Memorandum

To: Kenneth Fox, Chair, Academic Programs Committee of University Council
CC: Clint Westman, Graduate Chair, Department of Anthropology and Archaeology
From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies
Date: November 15, 2018
Re: New project option for the Master of Arts program in Anthropology

The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of a project option for the Master of Arts (M.A.) in Anthropology program. The Graduate Programs Committee approved the proposal on October 12, 2018. The CGPS Executive Committee subsequently approved the proposal on October 19, 2018.

The proposed project option supports the CGPS strategic plan to provide alternate formats for program delivery. It is anticipated that introducing the new project option would result in a mild increase in enrolment that would be manageable with the current faculty complement.

The proposed project option would require 18 credit units of coursework and completion of a community-engaged research project, while the existing thesis-based M.A. requires 12 credit units of coursework and completion of a thesis. The proposed project-based program option would be a unique offering within Canada preparing graduates for careers in the field.

Attached please find:
- A copy of the memo from the Executive Committee of CGPS recommending the proposal
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the proposal
- Support from the Vice-Deans, College of Arts & Science
- The complete program proposal including catalogue description
- The consultation with the registrar form

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

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Memorandum

To: Dr. Kenneth Fox, Chair, APC (of University Council)

From: Dr. Trever Crowe, Chair, Executive Committee, CGPS

Date: October 23, 2018

Re: Project Based Option for the Master of Arts in Anthropology

On October 19, 2018, the Executive Committee of CGPS (EC) reviewed the information package for a new project-based option for the Master of Arts in Anthropology and found as follows:

This is a standard project-based master’s degree is proposed. They already have a thesis-based offering and want a project-based option to broaden their offering – five courses already exist and one more will be created to accommodate. Enrolment will likely be low at the outset, it is speculated that in a few years people would elect to go with a project-based vice thesis-based masters.

- This unit depends on devolved scholarship funding; project-based students would not be eligible for devolved funding.
- The trend for credit count in project-based options in grad studies vary; there isn’t a standard model for project credit count e.g. 3 cu for project etc. A member suggests that the credit count for the project itself be clarified. Current thesis-based program in Anthropology requires a minimum 12 cu plus thesis.
- Applied Anthropology is more attractive for student who is not interested in a PhD than thesis-based.

Andy Pollak moved that the Executive Committee approve the project-based option for the Master of Arts in Anthropology/ Paul Jones seconded ALL IN FAVOUR: CARRIED

If you have any questions or concerns regarding the EC’s motion/recommendations please contact lori.lisitza@usask.ca on behalf of the Executive committee.
The Anthropology program has sought wide consultation in preparation of the proposal to introduce a new project-based program option.

On October 12, 2018, the Graduate Programs Committee reviewed the proposal and was satisfied that the proposal had been well prepared. Members noted that the new project option would be preferred for students seeking employment following the master’s program, and it was noted that there seemed to be a trend for students to prefer non-thesis programs. It was noted that other Master of Arts programs with project options found that enrolment trends shifted to favour the project-based program. While projected enrolment was low, it was reasonable with the relatively small faculty complement. The proposed project option seemed appropriate and could lead students to future employment opportunities.

The following motion passed unanimously:

“To recommend approval of the project-based option for the Master of Arts in Anthropology.”

Wu/Martinez-Soberanes CARRIED

Attached please find:
- the complete proposals with new course proposal

Please note that Consultation with the Registrar (student information system set-up requirements) is in process and would be complete prior to submission to the Academic Programs Committee of Council should the proposal receive support from the Executive Committee.

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

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Memorandum

To: Trevor Crowe, Interim Dean
   College of Graduate and Postdoctoral Studies

From: Dirk de Boer, Acting Vice-Dean Indigenous
       Ingrid Pickering, Acting Vice-Dean Scholarly and Artistic Work

Re: Master of Arts (M.A.) in Anthropology – Project-based program option

Date: October 11, 2018

This is to confirm that the College of Arts and Science has reviewed the proposal for a project-based program option in the Master of Arts (M.A.) in Anthropology program, and is in support of this proposal. Addition of this program option will provide students with an applied program, which will offer greater opportunity for community connection and experiential learning. We agree that the program will be attractive to students, especially as it would be the only one of its kind in Canada, and that the Department of Archaeology and Anthropology has taken care to design the program in such a way to make best use of their existing resources.

