### Phase 1: Program Development

* Connect with your [College Program Coordinator](https://governance.usask.ca/proposals/college-contacts.php)
* Obtain **approval to proceed** from Senior Leader Responsible for Academic Program Approvals (i.e., Dean, Vice-Dean or Executive Director)
* Develop an initial proposal
* Submit the [Curricular and Organizational Approval Form](https://governance.usask.ca/proposals/academic-program-approvals.php)

#### Administrative Consultations ([**See chart**](#_Academic_Programs_Administrative))

* Initial Administrative Consultations with Provost ***and*** Strategic Finance Office (SFO)
* Initial Administrative Consultation with the Registrar (CWR)
* Other Administrative Consultations as listed in the chart below
* Develop full proposal by completing the questions and templates in this form

### Phase 2: Governance Processes

* College (or School) Faculty Council
* Academic Programs Committee (APC)
	+ Note there are [limited time slots](https://usaskca1.sharepoint.com/%3Aw%3A/s/governance_office_coordination/Efj09SjNAtNLv-mO96RW4Y0BgLQe1hZA7dukBv64In-0QQ?e=jROVAv) at each APC meeting. Proposals will be reviewed in the order they are received.
	+ Review [approval submission deadlines](https://governance.usask.ca/documents/proposals/curricular-changes/year_at_glance_memo.pdf) for Catalogue Production
* University Council
* Senate (Admission Qualifications Changes)

### Phase 3: Implementation

* Submit Course Creation Forms for all new courses
* Program entered in the Student Information System and the Academic Catalogue

### Proposal Submission

Proposals are to be submitted in a ***single PDF*** document by the proponent as follows:

1. Table of Contents
2. Executive Summary of the Program
3. Proposal
4. Administrative Consultations
5. Provost and SFO Sign Off
6. Space Planning Memo
7. Library Consultation Form
8. ICT Memo
9. List of all other internal and external consultations that have taken place and supplemental documentation in a memo format
10. Consultation with the Registrar Cover Sheet (completed and sent to proponent by Registrarial Services)
11. Full Consultation with the Registrar (completed and sent to proponent by Registrarial Services)
12. Complete Catalogue entry- include admission requirements, complete program of study, and all courses in the entry (completed by the proponent)

Completed Proposal Packages are to be submitted to academic\_programs@usask.ca by the College Program Coordinator following approval of the College/School Faculty Council.

### Table of Contents

The table of contents is to include links and corresponding page numbers within the proposal. This format allows the Academic Program Committee to easily navigate the proposal during their review. (see sample in [Appendix II)](#_Appendix_II-_Sample)

### Executive Summary

The executive summary is a brief (maximum one page) overview of the proposal outlining the rationale, and demand. The summary is to include the outcomes discussed by the College or School Faculty Council along with the motion approved at the Faculty Council meeting.

### Proposal

|  |
| --- |
| Title of new or replacement undergraduate program:  |
| Degrees |
| Fields of study |
| Concentration (i.e. option, specialization within a major, themes, streams, focus, etc.): |
| Intended Length of the Program: | Number of Credit Units: | Academic Unit (unit offering the program): |
| Proposed date for intake of students: | Contact person name |
| Email |

### Proposal Submission

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

#### Rationale:

1. Describe the program and what the program will achieve. Outline connections to the [mission and vision of USask](https://www.usask.ca/about/mission-vision-values.php) and those of the academic unit offering the program.
2. Describe the demand of the program:
	* Market demand-analysis industry trends, survey potential students, consult with employers in relevant fields, etc.
3. What is the target student demographic? (e.g., Indigenous, mature, international, domestic, returning). Describe where the students are expected to come from [internal to USask (are they already in another program and are redistributing) or external (new enrolments)]?
4. What are the most similar competing programs in Saskatchewan and Canada? How is this program different? Why should this program be offered at USask?

#### Description of the program:

1. What are the program learning outcomes or program competencies?
	* Program learning outcomes are specific statements that describe what students are expected to know and do (measurable) by the end of the program.
	* Program competencies describe general knowledge, skills and behaviours students should demonstrate by the end of the program.
2. Where and how will experiential learning be incorporated into the program (e.g., for a new four-year undergraduate program, case-based learning in 1st year classes, student undergraduate research experience (SURE) in 2nd year, experiential based labs in 3rd year, coop/work integrated learning in 4th year)?
3. Describe the planned modes and sites of delivery (e.g., in-person on USask campus, in-person distributed sites, blended, hybrid, online synchronous, online asynchronous) and explain the rationale for the modes selected.
4. Complete the [Curriculum Map](https://governance.usask.ca/documents/proposals/curricular-changes/curriculum_map_2025.docx) of the courses and learning experiences, illustrating:
	* The courses and pre-requisites that are a part of the program and the alignment of each course with program learning outcomes or competencies (from question ‘a’ above)
	* The primary method of instruction for each course (e.g., clinical, seminar, active learning, field-based, lecture etc.)
	* Where USask student competencies (derived from Our Learning Charter) are taught, practiced, and assessed
5. What elements of the program will support the diversity of USask learners (e.g., interdisciplinary learning, diverse content, instructional approaches, flexible study options, program design based on universal design for learning)?
6. What qualitative and quantitative criteria will be used to evaluate whether the program is a success within a specified timeframe (e.g., enrolment, progression, graduation rates, degree of student competency) and how will the program evaluation be conducted?
7. If applicable, is accreditation or certification by an outside body available, and if so, how will the program meet, and report on success against the required professional standard criteria?

