UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REPORT FOR INFORMATION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: January 22, 2015

SUBJECT: Items for information

Native Studies Program Name Change Certificate in Jazz [Certificate of Proficiency] Geological Engineering Mining Option Mechanical Engineering Mining Option Chemical Engineering Mining Option

Terminations:

Postgraduate Diploma (PGD) in French

Master of Agriculture (M.Agr.) non-thesis option

Minor in Jazz Studies

Four-year B.Sc. in Computing

Post-degree Specialization Certificate in Computer Science

COUNCIL ACTION: For Information Only

SUMMARY:

The following items were approved by the academic programs committee at its meetings on December 17, 2014 and January 7, 2015.

- 1. Program Name Change from Native Studies to Indigenous Studies. The Department of Natives Studies has moved to change the name of its programs from Native Studies to Indigenous Studies as a more inclusive and internationally recognized name.
- 2. Creation of Certificate in Jazz and accompanying deletion of the Minor in Jazz Studies. In November, 2012, Council approved the template for certificate programs in the College of Arts and Science and delegated authority to the academic programs committee to approve those certificate programs for which an approved program template existed. The Certificate in Jazz will offer greater flexibility to students and boost enrolment, as the certificate is open to students from any program and may be taken as a standalone program by students with no prior university experience. Those students currently registered in the minor may elect to complete the program or transfer to the certificate program.

3. Engineering Options: Geological, Chemical, and Mechanical. Due to industry demand for further training in mining engineering, these program streams have been developed to allow students to graduate with a mining option in geological, chemical, or mechanical engineering.

The following program terminations were considered moribund programs by the committee, and their termination largely a housekeeping issue:

- **4. Termination of Postgraduate Diploma in French.** There have been no students registered in the program in the last decade.
- 5. Termination of Master of Agriculture (M.Agr.) non-thesis option. With the lowering of the credit unit requirement in the thesis option, students now prefer the thesis option. At present, there are no students in the program, and the last student exited the program in 2009.
- **6. Termination of Four-year B.Sc. in Computing.** Students prefer the four-year B.Sc. in Computer Science. The program has had no graduates, and there has only ever been one student registered in the program.
- 7. Termination of Post-degree Specialization in Computer Science. There are no students registered in the program at present and there has been only one graduate from the program in the past five years.



Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Alexis Dahl for Dr. Winona Wheeler, Head, Department of Native Studies,
Dr. Lawrence Martz, Acting Vice-Dean, Social Sciences, College of Arts & Science,
and Trever Crowe, Associate Dean, College of Graduate Studies & Research

Date: 3 Dec 2014 Colleges: Arts & Science and Graduate Studies & Research

College approval date: November 18, 2014 (CGSR) and November 24, 2014 (A&S)

Proposed effective date of the change: 1 May 2015

1. Proposed change of name

	From:	То:	
College			
Department			
Program name			
Degree name			
Name of Field of Specialization (major, minor, concentration, etc)	Native Studies	Indigenous Studies	
Course label (alphabetic)	NS	INDG	
Building			
Street			
Other			

2. Documentation

Note: The Department is also proposing to change the name of the Department to the Department of Indigenous Studies. Department name changes follow a different approval route, so that change is referenced in this document but is not included in the changes to be approved, listed above.

Rationale

"Native Studies" emerged as the intellectual arm of the larger socio-political Indigenous rights movements in Canada and the USA in the late 1960s. The first Native Studies program in Canada was created in 1969 at Trent University shortly following the establishment of Native American Studies programs at UCBerkeley and the University of Minnesota. Three years later the program at Trent achieved departmental status. The term "Native Studies" arose out of the nomenclature of that era when the terms "Native Canadian" and "Native American" or "Canadian Indian" and "American Indian" were most commonly used. At the time "Native" was intended to be inclusive of all Indigenous peoples—Indian, Inuit, Metis and non-status Indians in Canada as well as Indigenous peoples around the world. As a moniker for our new discipline it was also perceived as less aggressive and more conciliatory than the more popular terms of that era, "Indigenous" or "4th World" (a significant consideration given the political climate of the times).