Dirk de Boer
Acting Vice-Dean Indigenous
PROPOSAL IDENTIFICATION

Title of proposal: Addition of project-based Practicing Anthropology MA

Degree(s): Master of Arts (addition of new project-based program alongside existing thesis-based MA)

Field(s) of Specialization: Anthropology

Level(s) of Concentration: Practicing Anthropology

Option(s): Project

Degree College: Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Martha Smith, x2229; kelly.clement@usask.ca;

Proposed date of implementation: September, 2019 intake

Proposal Document

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

1. Academic justification:

Increasingly, with declining numbers of faculty positions, graduate students in anthropology and other fields are looking for educational experiences and programs that connect with community service and employment goals, often outside of the academy. The field of Practicing Anthropology provides students with applied social science
training designed to address cultural and social challenges. Simply put, practicing anthropology employs the anthropological framework – its theory and methodology – in non-academic settings, such as industry, social services, voluntary sector, community organizations, and government. Our proposed program will position the university well to serve students looking for such a community-engaged, professionalizing training that still has academic rigour. It will complement existing expertise within the Anthropology program on Environmental, Medical, and Applied Anthropology while also enhancing connections to other programs, colleges, and departments. By adding a practicum-based, community-engaged project, rather than thesis, as the basis for the degree, the new program will provide more flexibility to students as well as to the department.

The new program fits well with our departmental imperative to continue developing new programming within Anthropology. The current department was formed in 2008. The current thesis-based ANTH MA was revitalized in the past decade with the first intake in 2010. We have been making strides in developing and implementing our programming at the graduate and undergraduate levels. This new program and course in Practicing Anthropology will enhance our ability to offer professional training in Anthropology.

The proposed program fits well with the university’s signature areas of research including agriculture, energy and mineral resources, Indigenous issues, one health, and water security, aligning existing faculty expertise in these areas. Current faculty are heavily engaged in the study of Indigenous, health, and environmental issues in particular. Furthermore, the proposal supports commitments in the College of Arts and Science’s Draft College Plan 2025 to uplift Indigenization (by providing new collaborative opportunities with Indigenous communities and agencies, among others), to build new partnerships, to simplify degree paths, and to share our research and learning with communities in new ways. While this new program may be more appealing to Aboriginal, international, mature, or returning students due to its practical focus, we are not targeting any particular demographic with these proposed changes.

We will be the first practicing anthropology training program in Canada; there are no similar such programs. Rather, our stream draws its inspiration from a growing number of very successful Practicing or Applied Anthropology programs in the US and UK. Our MA program is already unique in Canada with its focus on Environmental and Medical Anthropology; the proposed changes will cement our status and – we anticipate – appeal to a new stream of students and partners.

2. Admissions

Admission requirements are as follows:
• a four-year degree from a recognized college or university in an academic discipline relevant to the proposed field of study
• a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
• Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Admission for this stream will be handled as part of the general ANTH MA admissions process, each January. For the thesis program, we typically admit students with above the minimum required grades, and we anticipate this will also be the case for the practicing program.

Students will be able to transfer to the project-based program from the thesis-based ANTH MA at any point prior to submission of their thesis with permission of the graduate chair. Students from other programs can enter this program with the approval of the Graduate Chair, but will be required to fulfil the required courses.

3. Description of the program

Critical to the new program is its identity as a training for careers in practicing anthropology. This requires the addition of a new course and the informal modification of some existing courses.

Students will require 18 cu of coursework. The following courses will be required:
- ANTH 801 (Contemporary Anthropological Theory)
- ANTH 802 (Community-Based Research: Ethnography and Engagement)
- ANTH 804 (Medical Anthropology)
- ANTH 806 (Environmental Anthropology)
- ANTH 808 (Practicing Anthropology) PROPOSED HERE
  - elective
- ANTH 990 (Graduate Seminar, non-credit)
- ANTH 992 (Project)

Students will take one elective from ANTH or other fields. Electives may be 300 or 400 level undergraduate courses. Electives require approval of the student’s supervisor. ANTH 802, 804, and 806 already include applied components that will be enhanced over time.

In terms of curricular objectives, the new program provides a broad background in Anthropology while preparing students for community-engaged research and/or
employment in the public and private sectors. Furthermore, the concentration in Practicing Anthropology will entail the addition of a new course in Practicing Anthropology as well as a new suite of community-engaged research projects appropriate to the new stream. Students will complete 18 cu of coursework (15 cu in Anthropology and one elective; the elective may be a relevant senior undergraduate course) in addition to a practicum-based Project and 990 seminars. The program will normally be completed in 16 months (two terms of coursework, a summer for the practicum or fieldwork supporting the project report as well as preliminary data analysis, and one term to write the project report. While some students would take two years to complete the program, our objective is to offer something that can be completed in less than two years, so as to maximize appeal and practicality of the program.

