



## MEMORANDUM

**To:** Academic Programs Committee of University Council  
**Copy:** Cathy Arnold, Director, School of Rehabilitation Science  
**From:** Office of the Associate Dean, CGPS  
**Date:** January 21, 2020  
**Re:** Changes to Admission Requirements – Master of Physical Therapy

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The College of Graduate and Postdoctoral Studies is recommending changes to the admission requirements for the Master of Physical Therapy program. The proposed changes include 1) replacing the Multiple Mini Interview with the Computer based Assessment of Sampling Personal Characteristics (CASPer), and 2) raising the minimum admission average from 70% to 75%.

Some professional programs at USask have replaced multiple mini interview requirements with CASPer already, and conversations suggest that we should anticipate additional programs proposing the change as well.

The Master of Physical Therapy program consistently admits students with averages in excess of the proposed minimum 75% average. Raising the minimum admission average would provide transparency for applicants' expectations on admissibility.

The proposal was supported by the Graduate Programs Committee on December 11, 2019, and the Executive Committee of CGPS on December 16, 2019.

Attached please find the proposal with support from the review committees.

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229

## Memorandum

**To:** Academic Programs Committee (APC)

**CC:** Heather Heavin, Chair, Graduate Programs Committee, CGPS

**From:** Trever Crowe, Chair, Executive Committee, CGPS

**Date:** December 16, 2019

**Re:** **Changes to Admission Requirements – Master of Physical Therapy Program**

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On December 16, 2019, the Executive Committee (EC) of CGPS considered a recommendation from the Graduate Programs Committee (GPC) to approve the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%.

The EC remarked that this was a very well prepared package and raised only one question with respect to the package not referencing what the current admission average was (70%). No other questions were heard. **The EC moved to approve the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%**  
**Newton/Jones ALL IN FAVOUR: CARRIED**

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Trever Crowe at [trever.crowe@usask.ca](mailto:trever.crowe@usask.ca) or by phone at 966-5759.

/II



## MEMORANDUM

**To:** Executive Committee of CGPS

**Copy:** Dr. Cathy Arnold, School of Rehabilitation Science

**From:** Graduate Programs Committee

**Date:** December 12, 2019

**Re:** changes to admission requirements – Master of Physical Therapy program

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The Graduate Programs Committee is recommending approval of changes to the admission requirements for the Master of Physical Therapy program. The proposed changes include 1) replacing the Multiple Mini Interview (MMI) with a Computer based Assessment of Sampling Personal Characteristics (CASPer), and 2) raising the minimum admission average to 75%.

The proposal was well-prepared. It was noted that some of the professional colleges already have replaced the MMI with CASPer with other colleges intending to make the switch.

It was noted that the program admitted students with averages in excess of 75%, so it was reasonable to raise the minimum average.

On December 11, 2019, the Graduate Programs Committee passed the following motion:

*To recommend approval of the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%.*

Labrecque/Morrison

CARRIED

Attached please find the proposal and supporting documents.

If you have any questions, please contact Kelly Clement at [kelly.clement@usask.ca](mailto:kelly.clement@usask.ca) or 306-966-2229

# MEMORANDUM

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**DATE:** November 13<sup>th</sup>, 2019

**TO:** Graduate Programs Committee

**RE:** School of Rehabilitation Science, Masters of Physical Therapy Program (MPT)

Request for change of:

1. Interview type to be used in the selection criteria for admissions scores to determine acceptance into the MPT and
2. Minimum admissions grade point average for selection criteria for acceptance into the MPT program

**Approved by:** School of Rehabilitation Science Faculty Council (2 Motions accepted on Friday October 4, 2019)

## **Background and Rationale for Requested Changes:**

1. **Request to Change from Multiple Mini Interview (MMI) to Computer based Assessment of Sampling Personal characteristics (CASPer®) for MPT admissions.**

### **Background:**

Over the past 2 years the School of Rehabilitation Science (formerly the School of Physical Therapy) admissions committee has explored options to the currently administered Multiple Mini Interview (MMI). The MMI is scheduled over two days, consisting of 7 stations, with an examiner in each station. The purpose of the interview is to collect information concerning the personal attributes of applicants such as interpersonal skills, communication, critical thinking, professionalism, general knowledge of health care and ethical/moral judgment. The final MMI score is the average of scores in three categories: critical thinking, communication, and professionalism. The current MMI process requires extensive people power to administer, presents a significant cost to our operating budget, has had limited correlations to performance in the MPT program and no correlation with the Canadian Physiotherapy Competency Exam (PCE) that students are required to take in order to be licensed to practice physical therapy in most Canadian provinces. . The MMI creates limitations for many applicants to travel for one day that cannot be re-scheduled or changed and the MMI has known flaws including interviewer bias, context specificity, interviewer consistency, severity/leniency of rater and central tendencies of the interviewer (eg: halo effect; refer to Wetzel, Wilson & Kort. The Halo Effect Re-visited: Forewarned is not Forearmed; Journal of Experimental Social Psychology 1981; 17: 427-439).