It has long been recognized that the term "Native" is too broad and imprecise. Dictionary definitions of "Native" include—in addition to Indigenous humans, plants and animals—those who were born in a certain place or inhabited a certain place, for example, a native Torontonian or "a native of Montreal". ²

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¹ Winona Wheeler, "Thoughts on the Responsibilities of Indigenous/Native Studies," *Canadian Journal of Native Studies* 21, 1 (2001): 97. For more information on the discipline see also Robert Alexander Innes, "Introduction: Native Studies and Native Cultural Preservation, Revitalization, and Persistence," *American Indian Culture and Research Journal* 34(2) 2010: 1-9, and; Chris Anderson, "Critical Indigenous Studies: From Difference to Density," *Cultural Studies Review* 15 (2) 2009: 80- 100.

[&]quot;Native", noun: (1) "a person born in a specified place or associated with a place by birth, whether subsequently resident there or not: a native of Montreal" (2) "a local inhabitant: New York in the summer was too hot even for the natives" (3) "dated, often offensive a non-white original inhabitant of a country, as regarded by European colonists or travellers." (4) "an animal or plant indigenous to a place: the marigold is a native of southern Europe" (5) "British an oyster reared in British waters." Native, adjective: (1) "associated with the place of circumstances of a person's birth: he's a native New Yorker her native country" "of the indigenous inhabitants of a place: a ceremonial dance from Fiji" (2) "(of plant or animal) of indigenous origin or growth: eagle owls aren't native to Britiain Scotland's few remaining native pinewoods" "Australia/NZ used in names of animals or plants resembling others familiar elsewhere, e.g. native bee" (3) "(of a quality) belonging to a person's character from birth; innate: some last vestige of native wit prompted Guy to say nothing" (4) (of a metal or other mineral) found in a pure or uncombined state." (5) Computing designed for or built into a given system, especially denoting the language associated with a given processor, computer, or compiler, and programs written in it." http://oxforddictionaries.com/view/entry/m_en_gb0549380#m_en_gb0549380

Currently there are 21 undergraduate programs and departments across the country in our discipline variously named Native Studies (5), Aboriginal Studies (2), First Nations Studies (5) and, Indigenous Studies (7) (see list below). The lack of an agreed upon nomenclature reflects both the relative newness of the discipline and the eras in which various departments and programs were developed. The "Native Studies" departments were among the earliest, developed between 1968 and 1983. The "Aboriginal Studies" and "First Nations Studies" departments were established immediately following the repatriation of Canada's constitution and the name change of the National Indian Brotherhood to the Assembly of First Nations in 1982.3 "Aboriginal" is more specific than "Native," referring as it does to "...inhabiting or existing in a land from the earliest times or from before the arrival of colonists; indigenous..."4 However, in the Canadian context the term has a more narrow application because it is the language used in Section 35(2) of the Canadian Constitution that has been adopted in lay, legal and academic circles. Section 35(2) defines "Aboriginal Peoples of Canada" as Indians, Inuit and Metis. These three are the only Indigenous groups in this country which are legally and politically acknowledged by Canada. The term excludes or denies the existence of Indigenous peoples who fall outside this definition, for example, non-status Indians and Indigenous peoples from different countries.

Many universities that adopted "First Nation Studies" publicly stress that they interpret the term inclusively. However, it is not an inclusive term. "First Nations" was adopted by the National Indian Brotherhood in 1982 to replace the derogatory term "Indian" which, in addition to being a colonialist misnomer, exclusively refers to status Indians as defined by the Indian Act. The adoption of this recent term, and the transformation of the Native Indian Brotherhood to the Assembly of First Nations, were political moves to create a space during the repatriation process for First Nations peoples to participate alongside the "Founding Nations." The political origins and intent of the term "First Nations" must be respected but in so doing it excludes Metis, Inuit, non-status or Indigenous peoples from other parts of the world.

A number of earlier departments like those at First Nations University of Canada (formerly the Saskatchewan Indian Federated College) and Trent underwent name changes in 2003 and 2006 respectively to more accurately reflect their intellectual subject areas as well as the developments and internationalization of the discipline. Since then, most of the newer departments adopted "Indigenous Studies," the most recent of which is the program developed in 2011 at the University of Winnipeg.

