the college level, including reviewing and approving renewal of probation, tenure, and promotion cases, and reviewing and assigning annual merit salary review recommendations.

Members of the College Review Committee CRC are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy.

3.2.1 Tasks and Responsibilities

Specific tasks and responsibilities include all matters pertaining to ~~tenure~~, renewal of probationary appointment, ~~promotion~~ ~~tenure~~, promotion, career development increases, and annual review/special salary increases at the College level, as specified in and governed by the Collective Agreement, the Edwards School of Business Standards, and the University of Saskatchewan Standards. The powers of the CRC with respect to ~~tenure and~~ renewal of probation, tenure, and promotion are outlined in Article 15.9.3 and 16.4.3 of the Collective Agreement, ~~and Article 16.4.3 with respect to promotion.~~

3.2.2 Membership

Membership is determined by Article 15.8.3 of the Collective Agreement ~~between the University of Saskatchewan and the University of Saskatchewan Faculty Association~~, which reads:

“In establishing criteria and standards, the College Review Committee may consult with sub-committees representing cognate departments. The College Review Committee shall be made up of no fewer than six tenured members of the College plus the Dean who shall be chair. Employees shall be nominated by the Nominations Committee of their College and approved by the College with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not serve on a College Review Committee if they have agreed to serve on the University Review Committee in that academic year.”

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(*denotes non-voting members)

- The Dean (Chair) – ex officio
- The Associate Dean, Research & ~~Academic~~ Faculty Relations (vice-Chair) – ex officio
- Faculty – up to two (2) ~~tenured~~ faculty members from each ~~academic department of the School~~ as nominated by the Nominations Committee, and approved at Faculty Council, ~~with approximately equal representation where possible/practical. Membership should be diverse and inclusive by reflecting Edwards academic departments, the broad teaching and/or research interests of the faculty, faculty rank, gender, and other characteristics deemed relevant.~~ (Per the Collective Agreement, there shall be a minimum of six (6) faculty members in total. ~~Membership should also reflect the broad interests of the faculty, faculty~~

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~~rank, and gender equity.~~ Department Heads and faculty serving on the University Review Committee are not eligible to be members of the CRC.)

~~• Administrative support staff*~~

- Resource Personnel* identified by the Executive Committee.

3.2.3 Quorum

Quorum is 2/3 of voting members, as per Article 15.11.3(iii) of the ~~USFA~~ Collective Agreement.

3.2.4 Term

Up to 2 years (with the possibility of an extension).

3.2.5 Frequency of Meetings

At least once per regular semester during the academic year with additional meetings at the call of the Chair. The CRC normally meets in October to review renewal of probation, tenure, and promotion cases, and in January to conduct annual salary review recommendations.

3.2.6 Reporting

To the Dean and to the University Review Committee (URC).

3.3 MBA Program Committee

The purpose of the MBA Program Committee³ is to review, monitor, and support the structure and delivery of academic curriculum in the MBA ~~program~~Program and its related graduate certificate programs at the Edwards School of Business.

The MBA Program Committee will be responsible for matters related to the MBA program and its related graduate certificate programs within the Edwards School of Business, including curriculum review and approval, and program structure.

Members of the MBA Program Committee are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy.

3.3.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

- ~~To ensure~~Ensuring compliance with all College of Graduate and Postdoctoral Studies (CGPS) policies within the School.
- ~~To make~~Making recommendations to the CGPS concerning the requirements for admission to the MBA ~~Program and its related graduate certificate programs~~
- ~~Recommend~~Recommending changes to the MBA ~~program~~Program and its related graduate certificate programs within Edwards and to the CGPS and its governing committees.

³Other graduate programs in the Edwards School of Business (i.e., MPAcc, MSc Finance, MSc Marketing, etc.) are currently overseen by department specific committees that do not report to Faculty Council, and that shall be governed according to the Terms of Reference of those committees.

- d) ~~Review~~Reviewing and ~~make~~making recommendations on new course offerings, substantive changes to courses, and deletion of courses.
- e) ~~To consider~~Considering and ~~select~~selecting students for MBA awards and scholarships and those for its related graduate certificate programs (where appropriate).
- f) ~~To monitor~~Monitoring MBA and related graduate certificate program student progress, program of studies, and completion rates and ~~make~~making recommendations to the CGPS where appropriate.
- g) ~~To provide~~Providing recommendations on the number of MBA and related graduate certificate program students who may be admitted ~~to the College~~.

3.3.2 Membership

Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)

- The Dean, or designate* – ex officio
- The Associate Dean, Students & DegreeStrategy & Professional Programs (Chair)
- ~~Graduate faculty – a minimum~~The Edwards School of Business Department Heads
- Faculty – up to two (2) faculty members from each academic department as nominated by the Executive Committee, with approximately equal representation where possible/practical. 4 members of graduate faculty within the college as nominated by the Executive Committee. Membership should ~~reflect~~be diverse and inclusive by reflecting Edwards academic departments, the broad teaching and/or research interests of the faculty, faculty rank, ~~and gender equity. Members, and other characteristics deemed relevant. (Faculty members of the MBA Program Committee will normally be instructors who are currently actively teaching courses within the MBA program, and staff who have direct contact with or a related graduate certificate program administration, regardless of rank or type of appointment.)~~
- ~~MBA Program Manager*~~
- ~~Administrative support staff*~~
- Resource Personnel* identified by the Executive Committee.

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3.3.3 Quorum

Quorum is ~~50% + 1~~a majority of voting members.

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3.3.4 Term

Up to 2 years (with the possibility of an extension), ~~assuming active involvement with the graduate program(s) is maintained.~~

3.3.5 Frequency of Meetings

Monthly during the academic year with additional meetings at the call of the Chair.

3.3.6 Reporting

To Faculty Council.

3.4 Research Committee

The purpose of the Research Committee is to support and encourage research productivity and dissemination for the Edwards School of Business.

The Research Committee will be responsible for managing the ~~Edwards —Business Publication~~Research Fund, coordinating a regular research speaker series, and reviewing internal/minimal risk applications for research ethics compliance, ~~and overseeing the academic affairs of the Master of Science in Management Program. To help manage the workload associated with this committee, members will normally be assigned to one of two streams: 1) adjudicating funding requests and faculty awards, or 2) reviewing ethics applications, adjudicating MSc Management student awards/scholarships, and reviewing admissions of students to the MSc Management program.~~

Members of the Research Committee are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy.

3.4.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

- a) Promoting the ~~Business Publication~~Edwards Research Fund to faculty, typically via email notifications and calls for applications at least three times per academic year ~~(normally in September, January, and May).~~
- b) Reviewing all applications ~~for research dissemination funds~~to the Edwards Research Fund and making allocation decisions based on both (i) the eligibility and merit of such applications and (ii) the available budget.
- c) Reviewing and approving internal, minimal risk applications for research ethics clearance, as governed by the Research Services and Ethics Office at the University of Saskatchewan and typically pertaining to research conducted by Honours students or students conducting course-based research.
- d) Coordinating a regular (i.e., monthly) research speaker series, including identifying and contacting the speakers, promoting the event(s) within the School (and outside the School where appropriate), and ensuring adequate presentation room and equipment.
- e) Adjudicating the Dean's Award for Outstanding Research Achievement, and the Dean's Emerging Scholar Award.
- ~~f) Overseeing the following processes for the MSc Management program, in accordance with the College of Graduate and Postdoctoral Studies graduate committee guidelines: admitting students, adjudicating scholarships and awards, program requirements and course offerings, additional duties as required.~~
- ~~f) Establishing a Research Technology Subcommittee to oversee research data and technology needs for the School. Note that subcommittees can be made up of members outside the Research Committee.~~

3.4.2 Membership

Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)

- The Dean, or designate* – ex officio

- The Associate Dean, Research (~~Chair; or faculty designate may be~~ & Faculty Relations (Chair)
- ~~The Graduate Chair, MSc Management program~~
- Faculty – up to ~~two (2)~~ **three (3)** faculty members from each academic department as nominated by the Executive Committee, with approximately equal representation where possible/practical. Membership should ~~reflect~~ **be diverse and inclusive by reflecting Edwards academic departments,** the broad ~~teaching and/or research~~ interests of the faculty, faculty rank, ~~and gender equity. Members, and other characteristics deemed relevant.~~ (Faculty members of the Research Committee will normally ~~be meeting~~ **meet** the School's ~~requirements~~ **criteria** to be classified as “research active,” regardless of rank or type of appointment, ~~and must be eligible to serve on supervisory committees of graduate students in.~~)
- ~~Resource Personnel* identified by the MSc Management program~~ **Executive Committee,**
- ~~Research Facilitator*~~
- ~~Administrative and financial support staff*~~

3.4.3 Quorum

Quorum is ~~50% + 1~~ **a majority** of voting members.

3.4.4 Term

Up to 2 years (with the possibility of an extension), assuming that active researcher status is maintained.

3.4.5 Frequency of Meetings

Monthly during the academic year with additional meetings at the call of the Chair.

3.4.6 Reporting

To Faculty Council.

3.5.3.5 Research-Based Graduate Programs Committee

The purpose of the Research-Based Graduate Programs Committee is to review, monitor, and support the structure and delivery of academic curriculum in the MSc Management Program, Edwards contribution to the PhD in Applied Economics Program, and other research-based graduate programs at the Edwards School of Business.

The Research-Based Graduate Programs Committee will be responsible for matters related to the MSc Management Program, Edwards contribution to the PhD in Applied Economics, and other research-based graduate programs within the Edwards School of Business, including curriculum review and approval, and program structure.

Members of the Research-Based Graduate Programs Committee are required to act in the best interest of the Edwards School of Business as a whole and are not fulfilling departmental or individual representation and/or advocacy.

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3.5.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

- a) Ensuring compliance with all College of Graduate and Postdoctoral Studies (CGPS) policies within the School
- b) Making recommendations to the CGPS concerning the requirements for admission to the MSc Management Program and other research-based graduate programs and making recommendations to the PhD in Applied Economics Program concerning requirements for admission related to Edwards students in that program
- c) Recommending changes to the MSc Management Program and other research-based graduate programs and recommending changes to the PhD in Applied Economics Program related to Edwards students in that program
- d) Reviewing and making recommendations on new course offerings, substantive changes to courses, and deletion of courses
- e) Considering and selecting students for awards and scholarships related to research-based graduate programs (where appropriate)
- f) Monitoring MSc Management, PhD in Applied Economics, and other research-based graduate program student progress, program of studies, and completion rates and making recommendations to the CGPS or the PhD in Applied Economics Program where appropriate
- g) Providing recommendations on the number of MSc Management, PhD in Applied Economics, and other research-based graduate program students who may be admitted.

