

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn; Chair, Academic Programs Committee

DATE OF MEETING: November 17, 2016

SUBJECT: Recent approvals by Academic Programs Committee:

- **Project-option in the Master of Science (M.Sc.) in Large Animal Clinical Science program**
- **Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)**
- **Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.) programs**

COUNCIL ACTION: For information only

SUMMARY:

1. Project-option in the Master of Science (M.Sc.) in Large Animal Clinical Science program

A program-option in the Master of Science (M.Sc.). in Large Animal Clinical Science program was approved at APC's October 26, 2016 meeting. The program-option will be targeting students interested in clinical practice and become board certified clinicians, while the existing thesis-based M.Sc. program will continue to have a research focus. Students currently interested in clinical training enroll in the M.Vet.Sc program, which is a recognized designation in Canada, but is less well-known internationally. This new project option will allow students seeking clinical experience to receive an M.Sc. degree, and the M.Vet.Sc. in Large Animal Clinical Science will be phased out.

2. Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)

A number of changes to the Nurse Practitioner Graduate Programs were approved at APC's October 26, 2016 meeting. Firstly, the name of the major was changed from "Nursing" to "Nurse Practitioner" to allow "Nurse Practitioner" to appear on students' parchments. Approval of the change of name of a major is the purview of APC. Changes were also made to the credit-unit weighting of one required course (Advanced Health Assessment), reducing it to 3 credit units to better align with other courses in the program. Also, NURS 993, originally envisioned as a capstone writing class, was deleted, as graduate-level writing now occurs throughout the program. These two changes reduce the overall credit units for the M.N. in Nurse Practitioner program to 33 from 39, and reduce the PGDSC from 30 to 27.

Finally, a change in the promotion standards for this graduate program was approved at the college-level and was reported to APC for information; students will now require a 70% minimum grade in order to progress in the program.

3. Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.) programs

The deletion of the Soil Science field of study for the M.Ag and P.G.D. programs was approved by APC at its October 5, 2016 meeting. The program has had very low enrollment, with just one student enrolled in either program over the last five years. The M.Sc. and PhD programs in Soil Science continue to be highly subscribed.

ATTACHMENTS:

1. Project Option in the Master of Science (M.Sc.) in Large Animal Clinical Sciences program
2. Changes to the Nursing Practitioner Graduate Programs
3. Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.) programs.

Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: John Harding, Grad Chair, Department of Large Animal Clinical Sciences

From: Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

Date: October 19, 2016

Re: New project option in the Master of Science in Large Animal Clinical Sciences

In September 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research considered the request to implement a project option in the Master of Science program in Large Animal Clinical Sciences. Program proponents had conducted much consultation with the CGSR prior to program submission.

The rationale for introducing the new project-option is to provide advanced clinical training through a recognized graduate degree program. Currently advanced clinical training is provided through a Master of Veterinary Science (MVetSc) degree program. Internationally, the MVetSc is not recognized. These proposed changes have been recommended in programmatic reviews. The MVetSc will be phased out in the near future.

Please note that Institutional Planning and Assessment has been consulted regarding the proposed standard graduate per-term tuition rate, consistent with the existing thesis-based option. They have indicated that tuition rate would be acceptable, and no further consultations would be required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the the new project option in the Master of Science in Large Animal Clinical Sciences. We are now seeking to have the option supported by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- The full proposal
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: September 15th, 2016

Re: Large Animal Clinical Sciences – new project option in Master of Science program

Members of the Executive Committee of the College of Graduate Studies and Research met on September 15th, 2016 to consider the recommendation from the Graduate Programs Committee to approve the new project option in Master of Science program in the Department of Large Animal Clinical Sciences.

The following motion was carried:

“To approve the new project option in the Master of Science in Large Animal Clinical Sciences.” Smith/Racine carried

Questions about arose the tuitions of the program. The committee was satisfied with the discussion.

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Martha Smith-Norris would be happy to respond.

Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. John Harding, Grad Chair, Large Animal Clinical Sciences
Dr. John Campbell, Head, Large Animal Clinical Sciences

From: Graduate Programs Committee, CGSR

Date: September 12, 2016

Re: New project-option in the Master of Science in Large Animal Clinical Sciences

The Graduate Programs Committee met on September 6, 2016, and reviewed the proposal to introduce a project-option in the Master of Science program in Large Animal Clinical Sciences.

It was noted that internationally it was common to have project-based Master of Science programs in veterinary sciences. One of the goals of implementing the new program option would be to phase out the Master of Veterinary Science (MVetSci) degree option which does not have international recognition.

The new program includes improved administrative efforts that are expected to improve the student experience, and allow for improved assessment of clinical competencies.

The proposed program had been recommended in the Graduate Program Review, and it had been recommended in the earlier Systematic Program Review.

The Graduate Programs Committee members indicated that the proponents had done a thorough job of identifying the program objectives and explaining the rationale. The following motion was passed:

Motion: *To approve the new project-based Master of Science option in Large Animal Clinical Sciences.*
Eglington/Simonson CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

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UNIVERSITY OF
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Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Project based (non-thesis) Master of Science for clinical residents of the Department of Large Animal Clinical Sciences, WCVM

Degree(s): Master of Science

Field(s) of Specialization: Large Animal Clinical Sciences

Level(s) of Concentration: Clinical disciplines (theriogenology, internal medicine, surgery, field service)

Option(s): project-based (non-thesis)

Degree College: College of Graduate Studies and Research

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

- John Harding, Professor and Graduate Chair, 306-966-7070 (T); 306-966-7159 (F); john.harding@usask.ca
- John Campbell, Professor and Department Head, 306-966-7158 (T); 306-966-7159 (F); john.campbell@usask.ca

Proposed date of implementation: September 1, 2017

Proposal Document

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

1. Academic justification:

- Describe why the program would be a useful addition to the university, from an academic programming perspective.*

The department of Large Animal Clinical Sciences wants to initiate a new "project-based" (non-thesis) Master of Science graduate degree program, to replace its

present Master of Veterinary Science (MVetSc) degree. As far back as the department's Systematic Program Review in 2005-2006, our MVetSci has been criticized for its lack of international recognition. The concern was re-emphasized in the department's Graduate Program Review in the 2015-2016 academic year. The new program will address this issue, as well as implement a more formal mechanism of assessing clinical competency. One of the weaknesses of our present MVetSc program is that each student has two separate advisory committees for assessing clinical competency and research progress respectively. Concerns and/or priorities of one are not necessarily shared with the other, leaving students with competing advice and priorities at times. Thus, an additional objective of the new program is to merge the supervisory committees into one, thus improving communication at all levels. Finally, this program has an extensive clinical component requiring each students spends 40+ weeks "on clinics" working with client-owned patients. Although completion of a research project will be required, most students entering the program are clinically motivated with neither the time nor interest in completing a research intensive degree. For this reason, the department faculty are not in favour of replacing the MVetSc with a thesis-based MSc program. That being said, students who do have interest and capability of increasing their research intensity will have the option of transitioning to a thesis-based MSc program within the department.

- b. *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.***

Like the existing MVetSc program, the proposed project-MSc program will align with the department's mission: *to educate veterinarians and veterinary students, conduct research, publish scholarly work on health and management of large animals with ultimate goal of improving the health and prosperity of Canadian society*, and also with the WCVN's core missions: *To act as a centre of veterinary expertise and To act as a centre of veterinary research*. In terms of alignment with the University's strategic priorities identified in the Third Integrated Plan (<http://www.usask.ca/vpresearch/workshop/areas.php>), the new program aligns most closely with #2) *Agriculture: Food and Bioproducts for a Sustainable Future*, and to a lesser degree with #4) *One Health: Solutions at the Animal-Human-Environment Interface*.

- c. *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 program will be specific to clinical residents who have graduated from Canadian and international veterinary colleges, and will be critical for their preparation for specialty board certification in their chosen discipline (surgery, internal medicine, theriogenology, field service).

