

June, 2009

Library form updated September 2010



## Course and Program Approvals Handbook

	PAGE
<b>Introduction:</b> Quick Check Chart for approval authority	1
<b>Instructions:</b> Making Curricular Changes at the U of S	
1. Making changes through University Course Challenge	3
2. Adding new and revised programs through Academic Programs Committee and University Council	5
3. Deleting courses and programs	5
4. Change of Name	6
5. Forms	7
New Course Proposal	9
Proposal for Curricular Change	11
Consultation forms:	
Consultation Registrar	15
Information Technology	21
Physical Requirements.	23
Library.	25
Budget	27
Report Form for Program Termination	29
Change of Name	31
<b>Reference</b>	
6. List of Fields of Specialization	33
7. Definitions of University Nomenclature	35
8. How the Academic Programs Committee reviews proposals:	
APC Worksheet	37
Summary of Criteria for Evaluation of Program Proposals	
Overall Framework for Program Evaluation	40
Agreement with CGSR	43

Program and course forms updated in May 2009 to add learning objectives and student outcomes

**The information and forms in this booklet are based on [the following University Council policy references](#)**

*Program Termination Procedures revised May, 2008;*

*Forms revised to reflect dissolution of Budget Committee, creation of Planning & Priorities Committee, and changes to Academic Programs Committee terms of reference, May, 2007;*

*Revisions to forms and delegation of approval authority May, 2002*

*College Statement added November, 2002*

*Certificates policy approved 2000;*

*Moribund Course policy approved 2001*

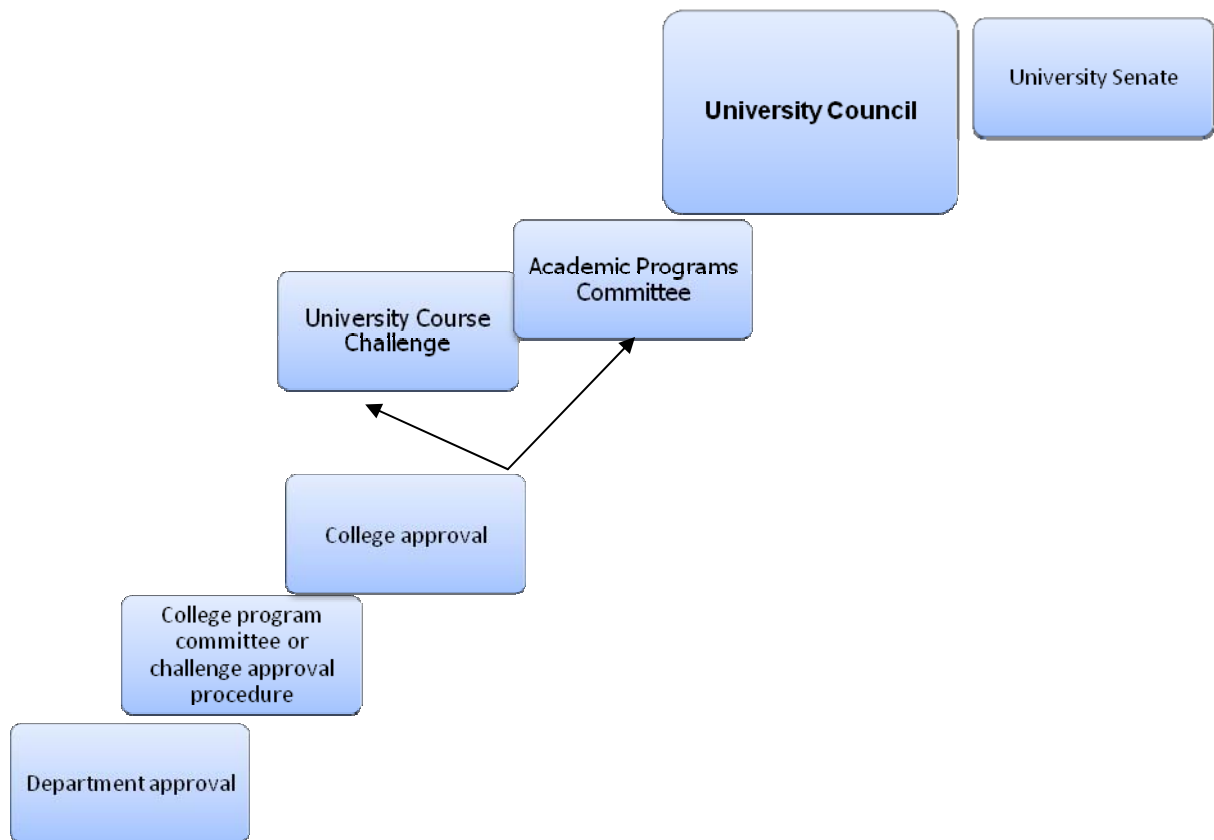
*Overall policy and Course Challenge approved 1998*

*Framework for Program Evaluation developed 1996*

---

Figure One: Flowchart for approvals

---





## Introduction: Quick Check Chart for approval authority

Under the *University of Saskatchewan Act 1995*, University Council has authority over the university's academic programs. While retaining approval authority for significant curricular changes, Council has also delegated authority for approval of many curricular changes to the Academic Programs Committee, University Course Challenge, Colleges, the VP Academic, and Deans.

The following [chart](#) and the [figure](#) on the previous page show how University Council has organized approvals of curricular changes. See forms and other information at:

[www.usask.ca/university\\_secretary/council/committees/academic\\_programs/procedures.php](http://www.usask.ca/university_secretary/council/committees/academic_programs/procedures.php)