3.5.2 Membership

Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)

- The Dean, or designate* – ex officio
- The Associate Dean, Research & Faculty Relations* - ex officio
- The Graduate Chair, Edwards School of Business (Chair)
- Faculty – a minimum of five (5) faculty members as nominated by the Executive Committee. Membership should be diverse and inclusive by reflecting Edwards academic departments, the broad teaching and/or research interests of the faculty, faculty rank, gender, and other characteristics deemed relevant. (Faculty members of the Research-Based Graduate Programs Committee will normally be eligible to serve on supervisory committees of graduate students and are required to serve as Area Leads for Edwards' research-based graduate programs encompassing 5 of the 6 research streams available in the MSc Management Program, with the 6th stream normally being the responsibility of the Graduate Chair.)
- Resource Personnel* identified by the Executive Committee.

3.5.3 Quorum

Quorum is a majority of voting members.

3.5.4 Term

Up to 2 years (with the possibility of an extension).

3.5.5 Frequency of Meetings

Monthly during the academic year with additional meetings at the call of the Chair.

3.5.6 Reporting

To Faculty Council.

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3.6 Teaching & Learning Committee

The purpose of the Teaching & Learning Committee is to support and promote teaching excellence and innovation in the Edwards School of Business, as well as foster a culture of continuous improvement.

The Teaching & Learning Committee will be responsible for providing information about and access to resources that support instructional quality and development, and maintaining the School's assurance of learning infrastructure. The Teaching & Learning Committee will advocate approaches designed to embed and strengthen a culture of teaching excellence within the School.

Members of the Teaching & Learning Committee are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy.

3.6.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

3.5.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

- a) Curating and sharing with faculty various University resources and information pertaining to effective teaching and learning strategies, teaching development activities, and scholarship of teaching and learning (SoTL) (e.g., from the Gwenna Moss Centre for Teaching & Learning or the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning), and reporting to faculty on a regular basis regarding issues ~~(not events)~~ related to teaching and learning.
- b) Monitoring and maintaining the School's assurance of learning infrastructure, including coordination and implementation of learning goal assessments, reviewing and evaluating assessment results, and providing regular reports/recommendations to the relevant Undergraduate Program Committee, ~~MBAP~~ Professional Graduate Programs Committee, and ~~other graduate program committees.~~ Research-Based Programs Committee
- c) Coordinating a regular speaker series and/or presentations pertaining to effective teaching and learning strategies.
- d) Adjudicating the Dean's Award for Teaching Innovation.
- e) Facilitating creative, innovative teaching and learning strategies.

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3.5.2 Membership

~~Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)~~

- ~~* The Dean, or designate* ex officio~~

3.6.2 Membership

Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)

- The Dean, or designate* – *ex officio*
- The Associate Dean, ~~Students & Degree Programs~~Academic* – *ex officio*
- The Associate Dean, Strategy & Professional Program* – *ex officio*
- The Chair – a faculty member ~~of any~~nominated by the Executive Committee
- Faculty – up to three (3) faculty members from each academic department as nominated by the Executive Committee
- ~~Faculty – up to two (2) faculty members from each academic department as nominated by the Executive Committee, with approximately equal representation where possible/practical.~~ Membership should reflect the diverse and inclusive by reflecting Edwards academic departments, the broad teaching and/or research interests of the faculty, faculty rank, and gender equity.
- The Director of Undergraduate Programs*
- The Director of Graduate Programs*
- The Manager of Accreditation and Strategic Initiatives*
- The MBA Manager*
- The business librarian*
- Administrative, and financial support staff* other characteristics deemed relevant.

3.5.3 Quorum

- Resource Personnel* identified by the Executive Committee.

3.6.3 Quorum

Quorum is ~~50% + 1~~a majority of voting members.

3.6.4 Term

Up to 2 years (with the possibility of an extension).

3.6.5 Frequency of Meetings

Monthly during the academic year with additional meetings at the call of the Chair.

3.6.6 Reporting

To Faculty Council.

3.5.4 Term

Up to 2 years (with the possibility of an extension).

3.5.5 Frequency of Meetings

Monthly during the academic year with additional meetings at the call of the Chair.

3.5.6 Reporting

To Faculty Council.

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3.67 Undergraduate Program Committee

The purpose of the Undergraduate Program Committee is to support the quality and relevance of the ~~undergraduate program~~Undergraduate Program within the Edwards School of Business.

The Undergraduate Program Committee will be responsible for matters related to the management of the undergraduate curriculum. The Undergraduate Program Committee regularly monitors course offerings within the undergraduate curriculum based on information from multiple sources including curriculum mapping, assurance of learning results, and requests/notifications from faculty and departments with respect to modifications, additions, or deletions in the undergraduate program across all academic majors, minors, specializations, and undergraduate certificates.

Members of the Undergraduate Program Committee are required to act in the best interest of the Edwards School of Business as a whole, and are not fulfilling departmental or individual representation and/or advocacy.

3.7.1 Tasks and Responsibilities

Specific tasks and responsibilities include:

Overseeing~~3.6.1 Tasks and Responsibilities~~

~~Specific tasks and responsibilities include:~~

- a) ~~To oversee~~ the implementation of the undergraduate academic program by providing information and recommendations to Faculty Council for decision.
- b) Responsibilities include but are not limited to:
 - i. Recommending approval of new courses- (usually at the request/recommendation of departments)
 - ii. Recommending deletion of existing courses (usually at the request/recommendation of departments).
 - iii. ~~Review~~Reviewing and recommending approval of requests for substantive curriculum changes to existing courses.
 - iv. ~~Review~~Reviewing and acting upon (where appropriate) recommendations from the Teaching & Learning Committee pertaining to Assurance of Learning (AoL) toward accreditation, quality assurance, and continuous improvement.
- c) ~~To monitor~~Monitoring student progression to completion of degree including:
 - i. ~~Recommending to faculty convocation decisions: list of graduates, graduates with distinction, and great distinction.~~
 - ii. Monitoring undergraduate student progress, completion rates, and ~~make~~making appropriate recommendations.
 - iii. Providing recommendations on the number of students who may be admitted to the College.
- d) ~~To establish~~Establishing and ~~oversee~~overseeing a ~~sub-committee~~subcommittee to approve the awarding of undergraduate and certificate scholarships and bursaries.
- e) Assisting with activities that support the undergraduate program such as presenting awards at student recognition events, attending Convocation, and supporting student fundraising events.

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3.67.2 Membership

Membership is determined annually by the Executive Committee and approved by Faculty Council, and includes the following: (*denotes non-voting members)

- The Dean, or designate* – ex officio
- ~~The Associate Dean, Students & Degree Programs~~ ex officio
- ~~The Academic~~ (Chair ~~as appointed by the Executive Committee~~)
- ~~The Edwards School of Business Department Heads~~
- Faculty – up to two (2) faculty members from each academic department as nominated by the Executive Committee, with approximately equal representation where possible/practical. Membership should ~~reflect the diverse and inclusive by reflecting Edwards academic departments~~, the broad ~~teaching and/or research~~ interests of the faculty, faculty rank, ~~and gender equity. Members, and other characteristics deemed relevant. Faculty members~~ of the Undergraduate Curriculum Committee will normally be instructors who are currently teaching courses within the ~~program, and staff who have direct contact with program administration~~ Undergraduate Program.
- ~~The Director of Undergraduate Programs*~~
- ~~Administrative support staff*~~
- ~~Resource Personnel* identified by the Executive Committee.~~

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3.67.3 Voting

Quorum ~~will consist of 50% +1~~ is a majority of voting members.

3.6.4 Term

~~Up to 2 years (with the possibility of an extension).~~

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3.6.5 Frequency of Meetings

~~Monthly during the academic year with additional meetings at the call of the Chair.~~

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3.6.6 Reporting

~~To Faculty Council.~~

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~~Up to 2 years (with the possibility of an extension).~~

3.7.5 Frequency of Meetings

~~Monthly during the academic year with additional meetings at the call of the Chair.~~

3.7.6 Reporting

~~To Faculty Council.~~

ITEM FOR INFORMATION

Committee Name: Research, Scholarly and Artistic Work Committee, University Council

Date: November 20, 2025

Presented by: Eric Lamb, Chair, Research, Scholarly and Artistic Work Committee

Subject: Responsible Conduct of Research Annual Report

SUMMARY

At the November RSAW meeting, the Responsible Conduct of Research (RCR) team provided members with the annual report as mandated by the Tri-Agency Framework outlining the total number of allegations received involving Agency funding, the number of confirmed breaches and the nature of those breaches.

Dr. Marciniuk presented data showing a decrease in the number of cases but an increase in complexity and respondents. Over the past year, ten new cases were reported involving 25 individuals, with allegations ranging from falsification, fabrication, plagiarism, redundant publication, and policy violations to inappropriate authorship and fund mismanagement.

Complaints came from various sources including external reviewers, ethics boards, faculty, staff, and students. Respondents included faculty, students, postdocs, administrators, and individuals previously affiliated with the University. Outcomes for confirmed breaches included dismissals, informal resolutions, reprimands, grade penalties, and reflection papers.

It was noted that there is an increasing role of external scrutiny, including platforms like PubPeer and publishers, and noted a rise in image manipulation and plagiarism cases. To address this, the university launched a pilot text-matching tool using iThenticate, initially for faculty, with plans to expand to students by fall 2026. The tool is intended to support researchers in improving their work.

The university is enhancing RCR education through online modules, incentives, and local champions to support awareness and best practices. Early intervention, proactive education, and collaboration with legal and administrative teams to manage risks and uphold research integrity.