Curricular objectives are to ensure the familiarity and competence of students in anthropological theory (ANTH 801) and methods (ANTH 802), with a focus on medical (ANTH 804) and environmental (ANTH 806) subfields, as well as an overall practicing (ANTH 808) orientation. (the proposal for ANTH 808 is attached). Each of these courses engages with applied and practicing issues to a greater or lesser extent. In most cases, students will take another ANTH or ARCH course as their elective. The elective and participation in the ANTH 990 seminar series will thus ensure a broader exposure to Anthropology. The elective will be approved by the student’s supervisor as part of their program of study.

The teaching philosophy of the program is hands-on and practical. The existing courses (801, 802, 804, and 806) are seminar courses, as is the proposed ANTH 808. ANTH 808 in particular will allow the students to engage with different types of writing and with research designed for non-academic end users. Most students will also take seminar-style courses for their elective. ANTH 990 follows a slightly different model, with a mix of seminar discussion and lecture-based training as well as more engagement with Archaeology and other fields of Anthropology.

The project will provide for independent, experiential, community-based practicum learning experiences.

Some of the Practicing Anthropology learning objectives will be addressed through the ANTH 990 seminar. These include approaches to professionalization and research practice as well as topical expertise. Topics covered will include professional ethics, Indigenous legal issues, program review, environmental assessment, team leadership, public policy, heritage and tourism, plain language writing, visual communications skills, and community relations. Frequently ANTH 990 and ARCH 990 meet together
depending on subject matter so students will gain some exposure to archaeology and practicing archaeology (cultural resource management) as well.

Students will also take the mandatory U of S GSR introductory ethics course and (where required) the GSR ethics course for research involving humans. (It is possible that not all students in this program will be conducting research requiring ethical oversight.)

The practicum-based project (ANTH 992) will require independent, community-engaged work entailing a suitable period (generally less than three or four months of full-time engagement) in sustained multi-method applied ethnographic practical fieldwork. The end product of the project will be a 25 to 40-page technical report for the community partner, including an appropriate use of academic references and conventions for that genre. There may also be other, additional, products that are synergistic with this project report and practicum experience. While maintaining academic rigour, the research for this project-based MA stream differs from the research in our thesis-based stream in that it is of shorter duration and has an applied focus. In many instances, the scope of the project will be driven by the community partner’s needs rather than by the curiosity of the researcher. The community service orientation of this project approach equates well to standards and expectations of diverse final research products required in other Public/Practicing/Applied Anthropology programs and related disciplines (e.g., Environmental Studies), which may be designated as projects, applied theses, major papers, agency reports, preceptorships, practicums, etc. At U of S the most comparable programs are likely project-based masters’ degrees in Political Studies (MA) and in Environment & Sustainability (MSEM).

Students who have taken graduate courses in Anthropology at U of S have told us that our courses are relatively rigorous and demanding. This will continue; however, the addition of a new course with a more applied/practicing focus and the participation of a potentially more diverse group of students will enhance the level of discussion and debate. Similarly, our standards for supervising student field research will remain high; they will simply be adjusted in terms of scope and flexibility to befit a practicum-based project as opposed to the longer-term ethnographic work, scholarly demands, and academic writing entailed in an Anthropology MA thesis.

There will be ample opportunities for students to engage in synthesis, analysis, application, critical thinking, and problem solving. Syntheses will come about primarily through coursework (including the elective), ANTH 990, and the opportunity to work with thesis-based ANTH and ARCH MA students in courses, and through the opportunity to apply course-based learning in a research project. The other relevant identifiers will
arise both through coursework and, perhaps more so, through the project component. ANTH faculty members, as well as our associate members in other departments and colleges, are all experienced ethnographic and applied (multi-method) field researchers who work in partnership with various organizations. Through our supervision, and through existing and new partnerships, we will provide unique paths for students to engage in data synthesis and analysis, while thinking through and critically engaging with problems facing local and regional communities. For example, students' projects might engage with First Nations, heritage sites, environmental groups, or inner-city organizations to provide practical expertise on pressing needs.

Within an overall qualitative social science framework, the program is quite comprehensive in that it provides opportunities for practical engagement with anthropological methods, research techniques, and partnership development, while also familiarizing students with anthropological theoretical debates and current issues in multiple disciplinary subfields.

