AGENDA

Introductions

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   5.3 University Secretary
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11. Adjournment
UNIVERSITY OF REGINA
Board of Governors

Item for Information

Subject: Provincially Funded Graduate Scholarships and Fellowships

Background and Description:

It was noted in the minutes from the June 6th Senate meeting that management would bring forward information that includes comparative data from graduate scholarship programs offered in other provinces. The information is included below.

The provincially funded programs for graduate scholarships, fellowships or internships included in this scan are limited to larger, widely accessible programs. The most widely accessible graduate funding programs are those offered in Alberta (the Alberta Learning Graduate Scholarship) Manitoba (the Manitoba Graduate Scholarship), Ontario (the Ontario Graduate Scholarship) and those in Quebec (administered by the Fonds de recherche du Québec). Other scholarship and internship programs are included to illustrate the variety of programs available in other jurisdictions as well as those of Alberta, Manitoba, Ontario and Quebec.

Open Scholarship: The programs under this category are universally accessible to graduate students across all disciplines. These programs are limited to the provinces of Alberta, Manitoba, Ontario and Quebec. The Governments of British Columbia, Saskatchewan, New Brunswick, Nova Scotia and Newfoundland and Labrador do not offer open graduate scholarship programs.

Targeted Scholarship: The programs in this category are more targeted. They are less universal in scope by being focused on sectoral interests, specific disciplines, international students or specific degree programs (Ph.D. and Post-Doctoral students).

Other: A number of provincial governments provide funding for graduate internships through the Network Centre of Excellence Mathematics of Information Technology and Complex Systems (MITACS) Accelerate Program.

<table>
<thead>
<tr>
<th>Province</th>
<th>Open Scholarship</th>
<th>Targeted Scholarship</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>None offered</td>
<td>None offered</td>
<td>2012 MITACS agreement $5M over four years.</td>
</tr>
<tr>
<td>Alberta</td>
<td>Alberta Learning Graduate Scholarship (12 months, $3,000). Award up to 1,000 annually.</td>
<td>Alberta Innovates Graduate Student Scholarships (Information and Communication Technology (ICT), Nanotechnology, and Omics) Value: $26,500 Master’s, up to two years, $31,500 PhD, up to four years.</td>
<td>2012 MITACS agreement of $375K.</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>None offered</td>
<td>None offered</td>
<td>2011 MITACS agreement $270K (2012)</td>
</tr>
<tr>
<td>Province</td>
<td>Scholarship Details</td>
<td>Awards Offered</td>
<td>Agreement Details</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Manitoba Graduate Scholarship (Masters: 12 months, $15,000; PhD 12 $7,500 in addition to U of M Graduate Scholarship Award). 2012-13 $2.25M to be awarded.</td>
<td>None offered</td>
<td>2012 MITACS agreement of $150K</td>
</tr>
<tr>
<td>Ontario</td>
<td>Ontario Graduate Scholarship (Manitoba Graduate Scholarship (Masters and PhD.: 12 months, $15,000) 3,000 awarded annually.</td>
<td>None offered</td>
<td>Ontario Trillium Scholarships (OTS). Awarded to international students for PhD studies at an Ontario institution. $40,000 each year for up to four years. 2008 MITACS agreement of $17M over four years.</td>
</tr>
<tr>
<td>Quebec</td>
<td>Fonds de recherche du Quebec (Masters, $15,000; PhD. And PDF $20,000). Province awards $45M annually in research training scholarships and internships.</td>
<td>None offered</td>
<td>Quebec Merit Scholarship Program for Foreign Nationals. Awarded to international students for PhD studies at a Quebec institution. Doctoral Research Scholarship: valued at $25,000 per year (up to three years). Post-doctoral scholarship at $35,000 per year for one year 2012 MITACS agreement to fund 600 internships.</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>None offered</td>
<td>None offered</td>
<td>2009 MITACS agreement of $560,000 over four years.</td>
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<tr>
<td>Nova Scotia</td>
<td>None offered</td>
<td>None offered</td>
<td>2012 MITACS agreement of $100,000.</td>
</tr>
<tr>
<td>PEI</td>
<td>None offered</td>
<td>None offered</td>
<td>None offered</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>None offered</td>
<td>None offered</td>
<td>2011 MITACS agreement of $500,000 over 2 years.</td>
</tr>
</tbody>
</table>

September 28, 2012
UNIVERSITY OF REGINA
Senate

Item for Information

Subject: Fall 2012 In-progress Report of Registrations and Graduation

Background and Description:

The following is a summary status report of the in-progress fall 2012 term as compared to fall 2011. Also included is data comparing spring 2012 Graduates by Faculty or Centre to the Graduates of spring 2010 and 2011.

N. B. *It is not correct to interpret these numbers as “final” for fall 2012. This report is for purposes of information and trend identification of in-progress data to the Senate membership. The following are summaries. Interested senators can view the much more detailed reports posted on the web site through the menu at [http://www.uregina.ca/orp/regstats_public.shtml](http://www.uregina.ca/orp/regstats_public.shtml).*

1. Undergraduate Registrations: Fall 2012
   - Snapshot dates for comparisons are September 25, 2012 versus September 26, 2011
   - Current undergraduate registration in the University, including its federated colleges, is 11,543 students. This is 1.8% more than the number registered in early fall 2011
   - Undergraduate registrations for the University of Regina proper are up 2.8% to a headcount of 9741, or 263 students over the same date last year.
   - Notable among faculties, we have 15.5% more students in Science this year, as well as Nursing having brought in their second year cohort
   - The Full Load Equivalents (FLE) generated by our students has increased 3.1% for the University of Regina proper over fall 2011. The University system is showing an increase of 1.9% year over year in FLEs.
   - According to data generated on September 18, within the University of Regina proper students are taking an average of 11.3 credits or 3.77 courses in fall 2012, an increase over fall 2011. Within the University of Regina system average credits are 11.0 or 3.67 courses

2. Graduate Registrations: Fall 2012
   - Snapshot dates for comparisons are September 25, 2012 versus September 26, 2011
   - Current Graduate registration at the University of Regina is 1593 students. This is 20 students or 1.3% greater than registered in early fall 2011
   - Ph.D. enrolments are 243 students, up slightly from last year
   - International Students on a study permit are up from 365 to 434, a healthy increase of 18.9%

3. Five-Year Enrolment Details
   The following counts were made on or about the fifth weekday of classes in each term. These counts are made early in the term to accommodate the meetings of Senate. However, this early date makes the counts volatile. Counts made at the end of terms are published on the University’s web site by the Office of Resource Planning at [http://www.uregina.ca/orp/](http://www.uregina.ca/orp/). Undergraduate Full Load Equivalents are grouped by the students’ faculties of primary registration. They are
proportional to revenue and tell us about demand on the likes of library resources, instructors and classrooms. It should be noted that students often take courses in faculties other than the ones in which they are registered. Headcounts are also grouped by faculty and tell us about demand for things such as advising, recreation, parking and food services.

Please make special note that for comparison purposes the University of Regina system headcount of students is 13204.

### Fall (Term # 30)

<table>
<thead>
<tr>
<th>UG ½ FULL LOAD EQUIVALENTS</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tr>
<td><strong>University of Regina proper</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1307.8</td>
<td>1383.4</td>
<td>1404.3</td>
<td>1427</td>
<td>1377.7</td>
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<tr>
<td>Business</td>
<td>1128.7</td>
<td>1127.5</td>
<td>1129.8</td>
<td>1177.3</td>
<td>1115.4</td>
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<tr>
<td>Continuing Education</td>
<td>73.8</td>
<td>75.3</td>
<td>95</td>
<td>117.9</td>
<td>112.9</td>
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<tr>
<td>Education</td>
<td>1057.3</td>
<td>1115.1</td>
<td>1215.3</td>
<td>1272.6</td>
<td>1149.2</td>
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<tr>
<td>Engineering</td>
<td>569.1</td>
<td>601</td>
<td>634.5</td>
<td>697.6</td>
<td>707.3</td>
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<tr>
<td>Fine Arts</td>
<td>263.6</td>
<td>286.2</td>
<td>287</td>
<td>270.3</td>
<td>252.8</td>
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<tr>
<td>Kinesiology and Health</td>
<td>305.9</td>
<td>292.3</td>
<td>356.8</td>
<td>446.6</td>
<td>481.6</td>
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<tr>
<td>Nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>328.6</td>
<td>622</td>
</tr>
<tr>
<td>Science</td>
<td>524.3</td>
<td>540.1</td>
<td>570.1</td>
<td>629.7</td>
<td>718.1</td>
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<tr>
<td>Social Work</td>
<td>475.2</td>
<td>500.8</td>
<td>566.6</td>
<td>639.4</td>
<td>638.2</td>
</tr>
<tr>
<td>Special and Other</td>
<td>47.1</td>
<td>48.2</td>
<td>21.4</td>
<td>28</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td>5752.9</td>
<td>5969.9</td>
<td>6280.7</td>
<td>7035</td>
<td>7199.5</td>
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<tr>
<td><strong>Federated Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campion</td>
<td>696.3</td>
<td>657.6</td>
<td>626.7</td>
<td>577.8</td>
<td>536.6</td>
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<tr>
<td>First Nations</td>
<td>547.6</td>
<td>558</td>
<td>450</td>
<td>448.2</td>
<td>468.6</td>
</tr>
<tr>
<td>Luther</td>
<td>500.4</td>
<td>477.8</td>
<td>447.6</td>
<td>419.3</td>
<td>370</td>
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<td><strong>University System Totals</strong></td>
<td>7497.1</td>
<td>7636.4</td>
<td>7804.9</td>
<td>8480.3</td>
<td>8574.6</td>
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</table>

### HEADCOUNT (for credit)

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Regina proper</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1898</td>
<td>2048</td>
<td>2064</td>
<td>2042</td>
</tr>
<tr>
<td>Business</td>
<td>1503</td>
<td>1528</td>
<td>1525</td>
<td>1595</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>374</td>
<td>366</td>
<td>459</td>
<td>423</td>
</tr>
<tr>
<td>Education</td>
<td>1132</td>
<td>1239</td>
<td>1352</td>
<td>1457</td>
</tr>
<tr>
<td>Engineering</td>
<td>695</td>
<td>741</td>
<td>800</td>
<td>845</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>327</td>
<td>358</td>
<td>363</td>
<td>349</td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td>395</td>
<td>382</td>
<td>464</td>
<td>560</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>354</td>
</tr>
<tr>
<td>Science</td>
<td>641</td>
<td>684</td>
<td>729</td>
<td>802</td>
</tr>
<tr>
<td>Social Work</td>
<td>682</td>
<td>762</td>
<td>843</td>
<td>985</td>
</tr>
<tr>
<td>Special and Other</td>
<td>159</td>
<td>160</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td>7806</td>
<td>8268</td>
<td>8662</td>
<td>9474</td>
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<tr>
<td>Graduate Studies</td>
<td>1449</td>
<td>1468</td>
<td>1516</td>
<td>1574</td>
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<tr>
<td><strong>Total U of R proper</strong></td>
<td>9255</td>
<td>9736</td>
<td>10178</td>
<td>11048</td>
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</tbody>
</table>
4. Population Segments

These counts include only students taking courses for credit. They do not include students taking non-credit courses such as those in the ESL program. The numbers of aboriginal students reflect only those who self-declare their ancestry. This systematically under-represents the actual number of aboriginal students. The figures in the table are always one year old because the reports that supply them are constructed in the middle of each term when enrolments stabilize, but after Senate meets.

Nevertheless, early indications for fall 2012 are that enrolment of aboriginal students has increased by 16%. And the enrolment of international students has increased by 9%.

<table>
<thead>
<tr>
<th>Federated Colleges</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campion</td>
<td>891</td>
<td>861</td>
</tr>
<tr>
<td>First Nations</td>
<td>763</td>
<td>777</td>
</tr>
<tr>
<td>Luther</td>
<td>645</td>
<td>619</td>
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<tr>
<td><strong>University System Totals</strong></td>
<td><strong>11554</strong></td>
<td><strong>11993</strong></td>
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<table>
<thead>
<tr>
<th>University of Regina proper</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>144</td>
<td>168</td>
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<td>Business</td>
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<td>Continuing Education</td>
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<td>15</td>
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<tr>
<td>Education</td>
<td>180</td>
<td>200</td>
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<tr>
<td>Engineering</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Kinesiology and Health</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Nursing</td>
<td>n/a</td>
<td>32</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
<td>14</td>
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<tr>
<td>Social Work</td>
<td>110</td>
<td>123</td>
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<tr>
<td>Special and Other</td>
<td>2</td>
<td>40</td>
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<tr>
<td><strong>Total Undergraduate</strong></td>
<td><strong>553</strong></td>
<td><strong>689</strong></td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>52</td>
<td>46</td>
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<tr>
<td><strong>Total U of R proper</strong></td>
<td><strong>605</strong></td>
<td><strong>735</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Federated Colleges</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tr>
<td>Campion</td>
<td>20</td>
<td>17</td>
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<tr>
<td>First Nations</td>
<td>381</td>
<td>389</td>
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<tr>
<td>Luther</td>
<td>13</td>
<td>11</td>
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<tr>
<td><strong>University System Totals</strong></td>
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<td><strong>1152</strong></td>
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</table>

<table>
<thead>
<tr>
<th>International</th>
<th>2010</th>
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<tr>
<td>Constituent University</td>
<td>2010</td>
<td>2011</td>
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<td>Arts</td>
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<tr>
<td>Business</td>
<td>264</td>
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</tr>
<tr>
<td>Continuing Education</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>
### Graduation and Convocation: Cycle ending Spring 2012

- During the cycle ending spring 2012, the University graduated 1783 students. This is up 69 students over last spring.
- Credentials awarded: 206 Graduate (Master’s Certificates, Masters degrees, and PhDs)  
1577 Undergraduate (Bachelors degrees, certificates, and diplomas)

The following table gives a summary of spring graduates:

<table>
<thead>
<tr>
<th>Graduates by Faculty or Centre</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>398</td>
<td>358</td>
<td>383</td>
</tr>
<tr>
<td>Business Administration</td>
<td>269</td>
<td>264</td>
<td>257</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>93</td>
<td>141</td>
<td>105</td>
</tr>
<tr>
<td>Education</td>
<td>284</td>
<td>247</td>
<td>286</td>
</tr>
<tr>
<td>Engineering</td>
<td>93</td>
<td>106</td>
<td>118</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>62</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>Kinesiology and Health Studies</td>
<td>45</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>Science</td>
<td>116</td>
<td>106</td>
<td>129</td>
</tr>
<tr>
<td>Social Work</td>
<td>147</td>
<td>159</td>
<td>194</td>
</tr>
<tr>
<td>Total from undergraduate studies</td>
<td>1507</td>
<td>1481</td>
<td>1577</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>205</td>
<td>233</td>
<td>206</td>
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<tr>
<td><strong>University Total</strong></td>
<td><strong>1712</strong></td>
<td><strong>1714</strong></td>
<td><strong>1783</strong></td>
</tr>
</tbody>
</table>
Subject: 2013 Senate Election

Background and Description:

The 2013 Senate election date is set for **Monday, May 27th, 2013**. Nominations will be called in late fall 2013 through the Degrees magazine. In order to allow for enough time to mail out ballots (if required), nominations will be received by the University Secretariat until **Monday, April 15th, 2013**.