The term "Indigenous" is far less ambiguous than "Native" and is preferred over "Aboriginal Studies" and "First Nations Studies" because of its inclusivity. The growing usage of the term "Indigenous" arises out of international movements to protect Indigenous rights as reflected by the World Council of Indigenous Peoples that was established in the 1970s and grew in strength

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³ At a general assembly of the National Indian Brotherhood (NIB), in Penticton, BC, the name was official changed to the Assembly of First Nations (AFN) and the "Declaration of First Nations" was passed. For the declaration see: http://www.afn.ca/index.php/en/about-afn/a-declaration-of-first-nations
⁴http://oxforddictionaries.com/search?searchType=dictionary&isWritersAndEditors=true&searchUri=All&q=Aboriginal&contentVersion=WORLD

and voice during the 1980s. It is also the language used in the UN Permanent Forum on Indigenous Issues and various UN declarations like the Declaration on the Rights of Indigenous Peoples that Canada recently adopted.⁵

While many definitions of "Indigenous" exist, rather than adhering to a finite definition, many scholars follow the lead of the UN to identify rather than define Indigenous peoples, an approach which is in keeping with the "fundamental criterion of self-definition as underlined in a number of human rights documents." The description of Indigenous peoples presented by the UN Forum on Indigenous issues serves our purposes well:

Understanding the term "Indigenous"

Considering the diversity of indigenous peoples, an official definition of "indigenous" has not been adopted by any UN-system body. Instead the system has developed a modern understanding of this term based on the following:

- Self- identification as indigenous peoples at the individual level and accepted by the community as their member.
- Historical continuity with pre-colonial and/or pre-settler societies
- Strong link to territories and surrounding natural resources
- Distinct social, economic or political systems
- Distinct language, culture and beliefs
- Form non-dominant groups of society
- Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities.⁷

It is also significant to note that our international academic association is the "Native American/Indigenous Studies Association."8 Of additional significance, our Department hosted the 2013 annual NAISA conference here in Saskatoon which brought over 900 scholars from around the world to our campus, and in May of 2014 our Department Head was voted in as President elect.9

The Native Studies Department at the University of Saskatchewan is in the process of renewal and our adoption of this new signature reflects our rejuvenation process. The Department of Native Studies faculty in committee unanimously agreed to change our name to the Department of Indigenous Studies to more accurately identify our areas of intellectual inquiry and to reflect the ongoing developments and internationalization of our discipline.

⁵ United Nations, "United Nations Declaration on the Rights of Indigenous Peoples," adopted by General Assembly Resolution 61/295 on 13 September 2007. http://www.un.org/esa/socdev/unpfii/en/drip.html

⁶ United Nations Permanent Forum on Indigenous Issues, "Indigenous Peoples, Indigenous Voices—Fact Sheet." http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf ⁷ Ibid..

⁸ http://naisa.org/

⁹ NAISA 2013 conference, see http://www.naisa.usask.ca/. For recent NAISA elections, see: http://www.naisa.org/2014-naisa-election-results.html

Impact of the change

We believe the impact of the name change will be positive for our Department, College and University as it is more inclusive and international in its scope than our current name and will be recognized as such internationally. We do not foresee any negative impact on students, faculty, staff and alumni, and the logistical impacts on them will be minimal as we intend to do a point of time change rather than retroactive. The name change will give us another opportunity to reconnect with alumni. Other programs, departments, colleges, centres and other institutions that utilize NS courses in their programs will be minimally impacted as they will only need to revise their documentation to reflect the name change.

There will be minimal impact on costs in the University-wide systems (SiRUS, UniFi, PAWS, U-Friend, Library, About US etc.). We are changing the name of the program and the courses, which will take some time. We have consulted with SESD and have determined that the subject code "INDG" for our courses is most appropriate. We have almost used up all our letterhead and envelopes so will need to purchase new ones soon in any event. There will be some added costs, however, as we include our department logo.

Costs

The Department of Native/Indigenous Studies will absorb the costs associated with SiRIUS and other impacted University systems.

Consultation

The proposed name changes were circulated in the College of Arts & Science Course and Program Challenge in October 2014, and approved by the Academic Programs Committee (Social Sciences) on October 20, 2014. The proposal was then approved by the Divisional Faculty Council (Social Sciences) on November 24, 2014, for submission to the Academic Programs Committee of Council.

The proposed name change for graduate programs was approved by the Executive Committee of the College of Graduate Studies and Research on November 18, 2014.

Informal consultations were conducted with a range of academic programs within the university and other educational institutions that include NS classes in their curricula. A few of them submitted letters of support which we attach here. We also consulted with the Library and a few other Colleges and a few USask scholars who engage in Indigenous content research and teaching and received letters or notes of support. Significantly we received a strong letter of support from Dr. Robert Warrior, founding member and past President of the Native American and Indigenous Studies Association. Consultations were also conducted with SESD, former University Secretary Lea Pennock, and Pauline Melis, Assistant Provost, Institutional Planning and Assessment.