Type of Curricular Change	Approval procedures
<p><b>Council approval</b></p> <ul style="list-style-type: none"> <li>-A <b>new Degree-Level program*</b> or template for a program (also requires <a href="#">Notice of Intent</a>)</li> <li>-Conversion of an existing program from regular to special tuition program.</li> <li>-A <b>new <a href="#">Field of Specialization</a> at the Major or Honours Level of Concentration</b> or template for a major or honours program</li> <li>-A <b>change in the requirements for admission</b> to a program (including changes from direct entry to non-direct entry)**.</li> <li>-A change in the quota for admission to a college**.</li> <li>-Program <b>revisions that will use new resources</b>, beyond those available from a reallocation of resources by the sponsoring department (eg: from a 4 year to a 5 year program, from a thesis-based to course-based program)</li> <li>-A replacement program</li> </ul> <p><b>Program Deletions</b></p> <ul style="list-style-type: none"> <li>-Deletion of an entire degree or discipline</li> <li>-Deletion of a Field of Specialization</li> </ul> <p><i>**Degree-level programs* include Degrees, degree-level <a href="#">Certificates of Proficiency and degree-level Diplomas</a></i></p>	<p><b>Final approval:</b> University Council**</p> <p><b>Procedures:</b> Council requires recommendation from the Academic Programs Committee on the proposal's academic merit; budget implications, and academic priority.</p> <p><b>Instructions:</b> Submit the Curricular Change form and required consultation forms to Secretary, Academic Programs Committee, Office of the University Secretary. Email to <a href="mailto:academicprograms.committee@usask.ca">academicprograms.committee@usask.ca</a></p> <p><b>Time:</b> Generally, the review of a new program requires 6 weeks to two months, depending on complexity. Proposals must be submitted before March 15 if they are to be implemented the following September.</p> <p><i>**University Senate also approves changes in requirements for admission and quotas</i></p>
<p><b>Academic Programs Committee approval</b></p> <ul style="list-style-type: none"> <li>-Addition of a <b>higher Level of Concentration</b>. (ie, an Honours program in an existing major)</li> <li>-Addition of a <b>new <a href="#">Field of Specialization</a> at the Minor Level of Concentration</b></li> <li>- A <b><a href="#">Cross-college Minor</a></b></li> <li>-A <b>change in program options</b> (e.g. addition or deletion of a Work Experience or Internship Option).</li> <li>-A <b>change in the name</b> of a Degree-level Program or Field of Specialization.</li> <li>-A <b>change in the total number of credit units</b> required for an approved degree program.</li> <li>-<b>Resolution of Challenges</b></li> </ul>	<p><b>Final approval:</b> Academic Programs Committee of Council</p> <p><b>Procedures:</b> APC can consult with other committees if required.</p> <p><b>Instructions:</b> Submit the Curricular Change form and any required consultation forms to Secretary, Academic Programs Committee, Office of the University Secretary Email to <a href="mailto:academicprograms.committee@usask.ca">academicprograms.committee@usask.ca</a></p> <p><b>Time:</b> Four to six weeks. Proposals must be submitted before March 15 if they are to be implemented the following September.</p>

<p><b>University Course Challenge approval</b></p> <ul style="list-style-type: none"> <li>-New courses</li> <li>-Prerequisite changes</li> <li>-Course deletions (unless deleted by <a href="#">Moribund Course Archive</a> policy)</li> <li>-Program changes: Substitution of a different course or courses for an existing course or courses in an approved program; Changes to the majority of courses in an approved program (structure, content, scheduling). Addition or deletion of a requirement within an approved program.</li> <li>-Addition of a lower Level of Concentration (ie: a Minor in an existing major)</li> <li>- Changes to an approved course if the changes affect a program, course, or unit outside the sponsoring unit.</li> </ul>	<p><b>Final approval:</b> University Course Challenge</p> <p><b>Procedures:</b> Course Challenge is circulated by the Office of the University Secretary to all departments and college offices, which have two weeks to object to a proposed curricular change.</p> <p><b>Instructions:</b> Following College approval, email a memo describing the change, rationale and college approval date to: <a href="mailto:academicprograms.committee@usask.ca">academicprograms.committee@usask.ca</a></p> <p><b>Time:</b> Four weeks if the change is not challenged. Proposals must be submitted before April 15 if they are to be implemented for the June registration period.</p>
<p><b>College approval</b></p> <p>Other curricular changes such as:</p> <ul style="list-style-type: none"> <li>- “Double” Honours or “Double” Major in two existing Fields of Specialization.</li> <li>-A change in the standards required for promotion or graduation.</li> <li>- Course changes: label, number, level, title, Calendar description, credit units, course content, lecture hours, evaluation</li> <li>- A change in internal partitions of the admission quota</li> <li>-Changes to the practicum/laboratory, tutorial, seminar/discussion requirements or lectures hours of a course.</li> <li>-Changes to course content such as adding or deleting a major area to an approved course.</li> <li>-Splitting a course into two 3 cu courses or combining two 3 cu courses into one 6 cu course. This will not be considered as a “new course” as defined for Challenge.</li> <li>- Changes to methods of evaluation.</li> <li>- Changes to the list of approved <b>electives for a program</b>.</li> <li>- Changes, within prescribed limits, to the minimum course requirements for a Master’s program or a PhD program.</li> </ul>	<p><b>Final approval:</b> College</p> <p><b>Procedures and Instructions:</b> Follow college approval procedures for curricular changes</p>
<p><b>Vice-President Academic approval</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Certificate of Successful Completion</a> <ul style="list-style-type: none"> <li>- a standard of proficiency, achievement or promotion appropriate for post-secondary training.</li> </ul> </li> </ul> <p>Examples: · Certificate in Teaching English as a Second Language</p> <ul style="list-style-type: none"> <li>- Prairie Horticulture Certificate</li> <li>- Business Administration Certificate</li> </ul>	<p><b>Final approval:</b> Vice-President Academic</p> <p><b>Procedures and Instructions:</b> Contact the Office of the Provost and Vice-President Academic</p>
<p><b>Dean approval</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Certificate of Attendance</a> <ul style="list-style-type: none"> <li>- satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college.</li> </ul> </li> </ul> <p>Examples · Master Gardener Certificate</p> <ul style="list-style-type: none"> <li>- Certificate in Agricultural Lifetime Leadership</li> </ul>	<p><b>Final approval:</b> Dean of the college</p> <p><b>Procedures and Instructions:</b> Contact the Office of the Dean</p>
<p><b>Change of Name</b></p> <ul style="list-style-type: none"> <li>- change of course label, college, department, program, field of specialization, buildings, streets, etc</li> </ul>	<p><b>Final approval:</b> varies</p> <p><b>Procedures and instructions:</b> See Name Change Form and consult Office of the University Secretary</p>

## Making Curricular Changes at the U of S

Under the *University of Saskatchewan Act 1995*, University Council has authority over the university's academic programs.

Council has developed several mechanisms for approval of new and revised courses and programs, student admission requirements, course and program deletions, prerequisites, and other types of curricular changes. While retaining approval authority for significant curricular changes, Council has also delegated authority for a number of curricular changes to Deans, the VP Academic, Colleges, University Course Challenge and the Academic Programs Committee. Following is a description of these procedures.

### 1. Making changes through [University Course Challenge](#)

#### How is a new course approved?

New courses developed by University of Saskatchewan faculty and/or departments must be approved at the department and College level. Your college may have its own form for new course proposals. If not, an example of a New Course Proposal Form is shown on page 9.

The course would then be submitted by your College to the Office of the University Secretary for university-level approval through the University Course Challenge procedure.

Please note that any course developed **as part of a new program or program option** must be approved with the program (by Academic Programs Committee or by University Council). [Special Topics Courses](#) are given final approval at the college level.

#### What is the University Course Challenge?

The University Course Challenge has been approved by University Council as a simple yet collegial process for quick approval of many curricular changes.

After college-level approval, the following types of curricular changes are sent by email to the Office of the University Secretary:

- new courses
- minor program revisions
- prerequisite changes
- course deletions

This Office posts the changes for review by the university community. The usual review period is two weeks, with some flexibility over the Christmas break and in the summer.

Notifications are sent to all deans, associate deans, assistant deans, department heads, and administrative staff who deal with program changes. Any member of the university community can

make a challenge and have two weeks to do so. If no challenge to a curricular change is received, then the change is considered as approved and can be implemented. If a challenge is received, then it is reviewed by the Vice-President Academic to see if the issue can be resolved. If not, then a final decision is made by the Academic Programs Committee of Council.