Nominations will be called for the following:

- **Chancellor**
  Incumbent is not eligible for re-election
  *(Note: The Chancellor will be elected by members of Senate at the June 5th, 2013 Senate meeting.)*

- **District 2 (Weyburn – Indian Head)**
  Incumbent is not eligible for re-election

- **District 5 (Maple Creek – Rosetown – Lloydminster)**
  Appointed Incumbent is **eligible for election**

- **District 7 (Melfort – Wynyard - Davidson)**
  Incumbent is not eligible for re-election

- **District 8 (Dundurn - Delisle)**
  Incumbent is **eligible for re-election**

- **District 9 (North Battleford – Prince Albert)**
  Incumbent is **eligible for re-election**

For more information, or to access nomination forms, visit our website at [www.uregina.ca/presoff/senate/elections.htm](http://www.uregina.ca/presoff/senate/elections.htm) or call the University Secretariat at 306-585-4436. Please consider nominating alumni that you may know in these districts.

Information on the election of Senate members can be found in Section III of the Senate Bylaws [http://www.uregina.ca/presoff/senate/By-laws/SenateBy-laws.htm](http://www.uregina.ca/presoff/senate/By-laws/SenateBy-laws.htm).

September 24, 2012
1. ITEM FOR APPROVAL

1.1 Options for Changing Spring and Fall Convocations to Accommodate Increased Numbers of Graduates from the Faculty of Nursing and through Enrolment Increases

1. SPRING 2014 CONVOCATION

MOTION 1: Changes to Spring 2014 Convocation

That, effective with the Spring 2014 convocation, the University of Regina maintain the current three consecutive afternoon structure and alter the content of the ceremonies as noted in the implications below.

2. FALL 2014 CONVOCATION

MOTION 2: Changes to Fall 2014 Convocation

That, effective with the Fall 2014 convocation, the University of Regina move to a Friday afternoon ceremony, possibly the third Friday in October, with the current single ceremony structure and alter the content of the ceremony as noted in the implications below.

BACKGROUND: Spring 2014 will recognize the first graduates from the Faculty of Nursing and experience the swell in numbers of graduates following enrolment increases starting in 2010. In order to accommodate these numbers, changes must be incorporated into the ceremonies. A special meeting of the Ceremonies Committee was held to consider various proposals. Principles considered in development of the proposed motions pertained to a graduate-centered event as well as efficiency and cost effectiveness.

IMPLICATIONS TO ENABLE THE RECOMMENDED OPTIONS:

1. Reassignment of faculties on each day would be required to better balance the numbers of graduates. This would be discussed with deans.

2. Awards: Other stakeholders would have to be consulted. For example, the Board of Governors Distinguished Service Award would be discussed with the Board of Governors, and the Alumni Awards for Excellence in Teaching, Research and Public Service would be discussed with the Alumni Association.

3. Policy changes with regard to hooding, the Dean’s role and hooding by family members will be forthcoming.

4. Other policy changes that would be affected by these changes would be reviewed and submitted to the committee for consideration and approval.

RATIONALE: The recommendations are considered to be the most practical and least disruptive of the possible options.
Other options, as follows, were considered and ruled out, either due to higher cost, staff availability, ceremony length, efficiency of time, and considerations for the primary actors.

**Spring Convocation Options Considered:**

1. Maintain current three consecutive afternoon structure for convocation and alter the content of the ceremonies effective and add one morning ceremony on Day 2 or Day 3. Ceremonies would start at 9:30 a.m. and 2:00 p.m.
   - i. No additional charge for the facility rental;
   - ii. A change to the reception would need to be considered. If reception is to be held after the morning ceremony, there could be a smaller array of food, so crowds don’t linger, there could be no reception OR all receptions could be moved to the university.
   - iii. Eliminating the reception would remove role of U of R Women
   - iv. May need to reconsider when the convocation dinner would occur – too long a day to do two ceremonies and then a dinner
   - v. Some faculty and administrators would be away from work for an entire day – rather than just a half day
   - vi. Could impact federated college ceremonies

2. Add a fourth ceremony on another consecutive afternoon;
   - i. More days but ceremonies would not be as long
   - ii. Added expense with extra day of facility rental.
   - iii. Faculty and administrators commit to four days to attend convocation
   - iv. Senate would have to change
   - v. The Dean of FGSR would have to attend all four days.
   - vi. Will disrupt federated college ceremonies
   - vii. With dates for spring 2014 already tentatively set for June 4, 5 and 6, adding another ceremony on Tuesday, June 3rd violates current regulation regarding required # of days between last day of examinations and E of C and first day of ceremony. Dates may need to change to the following week or the regulation would need to be waived for this one occasion.
   - viii. Senate would have to be held Monday or Tuesday morning
   - ix. Additional honorary degree recipient - $3650 to $5000 added expense
   - x. Extra time in ceremonies for Chancellor and Vice-Chancellor
      - a. COST: Facility - $2500; Other: video, musicians, food, invitations, programs - $11,000

3. Move to two days with two ceremonies on each day – starting at 9:30 a.m. and 2:00 p.m. OR 10:00 a.m. and 2:30 p.m.
   - i. Cost saving if reception downsized or moved to campus, or eliminated
   - ii. Facility rental cost reduced
   - iii. A change to the reception would need to be considered. A smaller array of food, so crowds don’t linger OR eliminate the reception completely OR move it to campus. There could be an additional cost if reception were moved to the campus.
iv. Extra time would be required between ceremonies to allow time for crowds to disburse from morning ceremony before afternoon ceremony group arrives

v. COST:
   a. Additional cost for setup, which would have to occur on the day prior to start of ceremonies.
   b. Another hon doc - $3650 to $5,000
   c. Other: video, musicians, food, invitations, programs - $11,000
   d. Savings of ~$20,000 (currently $5,000 for each reception) if all reception(s) is/are eliminated
   e. Some saving if variety of food for reception is reduced
   f. Cost/saving uncertain if reception is moved to the campus

Fall Convocation Options Considered:

1. Continue to hold convocation on the third Saturday in October and incorporate Nursing graduates into current afternoon ceremony and incorporate the changes to reduce the ceremony time as noted in the RECOMMENDED option in Spring 2014.
   i. No need to add another ceremony so no added cost for facility rental
   ii. Perhaps increased family/graduate attendance because it is on Saturday – no evidence to support this
      a. Doesn’t disrupt Senate scheduled for Friday afternoon
   iii. Slightly longer ceremony but likely would not exceed two hours
      a. Two out of the last three years have interfered with Rider games
   iv. COST: Additional cost per student - otherwise no additional cost

2. Continue to hold convocation on the third Saturday in October and add a morning ceremony to start at 9:30 a.m. (p.m. ceremony would start at 2:00) OR start at 10:00 a.m. (p.m. ceremony would start at 2:30 p.m.)
   i. Two shorter ceremonies
   ii. Additional cost of setup, which would have to occur on the previous day.
   iii. Additional cost for another honorary degree recipient, if policy of having one honorary degree/ceremony continues
   iv. Two short receptions or only one following afternoon ceremony
      a. COST: Two ceremonies: Another hon doc - $3650 to $5000; Other: video, musicians, food, invitations, programs - $11,000

1.2 Honorary Degree Candidate for Addition to the Approved Roster

MOTION 3: Addition of an Honorary Degree Candidate to the Approved Roster

That the honorary degree candidate whose name appears on the report to be distributed at the meeting be approved for addition to the approved roster.

Due to the confidential nature of this information, the candidate’s name and biography is detailed in that report.
2. ITEMS FOR INFORMATION

2.1 Hood for the Bachelor of Science in Nursing

The hood for the Bachelor of Science in Nursing has been approved as apricot with a navy border and a white braided cord.

Rationale: The Faculty of Nursing has approved the recommended color and design. The colours of the hood are symbolic as follows:
- apricot is the standard colour for Nursing in North America
- the pearl-white braided cord is a “nod” to the history of the white uniform, as well as the nurse’s cap.
- the navy blue border is a recognition of Florence Nightingale and the birth of modern nursing, and the colour blue is associated with nursing in the UK.

2.2 Hood for the Bachelor of Dance

The hood for the Bachelor of Dance has been approved as violet velveteen outside and inside trim.

Rationale: This color is consistent with the Bachelor of Education hoods; however, the fabric would significantly distinguish it from the BEd. It was felt the fabric change would make it extremely unique and would be appropriate for a degree in the performing arts area.

Prepared by:  
Bev Liski, Registrar  
Registrar’s Office

On behalf of:  
Vianne Timmons,  
President and Chair

September 14, 2012
Subject: Senate Appeals Committee Report

Background and Description:

The Senate Appeals Committee met on 12 September 2012 to hear two appeals:

(1) A student appealed to the Council Discipline Committee and the Faculty that they receive a grade of XF and be suspended from the University for three semesters for handing in an assignment which was identical to those of two other classmates.

The Senate Appeals Committee determined that the decision of the Council Discipline Committee was not contrary to the evidence adduced at the hearing before it or manifestly unfair. Accordingly the student’s appeal to the Senate Appeals Committee was dismissed.

(2) A student appealed to the Council Committee on Student Appeals and the Faculty, that they be required to discontinue indefinitely at the University for failing to meet two conditions for readmission to the Faculty.

The Senate Appeals Committee allowed the student’s appeal because the decision of the Council Committee on Student Appeals was contrary to the evidence adduced at the hearing before it, or was manifestly unfair.

Prepared by:
Christall Beaudry
University Secretariat

On behalf of:
Dr. William F. Ready
Chair of the Senate Appeals Committee

20 September 2012
ITEMS FOR APPROVAL

1. FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.1 Revision to Saskatchewan High School Admissions Requirements

MOTION: That the Saskatchewan high school admission requirements for the Faculty of Engineering and Applied Science be revised as follows, effective 2013.

<table>
<thead>
<tr>
<th>ENGINEERING AND APPLIED SCIENCE (U of R)</th>
<th>Requirement</th>
<th>Percentage</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Language Arts A30 and B30</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math B30 and C30 or Foundations of Math 30 and Pre-Calculus 30</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry 30 and Physics 30</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

(end of Motion)

Rationale:
With the implementation of the new math curriculum in the high schools, it is necessary to ensure that conditions can be satisfied by all high schools including those in the rural areas.

2. FACULTY OF SCIENCE

2.1 Revisions to the Admission Requirements for the Faculty of Science

MOTION: That the following changes to the admissions requirements for the Faculty of Science be approved:

1. to raise the Faculty of Science minimum high School admissions average (for Saskatchewan, Out-of-Province and International high schools) from 65% to 70%.
2. to raise the Faculty of Science minimum post-secondary admissions average from 60% to 65% on all post-secondary courses attempted.
3. to define admission criteria for the Science Qualifying Process as included below.
4. to add §16.2.3 Science Qualifying Process.
5. to renumber §16.2.3 Petition Guidelines as §16.2.4 Petition Guidelines and adjust the subsections in §16.2.4 accordingly (§16.2.4.1 Following a first RTD and §16.2.4.2 Following an Indefinite RTD).