All of the initial consultations took place in 2011 and we have recently re-consulted with SESD, ISA, IPA, FSD, FMD, OUS and ITS.

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- Changes of names for colleges and departments are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

College of Graduate Studies and Research MEMORANDUM

To: Sandra Calver, Associate Secretary

Academic Programs Committee of University Council

From: Trever Crowe, Associate Dean

College of Graduate Studies and Research

Copies: Dr. W. Wheeler, Head, Department of Native Studies,

Dr. L. Martz, Vice-Dean, Division of Social Sciences, College of Arts and Science

Date: November 24, 2014

Re: Proposal to change the name of the field of specialization for the Master of Arts and special-case

Doctor of Philosophy programs as well as the course labels for the 800-999 courses from Native

Studies to Indigenous Studies.

Members of the Executive Committee of the College of Graduate Studies and Research met on Tuesday, November 18, 2014 to consider the recommendation from the Graduate Programs Committee that the Native Studies name be changed to Indigenous Studies for graduate programs and course labels.

Members of the Committee found the information to be clear and logical and noted that it was in line with current trends across the country.

The following motion was carried unanimously:

"To approve the change from "Native Studies" to "Indigenous Studies" for the field of specialization for the Master of Arts and special-case Doctor of Philosophy programs as well as the course labels for the 800-999 level courses."

Crowe/Fulton

If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.

TC:kc

Attachments:

Recommendation from Graduate Programs Committee

Request for Name Change form

Correspondence regarding costs



Memorandum

To: Executive Committee, College of Graduate Studies and Research (CGSR)

CC: Dr. Trever Crowe, Associate Dean, CGSR

Dr. Winona Wheeler, Head, Department of Native Studies

Dr. Lawrence Martz, Vice-Dean, Social Sciences and Humanities, College of Arts & Science

From: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

Date: November 13, 2014

Re: Proposal for Name Change for field of specialization and course labels – Native Studies change

to Indigenous Studies

The Graduate Programs Committee of CGSR met on November 10, 2014, to consider the proposal for the name change from Native Studies to Indigenous Studies. The committee discussed the proposal at length and noted the following:

- The CGSR was only considering the impact of the name change on the field of specialization for the Master of Arts and Special-Case Doctor of Philosophy degree programs along with the label changes on the 800-900 level courses. All other implications of the name change were the concern of the College of Arts & Science.
- The costs of the name changes were discussed, and supplemental information was provided for the scope of costs within CGSR's concern.
- Departmental support for the name change was questioned, and it was clarified that the Department faculty supported the name change.
- The rationale for the name change was discussed at length and committee members were ultimately satisfied that the name change would be more inclusive and relevant to disciplinary trends.

The Graduate Programs Committee of CGSR is recommending approval of the change from Native Studies to Indigenous Studies for the field of specialization for the Master of Arts and special-case Doctor of Philosophy programs as well as the course labels for the 800-900 level courses.

DP:kc

Attachment (1): Request for Name Change form Correspondence regarding costs



Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Jazz and Related Creative Studies

Field(s) of Specialization: Jazz and Related Creative Studies

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

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

Dean McNeill Professor, Department of Music College of Arts & Science 306-966-6169

email: dean.mcneill@usask.ca

Proposed date of implementation: May 2015

Proposal Document

3. RATIONALE

The Department of Music currently offers an 18 credit unit Minor in Jazz Studies. All courses within this minor are popular and highly subscribed (very high demand). However, due to the limitations of minors (Arts & Science minors are only open to Arts & Science students and must be completed concurrently with a degree) and, due to limited departmental teaching resources in the department's jazz area, few students complete this minor as courses are not offered often enough.

The proposed Certificate program relies less on departmental teaching resources (compared to the existing minor, all of the credit units for which are from within the department) which makes it easier for students to complete in a shorter period of time. By building in courses from other disciplines, the proposed Certificate also allows for more interdisciplinary possibilities between cognate disciplines, within the 3 credit units of restricted electives and via the INCC 220.1 course.

Both the proposed certificate and the current jazz minor are unique to western Canada. Both speak to the issue of nurturing students' creative and expressive ambitions in artistic and practical ways.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Jazz and Related Creative Studies

This 15 credit unit certificate (two year course of study) is open to all students in all degree programs at the UofS. Primary focus is on jazz music studies with a 3 credit unit elective option to include creative work at UofS from cognate disciplines and departments/colleges which includes but is not limited to, the departments of Music, English, Art & Art History, and Drama. The entire 15 credit units could be within jazz music area as jazz rotational course offerings allow, but students may choose 3 credit units from a complementary area of study.