ATTACHMENTS

1. **Responsible Conduct of Research Presentation**



Responsible Conduct of Research 2024-25 Update

Research, Scholarly and Artistic Work Committee

November 6, 2025



UNIVERSITY OF
SASKATCHEWAN

Responsible Conduct of Research Team

Darcy D. Marciniuk, MD, FRCPC, FCAHS, Master FCCP

Responsible Conduct of Research Institutional Lead; Associate Vice-President Research

Trever Crowe, PhD

Research Integrity Officer; Associate Dean (Research and Graduate Studies), College of Agriculture and Bioresources

Diane Martz, PhD

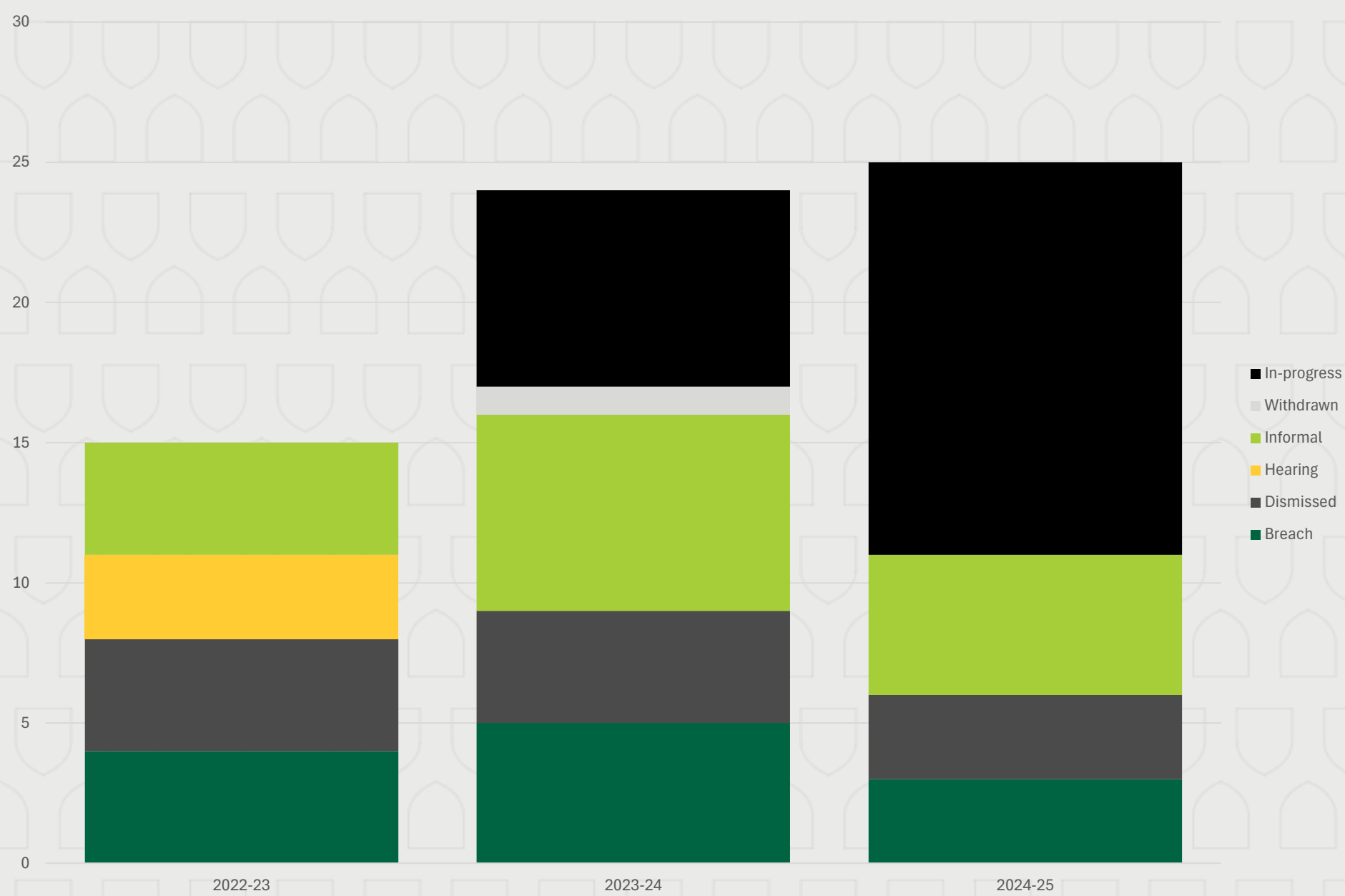
Senior Advisor, Responsible Conduct of Research

Trevor Batters

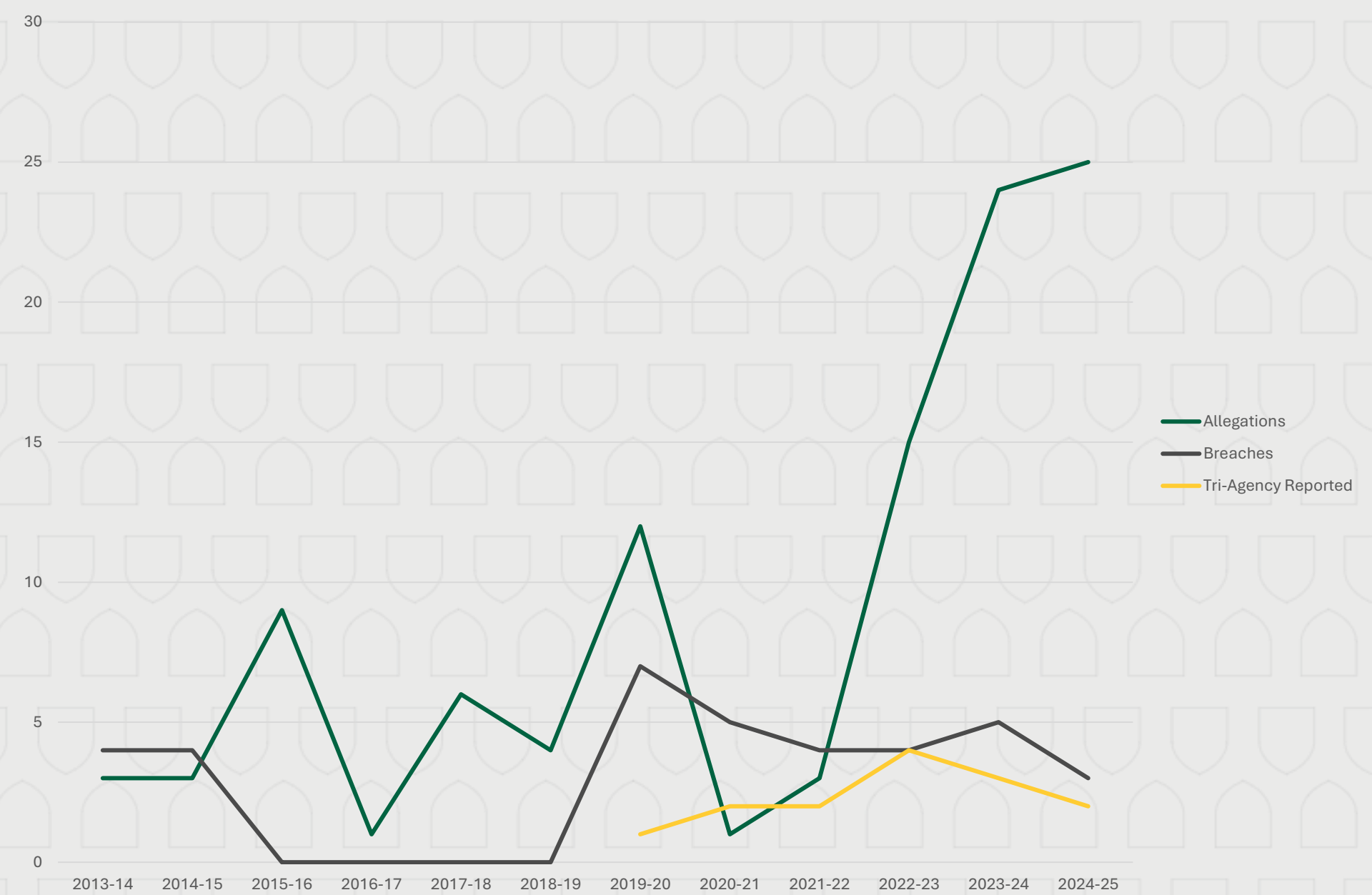
Director, Responsible Conduct of Research

New RCR Inquiries/Investigations (July 2024 to June 2025)

Inquiry Status (by Respondent)



Activity (by Respondents)



New RCR Inquiries/Investigations (July 2024 to June 2025)

- **Ten new cases (some involving multiple allegations) involving 25 respondents**
 - Falsification/Fabrication (3 complaints involving 14 respondents)
 - Redundant Publications (1 complaint involving 5 respondents)
 - Plagiarism (3 complaints involving 9 respondents)
 - Failure to comply with relevant policies, laws or regulations for the conduct of certain types of research
 - TCPS2 (3 complaints involving 4 respondents)
 - Canadian Council on Animal Care guidelines and policies (1)
 - Inappropriate Authorship (2)
 - Mismanagement of Grant and Awards funds (1)
 - Inappropriate acknowledgement (1)

New RCR Inquiries/Investigations (July 2024 to June 2025)

- **Outcomes for the 25 respondents**
 - Confirmed breach – acknowledged (3)
 - Dismissed at inquiry (3)
 - Informal Resolution (5)
 - Ongoing (14)
- **Two hearings for student consequences** (involving 3 respondents)
- **Confirmed breaches include fabrication and falsification** (2 cases involving three respondents)
- **Recourse included:**
 - Letter of Reprimand (2 from prior year)
 - Case study and Hearing Board member on advisory committee(1)
 - Grade of 0 and reflection paper (2)

New RCR Inquiries/Investigations (July 2024 to June 2025)

- **Sources of 10 new cases**
 - External complainants (3)
 - Research Ethics Board (2)
 - Faculty or staff (4)
 - Students and former students (1)
- **Types of respondents**
 - In-scope Faculty (7)
 - Graduate Student (2)
 - Undergraduate Student (2)
 - Post-Doctoral Fellow (1)
 - Senior Administrator (1)
 - No current affiliation with USask (11)

RCR Reporting

- **Yearly report to RSAW and University Council**
- **Yearly report to the Tri-Agencies:**
 - Number of allegations proceeding to a Hearing
 - Breaches of the RCR Policy involving Tri-Agency funding
- **Yearly report to the U.S. Office of Research Integrity on any cases involving US government funding**
- **All reports were submitted for the prior year**

RCR Team Observations

- **Number of cases are lower this year, but the complexity and number of respondents has resulted in more on-going cases.**
- **Nature of the cases have raised awareness of:**
 - Concerns related to graduate student supervision
 - Concerns related to the assignment and approval of expenses in research funds
 - External complaints that raise questions about USask research
 - Increased issues with images, including falsification, manipulation, appropriate re-use and citation
 - Concerns related to lack of understanding of plagiarism of ideas

RCR Personnel

- **Trevor Batters was hired as the new Director, Responsible Conduct of Research**
- **Diane Martz has taken on the role of Senior Advisor, Responsible Conduct of Research to advise on RCR processes and to build out training, resources, and tools for researchers.**
- **Trever Crowe has been renewed as the Research Integrity Officer**

RCR Policy

- **The Panel on Responsible Conduct of Research (PCRC) will begin consultation on updates to the Tri-Agency Framework on Responsible Conduct of Research in early 2026, next edition expected in Dec 2026**
- **The USask RCR policy must be updated by Dec 2027 to align with the revised Framework**
 - Consultation with USask stakeholders has begun
- **Early indications from the PCRC of potential changes:**
 - Reporting on all inquiries involving Tri-Agency Funding as opposed to only those involving a breach or of which the Secretariat is aware
 - Representation of distinct communities (such as First Nations, Inuit, or Métis Peoples; or trainees) in inquiries or investigations
 - Clarification that an honest error is a breach under the Tri-Agency Framework

RCR Proactive Work: iThenticate

- **To support publication and grant submissions, the OVPR has acquired a license for iThenticate**
 - Support researchers in reviewing documents for text matched from other sources.
 - Mitigate concerns of plagiarism or text-matches being raised by editors
 - No cost to researchers
- **Intended as a tool for individual researchers**
- **Pilot with Agriculture & Bioresources in November**
- **Roll-out to campus scheduled for January**
- **Work with CGPS on the use for graduate student theses and dissertations**

RCR Proactive Work: Supports for Good Research Practice

- **RCR education for all members of the University engaged in research**
 - **Consultation and Environmental Scan – Fall 2025**
 - Priority areas/topics
 - Effective modes of delivery
 - Incentives
 - Identification of tools for researchers
 - **Development – Spring 2026**
 - Program of RCR education
 - Exploration re: implementing incentives
 - Integration with existing policies, procedures and offerings
 - RCR Champions across Campus
 - RCR website update

Thank you!