Calendar §2.4.1.1 Admission from a Saskatchewan High School - Science

Required Courses
- English Language Arts A30 and B30
- Math B30 and Math C30 OR Pre-Calculus 30
- One of Biology 30, Chemistry 30, Computer Science 30, or Physics 30

Note: For students planning to major in Mathematics, Statistics, Actuarial Science or other math intensive programs, the Department of Mathematics is recommending that students complete one of the following two sets of high school courses:
1. Pre-calc 20 and 30 + Foundations 20 and 30
2. Pre-Calc 20 and 30 + Foundations 20 + Calculus 30

- Students who are missing one or more course requirements as listed above may be admitted to the Science Qualifying Process. (as per point 3 above)
- Applicants admitted as Mature (see calendar §2.4.6) may be admitted to the Science Qualifying Process. (as per point 3 above)

Minimum Average
65% - 70% (as per point 1 above)

Minimum Average Qualifying
65% (as per point 3 above)

and Calendar §2.4.2 Admission from Canadian Universities and Colleges (Including Transfers from other University of Regina Faculties)

- Applicants must provide evidence of having successfully completed course work in math and sciences at either the postsecondary or secondary school level. Students who are missing one or more course requirements as listed above may be admitted to the Science Qualifying Process. (as per point 3 above)
- A minimum UGPA of 60% on all post-secondary courses attempted and a minimum grade of 60% in each of the courses used to meet the transfer requirements is required.
- Students possessing a minimum Post-Secondary admission average of 65% in at least 24.0 credit hours may be admitted to the Faculty of Science. (as per point 2 above)
- A minimum grade of 60% is for a course to be considered for Transfer Credit into a Science program.
- Students possessing a minimum Post-Secondary average of 60% in at least 24.0 credit hours may be admitted to the Science Qualifying Process. (as per point 3 above)
- Applicants who have failed more than 15 credit hours of university courses are not admissible except by permission of the faculty.
- Applicants who have failed a core requirement of the faculty (Cs 109 or 110, Math 110, English 100 or 110) after the maximum number of repeat attempts are not admissible except by permission of the faculty. (as per Motion 19 below)
- Applicants to the BSc. in Chemical Technology must also present the SIAST Diploma in Chemical Technology with a 60% GPA.
- Applicants to the Bachelor of Medical Imaging must also present the SIAST diploma in Medical Radiological Technology with a 60% GPA.

and, Calendar §2.4.3.1 Admission from a Non-Canadian High School - Science

Required courses
- One English literature course
- One math or science course
- One of Biology, Chemistry, Computer Science or Physics

- Students who are missing one or more course requirements as listed above may be admitted to the Science Qualifying Process. (as per point 3 above)

Minimum Average
70%

Minimum Average Qualifying
65% (as per point 3 above)

(end of Motion)

Rationale:
General:
Currently, §2.4.2 Admission requirements for students from Universities and Colleges reads:

"Applicants must provide evidence of having successfully completed course work in math or sciences at either the postsecondary or secondary school level. Students lacking specific courses may be admitted to a qualifying program." … A minimum UGPA of 60% on all post-secondary courses attempted and a minimum grade of 60% in each of the course used to meet the transfer requirements is required."

*This phrase was added to the Undergraduate Calendar in 2011-2012.

Current practice is to review students who do not meet the stated admission requirements individually and admit them with conditions. At present, we have 46 students with conditions on their registration, such as completing the missing course, seeing an advisor every semester until they possess an average of 65% or higher, or even participating in study skills workshops.

Currently there are no actual guidelines or policies surrounding the above stated "qualifying program", or any additional support for these students beyond those required by the conditions on their registration. At present, these students are tracked manually through the Student Services office and reviewed once per semester at the same time as Academic Action and treated much like students on academic probation.

This change is designed to clarify and articulate in detail the expectations and requirements of the Science Qualifying specification at the point of admission. The goal is to identify students who are at risk, while still allowing for the opportunity to successfully complete a degree within the Faculty of Science.

Given that:
   a. The Culture on the UR Campus is to give every student the opportunity to complete their degree and provide the tools that they need to succeed;
   b. The fact of the matter is that we have a high failure and drop-out rate;
   c. On average, student GPA's are reduced by 10 -15% between HS and University. This means that students with a 65% HS average, and 60% post-secondary average (our current minimum admission requirements) are facing 50-55% averages, not enough to graduate, or even maintain the minimum academic standards of the University. We need to recognize that students who just barely meet our minimum admission standards are AT RISK; and
   d. We want to maintain, and even raise academic standards;

Proposed Categorization for Science Admissions:

a. Students possessing a HS UGPA of <65% or PS UGPA of <60% are NOT ADMISSABLE.

b. Students possessing a HS GPA between 65% and 70%, or a PS UGPA between 60 and 65%, and/or are missing a course requirement (ie. Math A30, B30, or C30) will be admitted to SCIENCE QUALIFYING.

SCIENCE QUALIFYING students are:
   • not permitted to begin their program in the Spring/Summer semester without permission of the Associate Dean (Academic).
   • Limited to 12.0 credit hours per term.
   • Must complete the missing pre-requisite or approved replacement course.
   • Must attend the Program Planning and Registration Seminar (First-Year Group Advising) through the Faculty of Science or their Affiliate College prior to first year registration.
• Must see an advisor through the Faculty of Science or their Affiliate College prior to registration every semester.
• Not permitted to graduate while a qualifying student.

Once student has reached 24.0 credit hours, completed the necessary course requirements and obtained a UGPA of 65% or higher, they will be moved from Science Qualifying to Science.

c. Students who are over the age of 21, have been out of HS for a minimum of two years, and have attempted fewer than 24 credit hours of Post-secondary education, who can demonstrate an ability to succeed through work or life experience may be admitted as a MATURE ADMIT and placed in SCIENCE QUALIFYING.

MATURE ADMITS are:
• not permitted to begin their program in the Spring/Summer semester without permission of the Associate Dean (Academic).
• Limited to 12.0 credit hours per term.
• Must complete the missing pre-requisite or approved replacement course.
• Must attend the Program Planning and Registration Seminar (First-Year Group Advising) through the Faculty of Science or the College prior to first year registration.
• Must see an advisor through the Faculty of Science or their College prior to registration every semester.
• Not permitted to graduate while a qualifying student.

Once student has reached 24.0 credit hours, completed the necessary course requirements and obtained a UGPA of 65% or higher, they will be moved from Science Qualifying to Science.

d. Students possessing a HS GPA of 70% or higher, and have attempted less than 24.0 post-secondary credit hours, and possess all science course requirements, will be admitted to the Faculty of Science as a NEW ADMIT as SCIENCE.
• NEW ADMITS must attend the Program Planning and Registration Seminar prior to registration.

e. Students who have attempted greater than 24.0 credit hours Post-Secondary with a UGPA of 65% or higher will be admitted as a TRANSFER to SCIENCE.
• TRANSFER students are required to see an advisor prior to their first semester registration to review Transfer Credits and their new program requirements.

3. FACULTY OF GRADUATE STUDIES AND RESEARCH

3.1 Course-Based Option for M.A. in Social Studies Program

MOTION: That the course-based option for the MA in Social Studies Program, as outlined below, be approved.

Course-based option: MA in Social Studies: Rationale

Introduction and Prologue
For some time graduate students in the Department have requested that the Department consider amending its graduate programs (MA, Sociology; MA, Social Studies), adding course-based options. This culminated in a formal request from the Course Union which the Department referred to the Graduate Program Committee. Following the Committee’s report, the Department approved in principle that the MA (Social Studies) program be amended to add a course-based option. With only 8.5 of the Department’s 10.5 FTEs in faculty ranks eligible for full accreditation from the Faculty of Graduate Studies and Research (two FTEs are in the Instructor rank), the Department concluded that it does not have sufficient resources to add a course-based option in
Sociology. The Department has difficulty sustaining the existing thesis-based MA in Sociology, given the course and thesis supervisory obligations the program entails. Adding a course-based option in Sociology, with an obligation to mount sufficient stand-alone graduate courses to meet students’ reasonable expectations to complete the program in a timely manner, is not possible at this time, given the Department’s faculty resources. Adding a course-based option for the MA in Social Studies, however, is feasible with existing resources. The Department therefore added that commitment to its development plan.

The Department already offers the Sociology/Social Studies 800 seminar each semester, coordinated and organized by the Department’s Graduate Program Coordinator as part of his normal duties. The Department already offers its core theory and methods courses in Sociology each year [Sociology 802 (theory), fall; Sociology 804 (methods), winter] The Department has a longstanding commitment to offering at least one stand-alone graduate course each semester and is able to do so with existing resources. Hence, an existing annual foundation is in place consisting of the required seminar and four graduate courses. Many of the courses listed from other disciplines are offered every year or every other year and the Department will seek support from these programs to make a commitment to admit students in the new course-based option. This will tend to increase enrolments in existing graduate courses in other programs, increasing the sustainability of those programs and more effectively utilizing existing teaching resources. The only new course the Department contemplates for this program is Social Studies 801, which the Department can accommodate with existing faculty teaching resources.

Background and context
Back in the last century when the Department’s MA programs were established, the thesis requirement was virtually universal in all the established academic disciplines. Course-based graduate programs were generally characteristic only of professional/vocational programs, and were largely seen as opportunities for the acquisition of enhanced professional/vocational credentials. Such programs were typically seen as terminal. The thesis-based MA was considered, on the one hand, as the gateway to a PhD program, and was usually a requirement for successful entry into such a program. On the other hand, the thesis-based MA was also accepted as a terminal degree, demonstrating the acquisition of sufficient foundational skills necessary for an academic career. Such a degree was also viewed favourably outwith the University, since it attested to demonstrated technical skills and intellectual competence in a field of academic specialization founded on a well-rounded undergraduate liberal arts education.

Today largely course-based graduate programs in Sociology are more commonplace at the MA level, though most in western Canada tend to be a hybrid of a predominantly course-based program together with a required major paper of some sort. The University of Waterloo has a course-based MA offering the degree for eight courses over one year. This appears to be an exception. The University of Victoria, Brock University and the University of Western Ontario offer MAs based on six or eight courses plus an extended essay or major research paper. The University of Alberta offers the MA based on eight courses plus a research proposal which can become a “fast track” to entering a PhD program. The Universities of British Columbia, Calgary, Lethbridge and Manitoba offer only thesis-based MA programs.

At the University of Regina course-based MA programs are rare in the core academic disciplines. Among the social sciences, all offer only thesis-based programs with the exception of Economics. Economics offers a course-plus-project based program consisting of seven courses and a research project, as well as the MA in applied economics and policy analysis with similar requirements. English offers a course-based program consisting of ten courses, with considerable flexibility for including courses outside the discipline when appropriate and approved. The Johnson-Shoyama Graduate School of Public Policy provides three MA options: thesis, project, and course-based. The course-based option requires completion of ten courses. In other areas there are a variety of options. Computer Science provides three options: thesis, project, and Co-op. The project option requires seven courses and a report on a research project. Education offers six MEd programs and each of them provides the options of thesis, project, practicum, or course-based. MEd course-based programs vary between ten and thirteen courses. Social Work provides three options: thesis, field practicum and research practicum. Engineering provides a
thesis-based academic option (Master of Applied Science), and a more professionally oriented Master of Engineering based on courses plus a two semester project.

Given this background, a course-based option in the Social Studies MA program will enhance student options and potentially attract a number of students looking for graduate training short of the traditional academic focus on writing a thesis. Given the lack of such options in western Canada, the program might resonate with a large cohort of students in the region. We do know, for example, that the existing MA in Social Studies has often drawn students seeking a more flexible degree option than specializing in one discipline. The program will provide an attractive option to students with an interest in the social sciences who wish to construct an interdisciplinary program. Such a program would allow students to develop a program of focussed study that meets their interests, personal learning goals, and career aspirations. While avoiding specialization in any one discipline, the program allows the development of area or theme concentrations that bridge two or more of the social sciences. Including course options among those courses with a foundation in social science in education, social work, and public policy further encourages such flexibility. For example, students could develop programs that focus on social theory; social research methods and strategies; social aspects of the environmental crisis; inequality and power; crime and social justice; social policy development and analysis. Or, alternatively, given the required number of courses (10), students could develop reasonable depth in two related social science disciplines, like political science and economics, or sociology and psychology, or geography and anthropology, in ways which reflect their interests, learning goals, and career aspirations.

It is clearly understood that the course-based option will appeal primarily to those wishing to acquire advanced professional/technical skills and earn enhanced academic credentials. Such students are less likely to envision moving on to a PhD. On the other hand, times have changed and the thesis-based MA is no longer required for many PhD programs in North America. Indeed, many of the traditional academic disciplines have added course-based PhD options, something that was long available in the more professionally/vocationally oriented doctoral programs. Hence, it is no longer true that the failure to obtain a thesis-based MA is a barrier to moving on to a PhD program at some future time. Increasingly, the accepted requirement for entering a PhD program is simply the MA degree. Though a thesis-based MA might help in gaining admission, its absence is no longer a barrier. This imposes a responsibility on those universities providing course-based graduate program options to ensure that such programs reconcile imparting advanced professional/technical skills with rigorous academic standards.

Resources
This amended program requires no new resources. The only new course is Social Studies 801, and it can be accommodated with existing faculty. Further, as the program develops it is hoped that interested faculty members from all social science disciplines will be willing to teach this course. Many of the courses listed are now taught either each year, or every other year. Since the program rests on already approved graduate programs, library resources are adequate. The only resource problem of concern is the limited levels of financial support available for graduate students.

Implementation and Review
The Department would like to begin admitting students as soon as possible. The first cohort of admissions will be limited to ten during the first year of the program’s operation. The effectiveness of the program will be assessed as these students are closely advised and followed. Based on that evidence the Department will develop a policy on the future rate of admissions. The program will be reviewed after five years, and a report will be prepared and submitted to the Research and Graduate Studies Committee of the Faculty of Arts and to the Dean of the Faculty of Graduate Studies and Research. Based on preliminary considerations, the program would be considered a success if it attracts five to ten new admissions each year.

Conclusion
The Department formally approved the program at a meeting on 19 January 2012. This document was forwarded to departments in the social sciences in the Faculty of Arts, as well as to those programs outside Arts with listed approved courses, seeking informal responses, advice and indications of support. Positive indications of support were received from the Associate Dean
(Research and Graduate Studies), Faculty of Kinesiology and Health Studies, the Associate Dean of Social Work, and the Heads of Anthropology and Economics. No communications indicating opposition were received.

The proposed calendar copy of the revised program is attached. Changes and additions to the old calendar copy are highlighted for your information.

Draft only

[beginning of proposed calendar copy]

Sociology and Social Studies

Department Head: J. F. Conway, Ph.D.

Graduate Program Coordinator: H. Chow, Ph.D.

Department Description

The Department has particular strengths in the following general areas: political economy; Marxist and critical theory; political sociology; sociology of environment, development and sustainability; social justice; sociology of knowledge, science and technology; social science methodology and quantitative social research techniques; Canadian studies; social history; gender and women's studies; and rural sociology. As well, the Department maintains a commitment to a strong interdisciplinary social science program which can draw on resources of other departments and academic areas.

The Department offers two thesis-based graduate programs leading to the MA degree in Sociology or in Social Studies, and one course-based graduate program leading to the MA degree in Social Studies. Successful applicants to the thesis-based programs will be advised and supervised in their work by a committee of faculty. Successful applicants to the course-based program will be assisted by a faculty member assigned as program advisor.