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

The Ontario Veterinary College (OVC) has a similar, non-thesis, course work MSc programs offered by the Department of Population Medicine (in epidemiology; <https://ovc.uoguelph.ca/population-medicine/graduate-programs/msc>) and Department of Clinical Studies (clinical; <https://ovc.uoguelph.ca/clinical-studies/graduate-programs>). OVC also offers a Doctor of Veterinary Science (DVSc) program in clinical studies (URL above). The project-based MSc program proposed herein is a hybrid of both; capturing the clinical work of the DVSC and the modest

research project of the course-work MSc. The University of Calgary College of Veterinary Medicine does not offer a clinical program. The Atlantic Veterinary College offers a MVetSc program which is linked to a residency in clinical and non-clinical disciplines (<http://www.upei.ca/programsandcourses/master-veterinary-science>). It is similar to our existing MVetSc program. The LACS department anticipates terminating the existing MVetSc when the last students in the program have either graduated or transferred to the new program.

2. Admissions

a. What are the admissions requirements of this program?

- Doctor of Veterinary Medicine (DVM) or equivalent, contingent on acceptance by CGSR
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Proof of English proficiency for international applicants and for applicants whose first language is not English.
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.
- Completion of an internship program at an accredited institution or a least one-year equivalent of experience in veterinary practice.

3. Description of the program (clinical and research)

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

The goal of the proposed project-based MSc program is to provide clinical residency training in medicine, surgery, theriogenology, or field service, along with introductory research training to enhance clinical decision-making and the adoption of evidence-based medicine.

The program will provide equal emphasis on clinical skills development and clinical research under a single supervisor to ensure the students are competent at both. Standardized methods of clinical evaluation and assessment will be implemented across the four clinical disciplines to help ensure consistency among all clinical students in the LACS department.

During or upon completion of the program, students are expected to complete board certification by one of following organizations based on their chosen discipline:

- American College of Veterinary Internal Medicine (ACVIM)
- American College of Veterinary Surgery (ACVS)
- American College of Theriogenology (ACT)
- American Board of Veterinary Practitioners (ABVP)

Research projects will be in an applied, clinical discipline, and will be of size and scope enabling completion in approximately 2 semesters of fulltime work. Ensuring some consistency in the size and scope of the research is an additional objective of the proposed program. The supervisor and student will mutually determine the area of research.

In Canada, MVetSc programs are offered by WCVM and UPEI only. The degree has limited international recognition. A final goal of the new program is to provide students with a degree that is more globally recognized and commensurate with the depth of clinical and research training obtained during their clinical residency.

- 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.* The graduate program will combine self-directed learning, formal and informal instruction, hands on clinical training, and research. As in any graduate training program, students will be required to take an active role in the delivery and direction of their program, and will seek and accept guidance from a formal advisory committee. Formal instruction may include lectures, seminar and field training to expand the student's knowledge within a chosen discipline. A substantial portion of time will be spent working in the clinics within the Veterinary Medical Centre; within WCVM, on farm calls, or both. Case logs will be maintained as required by the various specialty board organizations. During weekdays and after hours, the training will be directly supervised by senior clinicians of the Department LACS. This program will not be delivered in a distributed format due to intensive clinical training on client animals and required supervision.

- c. *Provide an overview of the curriculum mapping.*

Students completing the program will have obtained credit for the following courses:

Mandatory non-credit courses:

- GSR960 and either GSR 961 or GSR 962 (online)
- Safety Orientation for Employees (Safety Resources online)
- Biosafety (Safety Resources online)
- Completion of Laboratory Safety if working in a BSL2/CL2 laboratory (Safety Resources online)
- VLAC 992 (enrolment in each academic term of program)
- VLAC 990 (enrolment in each academic term of program)

Credit courses (30 cu total)

- **Clinical competency (12 cu):** completion of Advance Clinical Practice I, II and III in years 1, 2, 3, respectively (2 cu per semester x 3 years with interim grade given at the end of term 1 and final grade assigned at end of term 2). These are the core clinical course through which the students' progress in obtaining the clinical skills and judgement required for specialist certification are assessed. The requirement to complete these courses helps to differentiate this proposed MSc program from our existing MVetSc.
- **Foundational knowledge and research (18 cu):** 6 x 3 cu courses in areas approved by the students' advisory committees. These courses will typically include core courses in the clinical discipline (i.e. Advanced Surgery, Advanced Medicine) as well as courses essential for completion of the research project (Biostats I, Clinical Trial Design and Analysis, etc). Courses will be offered within the Department, in other departments of the WCVM, or other units on campus as

required. Additional courses may be allowed if deemed essential for the student's program of studies, provided the student has demonstrated satisfactory progress in their research and clinical work.

Supervision and mentoring

Supervisory support is essential in the completion of any graduate degree. Each student will have two advisory committee meetings per year (May, Nov), each year of your program. One week prior to each meeting, the student will prepare and distribution of the updated LACS Grad Student Document outlining the progress they have made in the preceding 6 months, and their workplan for the subsequent 6 months. Up to now, the advisory committee meetings conducted by LACS have only focused on research progress. As previously stated, for the new program, we propose to streamline by combining the research and residency advisory committees into one.

Manuscript and final examination

Students are required to preparation a publication-quality manuscript which may, but is not required, to be submitted for publication at time of final examination. The manuscript must be properly formatted for an appropriate target journal.

Students will give a public seminar pertaining to their research, and pass final examination encompassing the research project and topics related to their clinical residency.

Timelines

Students are expected to complete their clinical residency and MSc degree in three years, except for surgery students, who require 4 years in order to obtain sufficient surgical cases to fulfil board certification requirements.

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

Skills and knowledge will be obtained in a number of learning environments. Working on client-owned animals in the VMC clinics or on farm will provide the opportunity to apply foundation knowledge, problem solve, and synthesize clinical data from a number of sources (history, physical examination, diagnostic data, etc). Critical thinking skills will be further developed during daily and weekly case rounds, journal clubs and student seminars which will be discipline specific. The completion of a modest clinical research project will provide opportunities for formulating research questions, designing experiments, developing data collection plans, and analyses and interpretation of data. Students may, depending on the situation, be directly involved in any required laboratory analyses. Required laboratory techniques training will be provided formally through calendar course offerings, or informally by working with supervisors or laboratory technicians supported by the college. A critical review of research results will be conducted by peers, supervisors/examiners, and external reviewers at the end of the student's program.

- e. *Explain the comprehensive breadth of the program.*

The breadth of the proposed program will be similar to the LACS' MVetSc program. Clinical training and research will be focused on one of four disciplines: large animal surgery (mainly equine), large animal internal medicine (equine, bovine, small ruminant), large animal theriogenology (mainly bovine, equine), and field service (beef, dairy, equine). During their program, students will work towards fulfilling the

requirements of board certification. Final board exams will be towards the end of their clinical residency period, or after completion of their degree. The dates and requirements are set by the respective certification organizations.

- f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

Discovery Goals

While formal instruction will be an important part of the training program, a substantial focus will be on the development of self-directed learning in both clinical and research environments. This will lead to self-assessment, redirection, and refinement of critical thinking skills, as well as independent thought.

Knowledge Goals

The combination of formal instruction, and its application in clinical and research settings will provide comprehensive specialty training in the students' chosen discipline. Veterinary medicine, by nature, provides ample opportunity for cross-species and cross-disciplinary training. Judgement, especially when under pressure, will be a fact of life for clinicians dealing with life and death situations.

Integrity Goals

Veterinary medicine is a highly regarded profession, largely because of the high standards of trust and integrity that are maintained by the self-regulating profession. Maintenance of high moral and ethical standards is the guiding principle interwoven into most daily clinical activities. The Saskatchewan Veterinary Medical Association will serve as an external organization through which ethical standards and morals will be assessed if called into question. Similar principles apply to the development of research techniques, analyses and interpretation. The peer-review process, whether internal or external, should help to maintain research integrity and judgement.

Skills Goals

Communication skills will be developed and assessed on an ongoing basis. On the clinical side, students must communicate directly with owners on matters related to animal health, and through this, learn to communicate effectively at a level appropriate for the client. On the other hand, communication with cohorts, supervisors, and specialists will be at a more technical level. A thorough understanding of the scientific literature in ones' discipline is expected as part of their post-graduate degree.

Citizenship Goals

The WCVM is an ethically diverse college that provides an opportunity to learn and work with experts from around the world. Moreover, the departmental faculty strives to reach out to the international community by way of conferences, research exchanges, and other work with industry and international groups. These, and our efforts strengthening the human-animal bond, contribute to a sense of satisfaction in society.