Questions? Comments?

Appendix 1: Responsible Conduct of Research - Allegations, Appeals, Investigations & Breaches 2013 to June 30, 2023

Time Period	New Allegations Received	Appeals	# of Inquiries	Breaches Acknowledged*	# Hearings	No Breach	Confirmed Breaches (# of Respondents)	# of cases involving breaches	# Respondents Reported to the Tri-Agencies	In Progress/ Ongoing
07/2013 - 06/2014	3		N/R	N/A	3	1	3 plagiarism 1 redundant publication	2	N/R	1 ongoing
07/2014 - 06/2015	3		N/R	N/A	3	Not reported	3 plagiarism 1 redundant publication	Not reported	N/R	1 ongoing
07/2015 - 06/2016	9		N/R	N/A	2	7 plus 1 from 2015	Not reported	0	N/R	2 in progress, 1 ongoing
07/2016 - 06/2017	1		N/R	N/A	1	0	Not reported	0	N/R	1 ongoing
07/2017 - 06/2018	6		N/R	N/A	2	2	Not reported	0	N/R	1 ongoing
07/2018 - 06/2019	4	1	N/R	N/A	3	3	Not reported	0	N/R	1 in progress, 1 ongoing
07/2019 - 06/2020	12		11	5	1	1 from previous year	failure to comply with relevant policies (ethics) for the conduct of research (2), misrepresentation in a funding application (2), plagiarism (1), falsification of data (1), Fabrication of data (1).	6	1	3 in progress, 1 ongoing
07/2020 - 06/2021	1	1	3 (1 inquiry closed)	0	4	2	inadequate acknowledgement (1), invalid authorship, (2), plagiarism (2)	2	2	1 ongoing
07/2021 - 06/2022	3 (1 involving 3 respondents)	0	5 respondents	2 respondents	0	0	falsification (2), failure to comply with applicable policies, laws or regulations for the conduct of Research including, but not limited to Canadian Council on Animal Care guidelines and policies (2)	2	2	1 ongoing
07/2022 - 06/2023	11 (involving 15 respondents)	1 (denied) in judicial review	15 4 acknowledged 4 dismissed 3 hearings 4 informal resolution	4	1 complete (but in judicial review)	0	Misrepresentation in a funding application (2); mismanagement of grants or awards funds (1); Invalid authorship (1);	3	4	1 hearing complete but in judicial review, 2 upcoming hearings

Time Period	New Allegations Received	Appeals	# of Inquiries	Breaches Acknowledged*	# Hearings	No Breach	Confirmed Breaches (# of Respondents)	# of cases involving breaches	# Respondents Reported to the Tri-Agencies	In Progress/ Ongoing
07/2023 - 06/2024	18 (involving 24 respondents)	1	24 5 breaches; 4 dismissed; 7 informal resolution 1 withdrawn; 7 in progress	5	2 (cases ongoing from previous year)	2 (1 in appeal)	failure to comply with relevant policies for the conduct of research (TCPS2) (4); mismanagement of grant and awards funds (1)	3	3	6 ongoing, 1 in judicial review; 1 being appealed
07/2024 - 06/2025	10 (involving 25 respondents)	0	25 3 breaches 3 dismissed 5 informal resolution 14 in progress	3	2 (student recourse)	0	Fabrication/Falsification (3)	2	2 (from previous year)	8 cases (15 respondents) ongoing, 1 in judicial review

Data extracted from RSAW Committee Annual Reports to Council; June 2013 to June 2019.

*Acknowledgement of a Breach not offered as an outcome prior to 2019.

PRESIDENT'S REPORT TO COUNCIL

November 2025

GOVERNMENT OF SASKATCHEWAN FOUR-YEAR FUNDING AGREEMENT FOR POST-SECONDARY INSTITUTIONS

On November 3, the Government of Saskatchewan announced a new four-year funding agreement for the University of Saskatchewan, and for all other post-secondary institutions in the province. Through this agreement, the Government of Saskatchewan has once again signalled its confidence in USask and in the social and economic impact we have on our province.

The agreement outlines the government's commitment to a three per cent increase to operating funding each year for the next four years. The agreement also clarifies that the one per cent increase implemented in 2025-26 will be permanent, meaning the three per cent increase is on top of that. Finally, there will be a change to the tuition increase limit: the former limit of four per cent for domestic undergraduate programs will be decreased in the new agreement to three per cent. We are continuing to review the details of our provincial funding and determine its impacts on our university community. Chief Financial Officer Dee Henne will be hosting a financial town hall on November 26 at noon to provide an in-depth view of USask's current and projected fiscal position.

A four-year agreement is unique in this country and will enable our university to continue to deliver a strong return on investment for Saskatchewan and its citizens. We are celebrating this investment and certainty around our funding for the next four years. The full Government of Saskatchewan announcement can be found [here](#).

FALL CONVOCATION

Fall Convocation was a day of celebration as we welcomed almost 1,000 graduates to our University of Saskatchewan alumni family. Thank you to all who contribute to making each convocation ceremony a success.

Honorary Degree Recipient

USask honoured the extraordinary community contributions and leadership of Chief Perry Bellegarde at this year's Fall Convocation, with the presentation of an honorary degree. An honorary degree is the university's most prestigious award, acknowledging worthy and unique contributions recipients have made to their community and to the world.

A member of Little Black Bear First Nation, Treaty 4 territory, Chief Bellegarde has devoted his life to advancing the rights and well-being of First Nations peoples. For more than 35 years, he has held leadership roles in Canada, including serving as Chief of the Federation of Saskatchewan Indian Nations to two terms as National Chief of the Assembly of First Nations (2014–2021). He describes himself as an *oskâpêwis*—a helper dedicated to service. As National Chief, he championed closing the gap in quality of life between First Nations and other families in Canada. His advocacy led to landmark achievements, including Canada's first national legislation recognizing and protecting Indigenous languages and the federal commitment to implement the United Nations Declaration on the Rights of Indigenous Peoples. Internationally, he elevated First Nations leadership in sustainable development, advancing rights-based climate solutions from the Paris Agreement to the Sustainable Markets Initiative.

We were pleased to have this opportunity to honour Chief Bellegarde's many accomplishments with an honorary Doctor of Laws.

Distinguished Researcher Award

Dr. Daniel Chen (PhD), a professor in the Department of Mechanical Engineering and the Division of Biomedical Engineering, was recognized at Fall Convocation with the Distinguished Researcher Award.

Dr. Chen's research has helped shape the field of bioprinting and tissue engineering from the ground up, with structures known as tissue scaffolds. He leads a collaborative research group at USask's College of Engineering, focusing on ways to expand bioprinting through improved scaffold design. He has also furthered his work in tissue engineering with new methods that improve tissue regeneration.

Dr. Chen has since become a global voice in the field of bioprinting and tissue engineering, publishing hundreds of research papers, and receiving numerous awards and fellowships including the Fellow of the Canadian Academy of Engineering and the USask Distinguished Graduate Mentor Award. His accomplishments have led to significant advancements in his field, and his commitment to collaborative research has helped foster meaningful

interdisciplinary connections. He is also deeply committed to mentoring and training the next generation of researchers. Congratulations to Dr. Chen on this well-deserved recognition.

President's Medal

Aiden Gerwing, a student in the College of Arts and Science, was awarded the President's Medal at this year's Fall Convocation. The President's Medal is awarded to the graduating student with the highest academic average in any USask undergraduate program. Aiden graduated on November 12 with a Bachelor of Arts with Honours in Business Economics. Please join me in extending congratulations to Aiden on this accomplishment.

USASK DELEGATION TRAVELS TO INDIA TO STRENGTHEN ACADEMIC AND RESEARCH CONNECTIONS

A delegation of senior leaders from USask travelled to India in early November to meet with representatives from post-secondary institutions and government partners in Delhi and Mumbai regarding joint academic and research opportunities. The delegation included representatives from the India office of the Saskatchewan Ministry of Trade and Export Development.

USask has a strong and growing relationship with India through academic partnerships, and research collaborations, particularly in areas like critical minerals and food security. In addition to academic programs, USask also offers alumni travel programs to regions like South India, to allow for alumni to experience Indian culture.

At a reception at the Canadian Embassy on November 2, a dual degree agreement with the National Institute of Technology (NIT) Warangal was signed by me and NIT Warangal director Dr. Bidyadhar Subudhi. The agreement will allow students from USask and NIT Warangal the opportunity to complete 50 per cent of their PhD program at each institution. I also had the opportunity to take part in a panel discussion at the Canada-India Business Council Mumbai Business Forum on November 6, focused on the current landscape of post-secondary education in India and Canada. We are grateful to have had the chance to connect with many colleagues in India who share USask's mission to create lasting change through research and scholarly work.

REMEMBRANCE DAY 2025

USask hosted its 97th annual Remembrance Day wreath-laying ceremony on November 11. Since the opening of the monument in 1928, every year on Remembrance Day we have gathered at the Memorial Gates to honour those who made the ultimate sacrifice, and to pay tribute to all who have served, and to those who continue to serve our country in times of war and peace. All members of the campus community and public are invited to attend this and lay a wreath in remembrance. Thank you to all who attended this year and took a moment to reflect on the importance of this day.

There are many memorials that exist on campus to honour our legacy of military history. A map of all campus memorials is available on spotlight.usask.ca.