MA Program in Sociology – thesis-based

Successful candidates for admission may pursue the M.A. degree in Sociology if they have a B.A. Honours or four year B.A. in Sociology.

MA Program in Social Studies – thesis-based

The M.A. program in Social Studies is an interdisciplinary program that provides the candidate with the opportunity to develop a program bridging two or more social science disciplines. Students with a variety of social science backgrounds may be eligible for this program. Students interested in the program should contact the Graduate Program Coordinator.

Thesis-based MA Program Descriptions

In addition to theory and methods courses, the graduate program of Sociology and Social Studies offers students the possibility of taking courses in three areas of concentration: environment and development; social justice; and knowledge, science and technology. Students will be allowed to mix and match, or follow just one stream according to their interests and goals.

All M.A. candidates in the thesis based programs in Sociology and Social Studies are required to take 4 three credit hour courses and to take SOC/SOST 800 twice. For M.A. candidates in Sociology, two of these courses must be SOC 802 and SOC 804. The balance of the program consists of at least 18 credit hours of thesis research.

MA (Sociology)
SOC 802 3 credit hours
SOC 804 3 credit hours
2 SOC 8XX or approved 8XX in social sciences 6 credit hours
SOC/SOST 800 (seminar) 0 credit hours
SOC/SOST 800 (seminar) 0 credit hours
SOC 901 (Thesis Research) 18 credit hours
Total 30 credit hours

MA (Social Studies)
Any 4 8XX approved social science 12 credit hours
SOC/SOST 800 (seminar) 0 credit hours
SOC/SOST 800 (seminar) 0 credit hours
SOST 901 (Thesis Research) 18 credit hours
Total 30 credit hours

Course-based MA in Social Studies

The program requires the completion of 30 credit hours in courses, including 9 hours of required core courses. The remaining courses (21 hours) are selected from two or more of the social sciences, or approved courses in graduate programs other than the social sciences. A Program Advisor is assigned to assist the student in developing a program of courses. The proposed program will be submitted to the Department's Graduate Program Committee for approval.

SOST 801 3 credit hours
One 8XX social science theory course (list below) 3 credit hours
One 8XX social science methods course (list below) 3 credit hours
SOC/SOST 800 (seminar) 0 credit hours
SOC/SOST 800 (seminar) 0 credit hours
7 8XX social sciences or other approved courses 21 credit hours
Total 30 credit hours

One graduate course in theory from the following list:
ANTH 808, Advanced Symbolic Anthropology (3)
ECON 802, Macroeconomic Theory for Public Policy (3)
GEOG 822, Regional Economic Development (3)
GEOG 834, Rural Development (3)
HIST 800, Theories of History (3)
INDG 800, Advanced Theory in Indian Studies (3)
JS 801, Multidisciplinary Theoretical Perspectives on Justice (3)
PSCI 812, Advanced Seminar on Modern Political Theory – continental tradition (3)
PSCI 813, Advanced Seminar in Political Theory I (3)
PSCI 814, Advanced Seminar in Political Theory II (3)
PSYC 800, History, Theory and Systems in Psychology (3)
PSYC 820, Advanced Social Psychology (3)
RLST 802, Religion After Modernity (3)
SOPT 800, Foundations of Social and Political Thought I (3)
SOPT 801, Foundations of Social and Political Thought II (3)
SOC 802, Advanced Sociological Theory I (3)
SOC 803, Advanced Sociological Theory II (3)
SOC 806, Advanced Studies in Canadian Social Theory (3)
WGST 800, Feminist Theory (3)

One graduate course on methodology or research methods/statistics from the following list:
ANTH 853, Advanced Ethnographic Research (3)
ECON 830, Policy Analysis and Evaluation (3)
GEOG 805, GIS and Spatial Analysis (3)
HIST 900, Research Methods in History (1.5 + 1.5)
In addition to selecting courses from the social sciences, the following courses from other graduate programs are acceptable. Requests to substitute any of these courses in the core must be approved by the student’s Program Advisor, the Graduate Program Coordinator and the FGSR.

ED 800, Introduction to Educational Research (3)
ED 801, Educational Statistics and Research Design (3)
ED 808, Social Justice and Globalization from an Educational Perspective (3)
ED 805, Sociological Perspectives on Education Change (3)
ED 810, Qualitative Approaches to Educational Research (cross-listed with EAHR 850) (3)
ED 815, Action Research: Theory and Practice (3)
ED 816, Narrative Inquiry in Educational Research (3)
EADM 815, Economics of Education
EADM 817, The Politics of Education (3)
EADM 823, Labour Relations and Labour Law in Education (3)
JSGS 806, Public Policy Analysis (3)[Students may not receive credit for both ECON 830 and GSPP 806]
JSGS 822, Comparative Public Policy (3)
KHS 801, Statistics in Kinesiology and Health Research (3)
KHS 802, Qualitative Research Methods and Experience in Kinesiology and Health (3)
KHS 803, Research Design and Methods in Kinesiology and Applied Health Sciences (3)
PLST 801, Research Design in Police Studies (3)
PLST 810, Crime and Society (3)
PLST 820, Issues in Contemporary Policing (3)
SW 810, Social Policy Analysis (3)
SW 820, Feminist Theory and Analysis (3)
SW 831, Work, Welfare, and Social Justice (3)

Reading courses: A maximum of five reading courses are permitted. Each of these must be approved by the student’s Program Advisor and the instructor of the course. Reading courses will only be approved when a case can be made that such courses are of key importance to the student’s program.

Hybrid courses: Students are reminded that if they received credit for a hybrid course (a combined senior undergraduate and graduate course) during their undergraduate programs, they may not take the course again for credit at the graduate level.

(SEE APPENDIX A)
ITEMS FOR INFORMATION

The following items were approved at Executive of Council and are listed for information to Senate. If you would like further information about a particular motion, please see http://www.uregina.ca/presoff/council/executive/index.shtml or contact the University Secretariat.

1. FACULTY OF ARTS

1.1 Revisions to the Bachelor of Arts Major and Honours Major in Political Science

Executive of Council approved that the BA major and honours major in Political Science be revised.

1.2 Inclusion of GEOG 100 and GEOG 120 to the Arts Core Requirements

Executive of Council approved that GEOG 100 and GEOG 120 be included in the Inter-Cultural Differences category of the Arts Core Requirements.

1.3 Addition of ECON 224 to the Arts Core Requirements

Executive of Council approved that ECON 224 be added to the list of courses that satisfy the Numerical or Logical Reasoning category of the Arts core requirements.

2. FACULTY OF EDUCATION

2.1 Addition of MU 100 or MU 101 to Arts Education Program for Non-Music Majors

Executive of Council approved that MNU 100 or MU 101 be taken as the music requirement for non-music majors in year one of the Arts Education program.

2.2 Revisions to Elementary Programs for BEd and BEAD

Executive of Council approved that ECS 310 be a required course in Elementary program templates for the 4-year BEd in semester 8 of the Pre-K to 5 and Middle Years templates; and that ECS 210 be a required course in the Elementary program template for the 2-year after degree in semester 4 of the Pre-K to 5 template.

2.3 Revision to Lab Hours in the Elementary Science and Environmental Education Area

Executive of Council approved that the laboratory hours to the Elementary and Secondary ESCI courses be changed to more accurately reflect the actual usage of the lab areas.

3. FACULTY OF ENGINEERING AND APPLIED SCIENCE

3.1 Revisions to Environmental Systems Engineering Program

Executive of Council approved that, effective 2012 Fall, the EVSE program curriculum be revised to include ENEV 421 as an advanced class which is more appropriate in a senior semester.

3.2 Revisions to the Software Systems Engineering (SSE) Electives

Executive of Council approved that the elective requirements for SSE be revised, effective 2013 Spring/Summer.

3.3 Revisions to the Electronic Systems Engineering (ESE), Environmental Systems Engineering (EVSE), Industrial Systems Engineering (ISE), Petroleum Systems
APPENDIX VI, Page 23

Engineering (PSE) Humanities Electives

Executive of Council approved that the humanities electives for ESE, EVSE, ISE and PSE be revised effective 2013 Spring/Summer.

4. FACULTY OF FINE ARTS

4.1 Renaming of the Bachelor of Arts, Major in Theatre Arts

Executive of Council approved that, effective January 1, 2013, the Bachelor of Arts, Major: Theatre Arts (§13.15.3) be renamed the Bachelor of Arts, Major: Theatre and Performance.

4.2 Revision to Bachelor of Arts, Major: Theatre and Performance

Executive of Council approved that, effective January 1, 2013, the bachelor of Arts, Major: Theatre and Performance (13.15.3), be revised and the Bachelor of Arts, Major: Theatre and Performance (§13.15.3) allow for an Acting Concentration and a Design/Stage Management Concentration to be attached to the major.

4.3 Renaming of, and Revisions to, the Minor in Theatre Arts

Executive of Council approved that, effective January 1, 2013, the minor in Theatre Arts (§13.15.3.1) be renamed to the Minor in Theatre and Performance and be revised.

4.4 Suspension of Admission to the Bachelor of Fine Arts (Acting)

Executive of Council approved that, effective January 1, 2013, admissions be suspended to the following program (as outlined in the 2012/13 Undergraduate Calendar): Bachelor of Fine Arts (Acting) [§13.15.1.1]. Students in the program must complete their degree requirements by January 1, 2019 as per Faculty regulations [§13.2.1] regarding discontinued programs.

4.5 Removal of Note Information from the Undergraduate Calendar (§13.15.1.1)

Executive of Council approved that effective January 1, 2013, the Note 1 and Note 2 be deleted from §13.15.1.1 of the Undergraduate Calendar.

4.6 Suspension of Admissions to Bachelor of Fine Arts (Design/Stage Management)

Executive of Council approved that effective January 1, 2013, admissions be suspended to the following program (as outlined in the 2012/13 Undergraduate Calendar: Bachelor of Fine Arts (Design/Stage Management) [§13.15.2.1]. Students in the program must complete their degree requirements by January 1, 2019 as per Faculty regulations [§13.2.1] regarding discontinued programs.

4.7 Suspension of Admissions to the Bachelor of Arts in Fine Arts (Theatre Studies) and Bachelor of Arts Honours in Fine Arts (Theatre Studies)

Renaming of the Bachelor of Arts, Major in Theatre Arts

Executive of Council approved that, effective January 1, 2013, the Bachelor of Arts, Major: Theatre Arts (§13.15.3) be renamed the Bachelor of Arts, Major: Theatre and Performance.

4.8 Revision to Bachelor of Arts, Major: Theatre and Performance

Executive of Council approved that, effective January 1, 2013, the bachelor of Arts, Major: Theatre and Performance (13.15.3), be revised and the Bachelor of Arts, Major: Theatre and Performance (§13.15.3) allow for an Acting Concentration and a Design/Stage
Management Concentration to be attached to the major.

4.9 Renaming of, and Revisions to, the Minor in Theatre Arts

Executive of Council approved that, effective January 1, 2013, the minor in Theatre Arts (§13.15.3.1) be renamed to the Minor in Theatre and Performance and be revised.

4.10 Suspension of Admission to the Bachelor of Fine Arts (Acting)

Executive of Council approved that, effective January 1, 2013, admissions be suspended to the following program (as outlined in the 2012/13 Undergraduate Calendar): Bachelor of Fine Arts (Acting) [§13.15.1.1]. Students in the program must complete their degree requirements by January 1, 2019 as per Faculty regulations [§13.2.1] regarding discontinued programs.

4.11 Removal of Note Information from the Undergraduate Calendar (§13.15.1.1)

Executive of Council approved that effective January 1, 2013, the Note 1 and Note 2 be deleted from §13.15.1.1 of the Undergraduate Calendar.

4.12 Suspension of Admissions to Bachelor of Fine Arts (Design/Stage Management)

Executive of Council approved that effective January 1, 2013, admissions be suspended to the following program (as outlined in the 2012/13 Undergraduate Calendar: Bachelor of Arts in Fine Arts (Theatre Studies) [§13.15.2] and Bachelor of Arts Honours in Fine Arts (Theatre Studies) [§13.15.2.2]. Students in these programs must complete their degree requirements by January 1, 2019 as per Faculty regulations [§13.2.1] regarding discontinued programs.

5. FACULTY OF SCIENCE

5.1 Change BIOL 341 to BIOL 341/STAT 342 in the Faculty of Science Biology Programs

Executive of Council approved that BIOL 341 to be changed to BIOL 341/STAT 342 in the following Biology programs:
- BSc and BSc Honours in Biology, Ecology and Environment Biology Area of Concentration;
- BSc Combined Major in Biology and Geography;
- BSc Combined Major in Biology and Statistics;
- BSc and BSc Honours in Environmental Biology (Joint Program with SIAST Woodland Campus and Lethbridge College);
- BSc and BSc Honours in Environmental Biology (Joint Program with Lakeland College).

5.2 Addition of ECON 341 and ECON 372 to the List of 300-level Elective Courses in Bachelor of Science Honours Major in Economics

Executive of Council approved that ECON 341 and ECON 372 be added to the list of 300-level elective courses that include a significant writing component.

5.3 Replacement of Science, Arts or Fine Arts Elective Courses in the BSc and BSc Honours Geology Programs

Executive of Council approved that two of the Science, Arts or Fine Arts Elective Courses in the BSc and BSc Honours Geology programs be replaced with APEGs accepted Science electives from the fields of Biology, Chemistry, Computer Science, Mathematics, Physics, or Statistics AND update GEOL 220 to GEOL 241 to reflect course renumbering changes in all applicable Geology programs.
5.4 Removal of CS 109 from the List of Science Core Requirements

Executive of Council approved that CS 109 be removed from the list of Science core requirements identified in the Undergraduate Calendar §2.4.2.