For further assistance on this area of development, reach out to the Gwenna Moss Centre for Teaching and Learning

#### Program Consultation:

Consultation is an important aspect of program development to ensure new programs align with community needs and positive career opportunities for students. Consultation creates a partnership with other colleges, departments and schools on campus as well as potential external community partners. It also addresses potential impacts on existing programs as well as potentially identifies new collaborations.

1. Does the program relate to existing programs in the department, college or school, and with other colleges? Can students from other programs benefit from courses in this program? Can students enter this program from other programs (program transferability)?
2. Provide a summary of units and stakeholders (including students) that were consulted. If any concerns were raised, explain how these concerns were addressed.
	* Proposals that involve courses or other resources from colleges/departments outside the sponsoring unit should include evidence of consultation and approval. Special consideration should be given to pre- and co-requisite requirements when including courses from other colleges.
3. Provide any other relevant consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).

#### College Statement

Provide a statement from College/School leadership recommending the program and how it relates to the strategic mission and enrolment plan of the College. For graduate programs the statement should be from the College offering the program.

External Agreements (if applicable) – if the new or replacement program is dependent upon an external partnership or agreement, details about the agreement should be included in the College statement.

### Academic Programs Administrative Consultations

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

|  |  |
| --- | --- |
| Required Consultation/Office | Required Documentation for APC Submission |
| **1. Provost (Financial Implications)** Strategic Finance Office Review (Tuition and Fees)Contact: Kyla Shea | Memo |
| **2. Consultation with Registrar**Contact: Seanine Warrington | Consultation with the Registrar Form (completed during the meeting) CWR Cover Sheet |
| Items 3-7 can be completed simultaneously |
| **3. Undergraduate Programs Admission Consultation (**[See appendix I](#_Appendix_I))**Contact:** Karen Gauthier, Director, Admissions and Transfer Credit |  |
| **4. Initial Consultation with Space Planning** (Teaching Space and Administrative Space)**Contact:** space.management@usask.ca | Memo |
| 5. **Initial Consultation with Library****Contact:** [Your College/Unit Librarian](https://library.usask.ca/people/lists/faculty.php) | Consultation with the Librarian Form (completed during the meeting by the Librarian) |
| 6. **Initial Consultation with ICT****Contact:** [Your College/Unit IT Contact](https://teamdynamix.usask.ca/TDClient/33/Portal/KB/ArticleDet?ID=199) | Memo |
| 7. Program Consultations and Letters of Support (internal and external stakeholders and students) | List of Consultations and supporting memos (not email strings) |
| Approvals |
| College Faculty Council Approval or equivalent | Include the motion carried at the Approval Meeting. |
| Governance Approval (APC, Council; possibly Senate) |  |

**Note:** The Academic Programs Committee is responsible for evaluating the academic quality of a program. Approval of a program at APC and Council does not imply approval of required resources (faculty complement, additional space requirements, etc.). Academic units are responsible to implement these programs within the resources available including any incremental tuition generated.

### Appendix I

#### Admissions Consultation (Undergraduate Programs Only)

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

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

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

### Appendix II- Sample Templates

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Executive Summary…………………………………………………………………………………………………………………2

Proposal………………………………………………………………………………………………………………………………….3

Administrative Consultations…………………………………………………………………………………………………..X

Internal and External Consultations………………………………………………………………………………………..X

Consultation with the Registrar Cover Sheet……………………………………………………………………..……X

Full Consultation with the Registrar………………………………………………………………………………………..X

Catalogue Entry………………………………………………………………………………………………………………………X

**Executive Summary**

To: Academic Programs Committee of Council

From: [Proponent]

Date: XXXX

Re: [Proposal/ Program Name]

The College of [XXXX] is recommending approval of [program/proposal]. Provide a brief (maximum one page) overview of the proposal outlining the rationale, and demand. The summary is to include the outcomes discussed by the Faculty Council along with the motion approved at the Faculty Council meeting.

**MOTION:** [enter motion approved] [**enter mover and seconder**]