RESEARCH HIGHLIGHTS

Government of Saskatchewan commits support to establishing Global Institute for Energy, Minerals and Society

The Government of Saskatchewan is strengthening the foundation of a unique research partnership that will support energy and mineral research and help make Saskatchewan a global leader in clean energy. To date, the province has committed \$780,000 to help establish and support the operations of the Global Institute for Energy, Minerals and Society (GIEMS). GIEMS is a research and training partnership between the University of Saskatchewan, Saskatchewan Polytechnic, and the University of Regina that began to create a collaborative pipeline of innovation and talent. As a result of Saskatchewan's ongoing international engagement efforts, a memorandum of understanding establishing the collaboration was first announced at COP28 in Dubai in 2023. The partnership aims to promote and align research and innovation in the province's energy and mineral sectors, and allow post-secondary researchers to combine resources and share knowledge to help address education and research gaps in energy and mineral sectors.

USask researchers named Canada Research Chairs

Dr. Arinjay Banerjee (PhD) and Dr. Heather Foulds (PhD) are two newly named Canada Research Chairs (CRC) at USask who are exploring ways to protect and improve the health of individuals and communities. Dr. Banerjee, a researcher at USask's Vaccine and Infectious Disease Organization (VIDO), has been named a Tier 2 Canada Research Chair in Zoonotic Virus and Animal Reservoirs and hopes to expand on his work in the field of One

Health, which focuses on the interconnected nature of animals, the environment and humans. Dr. Foulds is an associate professor in USask's College of Kinesiology and a former Heart and Stroke/CIHR Early Career Indigenous Women's Heart and Brain Health Chair. Named the new Tier 2 Canada Research Chair in Wholistic Health and Well-Being Through Physical Activity for Indigenous Peoples, Dr. Foulds will continue her work on the importance of community, culture and physical activity for Indigenous health.

USask researchers receive support from John R. Evans Leader Fund

The Canada Foundation for Innovation (CFI) John R. Evans Leadership Fund (JELF) competition is intended to provide funding for research projects to attract and retain talented researchers, or provide equipment to researchers to further outstanding and innovative research. USask had many successful projects named as recipients in a recent funding cycle:

- VIDO researcher Dr. Arinjay Banerjee received a [John R. Evans Leaders Fund Partnership](#) to develop a world-class research program studying the relationship between coronaviruses and bats. The program will focus on the evolution of novel anti-viral strategies in bats with the goal of developing cutting-edge antiviral countermeasures for humans.
- A joint proposal from USask's Vaccine and Infectious Disease Organization, the USask College of Medicine, and the Western College of Veterinary Medicine to [acquire cutting-edge technology to sort biological samples](#) by their cell type has received more than \$460,000 from the CFI-JELF competition. Dr. Volker Gerdts (DVM, PhD), director of VIDO and a professor in the WCVM, was one of three co-applicants on the project, alongside Dr. Peter Pioli (PhD) with the Department of Biochemistry, Microbiology and Immunology in the College of Medicine and Dr. Gurpreet Aulakh (PhD) with the WCVM.
- Dr. Saija Kontulainen (PhD), professor and associate dean of research in the College of Kinesiology, and colleagues, Dr. J.D. Johnston (PhD) from USask's College of Engineering and Dr. Munier Nour (MD) from USask's College of Medicine, are conducting a [first-of-its-kind pediatric bone study](#) to understand what makes bones fragile. In order to collect the data needed for their research projects, the team required high-resolution imaging tools and received a recent investment from the CFI-JELF to secure the improved imaging tool.



Provost's Report to Council

November 2025

GENERAL REMARKS AND CURRENT ISSUES

This month's Provost's report contains activity that can readily be positioned with all four of USask's Institutional Priorities for 2025-26, including adapting to our political and social realities, innovation and entrepreneurial thinking, leading through a changing financial landscape, and living a culture of philanthropy and partnership.

In early November, we received much-anticipated good news regarding the new four-year agreement (MOU II) between the Government of Saskatchewan and USask, an agreement that looks identical for all other post-secondary institutions in the province. The three per cent increase to the base operating funding committed to USask from the province each year for the next four years contributes to a stronger future for this university. This provincial support helps close a sizable portion of the financial challenges we face caused by the decline in international enrolment due to federal policy. Chief Financial Officer Deidre (Dee) Henne will provide greater details about the impact of MOU II at the November 26th town hall scheduled for noon in Convocation Hall.

A second significant element of the agreement pertained to how tuition rates increase over the next four years, beginning in 2026-27. The language of the agreement regarding mutually agreed upon limits speaks to undergraduate domestic students, where increases will fall between zero and three per cent unless tuition for a program falls below a U15 comparator median. In addition, there are several notable exemptions from the tuition element of the agreement including for the Western College of Veterinary Medicine, tuition for graduate students and tuition for international students. As we have done in the past, we are now working on developing a tuition strategy for this four-year period that will adhere to the principles we use in setting tuition. This approach will be included as part of the tuition conversations that happen each year, typically through December, January, and February. In addition to governing bodies, USask's practice includes multiple touch points

for student conversations with the goal of creating a common understanding of tuition-related matters (and University/College finances more broadly).

The third noteworthy element of the MOU II involves the requirement to develop an accountability framework through which each post-secondary institution will report on progress in achieving a set of goals mapped out by the Province of Saskatchewan. The province set out three goals including: (1) Student Success, (2) Meet the Needs of the Economy, and (3) Financial Sustainability. There are three priority actions for each goal, resulting in the need for USask to develop nine key performance indicators and targets that we will report on annually to government. These performance indicators will become a small subset of USask's strategic objectives and priorities.

Finally, with the release of the federal budget came updated information on immigration. International students are considered "temporary residents" by the IRCC's definition, and the plan is to reduce the total number of **new** student permits for international students in 2026 to 155,000 and then further reduced to 150,000 in 2027 and 2028. These numbers do not include study permit renewals for those already studying in Canada. Some good news embedded within the announcement focuses on graduate students and included the commitment from the IRCC to faster processing times for doctoral students (i.e., 14 days). Starting in 2026, masters and doctoral students at USask will be exempt from the provincial attestation letter process, which will hopefully lead to some streamlining. A new IRCC [website](#) has also been developed for graduate students to aid their immigration path.

USASK UPDATES

FALL CONVOCATION

Fall Convocation took place on November 12, and celebrated a total of 992 graduates, some of whom have earned multiple degrees or certificates. The total number of degrees and certificates awarded was 1,018. Thank you to everyone who makes each and every convocation ceremony a success. These days of celebration would not be possible without our dedicated faculty and staff.

DISTINGUISHED TEACHER AWARD

I was pleased to present the Fall Convocation Distinguished Teacher Award to Dr. Benjamin Hoy, an associate professor in the Department of History in the College of Arts and Science. Dr. Hoy, who joined USask in 2015, is celebrated for his innovative, student-centered approach to teaching, which emphasizes experiential learning through game-based

methods. His creations, such as game-based learning tools *Homesteaders* and *Policing the Sound*, have transformed history education by making complex topics interactive and accessible. Beyond the classroom, Dr. Hoy mentors students, fosters collaborative scholarship, and champions initiatives that support faculty innovation. His contributions have earned national acclaim and multiple teaching awards, underscoring his profound impact on learning at USask and beyond.

GOVERNOR GENERAL'S GOLD MEDAL

Dr. Geneveave Barbo (PhD) is the recipient of this fall's Governor General's Gold Medal. This prestigious honour is given to the student who achieves the highest academic standing at the graduate level and one is awarded at each of the fall and spring convocation ceremonies. Formerly a graduate student in the USask College of Nursing, Dr. Barbo took her lifelong love of video games and leveraged it into immersive virtual reality simulations that help nursing students support migrants facing mental health challenges. Congratulations to Dr. Barbo on this outstanding accomplishment.

DIRECTOR OF ACADEMIC HEALTH SCIENCES ROLE

Chris O'Grady has been named director of academic health sciences at the University of Saskatchewan. A USask alumnus with a master's and bachelor's degree in biochemistry, O'Grady brings over 15 years of experience in research, operations, and leadership within the university. In his previous role as director of operations for USask Health Sciences, O'Grady led strategic initiatives, managed key projects, and guided a multidisciplinary team in advancing interprofessional education and operational excellence. O'Grady's deep institutional knowledge and collaborative approach position him well to support the new Joint Governance Council for the Academic Health Sciences and further strengthen USask's health sciences programs, research, and resources.

COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones for USask's college and school community are shared below.

EDWARDS SCHOOL OF BUSINESS UPDATE

Nine Edwards students were recognized as [2025 Edwards Co-operative Education Program Award Recipients](#) for their outstanding contributions during co-op placements, receiving over \$20,000 in scholarships across five award categories. These awards celebrate the impact of experiential learning and the dedication of students in applying classroom knowledge to real-world business environments. Congratulations to Kersey Reich,

Madison Waskowic, Ruth Barut-Misiurski, Paige McClinton, James McDougall, Mackenzie Mullock, Carmen Wu, Avery Wildeman, and Asher Beattie on their well-deserved recognition.

At the University of Saskatchewan, sustainability is a core value. As a proud [PRME signatory](#), the Edwards School of Business is committed to preparing socially conscious professionals and advancing knowledge for sustainable business and communities. During Campus Sustainability Month in October 2025, Edwards celebrated this commitment by recognizing faculty members who have served as [USask Sustainability Faculty Fellows since 2022](#). The first Sustainability Fellowship at Edwards began in 2022 with Brooke Klassen and has since continued under the leadership of Dr. Norman Sheehan (PhD) and Dr. Joelena Leader (PhD). Through their work, the UN Sustainable Development Goals have been embedded into teaching, research, and community engagement.

A transformative \$5 million gift from Bernie Slogotski (BComm'67) and Thedra Hunt (BA'66) has established the [Slogotski Hunt Centre for Entrepreneurship at the University of Saskatchewan](#). Located at the Edwards School of Business, the centre will foster entrepreneurial thinking across all 18 colleges and schools through campus-wide programming, education and mentorship. It will serve as a hub for interdisciplinary collaboration, empowering students and faculty to turn ideas into action. The centre also supports USask's commitment to innovation, economic development and community engagement. Sincere thanks to Bernie and Thedra for their generosity and visionary leadership.

JSGS TRUTH AND RECONCILIATION EVENT

This October, the Johnson Shoyama Graduate School of Public Policy hosted award-winning Anishinaabe writer, editor, and professor of Indigenous Studies at the University of Manitoba, Dr. Niigaan Sinclair for school-wide day of learning on reconciliation and why it is the only thing to do. Nearly 100 students, faculty, staff, and alumni participated both in-person and online, creating a shared space for learning, reflection, and dialogue. As the year marks the tenth anniversary of the Truth and Reconciliation Commission of Canada's final report, the event reinforced our collective responsibility to advance reconciliation as an on-going, long-term commitment. [Watch the recording here](#).