### **Format for submission of material for the University Course Challenge**

All course and program changes shall be forwarded to the Office of the University Secretary electronically in the following format:

- Course label, number, and credit unit assignment
- Course title
- Action being proposed (new, revised, deleted)
- Proposed calendar description of new or revised course
- Rationale for proposed new course or proposed modifications to existing course and an indication of how the course fits into the program of study
- Rationale for proposed deletion of existing course
- Proposed minor program changes accompanied by rationale and an indication of how the proposed changes fit into the program of study
- Names of persons and/or units consulted
- Contact person responsible for the proposed change
- Date approved at Department and at College.

All minor program changes and any course changes which affect the nature or course-sequencing of a student's program will normally take effect in the academic year following their approval (i.e., the year the information is published in the Calendar).

### **Automatic Approval Date**

Colleges may assume that course and minor program changes have been finally approved if no Notice of Challenge is received from the Office of the University Secretary by the end of the fourth week after circulation.

### **How to Challenge a proposed course or program change**

Challenges to a proposed course or program change may emanate from any person (faculty, student, University officer), Department, College and/or committee. In the case of minor program changes, lack of consultation with other affected units will be sufficient basis for initiation of a challenge to the proposal.

Written or email notice of a challenge accompanied by reasons for the challenge will be addressed to the Office of the University Secretary with a copy to the College sponsoring the proposed change.

The Office of the University Secretary, in consultation with the Vice-President (Academic), shall ascertain whether the challenge can be resolved between the parties concerned within two weeks of circulation (four weeks at Christmas and in the summer)

If a challenge is not resolved, the Office of the University Secretary shall have the challenge placed before the Academic Programs Committee for resolution at its next scheduled meeting and shall notify the Dean of the College proposing the change and the person, unit, or committee proposing the challenge. The Academic Programs Committee shall decide whether a challenge is frivolous and an appeal from such a decision shall be entertained by the University Council.



## 2. Adding new and revised programs through [Academic Programs Committee and University Council](#)

### How is a new or revised program approved?

New or revised programs require approval by Council or by the Academic Programs Committee.

Most new programs require approval by University Council following review by the Academic Programs Committee. There are also some types of new programs where Council has delegated approval to the Academic Programs Committee.

The *University of Saskatchewan Act 1995* also specifies that changes to requirements for admission to a program also require approval by the University Senate.

### Format for submission of material to Academic Programs Committee and Council

The same proposal forms and consultation forms are required for both types of changes; following their submission, the Committee will then make the determination about the level of approval required.

Please complete the forms required in the Checklist and send to:

Cathie Fornssler, secretary, Academic Programs Committee of Council,

Room 218 College Building (phone 5036; email [academicprograms.committee@usask.ca](mailto:academicprograms.committee@usask.ca))

### The Checklist for new programs and program revisions

See pages 20 to 27 and make sure you have enclosed:

- Proposal Identification
- Type of change
- Proposal document (questions 3-7)
- Related documentation
- Consultation forms and course proposal forms
- College statement

For examples of how these forms can be completed, see:

[www.usask.ca/university\\_secretary/council/committees/academic\\_programs/procedures.php](http://www.usask.ca/university_secretary/council/committees/academic_programs/procedures.php)

## 3. Deleting courses and programs

### Course deletions

Departments may delete courses at any time. Most course deletions are done by departments or colleges through the [Course Challenge procedure](#).

Moribund courses (ones which have not been taught for several years) are deleted without announcement. The [Moribund Course Deletion policy](#) establishes a course archive for moribund courses. A moribund course is one that has not been taught in the previous 4 years (48 months). A course in the moribund course archive does not appear in the Calendar but can still be activated for registration. However, after four years in the moribund course archive, the course is automatically deleted, and would require approval of a new course before it could be taught again.

### **Program deletions**

For programs which are being deleted Council has established a [Program Termination Procedure](#) based on the guidelines that Program termination procedures will be fair and objective, and will be based on recognized university processes. The programs covered by the Program Termination Procedure are those at the undergraduate (major, honours) and graduate (discipline) levels, related to the Fields of Specialization (see list attached). Program termination procedure requires submission of the **Report Form for Program Termination** to the Academic Programs Committee, review by APC, and approval by Council. The Academic Programs Committee now asks that the Report Form be completed even when a program is being replaced.

Deletion of other types of academic offerings, such as minors, options, and certificates are handled through the same process as was used for approval for that type of program. Program Options are deleted by Academic Programs Committee based on the Report Form. Minors are deleted by University Course Challenge. Certificates of completion are deleted by the Provost & Vice President Academic, certificates of attendance by Deans.

## **4. Change of Name**

**Changes of course labels** are approved by the college offering the courses, in consultation with the Student and Enrolment Services Division. 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, programs, 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).

See the Change of Name form for additional information.



## 5. Proposal Forms

The following forms are for the use of colleges making submissions to the University Course Challenge or the Academic Programs Committee of Council:

	<i>Page</i>
<b>New course proposal form</b> (for colleges which do not already have their own form).	9
<b>Proposal for curricular change</b>	11
<b>Consultation forms</b>	
<b>Consultation with the Registrar</b>	15
<b>Information Technology</b>	21
<b>Physical Requirements.</b>	23
<b>Library.</b>	25
<b>Budget</b>	27
<b>Report Form for Program Termination</b>	29
<b>Change of Name</b>	31



---

## New Course Proposal Form

---

**This form can be used by any college which does not already have a course proposal form.**

*Basic information about the proposed course:*

1. Department: \_\_\_\_\_ College of: \_\_\_\_\_

2. Signature of department head or dean: \_\_\_\_\_

3. Information required for the Calendar:

**3.1 Label & Number of course:**

**3.2 Title of course:**

3.3 Total Hours:    Lecture            Seminar            Lab            Tutorial            Other

3.4 Weekly Hours:    Lecture            Seminar            Lab            Tutorial            Other

3.5 Term in which it will be offered:    \_\_T1    \_\_T2    \_\_T1 or T2    \_\_T1 and T2

3.6 Prerequisite:

3.7 Calendar description:

3.8 Any additional notes

4. Rationale for introducing this course.

5. Learning Objectives for this course.

6. Impact of this course.

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (attach correspondence)

Were any other departments asked to review or comment on the proposal?

7. Other courses or program affected (please list course titles as well as numbers).  
Course(s) to be deleted?

Course(s) for which this course will be a prerequisite?

Is this course to be required by your majors, or by majors in another program?

8. Course outline.  
(Weekly outline of lectures or attach a draft of the course information sheet.)
9. Enrolment.  
Expected enrollment:  
From which colleges?
10. Student evaluation.  
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
11. Required text:  
Attach a bibliography for the course.
12. Resources.  
Proposed instructor:  
  
How does the department plan to handle the additional teaching or administrative workload?  
  
Are sufficient library or other research resources available for this course?  
  