6. FACULTY OF GRADUATE STUDIES AND RESEARCH

6.1 Faculty of Arts – Geography – Correction to Graduate Calendar for Minimum M.A./M.Sc. Degree Requirements in Geography

Executive of Council approved that students without any prior GIS experience must take GEOG 805. Successful completion of an undergraduate course in GIS is generally considered prior GIS experience.

6.2 Faculty of Education – Change to the Program Requirements for the Master of Adult Education

Executive of Council approved that the change to the program requirements, effective 201230, for the Master of Adult Education, as outlined below, be approved.

6.3 Faculty of Education - Change to the Program Requirements for the Master of Human Resource Development

Executive of Council approved that the changes to the program requirements, effective 201230, for the Master of Human Resource Development be changed from 33 credit hours to 30 credit hours.

6.4 Faculty of Education- Removal of the Requirement for a Project Committee Member from the Project Option Requirements

Executive of Council approved that the removal of the requirement, effective (201230), for a Project Committee member (in addition to the Faculty Supervisor) from the Project Option Requirements.

6.5 Faculty of Science – Chemistry and Biochemistry – M.Sc. Program in Chemistry – Reduce “Additional Courses”

Executive of Council approved that the M.Sc. Program, reduce the “3 additional courses” to “2 additional courses”, both at the 800 level (removing the 4xx option), with the stipulation that only one of the courses can be given by the supervisor, remove CHEM 805, and the additional credit hours of CHEM 901.

6.6 Faculty of Science - Ph.D. Program in Chemistry – Reduce “Additional Courses”

Executive of Council approved that the Ph.D. program after a B.Sc., reduce the “4 additional courses” to “3 additional courses”, all at the 800 level (removing the 4xx option), remove CHEM 805 and change CHEM 901 total credit hours to 75.

6.7 Ph.D. Program in Chemistry after M.Sc. – Delete CHEM 805 and add CHEM 800 if the Student has not Successfully Completed the Equivalent Course

Executive of Council approved that for the Ph.D. Program after a M.Sc., delete CHEM 805 and add CHEM 800 if the candidate has not successfully complete an equivalent course, adjusting CHEM 901 credit hours accordingly.

6.8 FGSR Awards Committee – Governor General’s Academic Gold Medal (walk on item at the May meeting)

Executive of Council approved that the Governor General's Academic Gold Medal be
presented to Dr. Adam Dubé at the 2012 Spring Convocation.

6.9 FGSR Awards Committee – Approval of the President’s Distinguished Graduate Student Award Recipient

Executive of Council moved that Dr. Adam Dubé be awarded the President’s Distinguished Graduate Student Award for 2012.

6.10 Faculty of Fine Arts – Rescind Transfer Credit Arrangement Between the University of Regina (Fine Arts) and Aalto University Summer Academy

Executive of Council moved that to rescind the previously approved transfer credit arrangement between the University of Regina, Faculty of Fine Arts and Aalto University Summer Academy be approved.

6.11 Faculty of Grade Studies and Research – On-Line Course on Academic Integrity

Executive of Council moved that the GRST 800AA course as a required course of all incoming graduate students for implementation in the Winter 2013, be approved.

6.12 Johnson-Shoyama Graduate School of Public Policy – The Addition of JSGS 837 (Health Economics) to the List of Electives for Master's Certificate in Economic Analysis for Public Policy

Executive of Council moved that the addition of JSGS 837, Health Economics, to the list of electives for the Master’s Certificate in Economic Analysis for Public Policy be approved.

7. UNIVERSITY SECRETARY

7.1 Addition of §5.13.2.4 Academic Holds to the Undergraduate and Course Catalogue

Executive of Council approved that §5.13.2.4 Academic Holds be added to the Undergraduate and Course Catalogue.

7.2 Addition of §5.13.2.4.1 Removing an Academic Hold to the Undergraduate Calendar and Course Catalogue

Executive of Council approved that §5.13.2.4 Removing an Academic Hold be added to the Undergraduate Calendar and Course Catalogue as outlined below.

8. UNDERGRADUATE SCHOLARSHIP COMMITTEE

8.1 President’s Medal for the 2012 Fall Convocation

Executive of Council moved that the President’s Medal for 2012 Fall Convocation be awarded to Ashley Elisabeth Andrea Major from the Faculty of Arts.

Prepared by:
Christall Beaudry

On behalf of:
Annette Revet, University Secretary

DATE: 2 October 2012
APPENDIX A: Proposed Master of Health Administration

Johnson-Shoyama Graduate School of Public Policy
University of Regina, University of Saskatchewan

School of Public Health
University of Saskatchewan
July 11, 2012

Master of Health Administration

1. Introduction

This proposal for Master of Health Administration (MHA) brings about a new stage in the commitment to the area of health programming at the Johnson-Shoyama Graduate School of Public Policy (JSGS). Health programming is something that has developed significant momentum at the JSGS and is congruent with the needs of the province and the desires of many provincial health care employer groups. We feel there is a great opportunity for the JSGS to deliver a strong provincial MHA that will attract students from across the province, the rest of Canada and internationally.

JSGS is a provincial centre for advanced education, research and training in policy and administration. Located on two university campuses – the University of Regina and the University of Saskatchewan – the school is a source of respected policy advice and commentary. With academic backgrounds such as political science, economics, sociology, geography, law and education, the school’s faculty members train graduate students in an interdisciplinary environment, educate the public on policy matters, and improve the knowledge base from which policymakers draw. JSGS provides students with a full spectrum of public policy and administration education - from policy concepts and theory to hands-on practical application. The challenging curriculum provides opportunities for students to exercise their critical-thinking and problem-solving skills, and to address policy issues that have regional, national and international focus.

The proposed MHA program builds on the success of the JSGS Health Systems Management Master’s Certificate, and the relationships that program has allowed us to build with the Ministry of Health, the Saskatoon Health Region and the Regina Qu’Appelle Health Region (RQHR), among others. It also builds on more specialized health systems programming for Master of Public Policy (MPP) and PhD students at the JSGS’s University of Regina Campus that is done in partnership with the Ministry of Health, RQHR and the Canadian Institute for Health Information. In addition, it presents exciting collaborative opportunities between different units on the campuses of both universities in the province. The MHA will help JSGS continue to expand its expertise in health programming and, more broadly, will promote the school’s national reputation within the health sector, which is arguably one of the most important public sectors today.

This MHA program is being developed as a U of R degree, in partnership with the School of Public Health (SPH) at the University of Saskatchewan. The University of Saskatchewan has taught Health Care Administration since 1957. In 2007, the program was transferred from the Edwards School of Business to the newly established Master of Public Health (MPH) degree in the School of Public Health (SPH). The University of Saskatchewan and SPH in particular have a keen interest in the discipline of health care administration and would like to see it once again become an area of specialization within the University of Saskatchewan. SPH has considerable expertise in public health and related areas and would be a valuable asset to an MHA program. We have been in contact with the SPH throughout the creation of this proposal and they continue to be very interested in and supportive of this MHA proposal. We intend to draw on the expertise of SPH faculty in delivering some of the course content and will
coordinate with them on their on-line MPH degree (see Appendix A). The proposed curriculum, outlined below, currently reflects JSGS and SPH expertise, and will be subject to amendment depending on the level and degree of involvement of the SPH. Likewise, there would be expectations that SPH would financially contribute to the start up costs depending on their level of participation.

We expect the primary market for this program will stem from mid-career individuals already working in diverse health care organizations across Canada who need or want further training and credentials to support upward career mobility. We also anticipate attracting practicing clinicians for whom this Master’s level qualification will be a significant asset in allowing them to progress into clinical management positions with the necessary skills. It is further predicted that the majority of these prospective students will primarily wish to study on a part-time basis while they continue to work full-time in their respective fields and in their respective jurisdictions.

As discussed in further detail below, our consultations with key stakeholders have confirmed our expectations about general student profiles are reasonable and have indicated a strong preference for online delivery mechanisms. We have been advised that online course delivery is the preferred approach for a number of reasons. Health regions across the province are facing significant pressures including large transformation agendas. While there is an identified need in the health regions for employees who have the kinds of competencies this program is designed to deliver, those employees will be operating under considerable time constraints. The primary benefit of online course delivery in the eyes of our stakeholders is that it will permit students to complete their course work at variable times including workdays, evenings and weekends, in accordance with workplace needs. It will also facilitate the participation of individuals from across the province, as well as from other jurisdictions in Canada, who would not otherwise be able to take the time involved in travelling to and from Regina and/or Saskatoon for in-person sessions.

Although the majority of the program will be provided online to meet the expressed needs of our key stakeholders, we will incorporate two brief residency periods of three days each, held primarily over a weekend. Each residency will be associated with 1.5 credit hours. These brief residencies will include intensive team study and group work to promote bonding and the forging of professional relationships. This groundwork is an important mechanism to facilitate improved communication and participation throughout the program and to foster the level of connection with the school, classmates and faculty that is really only possible in a face-to-face environment.

The University of Regina campus of JSGS will administer the program. The school already has some faculty and administrative resources to help support the program, although these will need to be augmented to ensure that the program is sufficiently staffed. According to our proposed implementation plan, outlined below, the program will launch in the fall of 2013.

2.

3. Objectives of the Program

4. The objectives of the MHA are to develop the knowledge and skills base of professionals and managers in the health field, and thereby contribute to improving the effectiveness of program and policy development, implementation and evaluation, as well as effectiveness in health service delivery and managerial/administrative performance.

5. Program Description

The program will consist of 30 credits (9, 3 credit courses and 2, 1.5 credit residency sessions) to maintain consistency with JSGS’ Master of Public Administration (MPA) program and its existing online program, the Master of International Trade, discussed below. If students proceed through the program at a reasonable pace (3 courses per year) they will be able to complete the program in approximately three years, although they will have the option of proceeding at a faster or slower pace, depending on their other personal or professional obligations and needs. Most importantly, the use of online course delivery mechanisms will enable students from across the province and from other jurisdictions to maintain steady progress in the program while continuing their full-time employment.

JSGS already has two of the courses converted for online delivery and the remainder of the courses will be converted over the coming years, with two additional courses set to be converted and offered online in the 2012-2013 academic year. The conversion process will present an opportunity to modify existing course content, as necessary, to meet the specific needs of this program. Once the program is running, faculty and staff will continue to monitor and regularly review course content and curriculum structure and will make modifications as necessary to meet identified needs. As noted, JSGS does have an existing on-line graduate program out of our University of
Saskatchewan campus called the Master of International Trade (MIT). This program has proven to be successful after 7 years in existence and gives us an existing base of knowledge and experience from which to build the MHA.

6. **Degree to be Awarded**
The degree awarded will be Master of Health Administration (MHA).

7. **Proposed Core Competencies**
8. The proposed MHA program will produce graduates prepared for positions that require management and strategic abilities, policy knowledge and skills, and overall analytical and evaluation abilities. It will place special emphasis on the needs and opportunities of healthcare organizations in Saskatchewan.

9. Six core competencies form the foundation of the MHA. The program curriculum is being designed to ensure students graduating with this degree will have successfully demonstrated competency in each of the identified areas. Some areas of competency will be primarily addressed in one specific course; others will be components of a number of different courses.

1) *Health Services and Health Status - Ability to analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.*

   Analyze the key determinants of population health and health disparities and their relative impact on individuals, communities, and society.

   Analyze the incidence and prevalence of injury and disease using epidemiological and statistical methods.

   Analyze and prioritize population health needs.

   Apply appropriate quantitative methods for measuring and assessing the services (clinical and non-clinical) provided by healthcare organizations.

   Apply accounting and financial management principles in analyzing financial statements and issues, with a view to managing the provision of health services in particular.

2) *Management, Governance, and Leadership - Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.*

   Create strategies for designing healthcare programs that are durable, efficient, and effective.

   Understand and apply key concepts and principles, including legal aspects, of strategic human resources management in healthcare organizations.

   Understand the concepts of mission, vision, values and policies, and the responsibilities for establishing and implementing them in healthcare organizations

   Understand the respective roles of governance and management in healthcare organizations, including multi-level organizations.

   Synthesize pertinent information and utilize it in constructing capital budgets, operating budgets, human resource budgets and in cash management.

   Create solid strategic and business plans, including methods for evaluating progress in relation to them.

3) *Communication and Interpersonal Skills - Ability to communicate effectively and build enduring, trust-based professional relationships.*

   Work comfortably in multi-disciplinary groups, both large and small.

   Develop effective management skills and the ability to assess their impact on individual behaviour, group behaviour, and organizational culture and performance.
Speak and write in a clear, logical, and grammatical manner in formal and informal situations, including cogent business presentations and use of social media.

(This competency is cross-cutting and, to varying degrees, will be addressed by virtually all courses in the MHA curriculum.)

4) **Systems Thinking and Creative Analysis - Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.**

Demonstrate the ability to analyze organizational, process and performance issues, and discern those which require the advice and assistance of legal counsel.

Synthesize and apply pertinent concepts and principles of leadership in analyzing organizational issues through case studies and projects in healthcare settings.

Apply statistical principles and methods in analyzing organizational issues and interpreting the results.

Apply economic principles and methods in analyzing organizational and payment issues and interpreting the results.

Apply the basic concepts and principles of healthcare ethics in analyzing organizational issues, policy formulation, and decision-making processes.

Develop and demonstrate the capacity for critical thinking and the ability to employ a systematic, analytical approach to decision making.

Ability to look beyond the status quo, envision new directions and approaches, and formulate solutions that are both creative and pragmatic.

5) **Public Policy and Community Engagement - Ability to understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.**

Understand the structure of the Canadian healthcare system and the processes through which health policies are formulated and implemented at the provincial and federal levels.

Assess the impact of government policy and regulatory requirements on healthcare organizations.

Demonstrate understanding of the basic concepts of health law and compliance requirements as they affect decision-making in healthcare organizations.

6) **Continuous Evaluation and Improvement - Commitment to on-going evaluation for continuous organizational and personal improvement.**

Apply key concepts and principles of change management in modifying policies, practices, and programs in healthcare organizations.