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

Students entering the proposed MSc will require a degree in veterinary medicine, and an internship or at least one-year experience in clinical practice. Application may be made directly to the department or through the Veterinary Internship and Residency Matching Program (VIRMP). Once accepted, students will generally stay within the program. Opportunities for transfer into and out of the program from other universities or college units are very limited. That being said, students who desire more challenge in research may transfer to a thesis-based MSc program, while remaining in the clinical residency with the permission of their supervisory committee.

- h. 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.*

The ultimate success of this program will be evaluated based on the proportion of students who successfully achieve board certification during or within 1-2 years of graduation. Moreover, a high proportion of students are expected to be first (lead) authors on the manuscripts published in respected journals in their discipline.

- 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.*

The MSc program is not certifiable *per se*, but the residency training programs in internal medicine, surgery and theriogenology are accredited by the certifying organizations.

4. 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 proposed project-based MSc program will replace our the existing MVetSc program, which will be phased out as soon as all present students have graduated or transferred to the new program. Provided the project-based MSc program starts September 1, 2017, we anticipate the MVetSc will be phased out by September 1, 2018. The proposed program is similar to the MVetSc offered by SACS, but is different from all other thesis-based MSc programs offered at WCVM. It is less research intensive, has a substantial requirement for clinical training, and does not require the completion of a thesis.

- 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.*

Consultation has largely been within the department at this time. Discussions began during the preparations for the GPR in fall 2015, and have intensified as we implement change related to the recommendations of external reviewers. Each of the clinical sections (large animal medicine, surgery, theriogenology, field service) have been directly involved with the development of the new program.

- 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 requires when including courses from other colleges.

None applicable

- d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

No consultations at this time. The library has provided adequate support for the MVetSc program, and no change is anticipated.

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

None applicable.

5. Budget

- a. *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).*

Across all disciplines 10-12 faculty instructors will be involved in the delivery of the Advanced medicine/surgery/theriogenology courses, that are specific to the clinical training. These courses have all been taught in the present MVetSc program. One of the unique features of this new program is the development of the Advanced Clinical Practice course, which will provide a formal means of assessing clinical competency and dealing with any incompetencies that arise. The same number of instructors will be involved in the delivery of this course. Clinical residents may also enrol in calendar courses taught by other LACS faculty. Courses in biostatistics and epidemiology would be of particular interest.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

As preciously discussed, we anticipate the MVetSc program will be discontinued within 12 months.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

No impact. Teaching assignments were part of the MVetSc program and are not likely to change.

- d. *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).*

No impact. Budgets allocations will be similar to those for the MVetSc program.

- e. *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.*

Not applicable

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

Not applicable

- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Two primary pools managed by the WCVM Associate Dean Research will provide student salary support:

- Interprovincial Graduate Student Fellowship (IPGF) provides \$30-\$35K per year for Canadian Veterinarians (or eligible Canadian residents) for the duration of the program
 - WCVM Professional Earnings Pool (PEP): provides similar funding to the IPGF scholarship for international students enrolled in residency programs at the WCVM who do not qualify for the IPGF
 - WCVM Equine Health Research Fund: provides salary support for surgery residents, accessible through competitive grant competitions.
 - Operating funds for research projects will be provided by supervisors, and obtained through competitive research grants or new faculty start up funds.
- h. *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)*

Standard tuition rates established by CGSR for all Canadian and international graduate students apply.

- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

We do not anticipate any changes are required with regard to the tuition model that is currently used for the MVetSc program.

- j. *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?*

No change required (compared to MVetSc program).

- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

No change required (compared to MVetSc program).

- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

No change required (compared to MVetSc program). Across all clinical disciplines, the department typically has 8-10 clinical residents at any one time (all years of the program).

- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

No change required (compared to MVetSc program).

- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

No change required (compared to MVetSc program).

College Statement

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

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

Related Documentation

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

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

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

Consultation Forms

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

Required for all submissions:

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

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

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

Appendix 1: Catalogue entry

Master of Science (M.Sc.) – Project-option

Admission Requirements

- D.V.M. or equivalent from a recognized college or university
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- Eligibility for restricted, educational SVMA licensure to practice veterinary medicine in Saskatchewan.
- Completion of an internship program at an accredited institution or a least one-year equivalent of experience in veterinary practice

Degree Requirements

Students must maintain continuous registration in the 992 course.

- GSR 960.0
- GSR 961.0 if research involves human subjects
- GSR 962.0 if research involves animal subjects
- a minimum of 30 credit units:
 - 12 cu pertaining to clinical competency, as approved by the advisory committee
 - 18 cu pertaining to research and discipline-specific, foundational knowledge, as approved by the advisory committee
- VLAC 992.0
- VLAC 990.0



UNIVERSITY OF
SASKATCHEWAN

Western College of
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August 9, 2016

Dr. Adam Baxter-Jones
College of Graduate Studies and Research
University of Saskatchewan
Room C180 Administration Building
105 Administration Place
Saskatoon Sk S7N 5A2

Dear Dr. Baxter-Jones

The Dean's Group of the Western College of Veterinary Medicine (WCVN) has reviewed the enclosed material and discussed the matter at our meeting on August 2, 2016. The group unanimously supports the decision of the Department of Large Animal Clinical Sciences (LACS) to move from the existing MVetSc to a new non-thesis, project-based MSc. The decision is based on strong supporting evidence from the two external reviews; Systematic Program Review in 2005 and Graduate Program Review in 2015. It is also based on the lack of international recognition for the MVetSc and the inherent problems generated by students being overseen by two committees during their clinical residencies.

The proposed project-based MSc manages to combine all the advantages of the old MVetSc program while addressing the concerns raised by the department and the teams conducting the external review. The proposal builds on the successes of the old program and will not incur any additional costs or faculty time. This proposal demonstrates only positive outcomes with no identified negative issues.

Sincerely,

Dr. Chris Clark
Acting Associate Dean (Academic)

Encls.

Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Janet Luimes, Acting Director, Nurse Practitioner Program

From: Office of the Associate Dean, College of Graduate Studies and Research (CGSR)

Date: October 19, 2016

Re: Changes to Nurse Practitioner graduate programs – Postgraduate Specialization Certificate and Master of Nursing

In September 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research considered requested changes to the Nurse Practitioner Graduate Programs. The changes had been approved by the College of Nursing in June 2016.

The proponents provided a comprehensive package detailing Nurse Practitioner programming. To summarize, the changes and rationales are as follows:

1. On the Master of Nursing (MN) program, to change Nurse Practitioner from a concentration to a major/field of specialization, and to add the concentration “Primary Health Care”. The rationale for these changes is to provide a more accurate and reflective academic record for students completing the advanced nursing practice education provided in the Nurse Practitioner Master’s program. Nurse Practitioner is the existing major/field of specialization on the Postgraduate Degree Specialization Certificate (PGDSC). This change also will enable the institution to provide accurate reporting data to the Saskatchewan government providing funding for Nurse Practitioner training. It is expected that additional concentrations will be introduced in the future.
2. The MN program will have a 6 cu reduction to total requirements. As it is the standard grad course-based tuition, that results in a total tuition reduction for the program of \$1260.60 (based on current domestic rates). [\$210.10 per cu X 39 cu current = \$8,193.90 versus \$210.10 per cu X 33 cu proposed = \$6,933.30 for a total reduction of \$1,260.60]. The credit unit reduction is a result of changing the required *Advanced Health Assessment* course to a 3 credit unit course from a 6 credit unit course. The reduction on the course credit is to align the course with other course credit weighting of 13 instructional hours per credit unit. The other 3 credit units being reduced is with the elimination of the *Publishable Paper* requirement. A final capstone writing requirement has been found to be unnecessary as the objectives are being satisfied through writing requirements in other required courses.
3. The PGDSC program will have a 3 cu reduction to total requirements. As it is the standard grad course-based tuition, that results in a total tuition reduction for the program of \$630.30 (based on current domestic rates). [\$210.10 per cu X 30 cu current = \$6,303 versus \$210.10 per cu X 27 cu proposed = \$5,672.70 for a total reduction of \$630.30]. The credit unit reduction is a result of the credit unit change on the *Advanced Health Assessment* course mentioned above.
4. For the required clinical courses, NURS 880, NURS 888, and NURS 878, students receiving final marks in the range of 60%-69% will receive an N grade, and will be required to repeat. (Note that a minimum pass in CGSR is 60%.) This change is being made as a result of the high stakes nature of the competencies evaluated in clinical



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courses. Nurse Practitioners have the authority to independently diagnose and manage common medical disorders, and they have legal authority to prescribe drugs. They also perform minor surgical and invasive procedures. A high proficiency in those course competencies is necessary.