Are any additional resources required (library, audio-visual, technology, etc.)?
13. Date of Implementation: \_\_\_\_\_  
To be offered:       \_\_annually           \_\_biennially           \_\_other

---

# Proposal for Curriculum Change University of Saskatchewan

---

to be approved by University Council or by Academic Programs Committee

## 1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s):

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College:

Department:

Home College:

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

Date:

Approved by the degree college and/or home college:

Proposed date of implementation:

## 2. Type of change

### Requiring approval by Council

- A new Degree-Level program or template for program.
- A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- Conversion of an existing program from regular to special tuition program.
- A change in the requirements for admission to a program
- A change in quota for a college
- Program revisions that will use new resources
- A replacement program, including program deletion
- A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

### Requiring approval by Academic Programs Committee

- Addition of a higher Level of Concentration to an existing Field of Specialization.
- Addition of a new Field of Specialization at the Minor Level of Concentration.
- A change in program options
- A change in the name of a Degree-level Program or Field of Specialization.
- A change in the total number of credit units required for an approved degree program.

## **Proposal Document**

Attach a proposal document, usually two or more pages, which covers the following information. The length and detail provided should reflect the scale or importance of the program or revision. Documents prepared for your college may be used.

### **3. RATIONALE**

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

### **4. DESCRIPTION OF PROGRAM CHARACTERISTICS**

Please include a complete draft Calendar entry.

In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program.

When existing courses are listed, please include the course title as well as the course number.

### **5. RESOURCES**

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc). If new resources will be needed, please describe how these will be found. Include any required memos from the Dean or department heads regarding resources.

### **6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION**

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program, including any memos received.

### **7. BUDGET**

Please indicate if budget allocations within the department or the college will change due to this program. Consult with the College's Financial Analyst (Financial Services Division) and submit the Budget Consultation form if allocations are required.

## College Statement

Attached to the proposal document should be a statement from the College which contains the following:

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

## Related Documentation

Include any related documentation which is relevant to this proposal, 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, SPR recommendations or accreditation recommendations.

## Consultation Forms

*Attach the following forms, as required*

Required for all submissions:	Consultation with the Registrar form
Required for all new courses:	Course proposal forms, or Calendar-draft list of new and revised courses
Required if resources needed:	Information Technology Requirements form Library Requirements form Physical Resource Requirements form
Required if budget allocation needed:	Budget Consultation form



---

## Consultation with the Registrar Form (New Programs and New Majors / Minors / Concentrations)

---

This two part form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal.

### Part One – Preliminary Consultation

#### *New Degree/Diploma/Certificate Information or Renaming of Existing*

Is this a new degree, diploma or certificate? YES or NO

Is an existing degree, diploma or certificate being renamed? YES or NO

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

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

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

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

What is your suggested credential abbreviation for this new or renamed degree, diploma or certificate (please consult with Academic Services)? \_\_\_\_\_

Which College is responsible for the awarding of this degree, diploma or certificate?  
\_\_\_\_\_

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

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

If this is a new graduate degree, is it thesis based, course based, or project based? \_\_\_\_  
\_\_\_\_\_

***New Program for Existing Degree/Diploma/Certificate Information***

Is this a new program? YES or NO

Is an existing program being revised? YES or NO

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

If YES, what degree, diploma or certificate(s) does this new program meet requirements for?

\_\_\_\_\_

What is the name of this new program? \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

Is this a replacement for a current program? \_\_\_\_\_

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

\_\_\_\_\_

If this is a new graduate program, is it thesis based, course based, or project based? \_\_\_\_

\_\_\_\_\_

***New Major, Minor, or Concentration for Existing Degree Information  
(for Undergraduate Programs)***

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

YES or NO

If NO, please continue on to next section.

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

\_\_\_\_\_

What is the name of this new major, minor, or concentration? \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

***New Disciplinary Area for Existing Degree Information (for Graduate Programs)***

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

YES or NO

If NO, please continue on to next section.

If YES, what is the name of this new disciplinary area? \_\_\_\_\_

\_\_\_\_\_

Which department/school is the authority for this new disciplinary area?

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

***Course Information***

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

\_\_\_\_\_

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

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

Does the program timetable use standard class time slots, terms, and sessions? YES or NO

If NO, please describe. \_\_\_\_\_

\_\_\_\_\_

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

***Admissions and Quota Information***

How will students be admitted? \_\_\_\_\_

Who will admit students? \_\_\_\_\_

How does this impact enrolment? \_\_\_\_\_

**Tuition Information**

How will tuition be assessed? Per Course \_\_\_\_\_  
Program-Based \_\_\_\_\_  
Per Credit-Unit \_\_\_\_\_  
Other \_\_\_\_\_

If fees are per credit, do they conform to existing categories for per credit tuition? If yes, what category? \_\_\_\_\_

If program based, will students outside the program be allowed to take the classes?  
\_\_\_\_\_

If so, what should the per credit fee be? \_\_\_\_\_

**Government Loan Information**

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

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

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

**Convocation Information (only for new degrees)**

Are there any 'ceremonial consequences' of the proposal (i.e. new degree hood, special convocation)? \_\_\_\_\_

When is the first class expected to graduate? \_\_\_\_\_

**Schedule of Implementation Information**

What is the start term? \_\_\_\_\_

Are students required to do anything prior to the above date? \_\_\_\_\_

If yes, what and by what date? \_\_\_\_\_

Does the program timetable use standard class time slots, terms, and sessions?

YES or NO

If NO, please describe. \_\_\_\_\_

Date: \_\_\_\_\_

Registrar: \_\_\_\_\_

College/Department Representative: \_\_\_\_\_

## **Part Two – Final Consultation**

### ***Registration Information***

Will students register themselves? \_\_\_\_\_

If yes, what priority group should they be in? \_\_\_\_\_

### ***Academic History Information***

Will instructors submit grades through self-serve? \_\_\_\_\_

Who will approve grades (department head, assistant dean, etc.)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ***T2202 Information***

Should classes count towards T2202's? \_\_\_\_\_

### ***Awards Information***

Will the terms of reference for existing awards need to be amended? \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

Date: \_\_\_\_\_

Registrar: \_\_\_\_\_

College/Department Representative: \_\_\_\_\_



---

## Information Technology Requirements for New Programs and Major Revisions

---

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Department of Information Technology Services. Contact the Director of Information Technology Services (phone 4810) for assistance.

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

1. Proposal Identification

Full name of program: \_\_\_\_\_

2. Distance Education

Does the new/revised program include courses that are delivered by 'distance education'? ? No

Face-to-face off-campus     Televised     Multi-mode     Independent Study  
 Web-based                       Other (specify)

3. Network Requirements

3.1 Does the program have any new special network requirements?

No, network requirements are unchanged from existing program  
 Yes, the program has the following new network requirements:  
 Video transmission (specify)  
 General Web and e-mail usage  
 Large (10MB or more) file transfers  
 Other (specify)

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

No, existing access and bandwidth (speed) are adequate  
 Yes, additional network access is required  
Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required):

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

No, home access requirements are unchanged from existing program  
 Yes, students will require new access to IT resources from home (please clarify the access required and how it should be provided):

4. Software Requirements Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.

5. Hardware Requirements

Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.