Create and apply basic approaches for monitoring the performance of healthcare organizations and programs (e.g., setting standards and targets, benchmarking, balanced scorecards).

Apply basic concepts and principles that affect the selection, implementation, and evaluation of information technology in healthcare organizations.

Demonstrate commitment to objective self-assessment and on-going development that will lead to career-long personal and professional growth.

10. **Proposed MHA Curriculum** (30 credit hours ~ Nine 3 credit courses + Two 1.5 credit in-person residency sessions)
Students will be required to complete the two in-person residency sessions. Each residency will be an intensive three day session focusing largely on group exercises including case studies, management simulations, breakouts and presentations. Each residency will have different guiding themes including strategic planning, coaching and communication skills and managing and evaluating quality improvement initiatives.

Students will also be required to successfully complete 9 of the following 13 courses*:

- JSGS 817   Health Policy
  - or PUBH 867.3   Health Policy and Politics
- JSGS 827   Health Care Organization and Administration
  - or PUBH 808.3   Health Care Management
- JSGS 837   Health Economics
- JSGS 835AT  Health Law and Policy
  - or PUBH 864.3   Health Care Ethics and Law
- JSGS 826 (new)  Human Resources Management in Health Care
- JSGS 829 (new)  Decision Making and Leadership in Healthcare Organizations
- JSGS 832  Population Base Health Program Management
- JSGS 833  Performance Measurement in Healthcare Organizations
- JSGS 834  Financial Management of Healthcare Organizations
- PUBH 807.3  Health Program Planning and Evaluation
- PUBH 803.3  Health Promotion
- PUBH 805.3  Biostatistics for Public Health
- NURS 814.3  Aboriginal Health Issues

* Please see Appendix B for course descriptions.

11. Relevant Current Faculty Expertise

JSGS
- Greg Marchildon
- Haizhen Mou
- Lihui Zhang
- Kathy McNutt
- Amy Zarzeczny
- Wally Lockhart
- Daniel Béland

6.2 SPH
- Allen Backman
- Rein Lepnurm
- Marwa Farag
- Janice MacKinnon
- John Moraros

12. Admission Requirements

Admission will require a bachelor degree with a minimum 70% average and a minimum of 3 years relevant health sector management experience. An admissions committee will be struck to review applications and professional experience will be a strongly weighted factor in the assessment process, particularly for mid-career applicants. Prospective students will also need to meet the requirements of the Faculty of Graduate Studies and Research.

The application process will be on-going and admissions will occur on a rolling basis. Students will be able to begin their program in any semester.
13. **Rationale - Clientele to be served**

We anticipate the majority of our students will complete the program on a part-time basis while they continue to work full-time in health care administration or clinical environments (e.g., mid or early-career health managers who wish to obtain additional credentials to support future career progression). Indeed, we anticipate the majority of our applicants will have a clinical degree in nursing, medicine or other medical technical background, and/or experience in a health related managerial occupation. The program is accordingly designed to meet the needs of individuals currently working in health service and program delivery as well as public servants engaged in health administration and policy-setting at the regional, provincial and federal levels. However, we are also open to accepting exceptional students who are not currently involved in the health sector but who wish to transition into this field. We have elected to adopt this more flexible approach in recognition of the reality that many leaders in health administration have arrived at their current positions via very different pathways, and because we believe having students from diverse backgrounds and varied levels of experience adds immense depth and value to classroom discussions, particularly at the graduate level.

JSGS’ Health Systems Management Certificate, which provides students with an understanding of the complex issues that will be encountered by those managing health systems in today’s changing health care organizations, is popular both for individuals currently working in health care administration and those who want to move into health care administration. We anticipate that some of these certificate students may wish to transition into the MHA program but also expect that offering a Master’s program in this area will attract a separate group of students who are interested in leadership positions in healthcare but who, for personal and/or professional reasons, wish to obtain a graduate degree rather than a certificate.

We expect that while a significant number of students will be from Saskatchewan, the program will also draw students from other provinces and territories across Canada and from international locations. JSGS is increasingly becoming recognized as a valued destination for international students interested in pursuing graduate work in public policy or public health. This growing reputation - and that of Saskatchewan in general – for leadership in innovative health policy work is anticipated to result in an international presence in the MHA. In particular, we anticipate this degree will be appealing for individuals with health sector training from other countries who wish to immigrate to Canada but need additional credentials to transition into the Canadian health sector. The online delivery model will facilitate the enrollment of international students. Indeed, in JSGS’ existing online degree, the MIT, international students make up the majority of the student body.

**Diversity**

JSGS is firmly committed to attracting a diverse and talented student body. Both the University of Regina and the University of Saskatchewan have well-developed resources available to support international students and help them achieve success in their Canadian studies, and MHA students would enjoy access to these services.

JSGS’ current enrollment plan identifies a target for international student enrollment of 25% in both the MPA and MPP programs. It is our current intention that the MHA program will also include some portion of international students. Improving the amount and quality of Aboriginal content in our programming is also an identified priority for JSGS. The JSGS enrollment plan specifies that at least 10% of the overall student body should be Aboriginal. If the MHA program is approved, it will be included in on-going efforts to develop and enhance both academic programming and student affairs for Aboriginal students.

14. **Evidence of Demand for the Program**

The need for this type of program in Saskatchewan has long been recognized both within the university community and in the broader health sector. Health administration is an increasingly specialized and interdisciplinary field. It involves leadership skills, human resource management, accounting and financial management, health economics, management of increasingly complex health information systems (e.g., electronic patient records), marketing and strategic planning, among many other elements. Health sector leaders must respond to the shifting pace of scientific and clinical developments, work within financial limitations, consider public health perspectives and implications and respond appropriately to ethical challenges.

It is clear that the need for strong and highly qualified leaders in health administration continues to grow, particularly as demands on our health system increase. Resource allocation decisions are increasingly contentious as economies struggle and health care systems encounter high costs associated with new pharmaceuticals, managing chronic disease, responding to emerging biotechnology and developments in medical technologies. Concerns about
wait times, quality of service, efficiency, sustainability and cost of health care are the source of on-going discussion and debate in the public sphere.\(^1\) High turnover rates at various levels of health care provision and administration, coupled with often inadequate succession planning, stress diverse aspects of the system, and the growth of the patient-centered care movement along with the development of a patient-safety culture add layers of complexity to the tasks of health administrators.

If our health system is to evolve in response to these and other current challenges, and continue to meet the needs of Canadians, particularly as the existing population of leaders move out of active roles and into retirement, it will be essential to train the next generation of health decision-makers and provide them with the skills necessary to navigate the increasing complexities of our health care system.\(^2\) Health administrators are required to exhibit more sophisticated levels of understanding and employ more nuanced evaluation and programming skills today than ever before, and the MHA has been designed with these needs in mind.

More broadly, the Province of Saskatchewan is widely recognized as a leader in the health field, known for innovative and effective policy making. The proposed MHA emerges from this tradition and, as a provincial initiative shared between the province’s two universities, is ideally placed to respond to the needs identified above and to make an important and lasting contribution to health care in this province and beyond.

➢ **Consultations**

We are consulting, both formally and informally, with key stakeholders and other interested parties as part of our research to determine the market and level of support for this degree, and to identify priorities in terms of content and delivery mechanisms.

- On March 1, 2012, JSGS Associate Director Ken Rasmussen and Assistant Professor Amy Zarzeczny met with the Vice-Presidents (VPs), Human Resources (HR), from health regions across the province. Given our expectation that a significant number of our prospective students will be individuals already working in the health sector, this was a valuable opportunity. These VPs represent an important segment of our market, both in terms of support for current employees pursuing this program, and as prospective employers for our graduates. Accordingly, we have taken their comments and advice very seriously.

  There was broad consensus in the room regarding the great need for a program of this nature in Saskatchewan. Current front line and middle managers were identified as a large group of employees who are often lacking many of the core competencies required for effective leadership in the health sector. The group expressed the opinion that the current proposal is very strong and goes a long way towards meeting that need. The online delivery approach was viewed as being necessary for ensuring their support for current employees’ to participate, given the significant time constraints within which they are currently operating.

- On January 31, 2012, JSGS Associate Director Ken Rasmussen and Assistant Professor Amy Zarzeczny met with Ron Knaus, Executive Director, Workforce Planning Branch, Saskatchewan Ministry of Health, and Brad Havervold, Executive Director of Physician Leadership and Organizational Development, Saskatchewan Ministry of Health. Mr. Knaus and Mr. Havervold confirmed the need for improved leadership capacity at both front and middle management levels in health care administration in Saskatchewan. They also noted the importance of effective succession planning in health care leadership and indicated the MHA could be an appealing mechanism to facilitate and improve those prospects.

- JSGS Associate Director Ken Rasmussen has communicated with David Gregory, Professor and Dean, Faculty of Nursing, University of Regina. The Faculty of Nursing is working with SIAST towards an online Master of Nursing (Nurse Practitioner) degree. Dean Gregory has identified JSGS course content (e.g., JSGS 817 Health Policy) as a desirable addition to their program. Opportunities for partnership and maximization of resources are being explored.

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\(^1\) For example, see The Conference Board of Canada: [http://www.conferenceboard.ca/topics/health/default.aspx](http://www.conferenceboard.ca/topics/health/default.aspx).

o JSGS Associate Director Ken Rasmussen has discussed this proposal with Harvey King, Director of the University of Regina Centre for Continuing Education. Dr. King expressed his interest in and support for this initiative and offered helpful expertise regarding the online program development that will be required for this initiative.

o JSGS Associate Director Ken Rasmussen and other JSGS Faculty had a presentation from a Cisco representative regarding the Cisco WebEx technology and the options it presents to enhance the online learning environment.

o JSGS Associate Director Ken Rasmussen, Executive Director Michael Atkinson and Amy Zarzeczny consulted with JSGS Professor Peter Phillips (director of the existing JSGS online degree, the Master of International Trade) and a number of elearning and instructional design experts from the University of Saskatchewan. This consultation provided helpful information regarding past experience and best practices in designing an online program.

o It is also important to note that this proposal has been unanimously approved by the Joint Faculty Council of the JSGS.

➢ Other Opportunities for Campus Collaboration

As noted above, Dr. Rasmussen has already received expressions of interest in course content from the Faculty of Nursing. Given that the subject matter of this degree is interdisciplinary in nature and touches on a number of areas of on-campus expertise, we view the MHA as an exciting opportunity to foster increased collaboration with other units. For example, in addition to the Faculty of Nursing, there may be areas of mutual interest and natural synergies with the Faculty of Kinesiology and Health Studies, the Faculty of Social Work as well as the Kenneth Levene Graduate School of Business. If this proposal moves forward, we intend to explore these opportunities and remain open to future initiatives and overtures at both campuses.

15. Employment Possibilities for Graduates

The MHA will prepare students for a variety of careers in health leadership including administration and management in both the public and private sectors. Students with the MHA designation will be well situated to make valued contributions to the public service in the health sector, including hospital and other care facility administration, health research, health policy analysis and health policy advisory roles, among others. The strength of the faculty at JSGS, the rigour of our programming and the positive relationships we have developed with the Saskatchewan Ministry of Health and various provincial health regions, including the Saskatoon and Regina Qu’Appelle Health Regions, will help ensure our graduates obtain the skills and experience necessary to be highly competitive in this employment market.

Enrollment and Revenue Projections

Table 1
Enrolment Projections – Low-Medium-High – 1 to 3 Years

<table>
<thead>
<tr>
<th>Year/Period</th>
<th>M.Cert HSM Part-Time entrants/year</th>
<th>MHA Part-Time entrants/year (domestic &amp; international)</th>
<th>Total Annual Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>15</td>
<td>23</td>
<td>15/23 = 38</td>
</tr>
<tr>
<td>Years 1 to 3 (2013-2015)</td>
<td>Low</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>
Table 2

Student Enrolment and Credit Hours
Projected to June 30, 2015

<table>
<thead>
<tr>
<th>Program</th>
<th>Projected 2012/13</th>
<th>Projected 2013/14</th>
<th>Projected 2014/15</th>
<th>Projected 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>(Steady State)</td>
</tr>
<tr>
<td>M.Cert HSM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Part-time)</td>
<td>15 x 3 courses @</td>
<td>10 x 3 courses @</td>
<td>10 x 3 courses @</td>
<td>10 x 3 courses @</td>
</tr>
<tr>
<td></td>
<td>3 ch/course</td>
<td>3 ch/course</td>
<td>3 ch/course</td>
<td>3 ch/course</td>
</tr>
<tr>
<td></td>
<td>= 135 ch</td>
<td>= 90 ch</td>
<td>= 90 ch</td>
<td>= 90 ch</td>
</tr>
<tr>
<td>MHA Domestic</td>
<td>20 x 3 courses @</td>
<td>40 x 3 courses @</td>
<td>60 x 3 courses @</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 ch/course</td>
<td>3 ch/course</td>
<td>3 ch/course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>= 180 ch</td>
<td>= 360 ch</td>
<td>= 540 ch</td>
<td></td>
</tr>
<tr>
<td>MHA International</td>
<td>3 x 3 courses @</td>
<td>6 x 3 courses @</td>
<td>9 x 3 courses @</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 ch/course</td>
<td>3 ch/course</td>
<td>3 ch/course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>= 27 ch</td>
<td>= 54 ch</td>
<td>= 81 ch</td>
<td></td>
</tr>
<tr>
<td>Total Enrolment and Credit Hours</td>
<td>15 students 135 ch</td>
<td>33 Students 297 ch</td>
<td>56 Students 504 ch</td>
<td>79 students 711 ch</td>
</tr>
</tbody>
</table>

16. Plan for Administering & Delivering the Program

As noted above, JSGS’ University of Regina Campus will administer the program and the MHA will be a University of Regina degree. All students will register at the University of Regina and all program coordination will be done through JSGS (Regina). This approach differs from JSGS’ existing arrangement which allows students to register at either campus, but given the online nature of this program a single entry point makes a great deal of organizational sense. It is also how the JSGS MIT degree operates and, as such, will provide additional balance to JSGS given that each campus will then operate an online degree.