Although the primary focus is on jazz music, this certificate enables students to make creative connections between jazz and cognate disciplines/art forms, within the final capstone course (INCC 220.1) in particular.

REQUIREMENTS

Major Average

The major average in the Certificate of Proficiency program in Jazz and Related Creative Studies includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate of Proficiency in Related Creative Studies, students must complete at least twothirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

Minimum credit units required in the program.

Requirements (15 credit units):

- MUS 175.3 Jazz History
- MUS 184.3 Jazz Materials
- MUS 283.3 Jazz Improvisation
- MUAP 208.1 Jazz Ensemble: Two credits (i.e. 2 years of) large jazz ensemble.
- INCC 220.1 Jazz Certificate Capstone Course (new course)

Choose 3 credit units from the following:

- EMUS 337.3 Jazz Pedagogy
- o ENG 206.3 An Introduction to Cultural Studies
- o ENG 368.3 Approaches to 20th and 21st Century Poetry
- o MUAP 206.1 Music Theatre
- o MUAP 207.1 Chamber Ensemble
- o MUAP 209.1 Collegium Musicum
- o MUAP 210.1 Contemporary Music Ensemble
- o MUS 111.3 History of Popular Music
- MUS 325.3 Introduction to Conducting
- o MUS 386.3 Jazz Arranging

Additional cognate courses are intended to be added to the program once the correct courses are identified.

5. RESOURCES

No new resources are required. The Certificate program will replace the existing Minor in Jazz Studies. (If the Certificate is not approved, the Minor will be retained.)

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Department of Music currently supplies, on a rotational basis, 100% of the courses that constitute the college's current 18 credit unit minor in Jazz Studies. It is often difficult to offer all these courses in a timely manner due to faculty teaching load limitations. The proposed 15 credit unit Certificate will require only 12 credit units of jazz music-specific courses (i.e. a reduction of 6 credit units of required jazz-specific courses) with the remaining 3 credit unit course being taken in a related area of creative study at the university, internal or external to the discipline of music (jazz music or otherwise). Replacement of the existing Minor with the proposed Certificate will reduce the strain on faculty and resources while creating a new, attractive, and sustainable Certificate program which incorporates many more interdisciplinary possibilities within it.

7. BUDGET

No change to current allocations.



Report Form for Program Termination

Program(s) to be deleted: Jazz Studies - Minor

Effective date of termination: May 2015

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

The Department of Music is proposing to replace the Minor in Jazz Studies with a Certificate of Proficiency in Jazz and Related Creative Studies.

The Minor in Jazz Studies is a highly prescribed program, consisting of courses that are offered on a rotating basis, which can make it difficult for students to complete within the time-frame of their degree. The Department has proposed to replace the existing program with a Certificate program. Increased course choices, a reduction in minimum credit units, and the Certificate's ability to be taken as a separate credential (potentially completed after a degree) all allow the Certificate program to be more easily completed.

Should the Certificate of Proficiency in Jazz and Related Creative Studies not be approved, the Department will retain the Minor in Jazz Studies.

Per College policy, the enrolled student will have up to 10 years, from the time they started in the program, to complete the program requirements and apply for convocation (in conjunction with the completion of a degree program).

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

MUS 175.3, MUS 184.3, MUS 283.3, MUS 386.3, MUAP 201.1; EMUS 337.3

These courses are taught on a rotating basis by faculty members in the Department of Music.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Courses are taught by Department of Music faculty, using resources that are shared with other EMUS/MUS/MUAP courses.

2.3 Courses to be deleted, if any.

No courses will be deleted. All courses will be options within the proposed Certificate of Proficiency in Jazz and Related Creative Studies.

2.4 Number of students presently enrolled.

7 students are currently enrolled in the program (information taken from OARS)

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

Enrollments: Graduates: 2010: 2 2009: 1 2011: 3 2010: 1 2012: 5 2011: 0 2012: 0 2014: 7 2014: 1 (Spring only)

3. Impact of the termination.

<u>Internal</u>

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

n/a

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

The Department of Music is proposing a Certificate of Proficiency in Jazz and Related Studies to replace this program.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

n/a

3.7 Describe any impact on research projects.

No impact. Jazz will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact; no change to course offerings.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Other

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing to pursue a Jazz program. This could raise awareness of this option at the University of Saskatchewan, which could favorably impact the Department of Music's reputation.