### Rationale:

Only two Canadian physical therapy programs (University of Alberta & University of Manitoba) other than the U of S continue to use the MMI. The majority of programs (Sherbrooke, McGill, UBC, Laval, Western, Dalhousie, and U of T) have shifted to use the Computer based Assessment of Sampling Personal characteristics (CASPer®) to replace previous interview processes such as the MMI for PT admissions. Note: UBC continues both CASPer and MMI. CASPer® (formerly Computer-based Multiple Sample Evaluation of Non-cognitive Skills, CMSENS) is a situational judgement test developed at McMaster University to assess an academic applicant's personal and professional (non-cognitive or non-academic) attributes in an online format. The test has 12 sections that either consist of video-based scenarios or word-based scenarios, based on real life situations <https://takecasper.com/about-casper/>. Both tools utilizing numerous independent observations of a single applicant to dilute the effects of interviewer bias and specificity of context. Kelly et al (2009) found that CASPer® moderately correlates (0.60) with MMI and neither test predicts medical school success but Juster et al. (2019) found that inclusion of a situational judgement test into admissions has the potential to widen access to medical education for a number of underrepresented in medicine applicants. Both tests include a guided personal statement which has not been done for PT admissions. The advantage of this method of assessment verses the MMI for the student is the ease of doing the interview in more comfortable and familiar surroundings as opposed to the high stress situation of the MMI, the advantage of a wider window of time to do the assessment, and the decreased cost of traveling to Saskatoon for those who live outside of the city.

The cost of CASPer® is \$40.00 to the student with an additional fee of \$12.00 (increased from \$10.00 effective 2020) for each school to which they want their results sent. This is considerably less cost than the travel costs associated with the MMI. Additionally, The UofS College of Medicine currently uses the MMI and will be charging a fee of \$150.00 for each student participating in the MMI. If the MPT program, a School within the COM, adopts the same fee schedule CASPer® will be less expensive for prospective applicants.

The advantage of CASPer® to the MPT faculty and staff is significant. It is becoming increasingly difficult to recruit enough interviewers for the MMI, and it requires extensive staff time and resources to conduct. The scoring of the student's performance via CASPer® is done by the company, resulting in greater consistency and less risk of bias.

Based on these data, The SRS Faculty Council has accepted the recommendation of the MPT Admissions committee with the unanimous approval of the following motion at the October 4, 2019 meeting:

#### **MOTION:** Zucker-Levin/Arnold

That the School of Rehabilitation Science will replace the Multiple Mini Interview (MMI) with the Computer based Assessment of Sampling Personal Characteristics (CASPer) assessment inclusive of a guided personal statement for admission of physical therapy students beginning 2021. **CARRIED**

## **2. Request to Increase the minimal entry GPA to 75% for School of Rehabilitation Science MPT Program.**

### Background:

The School of Rehabilitation Science has a series of evaluation outcome measures and indicators it tracks annually in order to assist with future decision-making to optimize success for students in the MPT program. Over the past 2 years the School of Rehabilitation Science admissions committee has explored the relationship of academic performance both at entrance into the program and in the duration of the program to outcomes such as first time pass rates on the Physiotherapy Competency Exam Clinical Component (PCE). Currently, the minimum GPA for admissions to the UofS MPT program is 70%, which is consistent with CGPS minimum entrance requirements. However, this minimum is low compared to other U of S health care professional programs and other Canadian physical therapy programs.

### Rationale:

The mission of the School of Rehabilitation Science is excellence in physical therapy and rehabilitation science teaching, research scholarship and leadership to improve the quality of life and well-being for all people of Saskatchewan and beyond. To reach this mission, we strive to prepare entry to practice high quality graduates ready to be competent professionals in a challenging health care environment.

At the University of Saskatchewan, the minimum entrance GPA for admissions to the medical program within the College of Medicine is 75%. Similar to us, they have targeted recruitment for Indigenous students, and this minimum GPA does not hinder their ability to fill these seats. We have been tracking entrance GPA data for our Equity students, with self-identified Aboriginal ancestry and found the average entrance GPA to be well above the proposed 75% minimum with a trend toward a raising average (Appendix 1).

The minimum GPA for admission to the UofS MPT program is the lowest in relation to other Canadian physical therapy entry to practice programs; the next lowest is UBC at 76%. We currently have, on average three to four times as many applicants as seats available (maximum 40 seats). The average GPA for students accepted into our program over the past 5 years. Note: the average admissions GPA for students entering the UofS MPT has been slowly rising from 85.3% in 2016 (range 76%-96%) to 86.9% in 2019 (range 80%-94%). Statistical analyses of U of S MPT admissions GPA over the past 8 years for which data is available indicate a moderate to strong correlation of entrance GPA to academic performance throughout the program. For this reasons we would ask CGPS to approve an increase to the minimum GPA for admission to the UofS MPT program from 70% to 75%.