Please note that Institutional Planning and Assessment has been consulted regarding the overall reduction to program tuition noted in numbers 2 and 3 above. They have indicated that as the credit unit reductions are minor, and the tuition rate on the courses will not change, further analysis is not required.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the changes to the Nurse Practitioner programs. We are now seeking to have the changes supported by APC.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the changes
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the changes
- A summary mock-up of the changes to the programs and courses
- The full proposal including course syllabi
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: September 15th, 2016

Re: Nurse Practitioner – changes to Master of Nursing and Postgraduate Degree Specialization Certificate

Members of the Executive Committee of the College of Graduate Studies and Research met on September 15th, 2016 to consider the recommendation from the Graduate Programs Committee to approve the changes to Master of Nursing and Postgraduate Degree Specialization Certificate.

The following motion was carried:

“To approve the changes to the Nurse Practitioner graduate programs.” Ferrari/Smith-Norris carried, 1 abstention

Questions about arose the four changes proposed. The committee was satisfied with the discussion.

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Martha Smith-Norris would be happy to respond.

Master of Nursing (M.N.): ~~(Course-Based—Nurse Practitioner—NP)~~
Primary Health Care Concentration

Admission Requirements

Degree Requirements

Students must maintain continuous registration, either in a credit course or a tuition bearing maintenance of status.

- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- ~~39-33~~ credit units, including the following:
 - [NURS 880.3](#)
 - [NURS 878.3](#)
 - [NURS 879.3](#)
 - [NURS 881.3](#)
 - [NURS 883.3](#)
 - [NURS ~~870.6884.3~~](#)
 - [NURS 885.3](#)
 - [NURS 886.3](#)
 - [NURS 888.3](#)
 - [NURS 892.3](#)
 - 3 credit unit 800-level Statistics, typically [NURS 818.3](#)
 - [NURS 990.0](#)
 - ~~[NURS 993.3](#)~~

Postgraduate Degree Specialization Certificate: Nurse Practitioner (P.G.D.S.C.)

The P.G.D.S.C. Nurse Practitioner is designed to emphasize specific areas of competence, as well as to provide the theoretical base and foundational underpinnings necessary to the understanding and performance of the nurse practitioner model of practice. Graduates of the P.G.D.S.C. subset will not be restricted to employment in the province of Saskatchewan. This quality of certification will not only benefit the individual student but will attract and accommodate students from across Canada, allowing for a much wider pool of applicants.

Admission Requirements

- meet the requirements for admission to the M.N. Nurse Practitioner Option
- completion of Masters or Ph.D. in Nursing or in a related discipline (education, health administration, public health) from a recognized university with a 70% average within that degree
- 3 credit units in each a graduate research methods and a graduate statistics course

Certificate Requirements

The certificate program could be completed in four terms of full time study. Part-time study is an option for all students with the exception of the periods of supervised clinical experience. Because all the courses are required, continuous registration may not be possible or required as part-time students may need to wait for a specific course to be offered. All courses are offered each year.

- [GSR 960.0](#)
- [GSR 961.0](#) if research involves human subjects
- [GSR 962.0](#) if research involves animal subjects
- a minimum ~~30-27~~ credit units, including:
 - [NURS 880.3](#)
 - [NURS 878.3](#)
 - [NURS 879.3](#)
 - [NURS 881.3](#)
 - [NURS 883.3](#)
 - [NURS ~~870-6884.3~~](#)
 - [NURS 885.3](#)
 - [NURS 886.3](#)
 - [NURS 888.3](#)

NURS ~~870.6~~884.3 — 1(2S-1P)**Advanced Health Assessment**

Builds on participants' skills and knowledge in the conduct of comprehensive and focused health assessment across the life span. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment skills. Required 5 days of onsite laboratory instruction at the U of S Saskatoon Campus will provide opportunities to practice comprehensive and focused health assessment and build on the health assessment skills needed for clinical practice as a Nurse Practitioner. This class includes 16 observational clinical hours as an introduction to the Nurse Practitioner role and the application of health assessment skills.

Prerequisite(s): Admission to ~~the Master of Nursing (M.N.) Primary Health Care~~ Nurse Practitioner ~~MN-NP Option or PGDSC certificate program, graduate program.~~

Note: Students with credit for NURS ~~884.3~~870.6 will not receive credit for this course. This course was labeled NURS ~~884.3~~870.6 ~~until from~~ 201305 ~~to~~ 201705.

Rational for proposed change: NURS 870.6 consists of 40 hours of lab and 39 hours of seminar. Reducing the total credit units from 6 to 3 is congruent with other courses within the College of Nursing with similar lab and lecture components. For example, NURS 203.3: Assessment and Components of Care II is a 3 credit unit course containing 39 hours of lab and 39 hours of lecture; NURS 202.3: Assessment and Components of Care I is a 3 credit unit course containing 33 hours of lab, 37 hours of lecture and 24 hours of clinical.

NURS 888.3 — 1(3S)**~~Nursing Therapeutics and~~ Practicum II Nursing Therapeutics and Advanced Management**

Using theory and practices, this course builds on NURS 880 and focuses on concepts of primary care management of complex, multidimensional health problems experienced within family, community and population contexts. The selection of clinical interventions, clinical decision making and evaluation of strategies will be stressed in relation to the primary health care nurse practitioner role. Within the practicum, students will also focus on developing knowledge of the roles of the interdisciplinary team in primary health care. Students are required to complete a minimum of 240 hours.

Prerequisite(s): NURS 880.

Rational for Name Change: This name change is proposed to better align the course name with the other practicum courses in the NP program, enhancing clarity and allowing for accurate data extraction on NP clinical courses. The names of the other practicum courses are: Practicum I Advanced Nursing Practice in Primary Health Care (NURS 880.3) and Practicum III Advanced Nursing Practice with Vulnerable Populations (NURS 878.3).

Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. Lorraine Holstlander, Director of Nurse Practitioner Program, College of Nursing
Professor Janet Luimes, Acting Director of Nurse Practitioner Program, College of Nursing

From: Graduate Programs Committee, CGSR

Date: September 12, 2016

Re: Changes to Nurse Practitioner Graduate Programs

The Graduate Programs Committee met on September 6, 2016, and reviewed the proposal to change the requirements for the Master of Nursing (MN) and Postgraduate Degree Specialization Certificate (PGDSC) Nurse Practitioner program options.

The proposal was to develop more specific programming and naming conventions for Nurse Practitioner programs on campus. The proponents had completed a very detailed proposal with a strong rationale.

It was noted that the proponents had ensured compliance with the Saskatchewan Registered Nurses Association requirements.

The Graduate Programs Committee passed the following motion:

Motion: *To approve the modifications to the Master of Nursing and Postgraduate Specialization Certificate programs in Nurse Practitioner. Eglington/McNair* CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

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Request for Change of Name

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

Submitted by: Dr. Lorraine Holtslander

Date: August 26, 2016

College: Nursing

College approval date: June 8, 2016

Proposed effective date of the change: September 1, 2017

1. Proposed change of name

	From:	To:
College		
Department		
Program name	Master of Nursing	Master of Nursing
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)	Major: Nursing Concentration: Nurse Practitioner	Major: Nurse Practitioner Concentration: Primary Health Care
Course label (alphabetic)		
Building		
Street		
Other		

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- affect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Costs

Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

Consultation

Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

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 degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

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

Program Update for Master of Nursing Course Based (Concentration: Nurse Practitioner) Program and Post Graduate Degree Special Certificate Nurse Practitioner Program

Please accept this program update for the College of Nursing Master of Nursing Course Based (concentration: Nurse Practitioner) program (MN-NP) and Post Graduate Degree Special Certificate Nurse Practitioner (PGDSPC-NP) programs. Since the inception of the College of Nursing Nurse Practitioner program in 2006, the program has evolved and undergone several approved changes by the College of Graduate Studies and Research (CGSR). These changes have been a result of attempts to enhance curriculum as well as update content to align with expansion of Nurse Practitioner (NP) scope of practice. The purpose of this update is to provide the CGSR with a consolidated document of current NP curriculum, as with the numerous changes that have occurred over the years it has sometimes been difficult to determine the current state of affairs within the program. This document will also propose changes to the NP program including: Removal of NURS 993.3 (Publishable Paper course); Reduction in the credit units for NURS 870.6 from 6 to 3 credit units; Reduction in total credit units for program from 39 to 33 credit units; and Course name change for NURS 888.3.