6. Computer Lab Access

Does the program have new computer lab access requirements?

- Computer lab access requirements are unchanged from existing program
- General ('walk-in') access is required \_\_\_\_\_ hours/week/student
- Access for classes/tutorials is required \_\_\_\_\_ hours/week/student

Estimated number of students in program:

7. Student IT Support

Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).

8. Faculty IT Support

Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).

9. Impact on Institutional Systems

Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.

Date: \_\_\_\_\_

\_\_\_\_\_  
Dept of Information Technology Services

\_\_\_\_\_  
Faculty Member (sponsoring college/dept)

---

## Library Requirements for New Programs and Major Revisions

---

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate [Liaison Librarian](#) for assistance.

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

1. Proposal Identification

Full name of program: \_\_\_\_\_

Short form (degree abbreviation): \_\_\_\_\_

Sponsoring Department/College: \_\_\_\_\_

Degree Level: Undergraduate: \_\_\_\_\_ Graduate: \_\_\_\_\_

2. Library Resources

2.1 Resources are/will be located mainly in the \_\_\_\_\_ Library

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

2.3 Specify serial titles that are core to this program.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

2.6 What are the human resource requirements to support this program?  
(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

3.2 What new electronic resources/databases are required?

3.3 Are there new/additional library technology requirements necessary to support this program?

3.4 Are there distance education service needs and costs?

3.5 Provide an estimated budget required for library resources to support this program annually.

4. Statement of Assessment of Library requirements  
(Indicate Library capacity to support new program)

Date: \_\_\_\_\_

Liaison Librarian's Signature: \_\_\_\_\_

Library Dean's Signature: \_\_\_\_\_

\_\_\_\_\_  
Faculty member (for the sponsoring college/dept)

*Form update (signatures and contacts) September 2010*

---

## Physical Resource Requirements for Programs and Major Revisions (Space, Renovations and Equipment)

---

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) for assistance.

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

Name of program: \_\_\_\_\_

### 1. SPACE/RENOVATIONS

- 1.1 Does the new/revised program require space resources in addition to the college/department's present space allocation?  No (skip to question 1.3)  Yes (describe below)

Type of Space	Amount	Occupants	Area or capacity	Special requirements (fume hoods, cold rooms, A/C, etc.)
---------------	--------	-----------	------------------	---

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

- 1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?  
 No  Yes: Describe:

- 1.3 Does the new/revised program require renovations to the college/department's current space?  
 No (skip to section 2)  Yes (describe below)

#### General description of renovations

Room #(s) Present Use Proposed Use (incl. special installations, e.g. fume hoods)

- 1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?  
 No  Yes: Please attach a copy of the form.
- 1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?  
 No  Yes: Provide timeframe and costs for each stage:

2. EQUIPMENT

2.1 Does the new/revised program require additional equipment or upgrades to current equipment?

No  Yes (describe below)

Equipment required (including special requirements*)	Quantity	Estimated required	Estimated unit cost	total cost
--	----------	--------------------	---------------------	------------

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

3. FUNDING

3.1 Are college/departmental funds available for the required new space, renovations, or equipment?

Initial costs:  No  Yes

Ongoing operating/maintenance costs:  No  Yes

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs:  No  Yes

Ongoing operating/maintenance costs:  No  Yes

If yes, provide details, including any special conditions:

3.3 Will there be a request to the Capital Planning Committee for capital funds to accommodate the program?

No  Yes

4. ADDITIONAL COMMENTS

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

Date: \_\_\_\_\_

\_\_\_\_\_  
Facilities Management

\_\_\_\_\_  
Faculty member (for the sponsoring college/dept)

---

## Budget Requirements for New Programs and Major Revisions

---

This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

*This form identifies the relevant financial issues that should be summarized in your proposal and is to be completed for all new programs and major revisions regardless of whether new budgetary resources or budget reallocations are required from outside the sponsoring unit.*

*In particular, as well as summarizing capital and start-up, and permanent or ongoing resource requirements, this form facilitates a summary of the impact of the proposal on the university's tuition and fee revenue. In addition, all relevant funding sources must be identified, with appropriate letters of support from each funding source.*

*The information provided herein must be consistent with the financial information required on all other forms that are submitted with the program proposal. In that regard, this form should be finalized after all other required forms are completed and attached to the proposal.*

*This form is to be completed by the faculty member responsible for the program proposal in consultation with the Financial Services Division. As noted above, contact the Financial Analyst responsible for your College for assistance. (Dial #8303 if you have questions regarding Financial Analyst assignments.)*

### 1. Proposal Identification

Full name of program:

Short form (degree abbreviation):

Sponsoring Dept/College:

### 2. Full costing of resource requirements

The resource requirements summarized in this section are to be consistent with the information required in all other forms attached to the proposal.

a) Capital and Start-up Costs:

Examples of capital and start-up costs include new space, renovations, equipment, computer hardware and software, media and technology, and faculty costs for course development. Specifically, the resource requirements should agree to the Library, Information Technology, and Physical Resource requirement forms. If any of the capital and/or start-up costs also permanent operating cost implications, the permanent resource requirements should be summarized below.

b) Permanent Operating Costs:

Examples of permanent operating costs include costs for faculty, administrative, technical and other support staff, materials and supplies, and media and technology costs. While salary and benefit requirements for faculty and support staff are significant items, the resource requirements noted in the Registrar's, Library and/or Information Technology forms and ongoing operating or maintenance costs noted in the Physical Resources form, must also be summarized in this section.

**3. Sources of funding**

For the total amount of resources required for both capital and start-up costs, and for permanent operating costs, identify the amount required from each funding source and provide documentation from the funding source to support the amount.

The sources of funding could include the sponsoring college/departments base operating budget, other college/department sources of internal funding, special internal funding allocations such as priority determination, central university funds, and external sources as appropriate. Where the source of funding includes one or more colleges/departments, each individual college/department should be reported separately.

**4. Enrolment (tuition revenue)**

The enrolment data summarized in this section is to be consistent with the information required in the New Courses form. Where enrolment growth is projected, the amount and the related time period should be identified and explained.

The enrolment data should be provided in a manner that can be easily used to calculate tuition revenue. For example, enrolment data for degree courses should be presented as either 3-cu or 6-cu equivalents. The information presented should clearly differentiate between actual enrolment levels before the change and expected enrolment levels following the change, including growth as noted above.

a) Sponsoring college/department

The enrolment increases and decreases in courses in the sponsoring college/department must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

b) Other college/department:

The enrolment increases and decreases in courses in the other colleges/departments must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

If enrolments will increase or decrease in other colleges/departments, the change in resources requirements, if any, resulting from the increase or decrease should be included in section 2.

**5. Additional Comments**

Please provide any additional comments to support the program budget.