3.13 Please provide any statements or opinions received about this termination.

n/a

(Optional)

4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

n/a



Report Form for Program Termination

Program(s) to be deleted:				
Effective date of termination:				
List reasons for termination and describe the background leading to this decision.				
2. Technical information.				
2.1 Courses offered in the program and faculty resources required for these courses.				
2.2 Other resources (staff, technology, physical resources, etc) used for this program.				
2.3 Courses to be deleted, if any.				
2.3 Courses to be deleted, if any.				
2.4 Number of students presently enrolled.				
2.5 Number of students enrolled and graduated over the last five years.				

3. Impact of the termination. Internal 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? 3.2 What impact will this termination have on faculty and teaching assignments? 3.3 Will this termination affect other programs, departments or colleges? 3.4 If courses are also to be deleted, will these deletions affect any other programs? 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? 3.7 Describe any impact on research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

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Attachments
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MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SCIENCE

TO: Roy Dobson, Chair, Academic Programs Committee

FROM: Peta Bonham-Smith, Vice-Dean (Science)

DATE: October 6, 2014

RE: Deletion of the B.A. 4-year program in Computing and the Post Degree

Specialization Certificate in Computer Science.

This memo confirms that the College of Arts & Science supports the deletion of the B.Sc. program in Computing and the Post Degree Specialization Certificate in Computer Science as set out in the Program Termination forms. The Computing program has failed to attract students, likely due to the greater appeal of the accredited Computer Science program, and therefore we see no need to continue to offer this option. The need for the Post Degree Specialization Certificate was been eliminated by the College's move, in 2009, to allow students to receive a second Bachelor of Science degree (requires a minimum of 30 additional credit units). The second-degree option provides students a better opportunity to add another undergraduate credential, which does not suffer the problem of not being appropriately recognized at other post-secondary institutions.

Students who have begun work on these programs prior to May 2015 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposals to terminate these programs were submitted to the College Course Challenge in August 2014, and were approved by the Academic Programs Committee (Science) on September 16, 2014. The proposals were approved by the Divisional Faculty Council (Science) on September 23, 2014.

Peta	Bon	ham-	Smitl	h	



▶ Department of Computer Science

176 Thorvaldson Building 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: (306) 966-4886 Facsimile: (306) 966-4884

DATE: August 12, 2014

TO: Academic Programs Committee, University Council

FROM: Eric Neufeld

RE: Deletion of the 4-year B.Sc. in Computing program and the Post Degree

Specialization Certificate in Computer Science

This memo confirms that the Department of Computer Science approves the deletion of the 4-year B.Sc. in Computing program, and the PDSC in Computer Science.

The department proposed the Computing program some years ago as an alternate, less math-intensive path for students, but it has not received enough interest to justify it.

The PCSC in Computer Science was a useful program option before students were allowed to earn more than one BSc degree, but since that has been changed this option is no longer needed.

Eric Neufeld, Department Head

Eine Neufeld

Cc: Derek Eager, Undergraduate Chair Michael Horsch, Professor and former Undergraduate Chair Jeff Long, Advisor, Dept. of Computer Science



Report Form for Program Termination

Program(s) to be deleted: Jazz Studies - Minor

Effective date of termination: May 2015

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

The Department of Music is proposing to replace the Minor in Jazz Studies with a Certificate of Proficiency in Jazz and Related Creative Studies.

The Minor in Jazz Studies is a highly prescribed program, consisting of courses that are offered on a rotating basis, which can make it difficult for students to complete within the time-frame of their degree. The Department has proposed to replace the existing program with a Certificate program. Increased course choices, a reduction in minimum credit units, and the Certificate's ability to be taken as a separate credential (potentially completed after a degree) all allow the Certificate program to be more easily completed.

Should the Certificate of Proficiency in Jazz and Related Creative Studies not be approved, the Department will retain the Minor in Jazz Studies.

Per College policy, the enrolled student will have up to 10 years, from the time they started in the program, to complete the program requirements and apply for convocation (in conjunction with the completion of a degree program).

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

MUS 175.3, MUS 184.3, MUS 283.3, MUS 386.3, MUAP 201.1; EMUS 337.3

These courses are taught on a rotating basis by faculty members in the Department of Music.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

Courses are taught by Department of Music faculty, using resources that are shared with other EMUS/MUS/MUAP courses.