The update will begin by providing a brief overview of the NP role in order to provide context to the curriculum of the MN-NP and PGDSPC-NP programs. Next, curriculum for NP courses will be discussed. Finally, proposed program changes will be presented.

Background on Nurse Practitioner Role & Responsibilities

A Nurse Practitioner (NP) is a licensed registered nurse with additional educational preparation and experience who possesses and demonstrates the knowledge and skills to autonomously diagnose and treat common medical disorders, order and interpret diagnostic tests, prescribe pharmaceuticals and perform minor surgical and invasive procedures that are designated within their legislated scope of practice (Canadian Nurses Association, 2006; Registered Nurses Association of Saskatchewan, 2011). While NPs are a distinct health care profession, there is significant overlap in the roles and responsibilities performed by NPs and family physicians (i.e. diagnosing, prescribing, ordering & interpreting diagnostic investigations). Thus, there are many similarities in the knowledge and skills required of NPs and family physicians. It is important to note that NPs do not work under physicians but as autonomous practitioners who independently diagnose and manage common medical conditions. Studies have consistently found care provided by NPs is of safe, evidence-based, cost-effective and of equivalent quality to that of physicians (Horrocks, Anderson, & Salisbury, 2002; Swan, Ferguson, Chang, Larson & Smaldone, 2015). As such, NPs have demonstrated their significant value added to the healthcare system.

In Saskatchewan, NPs have a very broad scope of practice. They may diagnose and manage any common medical disorder, including prescribing any drug on the Saskatchewan Formulary that is required for management of the diagnosed medical concern. Given this great responsibility, it is imperative to ensure that the MN-NP and PGDSPC-NP program curriculum prepares and evaluates student knowledge and skill to safely assume the NP role.

Course Specific Updates

The following section contains an update on individual courses within the MN-NP and PGDSPC-NP programs. An overview of learning outcomes and evaluative measures for each course as well as an example course syllabus is provided.

Courses within the MN-NP and PGDSPC-NP programs may be divided into three categories: Graduate studies theory classes, NP specific theory classes, and NP clinical courses. Graduate studies theory courses taken by NP students include NURS 818.3: Statistical Methodologies in Nursing, NURS 892.3: Nursing Research and NURS 990.0: Graduate Seminar. No update or discussion will be presented on these courses as they are not NP specific courses but are taken as part of the general Masters of Nursing graduate program.

Each of the following NP Specific theory and clinical courses will be updated and discussed.

NP Theory Courses

NURS 883.3: Theory for Advanced Practice Nursing Roles in Primary Health Care
NURS 870.6: Advanced Health Assessment
NURS 879.3: Advanced Diagnostic Reasoning
NURS 881.3: Pathophysiology- Pharmacotherapy for Advanced Nursing Practice I
NURS 886.3: Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II
NURS 885.3: Nursing Therapeutics I Individual to Community

NP Clinical Courses

NURS 880.3: Practicum I: Advanced Practice Nursing in Primary Health Care
NURS 888.3: Nursing Therapeutics and Practicum II Advanced Management
NURS 878.3: Practicum III Advanced Nursing Practice with Vulnerable Populations

NP Theory Courses

NURS 883.3: Theory for Advanced Practice Nursing Roles and Primary Health Care

Description: This course will explore and evaluate theoretical aspects, issues and roles in Advanced Nursing Practice within the context of Primary Health Care.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry which includes independent reading, class discussions, course assignments, students will:

1. Understand the roles and responsibilities of advanced practice nurses including regulation and legislation related to the expanded scope of practice for nurse practitioners
2. Apply theory to advanced practice nursing
3. Discuss and evaluate roles and issues in Advanced Practice Nursing within the context of primary health care and social determinants of health.
4. Explore ethical, legal, leadership, policy and professional issues in advanced practice nursing

5. Expand knowledge of cultural safety and the determinants of health for Indigenous populations including historical, socio-cultural and political factors that impact Indigenous wellness
6. Increase knowledge of community assessment aspects of advanced practice.
7. Explore scholarly writing for publication including the importance for advancing the art and science of nursing, challenges and opportunities; and strategies for developing publications

Evaluative Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Evaluative components for NURS 883.3 may include the following: 2-3 Scholarly written assignments; Presentation (i.e. policy briefing, issues in nurse practitioner practice); Written examination (in-class or take-home); Other means deemed appropriate by faculty in evaluating learning outcomes

Example Syllabus: See Appendix A

NURS 870.6: Advanced Health Assessment

Description: Builds on participants' skills and knowledge in the conduct of comprehensive and focused health assessment across the life span. Lectures introduce concepts, frameworks, and techniques integral to advanced health assessment skills. Required 5 days of onsite laboratory instruction at the U of S Saskatoon Campus will provide opportunities to practice comprehensive and focused health assessment and build on the health assessment skills needed for clinical practice as a Nurse Practitioner. This class includes 16 observational clinical hours as an introduction to the Nurse Practitioner role and the application of health assessment skills. (No proposed changes to course description)

Credit Units: Currently 6 cu. Proposal to change to 3 cu

Rational for proposed change: NURS 870.6 consists of 40 hours of lab and 39 hours of seminar. Reducing the total credit units from 6 to 3 is congruent with other courses within the College of Nursing with similar lab and lecture components. For example, NURS 203.3: Assessment and Components of Care II is a 3 credit unit course containing 39 hours of lab and 39 hours of lecture; NURS 202.3: Assessment and Components of Care I is a 3 credit unit course containing 33 hours of lab, 37 hours of lecture and 24 hours of clinical.

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Perform advanced, comprehensive and focused health assessments
2. Recognize and critically analyze normal and abnormal health assessment findings in clients across the lifespan
3. Analyze and synthesize data from multiple sources to establish differential and working diagnoses

4. Adapt assessment tools and techniques with consideration for individual client needs, developmental stage, culture and evidence-based knowledge
5. Communicate client history, physical assessment findings, diagnosis and treatment plan with other members of the health care team in verbal and written format
6. Use evidence based knowledge in selection of assessment and screening tools

Evaluation Measures: As part of the evaluative components for NURS 870.6, during the onsite health assessment week at the beginning of the course students are required to demonstrate a head-to-toe examination, a form of objective structured clinical examination (OSCE). Students must obtain a grade of 70% or higher on the head-to-toe exam demonstration in order to pass NURS 870.6. The minimum passing grade of 70% on OSCE type examinations is consistent with other courses in the College of Nursing that have OSCE as a component of evaluation. The rationale for this higher, minimum passing grade when evaluating performance of clinical skills is related to the high-risk nature of students performing these skills incorrectly or unsafely (i.e. harming a patient).

Selection and weighting of evaluative components for NURS 870.6 will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Other course evaluation measures may include: Midterm exam; Final exam; Case studies; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix B

NURS 879.3 – Advanced Diagnostic Reasoning

Description: Building on Advanced Health Assessment, this course develops the student's knowledge of diagnostic reasoning for clinical practice. Using the assessment process students will develop an understanding of diagnostic tests and procedures that will address the investigation of common medical conditions across the life span.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Continue to develop and refine skills in performing advanced, comprehensive and focused health assessments
2. Analyze and synthesize data from multiple sources to establish differential and working diagnosis
3. Select appropriate diagnostic tests based on the pathophysiology of common medical conditions and based on their assessment findings
4. Support diagnostic reasoning with sound, evidence based rationale
5. Provide clear explanation to clients related to diagnostic testing
6. Communicate health assessment findings, diagnosis and treatment plan appropriately in verbal and written format

7. Adapt assessment tools and techniques with consideration for individual client needs, developmental stage, culture and evidence-based knowledge

Evaluation Measures: As part of the evaluative components for NURS 879.3, students will participate in an objective structured clinical examination (OSCE). Students must obtain a grade of 70% or higher on the OSCE to pass NURS 879.3. The minimum passing grade of 70% on OSCE type examinations is consistent with other courses in the College of Nursing that have an OSCE as a component of evaluation. The rationale for this higher, minimum passing grade when evaluating performance of clinical skills is related to the high-risk nature of students performing these skills incorrectly or unsafely (i.e. harming a patient).