Date:

Financial Analyst (assisting in form preparation  
on behalf of the Financial Services Division):

Faculty member (for the sponsoring college/dept):

---

## Report Form for Program Termination University of Saskatchewan

---

**Department:**

**College:**

**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.

##### 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.
- 

#### **(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.

---





## Office of the University Secretary

---

### Request for Change of Name

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

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

College: \_\_\_\_\_

College approval date: \_\_\_\_\_

Proposed effective date of the change: \_\_\_\_\_

#### 1. Proposed change of name

	<b>From:</b>	<b>To:</b>
<b>College</b>		
<b>Department</b>		
<b>Program name</b>		
<b>Degree name</b>		
<b>Name of Field of Specialization (major, minor, concentration, etc)</b>		
<b>Course label (alphabetic)</b>		
<b>Building</b>		
<b>Street</b>		
<b>Other</b>		

## **2. Documentation**

Please attach a one- or two- page document about this change which should include the following information:

### **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, programs, 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.



## 6. List of [Fields of Specializations](#) at the University of Saskatchewan as of June, 2009

The addition of a new Field of Specialization at the Major or Honours level requires approval by University Council. A new Field of Specialization at the Minor level requires approval by the Academic Programs Committee.

Deletions of programs are handled through the same process as was used for approval for that program -- majors and honours by Council, options by Academic Programs Committee, minors by Course Challenge; certificates of completion by the Provost & Vice President Academic, certificates of attendance by Dean.

Aboriginal public administration	Chemistry
Accounting	Civil engineering
Agribusiness	Civil and geological engineering
Agribusiness management	Classical, mediaeval and renaissance studies
Agricultural and bioresource engineering	Community health and epidemiology
Agricultural biology	Community planning and native studies
Agricultural economics	Computer engineering
Agronomy	Computer science
Anatomy and cell biology	Computing
Animal and poultry science	Continuing education
Animal science	Crop science
Anthropology	Curriculum studies
Applied microbiology	Dentistry
Applied plant ecology	Drama
Archaeology	Economics
Art and art history	Education
Art history	Educational administration
Biochemistry	Educational foundations
Biochemistry and biotechnology	Educational psychology and special education
Bioinformatics	Electrical engineering
Biological psychiatry	Engineering physics
Biology	English
Biology and biotechnology	Environmental earth sciences
Biomedical engineering	Environmental engineering
Biomolecular structure studies	Environmental science
Biostatistics	Environment and society
Biotechnology	Environment and sustainability
Business administration	Exercise and sport studies
Business economics	Finance
Cell biology and biotechnology	Finance and management science
Chemical engineering	Food and applied microbiological sciences

Food science  
French  
Geography  
Geological engineering  
Geological sciences  
Geology  
Geophysics  
Health services management  
History  
Horticulture science  
Human resource management  
Indigenous management  
Indigenous peoples and justice  
Individualized interdisciplinary graduate programs  
International business management  
International studies  
International trade  
Kinesiology  
Land use and environmental studies  
Languages and comparative literature  
Large animal clinical sciences  
Law  
Management  
Marketing  
Mathematical physics  
Mathematics  
Mathematics and statistics  
Mechanical engineering  
Medicine  
Microbiology  
Microbiology and biotechnology  
Microbiology and immunology  
Modern languages  
Music  
Music education  
Musicology  
Music theory  
Native studies  
Northern studies  
Nurse practitioner  
Nursing

Nutrition  
Obstetrics and gynecology  
Operations management  
Palaeobiology  
Pathology  
Pediatrics  
Pharmacology  
Pharmacy  
Philosophy  
Physical education studies  
Physical therapy  
Physics  
Physics and engineering physics  
Physiology  
Plant ecology  
Political studies  
Prairie studies  
Professional accounting  
Psychology  
Public administration  
Public health  
Public policy  
Regional and urban development  
Religious studies  
Rural resource management  
Russian  
School and counseling psychology  
Small animal clinical sciences  
Sociology  
Sociology of biotechnology  
Soil science  
Statistics  
Studio art  
Surgery  
Sustainable environmental management  
Toxicology  
Vaccinology and immunotherapeutics  
Veterinary biomedical science  
Veterinary microbiology  
Veterinary medicine  
Veterinary pathology  
Women's and gender studies



## 7. Definitions of University Nomenclature

*From the University of Saskatchewan Nomenclature Report 2001*

**COURSE:** A unit of study in a subject area defined by a course description, title, and number in the Calendar. This unit of subject material is normally presented over a term or session to students in one or more registered classes.

**PROGRAM:** A generally defined set of courses and other requirements described in the Calendar, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification.

**NON-DEGREE PROGRAMS:** These programs lead to a diploma of successful completion or certificate of successful completion or certificate of attendance

**COMMUNITY LEVEL PROGRAM:** A single course or program of courses, usually unnumbered, which are not accepted for credit toward any certificate or degree.

**NON-DEGREE LEVEL PROGRAM:** A program of courses which are generally numbered below 100 and are not normally accepted for credit toward a university undergraduate or graduate degree. (See Certificates and Diplomas, below).

**DEGREE PROGRAMS:** Approved by Council, these programs lead to a specific degree or certificate of proficiency or diploma of proficiency at this University. The terms “combined degree” or “second degree” are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately.

**UNDERGRADUATE LEVEL PROGRAM:** A program of courses and other educational experiences intended for students at the University undergraduate level (bachelor degree)

**GRADUATE LEVEL PROGRAM:** A program of courses and educational experiences intended for students at the graduate level (Masters degree and PhD degree)

**PROGRAM OPTION:** Specific sets of courses or other requirements which are provided within the general requirements of a program.

**FIELD OF SPECIALIZATION:** A field of specialization usually requires completion of a number of prescribed courses in a subject or discipline (and perhaps in cognate subjects). Programs may permit several Fields of Specialization. In 2000-2001, the Student Information System allows the identification of two Fields of Specialization on the transcript.

**DISCIPLINE:** Academic areas of study, research and scholarly work are described at many universities as “disciplines” and terms like “disciplinary”, “interdisciplinary” and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the University of Saskatchewan, however, the term “Field of Specialization”, as defined above, is a more inclusive term to describe student programs.

**INTERDISCIPLINARY PROGRAM:** An interdisciplinary program is a Field of Specialization which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme.

**LEVEL OF CONCENTRATION:** The level of concentration describes the depth at which a field of specialization is studied. The three recognized levels are minor, major and honours. Each prescribed a certain number of courses in a field of specialization and usually requires a certain scholastic standing in these courses.

**ORGANIZATIONAL PROGRAM TYPES:** Programs are often described using the terms “direct-entry”, “non-direct entry”. Some programs are also described as “professional” programs. These are defined as follows:

**direct-entry:** programs which admit students with high-school level preparation.

**non-direct entry:** programs which admit students only after one or more years of university-level preparation.

**professional:** programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected.

**REGULAR SESSION:** The session established in which instruction is provided for full time students.

For most colleges, the Regular Session begins in September and extends until the following April. The Regular Session usually allows for 26 weeks of instruction followed by the examination period. Some professional colleges have longer Regular Sessions, and different start and end times.