Discovery goals in the University Learning Charter are upheld through the coursework, which will require independent work, critical thinking, synthesis, and analysis; ANTH 802, ANTH 808, ANTH 990, and ANTH 992 in particular will provide opportunities for learning experientially and in teams. The research project especially will require both team-based (community-engaged) work and independent research and analysis. It provides an opportunity for a prolonged experiential series of learning experiences requiring flexibility and a critical but compassionate orientation.

Knowledge goals will be achieved as students gain a knowledge of the breadth of anthropology through coursework and practice on the project. Students will also have the opportunity to engage with archaeology and other interdisciplinary research through coursework, particularly in ANTH 990 and the elective. ANTH 808 will ensure students gain knowledge in applied approaches at the core of the program. Our seminar courses support goals of building knowledge both within and across disciplines. The project will allow students to utilize and apply their knowledge in a supervised, socially beneficial research contribution.

Integrity goals will be achieved through ensuring that students complete existing CGPS ethics training. Academic honesty will be upheld and explained in all classes as part of the course introductions with information available in the course syllabi; ANTH 990 also includes an academic honesty component. Students will receive research ethics training in ANTH 802, ANTH 808, and ANTH 990. The project will provide a practical application for integrity training. In many cases, students will have to apply for their own ethical approval for the project. This experience will also require students to reflect consciously
on ethical approaches to research. Community-based research depends on ethical engagement, though not all projects may require REB oversight.

**Skills goals** will be enhanced through all program activities. Courses and project alike will require students to communicate effectively and conduct research competently and ethically. ANTH 808, ANTH 802, and ANTH 990 will be central in training students to conduct research and use appropriate technologies ethically and effectively. The project will provide for application of skills within community-based applied contexts.

**Citizenship goals** will be enhanced through the global, Indigenous, and multicultural learning engaged by the coursework, as well as through the project which will allow students to share their knowledge and exercise leadership while working closely with community organizations and contributing to society locally (as most projects will be in western Canada).

**Evaluation Criteria:**

We will conduct two initial evaluations of the proposed program: at the three-year mark and then – potentially having made changes in response to student, faculty, and community feedback – again at the five-year mark. After that, we will evaluate the program’s success on a five-year cycle as we do with our thesis-based program. We will evaluate the program based on the following criteria:

i. Demand for the Program – Number of applications per year;

ii. Enrolment Trends – We expect an initial annual admission of two to three students in each the first two years, building to an annual admission of four to five students. Our evaluation will assess whether we have met this expectation;

iii. Completion Rates – We anticipate that most students will complete the program in 16-18 months and will track the rate of completion to assess how well we have met this expectation;

iv. Student Satisfaction Surveys – In addition to regular course evaluations, we will survey the students in the project-based stream to determine their level of satisfaction with the program;

v. Graduate Surveys – We will survey the graduates of the program to document their employment status and their satisfaction with the preparation the program provided for employment;

vi. Community Surveys – We will survey the community partners with whom our students have worked to determine their degree of satisfaction with the students’ work.

4. **Consultation**
The program is unique within the university and provides for a shorter-duration MA in Anthropology, with more focus on practical training and community connections. While our thesis-based program also emphasizes community-engaged research, the proposed program will provide opportunities for more career-based and applied training. ANTH 808 will provide new learning opportunities beyond the Anthropology program, for students with interests in Archaeology, other social sciences, and community-based research in general. For ANTH 990, enrolment will remain restricted to Anthropology students. The other ANTH courses are already accessible to other students, by instructor permission. The practicing cohort will enrich the experience of other students in the other ANTH courses, as well as those in ARCH 990, which regularly meets with ANTH 990 for joint sessions including final research presentations. While the proposed program is primarily intended for students wishing to enter the work force directly, it would also prepare students for professional programs and some other graduate programs both on campus (Special Case PhD in Anthropology, PhD in Interdisciplinary Studies, Environment & Sustainability, or in a health or policy-based discipline) and beyond.

There is no impact to other units on campus. We have consulted with the Archaeology program, with associate members in the Anthropology program, with ARCH and ANTH graduate students, and with the Dean’s office (Arts and Science). We also consulted with the Graduate Chair, Political Studies for advice about their project-based program. With assistance from the Dean, we engaged a nationally prominent practicing anthropologist to guide us through the early stages of program visioning. We will be consulting with our current community partners, other community organizations, and with the City of Saskatoon as the proposal moves ahead.