USASK GEOGRAPHICAL INFORMATION SYSTEMS DAY

November 20, 2025, marks [USask GIS Day](#), an annual celebration of the impact of Geographic Information Systems and related technologies on campus and across Saskatchewan. Hosted by the University Library and key campus partners, this come-and-

go project showcase offered a dynamic and friendly environment for building connections, a platform for researchers and organizations to share how they are using GIS in their work, and an opportunity for attendees to discover the exciting ways that spatial methods and technologies are being used at USask and beyond. GIS Day is co-presented by the University Library, the Canadian Hub for Applied Social Research (CHASR), and ICT Research Computing, with support from the Nutrien Centre for Sustainable and Digital Agriculture, the Historical GIS Lab and the Department of History, and the Department of Geography & Planning.

COLLEGE OF MEDICINE LAUNCHES NEW STRATEGIC PLAN

Over the past year, the College of Medicine has been engaged in strategic discussions to define a future path. Using a collaborative strengths-based qualitative approach, the CoM focused on leveraging strengths and opportunities to define the preferred future. The resulting plan, [Paving the Path to 2030](#), outlines shared commitments, focus areas and goals that will help shape a healthier future in Saskatchewan and beyond. For more information, [visit the strategic plan overview page](#).

COLLEGE OF MEDICINE PROGRAM EXPANSION UPDATE

Health-care training opportunities are being expanded in the province with the launch of three new programs — [Master of Physician Assistant Studies](#) (MPAS), [Master of Occupational Therapy](#) (MOT), and [Master of Speech-Language Pathology](#) (MSLP).

In August, USask welcomed twenty students to the inaugural MPAS cohort — a key step in Saskatchewan's plan to train and recruit physician assistants in the province. The cohort is engaged in an innovative curriculum that emphasizes active learning through case-based and team-based methods and early clinical exposure supported by multiple clinical partners including the Saskatchewan Health Authority and St. Paul's Hospital. Admissions for fall 2026 are underway with sustained high interest. [Read more](#).

Learners can now apply to be part of the province's first [occupational therapy](#) and [speech-language pathology](#) training programs. 12 faculty members, including inaugural program chairs, have been recruited to lead curriculum development and have initiated research programs this fall. Engagement with the clinical communities is ongoing to support the implementation of these new programs. [Read more](#).

USASK LAUNCHES CANADA'S FIRST TWO-YEAR MASTER OF PUBLIC HEALTH NURSING PROGRAM

The Master of Public Health Nursing program is a first-of-its-kind collaboration between the USask College of Nursing and School of Public Health. The two-year online program equips nurses with advanced skills to address urgent public health challenges—from poverty reduction to disease prevention. Students will gain expertise as both practitioners and researchers through a combination of coursework and a thesis. The program is designed to be flexible and accessible - students do not need to reside in Saskatoon, and courses are delivered online with some live seminars. Applications are now open. The first cohort begins September 2026.

RECENT APPOINTMENTS

There are no recent appointments to report for this period.

Active Searches & Reviews

We are in the early stages of the following searches and reviews (full committees still being populated):

Searches:

- Executive Director, Johnson Shoyama
- Dean, College Pharmacy and Nutrition
- Dean, College of Law

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 (GSA), I am pleased to present highlights of our recent activities, advocacy efforts, and upcoming initiatives for November 2025. These initiatives reflect our ongoing commitment to supporting graduate student success, fostering community engagement, and collaborating with university partners to enhance the overall graduate experience.

GSA Partnerships for SSRH Research Grant Application

The GSA recently participated as a partner in the SSHRC-funded proposal *Building Inclusive Housing Infrastructure (BIHI): A Multi-Scalar Rights and Responsibilities Approach to Housing for and with International Students*. This initiative focuses on improving the housing experiences of international students through collaborative research across universities and community partners. As part of the application, the GSA provided a letter confirming our support and outlining our role in offering student perspectives, assisting with outreach, and contributing to project activities. This partnership aligns with the GSA's ongoing advocacy on graduate student housing needs.

Through this partnership, the GSA aims to strengthen efforts to address housing challenges affecting graduate students and to ensure that student experiences inform broader policy discussions.

GSA Childcare Initiative

The GSA has begun exploratory conversations with the provincial government to identify pathways that would allow graduate students, postdoctoral fellows, and faculty members to more easily access the ten-dollar-a-day childcare initiative. Given the province's recent investment in expanding subsidized childcare spaces at Saskatchewan Polytechnic and other campuses, we are assessing whether similar support could be extended to the University of Saskatchewan. Our goal is to help ensure that campus community members with young families have fair access to affordable, high-quality childcare.

In parallel, the GSA is outlining a proposal for the development of a GSA-operated childcare centre. This work includes identifying the need created by existing waitlists, reviewing projected costs, and assessing operational models that could complement provincial programs. Once complete, the proposal will help guide discussions with both the university and the province about future opportunities for investment and collaboration.

GSA-CGPS Fall Need-Based Bursary Distributed

The fall need-based bursary has been awarded for this academic year. I extend sincere thanks to CGPS for its forty thousand dollar contribution and to the GSA Bursary Committee for its work and commitment. The committee, which will serve through August 2026, met on November 7 to complete its orientation and review all submissions. A total of 299 applications were received, and thirty-four students were granted one thousand dollars each, credited directly to their student accounts.

Upcoming GSA Events and Engagement Update

In the remaining months of the fall term, the GSA is preparing several community focused events, including a low cost portrait photoshoot day, the annual Holiday Hangout, and the Indigenous Resource and Intercultural Exchange Fair. These initiatives support student well being, strengthen community connections, and provide accessible opportunities for student participation.

This year, the GSA shifted its programming approach by prioritizing direct input from students rather than relying mainly on formal talks or traditional event structures. This change, combined with more accessible planning and consistent outreach, has resulted in significantly higher engagement compared to previous years. Student feedback has been very positive, and this approach continues to guide our efforts throughout the remainder of the fall term.

I look forward to continuing to work with the Council as we strengthen the graduate student experience, and I welcome your feedback as we move ahead.

Respectfully submitted,



Palash R. Roy

President, Graduate Students' Association (GSA)



COUNCIL **REPORT**

NOVEMBER 2025

PLACE RIEL
STUDENT CENTRE

1 Campus Drive



November is a busy time for students and student leaders. Our USSU executive team has been in our roles for over 6 months now, marking the halfway point of our terms. November is also midterm season, the beginning of students preparing for final exams, and amongst many other aspects of navigating student life, the month can become overwhelming. This month, the USSU worked to welcome new changes to the USSU Student Health and Dental Plan. Our University Students' Council successfully passed the addition of Virtual Health Care and Gender Affirmation Care. These two services intend to provide USask students with greater and more equitable access to necessary health services. Additionally, the USSU is building a presence for students attending Prince Albert Campus. Attending monthly Talk to Us Tuesday spaces and meeting with students, the USSU is also working to bring student leaders from Prince Albert into various committees and associations in order to ensure representation and inclusion in decision-making.

The USSU continues to keep conversations about the urgent need for institutional change front and centre. From academic policy and increased accessibility to connecting student support and awareness of navigator and intake positions, as well as critical infrastructure and long-term visibility for sexual violence prevention, the USSU actively communicates key student concerns to Senior Leadership within the University. Additionally, at our monthly meeting with the President's Executive Committee, the USSU shared the need for an explicit human rights framework and communication about the ongoing genocide and violence occurring across our world. The USSU is also working to amplify conversations and actionable initiatives surrounding Anti-Racism and Anti-Oppression. On November 19th, in collaboration with the GSA and other critical units on campus, an Anti-Racism symposium was held, bringing together various members of USask to critically engage with topics of oppression, systemic discrimination, and bias, as well as to share stories of joy, agency, and resilience.

November brought with it the announcement of a Provincial Multi-Year Funding Agreement, which will now provide students with predictability regarding tuition over the next four years. The USSU considers this agreement a win for students. This month, the university community also celebrated Fall Convocation, and the success of many incredible USask students who crossed the stage to receive their degrees and certificates. Additionally, November marks Indigenous Veterans' Day and Remembrance Day. On November 11th, members of the USask community gathered to remember and pay respects to those who have sacrificed their lives or committed themselves to service and the hope for a better future. Specifically, the USSU emphasizes the role that students played in serving during the First World War, as well as the continued service of USask student alumni. Student priorities, initiatives, and needs are central to the success of our University. As we prepare for our own Annual General Meeting, our executive team will make sure to bring back the topics of most concern to students to the broader USask community in order to act on their implementation.

On behalf of the USSU and University of Saskatchewan students, we are grateful to share with University Council our ongoing priorities, initiatives, and reflections.

President

Throughout November, the work of our day-to-day operations continues to align with overarching themes of academics, advocacy, and community collaboration, all rooted in the values of Courage, Collaboration, and Accountability. However, the issues, priorities, and initiatives that come across our desks as student leaders are profoundly personal, timely, and reflective of how the student experience must continue to be supported and uplifted across the university.

Heading into November, the University Students' Council approved two new additions to the USSU Health and Dental Plan: Virtual Health Care and Gender Affirmation Care, both of which will be available starting January 1, 2026. Virtual Health Care provides 24/7 access for domestic, out-of-province, and international students, with unlimited usage; however, certain diagnoses (such as ADHD) require in-person visits, and controlled substances cannot be prescribed through the service. Gender Affirmation Care includes medical coverage of up to \$5,000 per procedure (with a lifetime maximum of \$50,000), travel and accommodation support up to \$1,000, and unlimited legal coverage to assist with navigating the healthcare system. Students only need a gender incongruence diagnosis, not gender dysphoria. These additions address concerns about accessibility and affordability, while also advancing commitments to equity, diversity, and inclusion across the student body.

In collaboration with the GSA, as well as other critical student support units and leaders on campus, the USSU team will support the Anti-Racism Symposium, scheduled to take place on November 19, 2025. Helping to facilitate a discussion on what students believe must be identified and prioritized for student leaders to be advocating for at the university level, the USSU hopes that the stories and dialogue shared will support a recommitment to the MOU between the University and the Students' Union to actively work towards combating racism, bias, oppression, and systemic barriers. Following up on conversations held over the summer with members of the Senior Leadership team, the USSU intends to work with the University in the new year to recommit to and revitalize the contents of the MOU, thereby strengthening and maintaining accountability for our commitments now and in the future.

USask students continue to speak out about the violence being perpetrated across the world. This means looking to the USask community to call attention to relationships with various organizations that are complicit with human rights abuses and violence, scholasticide, and genocide. As I indicated at the last university council, students are calling on the university to acknowledge the ongoing genocide in Palestine and its catastrophic human, cultural, and environmental impact. Palestine is not separate from our campus, but rather it is deeply tied to EDI principles: opposing racism, colonialism, and systemic violence. Specifically, students are calling for a commitment to establish an explicit human rights framework in our USask

investment policy, aimed at preventing future investments in companies that commit human rights violations worldwide. The university values commitments to community, equality, human dignity, reconciliation, and sustainability. It is imperative that we continue to work to advance EDI initiatives and that the university seriously commits itself to doing more to address student concerns about the genocide being committed.