**TERM:** A period of time defined in the Academic Schedule, which a course for credit may be offered. Terms are identified by the numerals 1, 2 or 3 in the sequence they occur in a particular session. Each term usually allows for about 39 hours of instruction per class.

The Regular Session usually consists of Term One and Term Two. For graduate students, the year is divided into Graduate Term One, Graduate Term Two and Graduate Term Three.

**SPRING AND SUMMER SESSION:** The two summer period sessions previously called Intersession and Summer Session have merged into a single session called Spring and Summer Session, which begins in mid-May and ends in mid-August. Instructional periods and times differ from those in the Regular Session.

**QUARTER:** A division of the University academic year composed of half a term.

**DAY PERIOD:** A daily period currently between 0830 and 1730 hours.

**EVENING PERIOD:** A daily period currently between 1730 and 2200. Spaces are allocated to students in Unclassified Studies in evening courses only, though day-period classes can be opened to Unclassified Studies students if permitted by Colleges.

**INSTRUCTION CYCLE and INSTRUCTION PERIODS:**

For regular session day period lecture classes:

One hour (50 minutes) instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or one and one half hour (75 minutes) instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday

For regular session evening period lecture classes:

Three hour (150 minutes) instructional periods, on the instructional cycle of one evening per week

For Spring and Summer Session lecture classes:

Two hour (110 minutes) instructional periods on the instructional cycle of five days per week, but this can vary depending on the course requirements.



## 8. How the Academic Programs Committee reviews proposals

The following worksheet and summary of criteria is used by APC members in review of program proposals

---

### COMMITTEE WORKSHEET for Evaluation of Program Proposals

Program: \_\_\_\_\_

Discussion Leaders: \_\_\_\_\_

---

Program Proposal Document -- please note any missing components:

1.  Proposal Identification

2.  Type of change

3. Rationale

- Program objectives  Need for the program  Demand  Uniqueness  Expertise of the sponsoring unit  
 Relationship to college plans and to SPR or other review recommendations

4. Description of Program Characteristics

- Draft Calendar entry  Consultation Form with Registrar

5. Resources

- Impact on resources used by existing programs  Whether the program be handled within the existing resources of the department or college  How any required new resources will be found

- Memo from Dean about resources

Consultation Forms if required for  Library  Information Technology  Physical Requirements

6. Relationships and Impact of Implementation

Impact  on department activities  on students  on other departments or colleges;

Consultation process;  Consultation memos

7. Budget

- Whether budget allocations within the department or the college will change  
 Consultation with College Financial Analyst  Budget Form if required
-

---

**Program Justification**

- Is the rationale and objectives for the program or the change in program clearly stated?
- Is the program unique in content and/or approach?
- Is the program relevant to the mission and objectives of the University?
- Is there evidence of demand for the program?
- Is the program appropriate to a university?

---

**Nature of the Program**

- Is the curriculum designed to meet the objectives of the program?
- Do the instructional methods and philosophies match the program objectives?
- Does the program encourage the development of broadly informed, reflective and literate minds capable of independent and critical thinking?
- Does the program include opportunities for synthesis, application, and integration of knowledge within and between disciplines?
- Is the program current, both in content and modes of instructional delivery, and responsive to changes in the discipline?
- Does the curriculum reflect the goals of education equity?
- Does the curriculum provide sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives)?
- Does the program meet or exceed accreditation and/or national standards (if they exist)?
- Is the proposed program comprehensive and cohesive?

---

**Relationships**

- How does the program relate to existing programs? Is there duplication? If so, is there justification for proceeding?
- Has there been consultation with other Colleges/departments/units or interested parties and is there evidence of their support? If there is a lack of support, is there justification to proceed?
- Has the transition between the new and previous programs been articulated and its impact on students been considered?
- Is the program within the domain of expertise and administrative purview of the sponsoring unit?
- What response to the proposal, if any, has been provided by professional associations or the community?

---

**Resources**

- Are there sufficient numbers of appropriately qualified faculty and staff to support the program?
- Are the necessary resources and structures available to support the program (e.g. space, laboratories, library, computing, equipment and administrative structure)?
- Is another program being deleted by the sponsoring unit as part of the proposal? Are there other internal trade-offs?
- Budgetary areas: full costing of resource requirements (capital and start-up costs; permanent operating costs); sources of funding; enrolment (tuition revenue) - enrolment increases and decreases in courses in the sponsoring college/department, and in courses in the other colleges/departments

---

**Overall**

- Given the information supplied, the responsibility to balance academic and fiscal considerations, and the University's overall objectives, plans, and priorities, should this proposal be recommended to Council for approval?
- What are the College's plans for its future direction or development (in this area)? How does this proposal fit into college and university plans?
- How will this proposal foster excellence in teaching, research, scholarly and artistic work, public service and extension?
- How does the College propose to evaluate the effects of implementing this proposal?
- What is the likely impact of the proposed program on the sponsoring College /Department?
- What is the likely economic impact, if any, of this proposed program on the Province?
- What is the track record of the sponsoring college(s) in managing their academic and fiscal affairs (as evidenced by recent systematic program reviews and graduate program reviews)?
- Should the Committee request a post-approval program review?

---

**Any Other Issues?**

---

## Criteria for Evaluation of Program Proposals at the University of Saskatchewan

Based on procedural and policy documents as reported to or approved by Council  
from 1996 to 2007

### 1. Overall Framework for Program Evaluation

Of primary importance to the University of Saskatchewan is that academic programs:

- be of *high quality*
- be in *demand* by students and the public
- *use resources efficiently*

In addition to the three primary characteristics related to quality, demand and resources, for some programs it is also important to consider:

- the *unique* features of a program, and
- the *relevance* of the program to Saskatchewan

We must also keep in mind other of the *University of Saskatchewan Objectives* including our commitment to fair and equitable *access* to our programs, to *equity*, to *environmental responsibility*, and to an *international perspective* in our endeavours.

The University is committed to developing programs which exhibit the three primary characteristics above, recognizing that our present program strengths lie with the programs which exhibit those characteristics. Programs should be assessed so as to direct change both in terms of programming and resource allocation; i.e., to determine how/why they do not meet criteria and whether changes to remedy the situation are feasible.

The unique features of a program and its relevance to the province should be viewed as characteristics of secondary importance, having first established the quality of, demand for, and costs associated with a program. Certain core disciplines/programs represented within any university are not expected to be unique. However, it is still possible that instructional methods or particular sub-specializations might be described as unique within the province or region. On the other hand, being 'unique' assumes greater importance where the cost of delivering a program is high or demand for the program is low. The importance or relevance of a program to the province may relate to building on economic or other strengths which already exist. On the other hand, a program may serve as a nucleus contributing expertise and services which would otherwise be unavailable to the community.

The Table which follows identifies essential components for each of the primary characteristics and general criteria associated with them. The components are not necessarily independent and therefore similar criteria may appear for different components; e.g., both curriculum and learning environment have a criterion related to education equity. The relative importance of criteria for different types of programs can vary.