Selection and weighting of other evaluative components for NURS 879.3 will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Other course evaluation measures may include: Midterm exam; Final exam; Case studies; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix C

NURS 885.3: Nursing Therapeutics I Individual to Community

Description: Focuses on therapeutic approaches of advanced nursing practice with individuals, families, groups, and communities as they apply to primary health care nursing. The emphasis will be on the integration of theories and interventions with clients (individual, families, groups and communities) who have mental health needs and common medical disorders in an interdisciplinary primary health care nursing context.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Discuss the roles of primary health care and community development in fostering culturally safe relationships with individual clients and communities
2. Discuss leadership competencies for Nurse Practitioners and the application of these competencies to addressing common global health concerns
3. Expand knowledge about assessment, diagnosis and management of common medical disorders seen in primary care practice considering pathophysiology, epidemiology, research evidence, psychosocial, environmental and developmental factors.
4. Apply evidence-informed knowledge from nursing and related disciplines to formulate diagnoses and intervention strategies that promote health and manage selected acute and chronic health conditions
5. Demonstrate increased knowledge of legislation, regulations, professional and ethical standards and policy relevant to Nurse Practitioner Practice
6. Evaluate risks, benefits, safety, potential outcomes and best practices for prescribing controlled drugs and substances

7. Explore and apply skills in scholarly writing (i.e. PICO, literature search, APA, writing for publication).

Evaluation Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Course evaluation measures used in NURS 885.3 may include: Midterm exam; Final exam; Case studies; Presentation; Scholarly paper; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix D

NURS 881.3: Pathophysiology- Pharmacotherapy for Advanced Nursing Practice I

Description: Students will integrate pathophysiology and drug therapy concepts as a basis for advanced primary health care nursing practice. Students will develop diagnostic reasoning based on understanding the pathophysiology of endocrine, cardiovascular and pulmonary systems across the lifespan, and make therapeutic decisions based on pharmacotherapeutic principles, professional, ethical, regulatory, and practical aspects of prescribing.

Credit Units: 3

Learning Outcomes: Through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Explain pathophysiological processes leading to clinical manifestations of common acute and chronic diseases
2. Apply understanding of pathophysiological processes to support clinical decisions about the diagnosis and treatment of common acute and chronic diseases
3. Recognize variations of pathophysiological processes and therapeutic implications in pediatric and geriatric individuals; and explain factors influencing the incidence and manifestations of disease in populations
4. Explain the fundamental scientific principles of drug action, pharmacokinetics and the various mechanisms by which drugs can mediate their pharmacological effect
5. Examine major classes of drugs used to treat common medication disorders including the indications, uses, mechanism of action, contraindications, adverse effects, costs and other prescribing considerations
6. Identify special considerations when prescribing for special populations including pregnancy, breastfeeding, older adults, pediatrics, renal and hepatic disorders
7. Enhance understanding of pathophysiological and pharmacological processes for controlled drugs and substances

Evaluation Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Course evaluation measures used in NURS 881.3 may include:

Midterm exam; Final exam; Case studies; Presentation; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix E

NURS 886.3: Pathophysiology-Pharmacotherapy for Advanced Nursing Practice II

Description: Building on the knowledge and skill learned in Pathophysiology-Pharmacotherapy for Advanced Nursing Practice I, students will complete the body systems across the life span. They will incorporate both an understanding of pathophysiology and the utilization of pharmacotherapeutic principles, and professional, ethical, regulatory and practical aspects of prescribing to make therapeutic decisions.

Credit Units: 3

Learning Outcomes: Building on knowledge from NURS 881.3, through a process of critical inquiry that includes independent reading, lectures, discussion and participation, students will be able to:

1. Explain pathophysiological processes leading to clinical manifestations of common acute and chronic diseases
2. Apply understanding of pathophysiological processes to support clinical decisions about the diagnosis and treatment of common acute and chronic diseases
3. Recognize variations of pathophysiological processes and therapeutic implications in pediatric and geriatric individuals; and explain factors influencing the incidence and manifestations of disease in populations
4. Explain the fundamental scientific principles of drug action, pharmacokinetics and the various mechanisms by which drugs can mediate their pharmacological effect
5. Examine major classes of drugs used to treat common medication disorders including the indications, uses, mechanism of action, contraindications, adverse effects, costs and other prescribing considerations
6. Identify special considerations when prescribing for special populations including pregnancy, breastfeeding, older adults, pediatrics, renal and hepatic disorders
7. Enhance understanding of pathophysiological and pharmacological processes for controlled drugs and substances

Evaluation Measures: Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies. Course evaluation measures used in NURS 881.3 may include: Midterm; Final exam; Case studies; Presentation; and Other means deemed appropriate by faculty in evaluating learning outcomes.

Syllabus: See Appendix F

NP Clinical Courses

The final grade for NP clinical courses (NURS 880.3, NURS 888.3 and NURS 878.3) consists of two components – Clinical Practicum (50%) and Application of Clinical Knowledge (50%) (Note: These components were previously referred to as the “Summative” and “Formative” Evaluation components. Terminology has been changed to enhance clarity). Students must achieve the following minimum requirements to pass clinical courses:

- Minimum average of 70% on Clinical Practicum components; AND
- Minimum average of 70% on Application of Clinical Knowledge components

The higher academic standard of $\geq 70\%$ for passing clinical courses is advised due to the high-stakes nature of the competencies evaluated in clinical courses. As discussed earlier in this update, the roles and responsibilities of NPs are similar in many degrees to those of a medical doctor. NPs independently diagnose and manage common medical disorders with legal authority to prescribe any drug on the Saskatchewan drug formulary as well as perform minor surgical and invasive procedures. Clinical courses evaluate application of NP student’s knowledge and skill in provision of safe, appropriate, evidence-based care to populations. Failure to provide such care may have serious, even fatal consequences. As such, students require high proficiency in performance of these competencies.

NURS 880.3: Practicum I Advanced Nursing Practice in Primary Health Care

Description: The student will provide direct care in selected primary health care settings. Students will have the opportunity to demonstrate primary health care skills and advanced practice clinical judgment. Scholarly activities in this clinical practicum will be designed so that the student will gain experience in consultation, education, integration of theory, research and clinical knowledge related to the goals of multidisciplinary health services and systems.

Credit units: 3

Learning Outcomes: The overall goal of this course is to develop competence to the level of a novice Nurse Practitioner while providing direct care in a primary health care setting. Through a process of critical inquiry that includes independent reading, discussions, assignments and clinical practice, students will be able to:

1. Integrate knowledge, evidence-based practice guidelines and advanced clinical skills in assessment and diagnostic reasoning in relation to epidemiology, pathophysiology, counseling, referral and other therapeutic measures at the level of a novice NP.
2. Develop sound knowledge of advanced skills in health assessment and therapeutic management of common acute and chronic medical problems across the lifespan working towards proficiency with: physical assessment, diagnostic reasoning, plan of care, diagnostic evaluation and consultation/referral.
3. Demonstrate critical thinking, diagnostic reasoning and ethical decision-making related to the assessment, diagnosis, management, and follow-up of client (i.e., individual, family and community) health problems.