The USSU has scheduled a meeting with the President's Executive Council for early December to continue advancing discussions on EDI. This conversation took place after our October meeting, during which both graduate and undergraduate student leaders engaged with various literature and materials related to EDI conversations, free speech, and academic freedom. The executive team is grateful for the opportunity to have these conversations with various leaders around the table; active engagement with EDI remains a priority within my portfolio. I continue to fundamentally believe that the University of Saskatchewan should be more than just a place for students to obtain degrees. It should be a space that encourages critical questioning of the status quo, as well as a place to examine our own perspectives critically. As language shifts, understandings of legacies of oppression evolve, and the campus community continues to welcome diverse student experiences, there will need to be continuous space for growth and transformation. EDI is about creating a system of shared values that encourages people to join a movement and mutually support one another's work.

The University Students' Council continues to meet weekly, tackling topical events across the campus community that concern student success and support. Recently, our student councillors met with a representative to discuss Link and Public Transit, engaging in a conversation to express concerns and provide insight from across the USask colleges. This experience proved to be extremely valuable for both representatives of Saskatoon Transit and student leaders. Our University Students' Council frequently meets with various representatives, units, and leaders across campus to ensure that councillors are equipped with the most well-rounded knowledge of student issues and supports. On November 20th, the USSU will host its Annual General Meeting to discuss emerging topics with our membership, review proposed bylaw submissions, and consider resolutions.

Furthermore, the USSU continues to discuss with senior leadership about the importance of proactive responses to sexual and gender-based violence. The USSU will meet with Interim Vice Provost, Students and Learning, University of Saskatchewan, Dr. Marjoire Delbaere, regarding updates to the Sexual Assault Prevention Policy, as well as to strategize about procedures and response to sexual and gender-based violence on campus.

Notably, the Indigenous Student Advisory Committee, which intends to advance Indigenous Student agency and foster connections and collaboration between Indigenous and non-Indigenous students across USask, has been meeting regularly. Connecting with Carson

Magnuson from the Office of the Vice Provost Indigenous Engagement, the committee intends to help creatively deliver spaces for all students to learn more and engage with ohpahotan oohpaahotaan, the Indigenous Strategy. Furthermore, the committee proposed new bylaws to ensure that we are working in collaborative and inclusive structures that represent and reflect the needs of Indigenous students across campus. I am grateful for the leadership at the Gordon Oakes Red Bear Student Centre, and within OVPIE, and for their commitment to advocating for Indigenous Students.

Ultimately, the USSU continues to work to amplify the voices of students and address various issues, projects, and topics to ensure that all USask undergraduates feel that their voice is heard, that opportunities are accessible, and that their priorities continue to be reflected in the University of Saskatchewan's mission.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Emma Wintemute', written in a cursive style.

Emma Wintemute

President

University of Saskatchewan Students' Union

Vice-President Operations & Finance

Summary:

With final papers and projects approaching, October and the start of November have been busy. As is tradition, I focused on supporting campus groups, engaging with the City of Saskatoon and Transit, initiating the budget preparation process, and ensuring that students are well-informed about our projects and initiatives.

We are now over halfway through our terms as USSU Executives, but we do not intend to slow down. We remain actively engaged with the student body, supporting their interests and passions and helping them navigate their university experience.

Campus Groups:

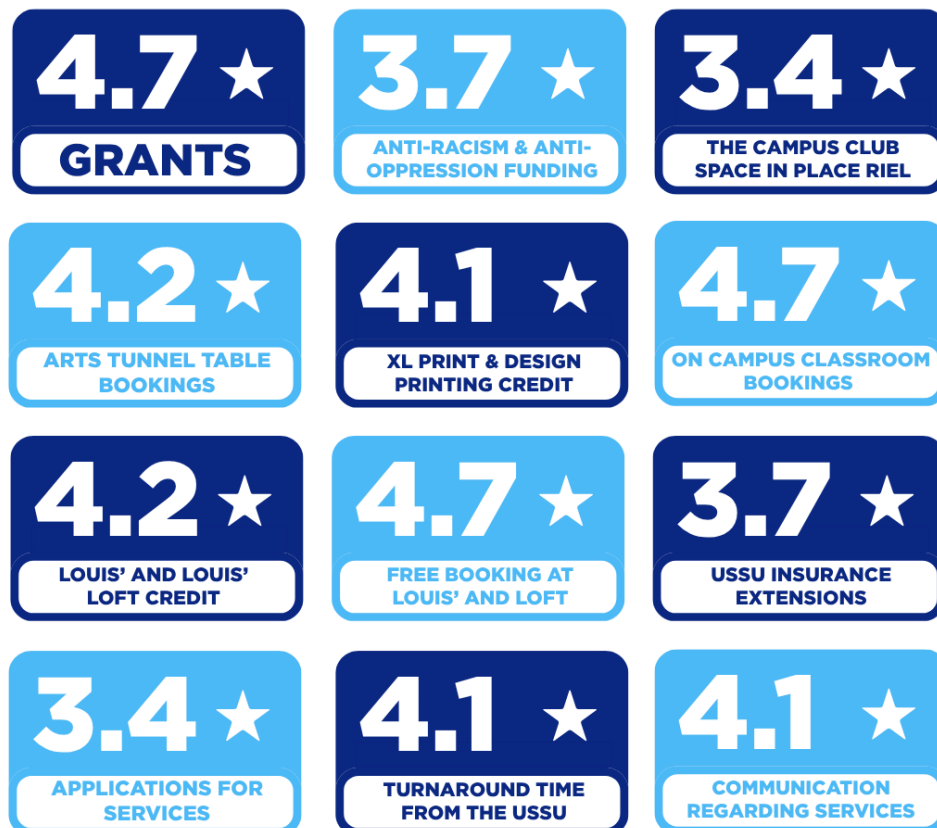
At the time of writing, 151 groups are fully ratified, with nine provisionally ratified, awaiting payment of their fees. Thus, we have exceeded the total number of groups ratified last academic year, as many new groups seek the benefits of ratification with the USSU. To provide more clarity into what kind of groups we ratify, please see the statistics below:

- There are **14 ratified Constituency Groups**, with an additional one choosing not to ratify, representing all students enrolled in their college, all International students or all Indigenous Students.
- **111 Campus Clubs** represent particular interests among USSU members, academic or otherwise. These groups represent the extraordinary diversity of our campus.
- **9 Sporting Clubs** organise around the playing of a particular sporting activity.
- **17 Cultural Clubs** organise events to promote cultural diversity.

With many more groups in the application phase, we welcome all students to bring their creativity and passion to the tight-knit campus groups community here at USask. Not only do we invite them to do so because of the considerable benefits of ratification—such as room bookings, grants, insurance extensions, advertising, administrative help, and IT support—but also so they may join in the USSU's proud tradition of campus engagement and community uplift. Starting or joining campus groups is an excellent way for students to get involved, make lifelong friends, gain valuable experience, and, most importantly, construct strong bonds on and off campus.

Apart from ratification, the USSU also oversees grants and funding for groups. In October, we approved **\$6,961.57** in group funding. The majority of this was through our Projects & Initiatives grant, which helps groups with hosting events, printing at XL Print & Design, booking Louis' or Louis' Loft, and much more. Notably, \$1,150.00 was approved in Equity, Diversity, and Inclusion funding, demonstrating both our commitment to uplifting equity-seeking communities and the dedication of campus groups in supporting that mission. At the time of writing, we are already on track to approve even more funding for groups by the end of November.

In my last report to Council in October, I introduced our Campus Groups Services Survey, which aimed to gauge how groups are or are not utilising the services we provide to them through the ratification process. I am happy to report that several dozen students took the time to complete this survey. The results indicate overwhelming support from group leaders for the services we offer and the way we provide them. Out of five stars, group leaders rated our services as follows:



Students noted challenges and concerns with our application processes for insurance extensions and funding. Particularly, students stated that some questions in our funding application were redundant or difficult to answer. As for insurance extensions, students indicated that they were unaware of when or why these are required. We are taking steps to reduce redundancies and better explain when and why groups should utilise our services. Our Campus Groups Committee is also developing new advertising strategies to promote these services more effectively.

Transit

Last month, the City of Saskatoon shared two Transit-related surveys with city residents, one on redesigning the bus system to align with the Link (Bus Rapid Transit) system and the other on bus fares. The USSU shared these surveys with its members and invited interested students to attend open houses about Link and other Transit matters. I meet quarterly with the Transit Services Team, and I am eager to learn more about what the survey results reveal about what our city wants to see in an expanded and streamlined public transit system.

Additionally, October also saw the first meeting of the USSU's Student and City Connections Committee (SCCC). Created in 2021 upon the signing of the [MOU](#) between USask and the City, the SCCC works to bring students and the city together, particularly on Transit matters. With construction on Link rapidly approaching, the committee intends to put together opportunities for students to ask questions, become acquainted, and learn more about the system. These opportunities will include open houses, forums, tabling sessions, surveys, advertisements, and more. Anything that can get students, staff, and faculty to campus faster and more safely is a high priority for us, and I look forward to providing updates on these informational opportunities in the near future.

University Students' Council & USSU Operations

Through the University Students' Council (USC), I oversee three committees, including the aforementioned Campus Groups and Student and City Connections Committees. I also oversee the Finance and Committee, which is responsible for developing our annual budget, setting USSU student fees, and ensuring that our members are informed about financial matters. In recent years, this committee has been dormant and has only met during budget preparation. This year, I am working diligently to make that change. The committee is hard at work preparing our annual budget and advertising why students are charged the fees they are and how that money is used. Students deserve the opportunity to know where their money goes, so it is my intention to provide transparency. Similar to my goals with the SCCC, this committee will host information sessions and release a call for students to submit questions about our budget and fees.

As our President is sure to mention in her report, the USC added two services to the student health and dental plan: gender affirming care and virtual health. At no additional cost, these services will be available to all eligible students starting in January 2026. More information about these services will be released soon, but it is safe to say that students will have access to a wider range of health services with increased coverage. Gender-affirming care, for instance, will help students navigate Saskatchewan's health system and cover those gender-affirming procedures that are not already covered by provincial healthcare. Virtual healthcare will help all students avoid long wait times and access care more quickly. As a 24/7 service, students will be able to seek non-emergency care and obtain non-controlled prescriptions.

We have been diligent in sharing information on these two new services with constituency groups and the Association of Constituency Presidents (AOCP). This month, we have met with several of these groups to provide them with opportunities to ask questions about why these services were introduced, what the financial impact is, what these services include, and much more. We are always happy and excited to meet with these groups and others so that our members are well-informed.