2.3 Courses to be deleted, if any.

No courses will be deleted. All courses will be options within the proposed Certificate of Proficiency in Jazz and Related Creative Studies.

2.4 Number of students presently enrolled.

7 students are currently enrolled in the program (information taken from OARS)

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

Enrollments: Graduates: 2010: 2 2009: 1 2011: 3 2010: 1 2012: 5 2011: 0 2012: 0 2014: 7 2014: 1 (Spring only)

3. Impact of the termination.

<u>Internal</u>

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

No impact on current students. The courses will all continue to be offered, and students can complete this program within a 10 year period from the time they started.

3.2 What impact will this termination have on faculty and teaching assignments?

None. Courses will continue to be offered.

3.3 Will this termination affect other programs, departments or colleges?

No impact on other programs.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

n/a

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

The Department of Music is proposing a Certificate of Proficiency in Jazz and Related Studies to replace this program.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

n/a

3.7 Describe any impact on research projects.

No impact. Jazz will continue to be an area of study.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No impact.

3.9 Describe the budgetary implications of this deletion.

No impact; no change to course offerings.

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Other

3.12 Are there any other relevant impacts or considerations?

Because students in any College may be awarded a Certificate, the change from a Minor to a Certificate may increase the number of students choosing to pursue a Jazz program. This could raise awareness of this option at the University of Saskatchewan, which could favorably impact the Department of Music's reputation.

3.13 Please provide any statements or opinions received about this termination.

n/a

(Optional)

4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.

n/a



MEMORANDUM

COLLEGE OF ARTS AND SCIENCE

DIVISION OF SCIENCE

TO: Roy Dobson, Chair, Academic Programs Committee

FROM: Peta Bonham-Smith, Vice-Dean (Science)

DATE: October 6, 2014

RE: Deletion of the B.A. 4-year program in Computing and the Post Degree

Specialization Certificate in Computer Science.

This memo confirms that the College of Arts & Science supports the deletion of the B.Sc. program in Computing and the Post Degree Specialization Certificate in Computer Science as set out in the Program Termination forms. The Computing program has failed to attract students, likely due to the greater appeal of the accredited Computer Science program, and therefore we see no need to continue to offer this option. The need for the Post Degree Specialization Certificate was been eliminated by the College's move, in 2009, to allow students to receive a second Bachelor of Science degree (requires a minimum of 30 additional credit units). The second-degree option provides students a better opportunity to add another undergraduate credential, which does not suffer the problem of not being appropriately recognized at other post-secondary institutions.

Students who have begun work on these programs prior to May 2015 will be allowed to complete, per College of Arts and Science regulations. These students will be advised on a case-by-case basis.

The proposals to terminate these programs were submitted to the College Course Challenge in August 2014, and were approved by the Academic Programs Committee (Science) on September 16, 2014. The proposals were approved by the Divisional Faculty Council (Science) on September 23, 2014.

Peta	Bon	ham-	Smitl	h	



▶ Department of Computer Science

176 Thorvaldson Building 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: (306) 966-4886 Facsimile: (306) 966-4884

DATE: August 12, 2014

TO: Academic Programs Committee, University Council

FROM: Eric Neufeld

RE: Deletion of the 4-year B.Sc. in Computing program and the Post Degree

Specialization Certificate in Computer Science

This memo confirms that the Department of Computer Science approves the deletion of the 4-year B.Sc. in Computing program, and the PDSC in Computer Science.

The department proposed the Computing program some years ago as an alternate, less math-intensive path for students, but it has not received enough interest to justify it.

The PCSC in Computer Science was a useful program option before students were allowed to earn more than one BSc degree, but since that has been changed this option is no longer needed.

Eric Neufeld, Department Head

Eine Neufeld

Cc: Derek Eager, Undergraduate Chair Michael Horsch, Professor and former Undergraduate Chair Jeff Long, Advisor, Dept. of Computer Science



Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Jazz and Related Creative Studies

Field(s) of Specialization: Jazz and Related Creative Studies

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

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

Dean McNeill Professor, Department of Music College of Arts & Science 306-966-6169

email: dean.mcneill@usask.ca

Proposed date of implementation: May 2015

Proposal Document

3. RATIONALE

The Department of Music currently offers an 18 credit unit Minor in Jazz Studies. All courses within this minor are popular and highly subscribed (very high demand). However, due to the limitations of minors (Arts & Science minors are only open to Arts & Science students and must be completed concurrently with a degree) and, due to limited departmental teaching resources in the department's jazz area, few students complete this minor as courses are not offered often enough.