4. Integrate and apply principles of primary health care, patient-centered care and evidence-based practice into clinical interactions clients (individual/family/community), staff education, counseling, risk management and health promotion.
5. Increase and apply knowledge of legislation governing NP practice, including controlled drugs and substances, and practice within NP scope of practice.
6. Evaluate risks, benefits, safety, potential outcomes and best practices for prescribing controlled drugs and substances
7. Develop increased knowledge and abilities regarding NP role and organizational competencies (e.g., self-directed learning, peer collaboration/review, practice roles, self-care, discretionary judgment, community development, evaluation of services and health care policies, and ethics).
8. Demonstrate competence in time management, such that competing demands are prioritized, requirements are completed as described, and deadlines are met.
9. Demonstrate professional behavior and communication; gaining an understanding why being a good communicator is an essential function of being an effective nurse practitioner.
10. Develop and apply skills in scholarly writing for publication

Evaluation Measures: Clinical practicum grades for NURS 880.3 will be calculated as follows: Professionalism: 5%; Discussion Board Postings: 5%; Clinical Documentation (i.e. SOAP notes and/or referral letters): 5%; Evaluation of Clinical Performance: 35%

Evaluation of Clinical Practicum Performance will consider preceptor formal written evaluations (Midterm and Final), preceptor informal evaluations (emails, telephone, virtual), faculty site visits (virtual or in-person), learning plans, clinical logs and/or other means of deemed appropriate by NP faculty in evaluating clinical performance.

Evaluative components of the Application of Clinical Knowledge portion of NURS 880.3 will include the following evaluation measures: Publishable Case Report Paper; Exam; Presentation; Other means deemed appropriate by faculty in evaluating learning outcomes. Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies.

Syllabus: See Appendix G

NURS 888.3: Nursing Therapeutics and Practicum II Advanced Management

Proposed Name Change: Practicum II Nursing therapeutics and Advanced Management.

Rational for Name Change: This name change is proposed to better align the course name with the other practicum courses in the NP program, enhancing clarity and allowing for accurate data extraction on NP clinical courses. The names of the other practicum courses are: Practicum I Advanced Nursing Practice in Primary Health Care (NURS 880.3) and Practicum III Advanced Nursing Practice with Vulnerable Populations (NURS 878.3).

Description: Using theory and practices, this course builds on NURS 880.3 and focuses on concepts of primary care management of complex, multidimensional health problems experienced within family, community and population contexts. The selection of clinical interventions, clinical decision making and evaluation of strategies will be stressed in relation to the primary health care nurse practitioner role. Within the practicum, students will also focus on developing knowledge of the roles of the interdisciplinary team in primary health care. Students are required to complete a minimum of 240 hours.

Credit Units: 3

Learning Outcomes: The overall goal of this course is to develop competence while providing direct care in a primary health care setting to the level of a novice Nurse Practitioner. Through a process of critical inquiry that includes independent reading, discussions, assignments, and clinical practice students will be able to:

1. Building on the knowledge from previous courses, identify vulnerable populations within the community and assess and evaluate the community programs available to address the needs of this population.
2. Building on the knowledge from previous courses, expand and consolidate knowledge about common medical disorders.
3. Building on knowledge from previous courses, expand and consolidate knowledge about nutritional recommendations for populations across the ages spectrum
4. Describe and discuss ethical and legal issues common in NP practice, particularly as they relate to diverse and vulnerable populations across the life span.
5. Apply evidence-informed knowledge from nursing and related disciplines to formulate nursing diagnoses and intervention strategies that promote health and manage selected acute and chronic health alterations across the lifespan and in vulnerable populations.
6. Review and discuss the leadership competencies to be demonstrated by the NP.
7. Discuss the Controlled Drug & Substances Act (CDSA) and expand knowledge related to safe and effective prescribing of controlled substances by primary care nurse practitioners
8. Develop and apply skills in scholarly writing for publication

Evaluation Measures: Clinical practicum grades for NURS 888.3 will be calculated as follows: Professionalism: 5%; Discussion Board Postings: 5%; Clinical Documentation (i.e. SOAP notes and/or referral letters): 5%; and Evaluation of Clinical Performance: 35%

Evaluation of Clinical Performance will consider preceptor formal written evaluations (Midterm and Final), preceptor informal evaluations (emails, telephone, virtual), faculty site visits (virtual or in-person), learning plans, clinical logs and/or other means deemed appropriate by NP faculty in evaluating clinical performance.

Evaluative components of the Application of Clinical Knowledge portion of NURS 888.3 will include the following evaluation measures: Publishable Case Report Paper; Exam; Presentation; Other means deemed appropriate by faculty in evaluating learning outcomes; Selection and weighting of evaluative components will be at the discretion of the faculty instructing the course and align with course learning outcomes and relevant CGSR policies.

Syllabus: See Appendix H

NURS 878.3: Practicum III Advanced Nursing Practice with Vulnerable Populations

Description: Students will continue to demonstrate primary health care skills and advanced practice clinical judgment with a focus on integration and application to common medical conditions across the life span. Scholarly activities in this clinical practicum will be designed so that the student will gain increasing experience in consultation, integration of theory, research and clinical knowledge.

Credit Units: 3

Learning Outcomes: The overall goal of this course is to develop competence while providing direct care in a primary health care setting to the level of a novice Nurse Practitioner. Through a process of critical inquiry, which includes independent reading, discussions, assignments, and clinical practice, students will be able to:

1. Demonstrate consolidated knowledge and advanced clinical skills in health assessment and diagnostic reasoning; epidemiology; pathophysiology; counselling, referral and other therapeutic measures at the level of a novice RN(NP).
2. Continue to refine critical thinking and clinical decision making skills related to advanced skills in therapeutic management of common acute and chronic disorders across the lifespan to develop a plan of care, evaluation, follow-up, and consultation/referral.
3. Demonstrate competence in accessing and applying evidence-based practice interventions in interactions with clients (i.e., individual, family and community) in health assessment; education; counselling; risk management, community development and health promotion.
4. Demonstrate knowledge of legislation governing the practice of nurse practitioners in relation to prescribing, controlled drugs and substances, and current/projected changes to legislation surrounding practice.
5. Articulate the role of the NP (e.g., self-directed learning, peer collaboration/review, practice roles, evaluation of services and health care policies) in relation to position development for Primary Health Care NPs.
6. Develop and apply knowledge and skills in scholarly writing for funding proposals

Evaluation Measures: The NURS 878.3 clinical course is the capstone course of the NP program, taken in the final term of a student's studies. Like the other clinical courses within the NP program, the evaluative components of NURS 878.3 are divided into two components: Clinical Practicum (50%) and Application of Clinical Knowledge (50%).

Clinical practicum grades for NURS 878.3 will be calculated as follows: Professionalism: 5%; Discussion Board Postings: 5%; Evaluation of Clinical Performance: 40%

Evaluation of clinical performance will consider preceptor formal written evaluations (midterm and final), preceptor informal evaluations (emails, telephone, virtual), faculty site visits (virtual or in-person), learning plans, clinical logs and/or other means deemed appropriate by NP faculty in evaluating clinical performance.

Evaluative components of the Application of Clinical Knowledge portion of NURS 878.3 will include the following evaluation measures: Comprehensive Exam (30%); Scholarly Paper (20%).

As the capstone examination for the NP program, the comprehensive exam reflects knowledge needed by students to be successful in writing the national Canadian Nurse Practitioner certification exam. Therefore, students must pass the comprehensive exam with a minimum grade of 60% to be successful in NURS 878.3.

Syllabus: See Appendix I

Removal of NURS 993.3 – Publishable Paper Course

NURS 993.3 was originally the capstone course for the Master of Nursing Course-Based program (concentration: Education/Leadership) and MN-NP programs. With proposed revisions to the Master of Nursing Course-Based (concentration: Education/Leadership) program, NURS 993.3 has been eliminated and will no longer be offered by the College of Nursing. One of the original purposes of NURS 993.3 – Publishable Paper was to ensure course-based Master of Nursing students were attaining the scholarly writing expectations of graduate students. Increasingly, there has been recognition within the College of Nursing of the importance of developing scholarly writing skills throughout graduate education, not merely as a capstone course. As such, NURS 993.3 – Publishable Paper has been eliminated and the content integrated throughout other core masters courses.

Within the MN-NP curriculum, development of student scholarly writing skills for publication has been integrated in the core NP courses NURS 883.3, NURS 885.3, NURS 880.3, NURS 888.3 and NURS 878.3. For an MN-NP student in full-time studies, this results in one course per term that specifically addresses and evaluates scholarly writing.