The MHA will be offered primarily online in order to accommodate students who are working professionals living across the province, in other Canadian jurisdictions and in international locations. JSGS has previously offered two of the proposed MHA courses (JSGS 817: Health Policy, and JSGS 827: Healthcare Organization and Administration) in an online format via URCourses. Student feedback on that experience has been very positive. Discussion forums allow for high-quality student-student and student-instructor interactions. Group projects facilitate student bonding even without the face-to-face aspects. Diverse delivery options including the ability to use videos and audio clips along with text based content such as powerpoint, readings and internet links provides for interesting and engaging course content. In addition to relying on these known techniques, we will work with online learning experts on both campuses to ensure our delivery mechanisms make use of the most current knowledge of the web-based learning environment. We are also exploring the options associated with emerging technologies such as Cisco WebEx.

We anticipate offering between four and five courses per year, over three semesters. Students will largely be able to determine their own pace through the program, depending on their personal and professional obligations, but we anticipate the majority of students will finish in approximately three years. The program will utilize a rolling admission approach whereby students will be able to begin during any of the three semesters. This approach will help make it as easy as possible for working professionals to begin the program at the point in time that works best for them. Students who initially began in our Health Systems Management Certificate will also have the option of leveraging into the MHA.
We also plan to incorporate two brief residency periods, of three days each, into the program. Each of these residency periods will be associated with 1.5 credit hours. Intensive team-based learning exercises will play a significant role in the residency periods to facilitate group bonding. Experience from other universities (e.g., Royal Roads, McMaster) suggests these bonding periods help to improve the quality of communication, team work and online discourse throughout the program. They also present an opportunity for students to forge ongoing professional relationships with colleagues from across the province and country. One session will be offered per year and they will be designed to stand-alone (i.e., each will address different fundamental skills) so that they can be taken in any order.

17. Implementation Plan

JSGS is already in the process of promoting and revamping our existing Health Systems Management Certificate for full-online delivery. Two of the Health Systems Management Certificate courses (which would also form part of the MHA) have already been offered online, and we have received a DDL to prepare JSGS 837 for online delivery in winter term, 2013. If approved and appropriately resourced, the MHA would launch in the fall of 2013. A proposed working model for program delivery is as follows:

<table>
<thead>
<tr>
<th>Master of Health Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-year online course schedule</td>
</tr>
<tr>
<td>tentative as of July 10, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Semester</th>
<th>JSGS</th>
<th>SPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>Winter 2013</td>
<td>837</td>
<td>803 / 805 / 807 / 867</td>
</tr>
<tr>
<td></td>
<td>Spring 2013</td>
<td>817</td>
<td>-</td>
</tr>
<tr>
<td>2013-14</td>
<td>Fall 2013</td>
<td>830 aa / 827</td>
<td>803 / 807 / 864</td>
</tr>
<tr>
<td></td>
<td>Winter 2014</td>
<td>835at</td>
<td>805 / 808 / 867</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>828</td>
<td>-</td>
</tr>
<tr>
<td>2014-15</td>
<td>Fall 2015</td>
<td>830 ab/832</td>
<td>803 / 807 / 864</td>
</tr>
<tr>
<td></td>
<td>Winter 2015</td>
<td>826</td>
<td>805 / 808 / 867</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>833</td>
<td>-</td>
</tr>
</tbody>
</table>

JSGS 817 Health Policy  
JSGS 826 Human Resources Management in Health Care ***New  
JSGS 827 Health Care Organization and Administration  
JSGS 829 Decision Making and Leadership in Healthcare Organizations ***New  
JSGS 830 aa/ab MHA Residency (1.5 credit hours) ***New  
JSGS 832 Population Base Health Program Management  
JSGS 833 Performance Measurement in Healthcare Organizations  
JSGS 834 Financial Management of Healthcare Organizations  
JSGS 835AT Health Law and Policy  
JSGS 837 Health Economics  

PUBH 803 Health Promotion  
PUBH 805 Biostatistics for Public Health  
PUBH 807 Health Program Planning and Evaluation  
PUBH 808 Health Care Management  
PUBH 864 Health Care Ethics and Law  
PUBH 867 Health Policy and Politics  

Over the course of the 2012-2013 academic year, staff and faculty resources will be dedicated to preparing MHA course content for online delivery, negotiating with the appropriate departments at both the University of Regina and the University of Saskatchewan, securing existing faculty resources, establishing the administrative structure and coordinating program marketing and course content. We will also apply for funding for additional online course
development under the Distance and Distributed Learning (DDL) committee process. Given the part-time nature of this program it would be relatively easy to begin offering it in the Fall of 2013 as we would only be required to offer between one and three courses a semester.

Marketing Plan
In addition to including the MHA in existing marketing strategies used by JSGS, promotional materials on the MHA will be targeted to provincial Ministries of Health, regional health authorities and professional associations in the health care field, not only in Saskatchewan but across Canada (e.g., Canadian Medical Association, provincial colleges of physicians and surgeons, provincial medical associations, Canadian Federation of Nurses Unions, provincial nursing associations, etc.). Part of the marketing strategy will involve personal relationship building with current managers, administrators and other leaders in the health sector to encourage their support for existing employees to pursue the MHA. Our initial consultations (outlined above) have been the first step in this process and we intend to continue to cultivate those relationships and promote on-going commitment to this program from our key stakeholder groups.

While the majority of our marketing efforts will be directed at the Canadian market, we will also engage in targeted international marketing strategies. We will work with JSGS Communications and Marketing & Communications Specialist Jennifer Robertson to develop cost-effective strategies to reach our target student population.

Program Comparisons with other Canadian universities offering the MHA or a comparable degree:

Table 6. Program Comparison Summary

<table>
<thead>
<tr>
<th>University &amp; Degree</th>
<th>Online/On-site</th>
<th>Estimated Tuition (Domestic)</th>
<th>Program Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalhousie, MHA</td>
<td>1. On-site</td>
<td>1. $15,078.00</td>
<td>1. 2 yrs FT/6 yrs PT</td>
</tr>
<tr>
<td></td>
<td>2. Online</td>
<td>2. $19,158.00</td>
<td>1. 3 yrs (3 terms/yr)</td>
</tr>
<tr>
<td>McMaster, MHM</td>
<td>Online (brief residencies)</td>
<td>$21,349.76</td>
<td>32 months</td>
</tr>
<tr>
<td>UBC, MHA</td>
<td>On-site</td>
<td>$25,272.00</td>
<td>2 years</td>
</tr>
<tr>
<td>U of T, MHS, Health Admin</td>
<td>On-site</td>
<td>$17,046.00</td>
<td>2 years</td>
</tr>
<tr>
<td>U of O, MHA</td>
<td>1. On-site Intensive</td>
<td>1. $22,548.00</td>
<td>1. 16 months</td>
</tr>
<tr>
<td></td>
<td>2. On-site PT</td>
<td>2. $19,894.68</td>
<td>2. 28-36 months</td>
</tr>
<tr>
<td>Royal Roads, MA in</td>
<td>Online (brief residencies)</td>
<td>$21,620</td>
<td>2 years</td>
</tr>
<tr>
<td>Leadership (Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athabasca, MHS</td>
<td>Online</td>
<td>$14,300</td>
<td>Variable</td>
</tr>
</tbody>
</table>

Please see Appendix C for additional information about the programs summarized above.

Please see Appendix D for examples of online MBA programs. While MBA programs potentially target different audiences, reviewing highlights of online offerings is instructive when looking at structural aspects including credit hours, program structure and tuition.

18.

19. Compatibility of Proposed Curriculum with Accreditation
The Commission on Accreditation of Healthcare Management Education (CAHME) is the leading accreditation body in this area. We have reviewed their accreditation criteria and have taken their curriculum content into consideration when designing the proposed MHA curriculum. We believe our program largely falls in line with CAHME standards. Only 3 programs in Canada are currently accredited by CAHME: (i) Dalhousie; (ii) University of Toronto; (iii) Université de Montréal.

In both health sectors and public administration, the focus has traditionally been on obtaining a credible degree from a reputable institution. While accreditation is acknowledged as being an asset, we do not view it as a requirement for the MHA at this time. We would of course be willing to consider pursuing accreditation if the University views CAHME accreditation as being important. In any event, the program has been designed with accreditation criteria in mind in order to ensure it is commensurate with leading standards in this area.
Appendix A – SPH Distance MHA Program

MASTER OF PUBLIC HEALTH (MPH) DISTANCE PROGRAM

The Master of Public Health (MPH) program trains public health professionals to measure, assess and manage increasingly complex population and public health issues. It offers graduate students integrated learning opportunities in the five core disciplines of public health:

1. **Biostatistics** – Collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.

2. **Epidemiology** – Distributions and determinants of disease, disabilities and death in human and animal populations; the characteristics and dynamics of populations; the natural history of disease; and the biological basis of health.

3. **Environmental Health Sciences** – Environmental factors, including biological, physical and chemical factors that affect the health of a community.

4. **Health Services Administration** – Development, organization, administration, management, evaluation and policy analysis of health programs.

5. **Social and Behavioural Sciences** – Concepts and methods of social and behavioural sciences relevant to the identification and the solution of public health problems.

As one of only a few universities across Canada to offer a distance-based MPH program, School of Public Health at the University of Saskatchewan (U of S) is now able to reach out into Aboriginal, remote and rural communities in the province, across the country and internationally. Not only will this program assist in addressing ongoing public health needs by providing students with accessible learning opportunities, but it will also help to build public health capacity within these communities so they are better able to meet the needs of their populations.

Distance students will be required to take two core courses — Foundations of Public Health and the Interdisciplinary Public Health Practice — on campus at the U of S (Saskatoon, SK, Canada) during an intensive two-week summer school at the beginning and end of their program respectively. The remaining courses may be taken online during the fall and winter terms or on campus during the annual summer school. The program will require two to three years to complete.

**APPLICATION QUALIFICATIONS**

Applicants to the MPH distance program should hold a bachelor or higher degree in one of the health sciences, life sciences, social sciences or business with a minimally attained cumulative weighted average of 70% or greater in the last two years of study. All candidates must also meet the admission requirements of the College of Graduate Studies and Research at the University of Saskatchewan.

For more information on admission requirements, please visit [www.usask.ca/sph](http://www.usask.ca/sph).

**APPLICATION DEADLINE**

Students interested in applying for the MPH program should do so by March 15th of the academic year. Currently, there is only one intake per year, in September, and applications are reviewed in the spring of that year.

**CAREER PATH**

Many Public Health jobs require a graduate degree in public health. An MPH degree emphasizes the use of academic knowledge as a basis for evidence-based public health practice and policy development. The program combines academic learning with opportunities to gain practical experience under the mentorship of public health practitioners. The MPH degree prepares public health professionals for careers in the public, non-profit and private health sectors of the economy.

**MORE INFORMATION**

For more information regarding our program, courses, prerequisites, tuition and scholarships, please visit [www.usask.ca/sph](http://www.usask.ca/sph) or call (306) 966-1649.

**PROGRAM CURRICULUM**

**On-Campus Core Courses:**

- PUBH 804.3 – Foundations of Public Health – Provides an overview of the field of community health,
including health care organization and community-based approaches to health promotion and disease prevention.

• PUBH 840.3 – Interdisciplinary Public Health Practice (Capstone course) – This class is designed to be the culminating experience for the MPH program. As such, it integrates content and theory of public health practice as experienced by students through previous course work and practica. It recognizes the 7 core competency domains in public health as defined by the Public Health Agency of Canada and provides opportunities for students to acquire skills in all these domains. The course is taught by an instructor, complementary by a team comprised of faculty, public health practitioners and professionals, and uses interactive methods including case studies, seminars, and class presentations. Students register in the capstone course after completion of their entire core required courses and practica.

Online Core Courses:

• PUBH 800.3 – Epidemiology for Public Health – The course introduces students to the concepts and basic methods used in epidemiology to evaluate the distribution and determinants of disease and health interventions in public health. www.usask.ca/sph

• PUBH 803.3 – Health Promotion – This course covers the underlying concepts, principles, historical development, theory, and current practice of health promotion. The focus of learning is not so much on “how to do” health promotion, as on “how to think” about the conceptual, ideological, and political issues which underlie health promotion practice. Topics include: empowerment and community, change in individuals, small group development, community organization, healthy public policy, coalition-building and advocacy, linking research and action. It is recommended that this course be taken in year 1, term 2 of a student’s program of studies.

• PUBH 805.3 – Biostatistics for Public Health – This course is designed for students who wish to understand basic biostatistical methods and principles as they apply to public health data. The methods include descriptive statistics, confidence intervals and hypothesis testing, analysis of variance, non-parametric methods, multiple regression and logistic regression. The emphasis of the course is on applications of these methods to public health data, on correct interpretations of the resulting analyses as to be presented to both public health professionals and general lay audiences, and on the critical appraisal of these methods as used in the public health literature. The course also introduces the computer software program SPSS as it applies to the statistical topics discussed in the course

• PUBH 867.3 – Health Policy and Politics - An introduction to theory, research and practice in the field of health policy. More specifically, the course will provide an opportunity to critically examine the process of health policy development, analysis and implementation as well as better understand what influences policy. It is recommended that this course be taken in year 1, term 2 of a student’s program of studies.

• PUBH 898.3 – Environmental Public Health – This course is designed to provide students with an introduction and overview of the key areas of environmental health. This course will cover factors associated with the development of environmental health problems, principles derived from core environmental health disciplines, “tools of the trade” and specific agents of environmental diseases. Finally, applications and domains of environmental health are addressed (e.g., water and air quality, food safety, waste disposal, and occupational health).

• PUBH 807.3 – Health Program Planning and Evaluation – This course covers basic concepts and principles of the cycle of health program planning, which includes needs assessment, program development and implementation, process, impact, and outcome evaluation. Both qualitative and quantitative data collection will be addressed. Guest speakers, case studies, and assignments will link conceptual material with concrete applications.