The proposed Certificate program relies less on departmental teaching resources (compared to the existing minor, all of the credit units for which are from within the department) which makes it easier for students to complete in a shorter period of time. By building in courses from other disciplines, the proposed Certificate also allows for more interdisciplinary possibilities between cognate disciplines, within the 3 credit units of restricted electives and via the INCC 220.1 course.

Both the proposed certificate and the current jazz minor are unique to western Canada. Both speak to the issue of nurturing students' creative and expressive ambitions in artistic and practical ways.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Jazz and Related Creative Studies

This 15 credit unit certificate (two year course of study) is open to all students in all degree programs at the UofS. Primary focus is on jazz music studies with a 3 credit unit elective option to include creative work at UofS from cognate disciplines and departments/colleges which includes but is not limited to, the departments of Music, English, Art & Art History, and Drama. The entire 15 credit units could be within jazz music area as jazz rotational course offerings allow, but students may choose 3 credit units from a complementary area of study.

Although the primary focus is on jazz music, this certificate enables students to make creative connections between jazz and cognate disciplines/art forms, within the final capstone course (INCC 220.1) in particular.

REQUIREMENTS

Major Average

The major average in the Certificate of Proficiency program in Jazz and Related Creative Studies includes the grades earned in:

• All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate of Proficiency in Related Creative Studies, students must complete at least twothirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

Minimum credit units required in the program.

Requirements (15 credit units):

- MUS 175.3 Jazz History
- MUS 184.3 Jazz Materials
- MUS 283.3 Jazz Improvisation
- MUAP 208.1 Jazz Ensemble: Two credits (i.e. 2 years of) large jazz ensemble.
- INCC 220.1 Jazz Certificate Capstone Course (new course)

Choose 3 credit units from the following:

- EMUS 337.3 Jazz Pedagogy
- o ENG 206.3 An Introduction to Cultural Studies
- o ENG 368.3 Approaches to 20th and 21st Century Poetry
- o MUAP 206.1 Music Theatre
- o MUAP 207.1 Chamber Ensemble
- o MUAP 209.1 Collegium Musicum
- o MUAP 210.1 Contemporary Music Ensemble
- o MUS 111.3 History of Popular Music
- MUS 325.3 Introduction to Conducting
- o MUS 386.3 Jazz Arranging

Additional cognate courses are intended to be added to the program once the correct courses are identified.

5. RESOURCES

No new resources are required. The Certificate program will replace the existing Minor in Jazz Studies. (If the Certificate is not approved, the Minor will be retained.)

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Department of Music currently supplies, on a rotational basis, 100% of the courses that constitute the college's current 18 credit unit minor in Jazz Studies. It is often difficult to offer all these courses in a timely manner due to faculty teaching load limitations. The proposed 15 credit unit Certificate will require only 12 credit units of jazz music-specific courses (i.e. a reduction of 6 credit units of required jazz-specific courses) with the remaining 3 credit unit course being taken in a related area of creative study at the university, internal or external to the discipline of music (jazz music or otherwise). Replacement of the existing Minor with the proposed Certificate will reduce the strain on faculty and resources while creating a new, attractive, and sustainable Certificate program which incorporates many more interdisciplinary possibilities within it.

7. BUDGET

No change to current allocations.



Report Form for Program Termination

Program(s) to be deleted:				
Effective date of termination:				
List reasons for termination and describe the background leading to this decision.				
2. Technical information.				
2.1 Courses offered in the program and faculty resources required for these courses.				
2.2 Other resources (staff, technology, physical resources, etc) used for this program.				
2.3 Courses to be deleted, if any.				
2.3 Courses to be deleted, if any.				
2.4 Number of students presently enrolled.				
2.5 Number of students enrolled and graduated over the last five years.				

3. Impact of the termination. Internal 3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs? 3.2 What impact will this termination have on faculty and teaching assignments? 3.3 Will this termination affect other programs, departments or colleges? 3.4 If courses are also to be deleted, will these deletions affect any other programs? 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? 3.7 Describe any impact on research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

3.9 Describe the budgetary implications of this deletion.

External 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions high schools, community organizations, professional bodies).
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3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?
Other 3.12 Are there any other relevant impacts or considerations?
3.13 Please provide any statements or opinions received about this termination.
Attachments
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(Optional)
4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.
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