The first course within the MN-NP and PGDSPC-NP programs, NURS 883.3, introduces and lays the foundations for scholarly writing with subsequent courses continuing to develop and refine these writing skills. For example, in NURS 883.3 students are introduced to expectations of scholarly writing, writing for publication and write 2-3 scholarly paper assignments, with detailed feedback on each assignment to help advance writing skills. The following term, in NURS 885.3, the Library Liaison reviews how to conduct a literature search using CINHALL and other databases and then students are given the opportunity to practice and apply these skills in writing a scholarly paper assignment on counselling strategies used in primary care. In the first and second clinical practicum courses, NURS 880.3 and NURS 888.3, students write a Clinical Case Report using the specific authorship guidelines of a peer-reviewed journal. It is intended that with feedback and revision through collaboration with Faculty, students may then go on to submit the clinical case report for publication in the selected journal. To conclude development of writing scholarship, in the final clinical course NURS 878.3, students are introduced to grant proposal writing. See Table 1-1: Scholarly writing integration in NP curriculum for details on the scholarly writing components in each of these NP courses.

Table 1-1: Scholarly Writing Integration in NP Curriculum

Year, Term	Course	Scholarly Writing Component(s)	Associated Learning Outcome
Year 1, Term 1	NURS 883.3	<ul style="list-style-type: none"> • Introduction to scholarly writing and writing for publication • Library services orientation: evaluating quality of sources; literature search, referencing, plagiarism • 2-3 scholarly paper assignments on topics of NP Theory, Roles & Responsibilities 	<ul style="list-style-type: none"> • Explore scholarly writing for publication including the importance for advancing the art and science of nursing, challenges and opportunities; and strategies for developing publications
Year 1, Term 2	NURS 885.3	<ul style="list-style-type: none"> • Review literature search strategies, PICO, hierarchy of evidence, APA, scholarly writing • Scholarly paper assignment on counseling strategies 	<ul style="list-style-type: none"> • Explore and apply skills in scholarly writing (i.e. PICO, literature search, APA, writing for publication).
Year 1, Term 3	NURS 880.3	<ul style="list-style-type: none"> • Clinical case report assignment written as per authorship guidelines for peer-reviewed journal 	<ul style="list-style-type: none"> • Develop and apply skills in scholarly writing for publication
Year 2, Term 1	NURS 888.3	<ul style="list-style-type: none"> • Clinical case report assignment written as per authorship guidelines for peer-reviewed journal 	<ul style="list-style-type: none"> • Develop and apply skills in scholarly writing for publication
Year 2, Term 2	NURS 878.3	<ul style="list-style-type: none"> • Discuss grant proposal and program evaluation development • Grant proposal assignment 	<ul style="list-style-type: none"> • Develop and apply knowledge and skills in scholarly writing for funding proposals

Given this integration of scholarly writing throughout the program, the College no longer feels a capstone course related to scholarly writing is necessary. NURS 878.3, the final clinical practicum course for MN-NP and PGDSPC-NP students, is more appropriately the capstone course in the MN-NP and PGDSPC-NP programs, as it consolidates and evaluates desired learning outcomes for the graduate NP. A comprehensive exam is written in the NURS 878.3 course, evaluating knowledge gained throughout all NP courses and ensuring students' possess necessary knowledge to pass the national Canadian Nurse Practitioner Certification Exam (CNPE) which they go on to write if they successfully complete NURS 878.3.

Total Credit Units for Nurse Practitioner Program

The MN-NP program is currently 39 credit units (cu) of study and the PGDSPC-NP program 30 cu of study. The course changes suggested in this package will result in a reduction for the MN-NP program to 33 cu of study due to the elimination of NURS 993 Publishable Paper and reduction of NURS 870 – Advanced Health Assessment from 6 cu to 3 cu. The PGDSPC-

NP would be reduced to 27 cu of study with the reduction of Advanced Health Assessment from 6 cu to 3 cu. (PGDSPC-NP students are not required to take the publishable paper courses as they have already obtained a Masters degree). Reduction of the total number of credit units for the MN-NP program will make it more congruent and competitive with other local NP programs including the University of Regina and Athabasca, each of which are 33 cu. The program requirements of the MN-NP are already significantly higher than most other Course-based Master's degrees, with students completing greater total credit units in course work in addition to 740 hours of clinical practicum. For example, the Master of Nursing Course-Based Master's of Nursing (concentration: Education/Leadership) in the College of Nursing at the University of Saskatchewan is only 24 cu of study.

It is important to note that the reduction in total credit units will not impact the core program content delivered within the MN-NP and PGDSPC-NP programs since the content of NURS 993 is integrated throughout other NP courses and only the total credit units, not core content of NURS 870 will be changed. Reduction in the total credit units is intended to streamline courses, allowing students in a time demanding program further opportunity to focus their studies on the core content essential to passing their certification examination and a successful career as a nurse practitioner.

Concluding Remarks

It is the hopes that this document, containing proposed updates and course changes to the MN-NP and PGDSPC-NP programs, will provide an amalgamated document for the CGSR of the current state of affairs within the MN-NP and PGDSPC-NP programs. Updates reflect the expanded scope of practice for nurse practitioners as well as attempts to enhance curriculum to ensure knowledgeable, skilled graduates who are able to appropriately address the healthcare needs of individuals, families and populations.

I would be happy to answer any questions or clarifications arising from this documents.

Sincerely,



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Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: Angela Bedard-Haughn, Acting Associate Dean, College of Agriculture and Bioresources

From: Associate Dean, College of Graduate Studies and Research (CGSR)

Date: September 27, 2016

Re: Deleting Soil Science field for Master of Agriculture degree and Postgraduate Diploma programs

In June of 2016, the Graduate Programs Committee and the Executive Committee of the College of Graduate Studies and Research considered the request to delete the Soil Science major for the Master of Agriculture (MAgr) degree and the Postgraduate Diploma (PGD) programs.

The Department of Soil Science made the recommendations following the TransformUs processes. The Department of Soil Science devotes its resources to the thesis-based Master of Science and Doctor of Philosophy programs. There are no students enrolled in the MAgr or PGD programs currently.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate Studies and Research has approved the deletion of the Soil Science field in the Postgraduate Diploma. We are now seeking to have the Soil Science field deleted for the Master of Agriculture degree program.

Attached please find:

- A copy of the memo from the Executive Committee of CGSR recommending the deletions
- A copy of the memo from the Graduate Programs Committee of CGSR recommending the deletions
- The complete Report form for Program Termination
- The Consultation with the Registrar Form

If you have any questions, please contact kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Amanda Storey, Committee Coordinator
Academic Programs Committee of University Council

From: Adam Baxter-Jones, Dean, College of Graduate Studies and Research

Date: August 29, 2016

Re: Deletion of the Master of Agriculture and Postgraduate Diploma in the field of Soil Science

Members of the Executive Committee of the College of Graduate Studies and Research met on June 16, 2016 to consider the recommendation from the Graduate Programs Committee to approve the deletion of the Master of Agriculture and Postgraduate Diploma in the field of Soil Science.

The following motion was carried:

“To delete the Master of Agriculture and Postgraduate Diploma in the field of Soil Science.”
Crowe/Westwood carried

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Martha Smith-Norris would be happy to respond.



Memorandum

To: Dr. Adam Baxter-Jones, Chair, Executive Committee of CGSR

CC: Dr. A. Bedard-Haughn, Graduate Chair, Department of Soil Science
Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

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

Date: June 13, 2016

Re: Delete the Master of Agriculture and Postgraduate Diploma in the field of Soil Science

The Graduate Programs Committee met on June 9, 2016, and reviewed the proposal noted above.

It was noted that the proposal to delete these programs had been a result of the TransformUs processes. It was noted that these programs were not in demand. The Department of Soil Science did well with their research-based programs. The Graduate Programs Committee passed the following motion:

Motion: *To approve the deletion of the Postgraduate Diploma and Master of Agriculture programs in the field of Soil Science.* Desjardins/Waldner CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted:

--

Effective date of termination:

--

1. 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.

--

2.4 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.

Attachments

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?

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

Attachments

(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.*

Name and phone number of person completing this form:

Robert L. Hough