## A Framework for Evaluation of Academic Programs

Characteristics	Components	Criteria
High quality	Curriculum	<ul style="list-style-type: none"> <li>• curriculum is designed to meet the objectives for the program (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge, synthesis of information).</li> <li>• program provides students with the elements of a liberal education by encouraging the development of broadly informed, reflective and literate minds capable of independent and critical thinking.</li> <li>• program includes opportunities for synthesis, application and integration of knowledge within and between disciplines.</li> <li>• program is current, both in content and modes of instructional delivery, and reflects a responsiveness to changes in the discipline.</li> <li>• curriculum reflects the goals of education equity.</li> <li>• curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives).</li> <li>• program meets or exceeds accreditation and/or national standards (if they exist).</li> </ul>
	Faculty	<ul style="list-style-type: none"> <li>• faculty responsible for/involved in program are well-qualified; i.e., have the appropriate academic and/or professional qualifications to support and develop the program. In the case of graduate programs, this includes active involvement in scholarly work.</li> <li>• faculty maintain and update the skills and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations.</li> <li>• faculty are nationally/internationally recognized for their scholarly and/or professional work; e.g., have obtained awards and/or local/national/international invitations to present their work to colleagues in their discipline.</li> <li>• scholarly work of faculty has made a significant contribution to the discipline. faculty are committed to developing their teaching skills.</li> <li>• faculty are successful in obtaining external research support.</li> </ul>
	Learning Environment	<ul style="list-style-type: none"> <li>• students are involved in evaluating instruction and perceive instruction is effective.</li> <li>• program incorporates a variety of modes of instruction, accommodates different learning styles and, where possible, allows flexibility in scheduling.</li> <li>• teaching within the program demonstrates responsiveness to new developments in the field, including incorporating practical experiences, where appropriate.</li> <li>• program integrates teaching and scholarship.</li> <li>• approaches to instruction and students reflect a commitment to the goals of education equity.</li> <li>• instructional methods and philosophies are consistent with</li> </ul>

		<p>program objectives.</p> <ul style="list-style-type: none"> <li>• scholarly work of faculty enhances the learning environment.</li> </ul>
	Infrastructure	<ul style="list-style-type: none"> <li>• adequate numbers of appropriately trained staff are available to support the program.</li> <li>• necessary facilities and equipment are provided.</li> <li>• appropriate library resources are available.</li> <li>• the organization and administration of the program and the academic unit(s) delivering the program are effective and supportive of the program.</li> </ul>
	Outcome	<ul style="list-style-type: none"> <li>• program achieves its educational objectives.</li> <li>• students are satisfied that the program has helped them achieve their personal and/or professional goals.</li> <li>• students completing graduate programs are 'successful' in that they find employment or pursue endeavours which utilize the advanced training in their field of study.</li> <li>• the academic load does not impose undue barriers to completion such that students can complete the program in the regular allotted time.</li> <li>• qualifications/education of students graduating from specific 'professional' programs are acceptable to licensing bodies and/or employers.</li> <li>• students are successful in national/international examinations or competitions.</li> <li>• employers or subsequent graduate supervisors are satisfied with the performance and academic preparation of students.</li> </ul>
In demand	Student demand, Market demand and/or societal need	<ul style="list-style-type: none"> <li>• interest by students of the Province is sufficient to establish or to maintain a program and to allocate resources to it.</li> <li>• market demand (provincial, national) for graduates justifies the size of the program which is offered by the University.</li> <li>• the program attracts outstanding students from within and outside the Province, while still providing general access to other applicants.</li> <li>• high demand for junior 'service' courses is sufficient to maintain some programs within an academic area.</li> </ul>
Uses resources efficiently		<ul style="list-style-type: none"> <li>• program is delivered in a cost-effective manner, relative to other similar programs.</li> <li>• where student demand for a program is low, high demand for 'service' courses justifies maintenance of the area of study and the incremental cost of offering the program is low.</li> <li>• major areas of research, scholarly or artistic work are associated with opportunities for graduate education.</li> </ul>
Unique  Relevant to the province		<ul style="list-style-type: none"> <li>• program is unique in content (e.g. specialization) and/or approach - nationally, regionally (Western Canada), provincially [in descending order of priority].</li> <li>• program builds on and contributes to the cultural and economic strengths of Saskatchewan.</li> <li>• faculty and other personnel associated with the program provide services and expertise otherwise unavailable.</li> </ul>

## **2. Agreement with the College of Graduate Studies and Research regarding procedures for review of graduate program proposals**

With the goal of reducing duplication of effort, the Academic Programs Committee and the Dean of the College of Graduate Studies and Research have agreed to follow this procedure:

- **College of Graduate Studies and Research (CGSR)** will conduct a comprehensive and thorough review of the nature of the program, particularly the curriculum, the program requirements, the program rationale, the faculty credentials associated with the program delivery and a judgment of the faculty's ability to deliver the program, the program content, the relationships with other units who may be involved in program delivery, the budgetary requirements for program delivery, and the general "fit" of the proposed program with other similar programs (in a provincial and national context) and with the requirements of the College. The process followed by the review, the nature of the discussions at college committees, interactions of the CGSR with the college or department making the proposal, committee and college observations and conclusions, and the general assessment should be documented in a comprehensive report which will be forwarded to the APC for its review. That report should include the following:

- a recommendation from the CGSR;
- a description of the process followed by the college in arriving at the recommendation;
- a description of the issues noted in the paragraph above;
- a description of the relationship of the proposal to recommendations arising from Systematic Program Review (if applicable); (where applicable, the acceptability of the response<sup>1</sup>, particularly the action response for 'C-rated' programs, from the CGSR will be provided, including the feasibility of continued admissions);
- a description of any concerns/issues arising at the CGSR committees reviewing the program and the responses provided (if any);
- a statement by the Dean on the relationship of the proposed program to other programs offered by the sponsoring unit, the track record of the sponsoring unit, a descriptive account of where and how the program fits, supports and/or enhances the initiatives identified in the CGSR and sponsoring college plan, and a statement on the relative priority attached to the proposal within the overall structure of graduate programs offered by the University of Saskatchewan.

**Academic Programs Committee** will review the program proposal to determine its general "fit" with the University's *Strategic Directions, Foundational Documents, Integrated Plan*, Systematic Program Review recommendations, any other Council-approved policies that might arise from time to time, and on its relationship and fit with the College of Graduate Studies and Research plan as well as the sponsoring unit's plan. In particular, the APC will focus its discussions on the program rationale and its relationship to the University's and college's stated priorities. In other words, the APC will rely heavily on the CGSR to conduct a thorough review of the program from the viewpoint of objective assessment, not advocacy. The APC will act primarily as a "review and assessment" body; APC will, however, reserve the right to review a proposal thoroughly should continued questions arise from the initial CGSR review

*This Summary is based on the following reference documents:*

*Framework – April, 1996; APC review guide -- March, 1997; Graduate program review guide – June, 2004; Planning review guide – January, 1999; Dissolution of Budget Committee, creation of Planning & Priorities Committee, changes to Academic Programs Committee terms of reference - May, 2007*