Online Elective Courses:

• PUBH 808.3 – Health Care Management
• PUBH 802.3 – Public Health Protection
• PUBH 809.3 – Field Epidemiology
• PUBH 864.3 – Ethics and Law
• CMPT 858.3 – Topics in Modeling and Operations Research
• NURS 814.3 – Aboriginal Health Issues
• AGMD 800.3 – Public Health in the Agricultural Rural Ecosystem (PHARE)

Practicum Course:

• PUBH 992.6 – Public Health Practicum - It is recommended that students register in the practicum after
completing the seven core required courses, usually in the spring/summer term. However, it is possible to do the practicum during any term.

### Appendix B – MHA Course Descriptions

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSGS 817 Health Policy</td>
<td>The course will review the historical development of the Canadian health care system and its supporting principles, governance structures and fiscal arrangements; and examine contemporary structures and relationships. Issues such as benefit coverage, health human resources, user fees, pharmaceuticals, regional health boards, and health reform in a comparative context will be examined.</td>
</tr>
<tr>
<td>PUBH 867.3 Health Policy and Politics</td>
<td>An introduction to theory, research and practice in the field of health policy. More specifically, the course will provide an opportunity to critically examine the process of health policy development, analysis and implementation as well as better understand what influences policy.</td>
</tr>
<tr>
<td>JSGS 827 Health Care Organization and Administration</td>
<td>This course will provide students with an understanding of issues involved in the management and organization of health services. Students will examine issues related to managing health in terms of regional health authorities, health ministries and individual health organizations.</td>
</tr>
<tr>
<td>PUBH 808.3 Health Care Management</td>
<td>Purpose: to learn management principles applied to health care systems. The various responsibilities of health care managers are covered. Accordingly, the course covers the full spectrum of managerial functions: planning, decision-making, organizing &amp; budgeting, personnel management and controlling, and processes: leadership, power, authority and communication. Basic monetary and fiscal policy are also discussed briefly. Today’s health care manager relies on funding from both public and private sectors and as such is comfortable dealing with executives in both sectors.</td>
</tr>
<tr>
<td>JSGS 837 Health Economics</td>
<td>This course is designed to provide students with an introduction to economic concepts and analysis relevant to health, health care and health care systems. Students will examine economic aspects of various elements of the health-care sector, identify relevant policy questions and apply economic concepts and techniques to analyze them.</td>
</tr>
<tr>
<td>JSGS 835AT Health Law and Policy</td>
<td>This course will provide an overview of issues at the intersection of health law and policy. It will include a basic introduction to the foundations of health law followed by examination of topical issues in this domain such as stem cell research, genetics, and medical tourism.</td>
</tr>
<tr>
<td>PUBH 864.3 Health Care Ethics and Law</td>
<td>Divided into three major sections. Section 1 provides a brief overview of the Canadian legal system. Section 2 covers such legal concerns of patients and health care providers as negligence, informed consent, and the regulation of health professions. The law portion of the class focuses on issues pertaining to health care management. Section 3 explores the theory of ethics and places ethical issues and problem solving in a practical context.</td>
</tr>
<tr>
<td>JSGS 826 (new) Human Resources Management in Health Care</td>
<td>This course will address health human resource management. Its scope will include the knowledge and skills necessary to work with self-regulating professions and in a highly unionized environment. Essential aspects of collective bargaining, negotiation and professional</td>
</tr>
</tbody>
</table>
organization will be covered, as will working with the public/private divide in healthcare provision.

**JSGS 829 (new) Decision Making and Leadership in Healthcare Organizations**
This course will cover leadership theory and practice, with a focus on effective leadership in the public sector and ethical decision-making. It will address decision-making models relevant to the health sector, including emerging philosophies (e.g., LEAN).

**JSGS 832 Population Base Health Program Management**
This course will apply the techniques of epidemiology and biostatistics to evaluate population-based health programs. In addition, students will become familiar with principles of public health, prevention, and health care quality management.

**JSGS 833 Performance Measurement in Healthcare Organizations**
Focusing on the health care imperative of accountability to the community, this course deals with the measurement of performance in health care organizations. Lean management principles will be an important part of this course. Management control focuses on the implementation of business strategies and the attainment of organizational goals will round out the curriculum.

**JSGS 834 Financial Management of Healthcare Organizations**
This course covers the financial management function in health care organizations including operating and capital budgeting processes along with budgetary and financial controls. There will be extensive use of financial analysis tools for the health care organization and skills needed to develop basic finance and accounting foundations will be reviewed.

**PUBH 807.3 Health Program Planning and Evaluation**
This course covers basic concepts and principles of the cycle of health program planning, which includes needs assessment, program development and implementation, process, impact, and outcome evaluation. Both qualitative and quantitative data collection will be addressed. Guest speakers, case studies, and assignments will link conceptual material with concrete applications.

**PUBH 803.3 Health Promotion**
This course covers the underlying concepts, principles, historical development, theory, and current practice of health promotion. The focus of learning is not so much on “how to do” health promotion, as on “how to think” about the conceptual, ideological, and political issues which underlie health promotion practice. Topics include: empowerment and community, change in individuals, small group development, community organization, healthy public policy, coalition-building and advocacy, linking research and action.

**PUBH 805.3 Biostatistics for Public Health**
This course is designed for students who wish to understand basic biostatistical methods and principles as they apply to public health data. The methods include descriptive statistics, confidence intervals and hypothesis testing, analysis of variance, non-parametric methods, multiple regression and logistic regression. The emphasis of the course is on applications of these methods to public health data, on correct interpretations of the resulting analyses as to be presented to both public health professionals and general lay audiences, and on the critical appraisal of these methods as used in the public health literature. The course also introduces the computer software program SPSS as it applies to the statistical topics discussed in the course.
Appendix C – Comparable Canadian Programs

1. **Dalhousie University** offers a Master of Health Administration (MHA) program through its School of Health Administration. There are two options:
   a. An on-site option that may be taken over two years of full-time study or over up to six years of part-time study;
   b. An online option ("Executive Studies") delivered via a cohort-based, classroom/online mixed delivery model that can be completed by working professionals over a 3 year period (offered over 3 academic terms each year), or 36 months if residency and electives are waived. The online program requires a minimum of 5 years professional work experience.
      - The curriculum is largely the same for both on-site and on-line programs. It consists of 20 courses (each at 0.5 credits), although the on-site program includes a 1 credit, 16 week Health Administration Residency, for a total of 11 credits.
      - The Dalhousie MHA is CAHME accredited.
      - Tuition:
        - On-site: $15,078.00 (not including graduate course & student fees)
        - Online: $19,158.00 (not including graduate course & student fees)

2. **McMaster University** offers a Master of Health Management (MHM) degree through the DeGroote School of Business and the School of Rehabilitation Sciences.
   - It is a part-time program targeted to current health professionals (most applicants must be regulated health professionals, although there are exceptions for individuals with a four year bachelor degree and considerable experience in the health care system).
   - The program is offered primarily online with two brief residency periods (3 days each), although local students also have the option of attending one or more traditional on-site courses to fulfill elective requirements.
   - The program is intended to be completed within 32 months and is delivered in a cohort model. The curriculum includes five core courses and an elective, along with completion of a scholarly paper, for a total of 8 half credits.
   - Tuition: $2,600.00 per 1/2 course charge plus PT Flat fee supps 549.76 = $21,349.76

3. The **University of British Columbia** offers a Master of Health Administration (MHA) as a joint initiative of the Faculty of Medicine and the Sauder School of Business.
   - The program is cohort-based and can be completed in 2 years. It includes 24 mandatory courses (1.5 credits each) and 1 major research project (6 credits), for a total of 18 credits.
   - It is an executive-style program aimed at working professionals and classes are scheduled on weekends. Admission requirements include a four-year undergraduate degree (minimum B+ average) and relevant professional work experience (i.e., in health care delivery or related sectors).
   - Tuition: $12,636.00 per year for total program tuition cost of $25,272.00, not including mandatory student fees.

4. The **University of Toronto’s Institute of Health Policy, Management & Evaluation** offers a MHSc in Health Administration.
   - It is a two year professional degree program offered in a modular format (via 5 consecutive blocks, including 20 0.5 credit courses, for a program total of 10 credits). There is no part-time option; all students must progress through the program at the same pace. The program also includes a mandatory practicum which usually takes the shape of a full-time placement for 8-12 weeks.
   - The program is designed for full-time study while continuing full-time employment. Class time is Wednesday evenings and all day Thursday – Saturday.
   - Applications are encouraged from senior managers wishing to enhance their leadership, mid-level managers wishing to build expertise and skills to further career progression, physicians and other
health service professionals seeking to enter or improve managerial positions, and managers from other sectors interested in transitioning into the health sector (minimum B+ average in a four year undergraduate, usually minimum of 3 years of relevant clinical or management experience, quality references and motivation are key application requirements).

- It is CAHME accredited.
- Tuition
  - Canadian students: $8,523/year = $17,046
  - International students: $21,441/year = $42,882

5. The University of Ottawa’s Telfer School of Management offers a Master of Health Administration (MHA) degree. There are 2 delivery options:
   a. Intensive option → full time, geared towards students transition careers to health management; program coursework is completed in 12 months in a cohort-style model, followed by a 4 month residency (total 16 months in length)
   b. Working professional part time option → program course work and residency are completed in 28 months (up to 36 months maximum);
      - The curriculum is composed of 54 credits, 16.5 of which are designated as management core (from MBA and AMD courses), 30 of which are health management (MHA) courses, and 7.5 of which are for the administrative residence and field project.
      - The program is offered in a mixed model format, with some courses following the traditional 3 credit, 12 week format, with others being offered 1.5 credit modules, consisting of 18 hours generally offered over a 6 week period, with others available over intense 3 day weekends.
   - Tuition
     - Intensive option
       - Canadian students: $22,548
       - International students: $35,395
     - Professional option
       - Canadian students: $368.42 per credit = $19,894.68 total (54 credits required)
       - International students: $608.66 per credit = $32,867.64 (54 credits required)

6. Royal Roads University offers an MA in Leadership (Health Specialization).
   - This is a two year program is offered through a combination of online courses and a series of short residences.
   - It is an applied competency-based program offering advanced leadership training for middle and senior managers.
   - Normally, students take one to two distance courses at a time, for a period of 10 to 14 weeks. A level of effort of approximately 10 hours per week, per course is required. This means a commitment of 10 to 20 hours per week depending on the schedule.
   - Tuition
     - Canadian students: $21,620
     - International students: $32,430

7. Athabasca University offers a Master of Health Studies (MHS)
   - The MHS program is composed of 11, three-credit courses, for a total of 33 credits.
   - There are two options: a course-based route and a thesis based route.
   - Applicants for admission to the MHS program must possess a four-year health-related Canadian (or equivalent) baccalaureate degree program from an accredited/recognized university, with a minimum GPA of 3.0 (B) in the final 30 credits of undergraduate study. Applicants must have obtained recently, a minimum of two years full-time equivalent related professional health care experience.
   - Tuition: $14,300 (not including Application, admission, and AUGSA fees.)
Appendix D – Canadian Online MBA Programs

1. Royal Roads University - MBA
   - 18 months in length, delivered using a cohort model;
   - Uses a blended learning format; online sessions are combined with two three-week residences held on campus in Victoria, B.C. or in Grenoble, France;
   - During distance learning portions of the program, students are provided with a package of materials and readings. Students then work through the requirements of the course at their own pace, although deadlines for assignments and exams are fixed;
   - Online material is delivered through a threaded discussion platform;
   - Tuition:
     - Canadian Student: $37,190
     - International Student: $55,800

2. Queen’s University – Executive MBA
   - 16 Months, including 21 courses, 1 individual project and 1 team project;
   - Uses a blended learning format; online sessions are combined with three on-campus sessions. The first session is two weeks in length at the beginning of the program in August, with the second in January, and the third in July. The January and July sessions are each one week long;
   - Program requires a commitment of approximately 25 hours each week, including class time;
   - Classes are held every other week on Friday and part of Saturday, using boardroom learning sessions. Students can choose from the following two options:
     - 1: Interactive Boardroom Sessions in your home city. This option requires video conference rooms equipped with two large screen plasma screens, a tabletop microphone and a remote-controlled camera.
     - 2: Desktop Boardroom Sessions. This option can be used anywhere in Canada. All that is required is a high-speed internet service, a good computer, and a quiet place to attend class;
   - Saturday afternoons are often used for team meetings and discussions and completing team assignments and projects;
   - Tuition: $90,000
     - Note: Tuition is all inclusive and includes tuition, books, meals and accommodations in Kingston, ON, software and technical support, and up to $4,000 for travel accommodation relating to the Global Business Project.

3. Athabasca University - EMBA
   - Usual completion time is 2.5 to 3 years; program must be completed in 5 years;
   - Follows a cohort model;
   - Uses a blended learning format. Courses are delivered using an online collaboration method, but elective courses also involve one, two or three weeks of in person attendance;
   - Students are recommended to spend 20 – 25 hours per week on coursework;
   - The program includes 12 core courses divided into two phases. Students are also required to take 6 elective courses, or 3 elective courses and an applied project;
   - Courses are paced, with a scheduled start and end date, and include assignment deadlines within each course.
   - Tuition: $48,775, with an additional $400 delivery surcharge for students residing outside of Canada

4. University of Fredericton – EMBA
   - Students have the option of completing the program in a 7 week fixed agenda format, or at their own pace. If the 7 week fixed agenda format is chosen, the program is completed in 2 years and 3 months;
   - The program includes a total of 13 courses which include 7 foundation courses and 5 specialization courses including 1 elective and 1 integration project;
   - It includes participation in “live” seminars and/or conferences with experienced leaders from global organizations;
     - Tuition: $24,500; the University of Fredericton is currently offering a tuition fellowship of $7,500 to all qualified applicants.

(end of Motion)