Based on these data, The SRS Faculty Council has accepted the recommendation of the PT Admissions committee with the unanimous approval of the following motion at the October 4, 2019 meeting.

### **MOTION:** Zucker-Levin/Kim

That the School of Rehabilitation Science increase the minimum GPA to 75% effective for admissions in 2021.

**CARRIED**

**Request to CGPS:**

The SRS MPT Admissions Committee is requesting CGPS to approve the following motions:

1. The SRS will replace the Multiple Mini Interview (MMI) with the Computer based Assessment of Sampling Personal characteristics (CASPer®) assessment inclusive of a guided personal statement for admission of PT students for the 2021.
2. The SRS will increase the minimum GPA effective for admissions in the 2021 intake to 75%.

Appendix 1: The average GPA for students accepted into our program over the past 5 years

### School of Rehabilitation Science - Admissions Committee Report

	40 Accepting				
	2019	2018	2017	2016	2015
Applicants (General Pool)	34	32	33	34	32
Aboriginal Applicants	6	8	7	6	8
Total Number of Applicants	40	40	40	40	40
<b>Admission Weighted Average</b>					
Mean	86.9%	85.7%	85.8%	85.3%	84.0%
Aboriginal Applicants Range	80-88%	70-84%	76-93%	76-82%	74-86%
General Pool Range	83-94%	83-96%	77-94%	83-96%	79-94%
<b>University Degree</b>					
U of S	73%	58%	65%	55%	55%
U of R	15%	22%	10%	23%	10%
Other University	12%	20%	25%	22%	35%
<b>Undergraduate Degree</b>					
Kinesiology	70%	65%	78%	83%	65%
Arts and Science	20%	25%	15%	17%	23%
Other	10%	0%	0%	0%	7%
Graduate Degree	0%	10%	7%	0%	5%
<b>Males</b>	37%	37%	37%	27%	32.5%
<b>Females</b>	63%	63%	63%	73%	67.5%



Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?  
Is an existing degree, diploma, or certificate being renamed?  
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

No

X

Yes

No

X

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

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

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

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?  
7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program.  
The attribute code will be:

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

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

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.  
[One major is required on all programs [4 characters for code and 30 characters for description]]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Is an existing program being revised?

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

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

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

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

YesNo

X

YesNo

**Section 7: Course Information - as per current set-up**

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

2

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

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

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

If NO, please describe.

Yes ☐ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

If YES, please describe.

Yes ☐ No ☐

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up except as noted below

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Changes include:

- replacing the Multiple Mini Interview (MMI) with a Computer Based Assessment of Sampling Personal Characteristics (CASPer)
- raising the minimum admission average to 75%

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

**Section 9: Government Loan Information - as per current set-up**

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

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

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

**Section 10: Convocation Information (only for new degrees)**

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

**Section 11: Schedule of Implementation Information**

1 What is the start term?

202105 [May 2021]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

Section 12: Registration Information - as per current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?  
(General rule = NA for programs and categories of students not working toward a degree level qualification.)

Yes ☐ No ☐

2 Will students register themselves?

If YES, what priority group should they be in?

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended?

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes ☐ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

## Section 17: Program Termination

# 1 Is this a program termination?

If yes, what is the name of the program?

Downloaded from <http://ajphaphysocpharm.sagepub.com/> at 11:00 11 November 2014

Yes ☐ No ☒ X

2 What is the effective date of this termination?

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### 3 Will there be any courses closed as a result of this termination?

If yes, what courses?

☐ Yes ☐ No

**4 Are there currently any students enrolled in the program?**

If yes, will they be able to complete the program?

Are there circumstances where you do not use the above information? If so, please explain: \_\_\_\_\_

Yes ☐ No ☐

5 If not, what alternate arrangements are being made for these students?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	52
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6 When do you expect the last student to complete this program?

\_\_\_\_\_

7 Is there mobility associated with this program termination?

If yes, please select one of the following mobility activity types.

Yes ☐ No ☐

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Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes	No
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Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

\* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

If NO, please describe.

Yes ☐

No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

If YES, from which tuition code to which tuition code?

Yes ☐

No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

## Section 19: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?  
 2 Has TLSE, Admissions, been informed about this new / revised program?  
 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?  
 4 Has CGPS been informed about this new / revised program?  
 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?  
 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  
 7 Has the Library been informed about this new / revised program?  
 8 Has ISA been informed of the CIP code for new degree / program / major?  
 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?  
 10 Has the Convocation Coordinator been notified of a new degree?  
 11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR

b. Fee Review Committee

c. Institutional Planning and Assessment (IPA)

d. Provost's Committee on Integrated Planning (PCIP)

e. Board of Governors

f. Other

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

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## SIGNED

Date:

December 16, 2019

Registrar (Russell Isinger):

Russell Isinger

College / Department Representative(s):

Martha Smith

IPA Representative(s):

N/A