I am also extremely proud to report that the USC is at almost full strength. Every college and constituency now has a Member of Students' Council, meaning that, for the first time in many years, there is a voting member representing every USSU member at USask, whether in Saskatoon, online, or in Prince Albert.

Meetings and Advocacy

The USSU Executives are currently preparing an Advanced Education Lobbying Document to present to the provincial government. This document will be a crucial step in the USSU's advocacy for undergraduate students at USask, including both current and prospective students. More details will be released when the document is completed, but we will be calling for the government to address long-standing concerns that students have raised. Whether it's the cost of living, access to affordable housing, student loan interest, the international student cap, or a range of other issues, we remain committed to representing and helping our members. This document will not list all the problems we intend to address, nor set the included issues as our only priorities. Rather, it will provide the government with a strong understanding of the challenges that our members and students across Saskatchewan are facing.

Also, regarding advocacy, our Annual General Meeting is scheduled for November 20 at 6:00 PM in Arts 241 (Neatby Timlin Theatre). This is an important opportunity for students to engage with their union. There, students will consider amendments to the USSU Bylaw, hear from KPMG about our annual audit, and have the chance to ask the USSU Executives any questions

they may have. As always, we are providing students with food and refreshments, and we look forward to seeing new and familiar faces there.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Deis".

Owen Deis

Vice-President (Operations & Finance)

University of Saskatchewan Students' Union

Vice-President Academic Affairs

Transition from Planning to Implementation

The month of November marked a pivotal transition from planning to implementation. After months of groundwork and consultation, several major policy and structural initiatives are now beginning to take tangible shape. This period has been defined by the question of not only what we do, but how we ensure that students understand and can navigate the systems that are meant to serve them. As new policies, support positions, and frameworks come into effect, much of my focus this month has been on ensuring clarity, cohesion, and communication - turning policy into practice and structure into accessible support.

Across the breadth of my work, a central theme this month has been connection: connecting policies to students, new positions to their institutional context, and administrative processes to the real experiences of learners. As more layers of the university's academic framework evolve through accessibility reform, assessment policy updates, or the establishment of new student-facing roles, it becomes clear that effectiveness lies in integration. A good system is not only one that exists but one that students can find, understand, and trust. My work throughout November has been rooted in bridging those connections.

Direct student advocacy continues to be one of the most meaningful components of my portfolio. The number of students reaching out for guidance on issues ranging from appeals and reassessments to grading inconsistencies and accessibility concerns has remained steady. Many of these conversations will now change due to new systems and policies, and a near future of helping students interpret these changes has underscored the need for proactive communication and education around university policy.

Strengthening Support and Accessibility

A particularly significant development this month has been the implementation of new student support roles, including the Student Support Officer and Student Intake Navigator. These positions mark an important evolution in the university's academic support landscape, creating a more coordinated and proactive model of guidance for students facing complex academic situations. I met with both of these individuals to discuss how their work intersects with the USSU's advocacy network. Our shared goal is to ensure that students are met with consistency no matter where they begin seeking help. This means creating clear referral pathways between student leaders, intake staff, and academic administrators, as well as aligning messaging around academic procedures such as appeals, misconduct, and reassessment. The early collaboration around these roles has been deeply encouraging, as they represent a move toward a more compassionate, structured, and student-centered model of support.

My work on accessibility has also entered a new phase. The university's Accessibility Policy and broader Accessibility Plan are nearing full implementation, complemented by the development of Accessibility Guidelines for Teaching and Learning. I participated in multiple consultations and working sessions focused on ensuring that these frameworks move beyond compliance toward cultural change. The policy's success will hinge on how effectively we translate its principles into classroom practice, assessment design, and communication with students.

We have also focused on ensuring that instructors and students share a common understanding of assessment expectations and feedback mechanisms. Much of this work ties into broader efforts to improve transparency and student awareness around academic regulations. I have been collaborating on the development of an Assessment Policy FAQ, which will serve as an accessible guide for students navigating new assessment standards. By demystifying policy language and clarifying processes, we can help students feel more empowered and confident in their academic interactions. While details of the assessment policy remain under review, I am encouraged by the direction of the discussions and the shared commitment to fairness and consistency across the university.

Fairness, Integrity, and Academic Culture

Fairness has remained a defining priority throughout November. The Academic Integrity Forum continues to evolve as a cross-campus space for dialogue on ethics, equity, and pedagogy. Recent discussions focused on proactive education and the importance of early intervention, particularly through integrity modules or workshops for first-year students. Building on models from peer institutions, members explored how academic integrity education could become an integral part of student orientation, equipping students with a clear understanding of expectations from the very beginning of their studies. The forum also discussed how technology intersects with integrity and accessibility, emphasizing a balanced approach that values accountability while remaining equitable and compassionate.

The ongoing work surrounding sanctions reflects this same commitment to equity and procedural consistency. Across colleges, there are growing concerns about disparities in how sanctions are applied. Addressing these inconsistencies is central to creating a fairer and more transparent academic environment. The goal remains to establish a baseline of sanctions that upholds academic integrity while ensuring equity for students. This work has been deeply informed by both student experiences in appeals and discussions with faculty and administrators who share a commitment to fairness.

Teaching, Research, and Recognition

Alongside these structural reforms, November also brought progress on teaching recognition and excellence initiatives. The Teaching Excellence Awards process continues to gain momentum, with a focus on ensuring that nominations remain accessible and reflective of the diversity of teaching styles and disciplines at USask. The enthusiasm students have shown in recognizing instructors who make a difference speaks volumes about the community's investment in high-quality teaching. As we look toward the awards period, it has been inspiring to see how this initiative not only celebrates individual instructors but also sets an institutional tone, affirming that compassion, clarity, and inclusivity in teaching are central to academic excellence.

Looking ahead, I am eager to begin work with the Teaching, Learning, and Academic Resources Committee's upcoming working groups. These will explore topics such as teaching quality, student feedback, and innovation in learning environments. These groups provide an exciting opportunity to strengthen communication between students and instructors and ensure that the values celebrated through the Teaching Excellence Awards are embedded across the university's pedagogical practices.

Undergraduate research continues to be an expanding and energizing area of my portfolio. We continue to have discussions around improving communication about available opportunities and reducing barriers to participation, including centralized listings or mentorship programs. There is strong enthusiasm across colleges for building on the success of programs like SURE and expanding undergraduate research experiences as a core element of the USask academic journey. This work directly supports the goal of creating a campus where experiential learning is seen as integral to academic success and accessible to students from all disciplines.

Governance, Community, and Looking Ahead

At the governance level, my work on the Academic Programs Committee, Teaching, Learning, and Academic Resources Committee, Research, Scholarly, and Artistic Works Committee, and Academic Relations Committee continues to anchor my policy efforts. These committees provide the continuity needed to link strategic direction with daily advocacy. Conversations this month focused on strengthening communication between faculty and students, whether through clearer syllabi, more transparent assessment methods, or improved feedback mechanisms.

Beyond policy, November also included moments of collaboration that reinforced the importance of connection and campus community. From bringing in campus groups to work with us, to events we plan for students, these experiences remind us that belonging, creativity, and

culture are integral to academic well-being. Advocacy is about creating an environment where students feel seen, supported, and engaged.

The month concluded with University Students' Council and University Council meetings where I emphasized the importance of communication. As new policies are introduced, students need timely, clear, and accessible information about how these changes will affect them. This remains a guiding priority moving forward. A policy only fulfills its purpose if those it serves can understand and engage with it.

As we transition into the winter term, my focus will be on consolidating the progress made this fall into a cohesive framework for implementation. The next phase of this work will involve synthesizing accessibility, assessment, integrity, and teaching initiatives into a unified communication strategy that makes university policy navigable for every student. I am particularly excited to continue collaborating with intake and support staff to formalize referral pathways, build consistency across communication materials, and strengthen transparency in academic procedures.

November has been a month of connection, consolidation, and clarity. The systems we have been designing are now beginning to take form, and with that comes the responsibility to ensure they remain accessible, compassionate, and student-centered. The energy across the university, the openness of faculty, the thoughtfulness of administrators, and the courage of students, continues to be the foundation for all meaningful change. As we enter the winter term, I remain optimistic about what we can achieve together: a university where every student not only has access to support and opportunity but also truly understands how to use it.

Respectfully submitted,

A handwritten signature in black ink, reading "Norah Jacob". The script is fluid and cursive, with the first name "Norah" and last name "Jacob" clearly distinguishable.

Norah Jacob

Vice-President (Academic Affairs)

University of Saskatchewan Students' Union

Vice-President Student Affairs

Events

As students become busy with midterms and the heaviest months of the fall term, the USSU has slowed down on events quite a bit. In the last few weeks we have hosted a few larger events, including our Halloween Party and a Trivia Night, both in partnership with Louis'. We were also grateful to provide a Housing Rights Workshop to help students navigate their rights as renters in Saskatchewan. Planning for smaller events throughout finals and the winter semester are currently underway and there is much for students to look forward to!

Security, Safety, and Sexual Violence

Toward the end of October, I had the opportunity to participate in the yearly campus safety audit alongside Manager of Protective Services, Brad Niven, and Interim Vice-Provost Students and Learning, Marjorie Delbaere. This walk was incredibly informative and gave the USSU insight into outdoor areas and infrastructure that could benefit from additional and enhanced security measures. We are calling for this alongside updates to the Sexual Violence Policy and Procedures documents for a wraparound approach to preventing crime on campus.

USSU Centres

The USSU Centres have been busy with the Pride Centre hosting Queerpalooza and the Women's Centre hosting Who Needs Feminism Week, both towards the end of October. These weeks featured many student-led events that helped bring together members of campus and put a spotlight on our centres as places to find community. The Centres' weekly discussion nights are up and running, with new nights offered this year including Women's Wellness, Trans Talk Tuesdays, and Neuroqueer Night.

Prince Albert Campus

Over the last month, I have worked with our Prince Albert Campus Member of Students' Council, Hanna De Peel, to identify non-academic student needs on our northern campuses. The majority of these include resources provided by our USSU Centres - I have put together several packages of these resources to be transported up to PA and am now working with Vice-President Academic Affairs, Norah Jacob, to determine how we may provide our Exam File for students in northern communities.

University Students' Council

Since we are now well into the term and University Students' Council is running smoothly, this has given the USSU the opportunity to form our USC subcommittees. As Vice-President Student Affairs chairs the Student Life and Sustainability Committee and the International Student Advisory Committee. These committees have now met twice and come up with some great ideas

for how to support International students on campus and provide more social and sustainability-focused events.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Emily Hubick', written in a cursive style.

Emily Hubick

Vice-President (Student Affairs)

University of Saskatchewan Students' Union