Existing library resources in Anthropology are adequate and will support the new program in tandem with existing programs.

We have engaged an outside consultant in practicing anthropology (Dr. Craig Candler of the Firelight Group) to advise and facilitate our development of this proposal. The proposed program falls in line with an increasing interest in practicing (non-academic) anthropology on the part of the Canadian Anthropology Society (CASCA). CASCA members (and to a lesser extent, members of the American Anthropological Association and the Society for Applied Anthropology [SFAA]) will serve as the primary target market for promoting and establishing the new program. We have engaged in informal consultations with leading members of CASCA and the SFAA in designing this program. In addition, our faculty complement includes multiple Fellows of the SFAA, multiple winners of the Weaver-Tremblay Award (CASCA’s award for applied anthropology), and
the presidents of both CASCA and the SFAA. Support and engagement of these and other organizations is assured. At present, there is no certification process for applied and practicing anthropology. Our faculty members have been working closely with the national anthropological association to develop certification criteria, and we expect to be the first program to meet these once implemented. This will give the program even greater visibility.

5. Budget

There will be limited marginal impact on our budget and revenue. All five Anthropology faculty will be responsible for the delivery of the program; Archaeology faculty will participate in the 990 seminars, as guest lecturers in relevant courses, and may serve as supervisors where appropriate.

In departments like ours, where faculty time and resources integrate and overlap with other assigned activities, it is not possible to calculate a percentage time commitment to a program such as this. There will certainly be an increase in overall graduate student numbers and some graduate courses may need to be taught more frequently (i.e., on an annual basis). But the faculty are confident that the increase in time commitment will be manageable within the context of their other activities, and will work to ensure new admission numbers are sustainable in such a context. Graduate courses will likely receive a higher enrolment including the addition of a new graduate course. These marginal increases will somewhat be mitigated by the shorter duration and lower supervisory committee requirements of a project-based program. Impact on office staff (managing files and intake) is expected to be marginal in the first few years.

We are in the process of eliminating the separate Anthropology and Archaeology BA programs and putting in place an integrated set of BA programs in Archaeology and Anthropology to provide greater flexibility in teaching. Some undergraduate courses will be eliminated through this process to streamline offerings and reflect current faculty interests and disciplinary movements. Integrating the undergraduate programming will provide faculty with greater opportunity to engage in the graduate programming in the existing thesis-based program as well as the proposed project-based program.

Delivery of this program is predicated upon and will require maintaining the current faculty complement in Anthropology (at least five faculty). In the future we will include an applied anthropologist in our complement plan. Indeed, this program might necessitate a future request for expanded complement once its success can be demonstrated.
We currently have adequate space for students including carrel rooms and lab space. If space becomes an issue we would restrict carrels to thesis-based students or petition for more student space within our building at that time (there are areas in the Archaeology building that could accommodate such needs, but are currently occupied by other departments). There will be no impact on classroom space.

Our overall enrolment in the Anthropology MA program will likely increase annually by two to three students in the first two years of implementing this project-based stream, and then annually by four to five students, assuming that admissions to our thesis-based stream stay steady at roughly four to five students per year.

In most cases students in the project-based MA would self-fund their program. Assistance from faculty research grants or community partners might also be available.

Standard term MA program tuition is proposed.

We anticipate no meaningful change to current program delivery costs. The Practicing Anthropology student activities will be subsumed among current resource allocation for the graduate program.

With an annual admission in the first two years of two to three students followed by an annual admission of four to five students, we anticipate a minimum enrolment of six students at the five-year mark. Given our current faculty complement, the maximum enrolment that would be feasible in the project-based stream is 15 students (with an additional 10 students in the thesis-based stream).

We anticipate a slight marginal increase in the total number of Anthropology graduate students (and thus, slightly higher incremental revenues), as a consequence of the new program. Extra workload from initial students would initially be balanced out by the shorter duration of the project-based program and by restructuring the BA programs to focus more on graduate teaching.

There is no significant incremental cost in offering this program. It is sustainable within the framework of current budget allocations and faculty complements. No additional resources are required at this time. We would have to re-evaluate the program in the future to see if new resources are required. We would have to re-evaluate all of our graduate programs should the overall resources of our department continue to decline. But we feel that this program will help us be more flexible and adaptive as a department and discipline in responding to changing needs.
College Statement
Please provide here or attach to the online portal, a statement from the College which contains the following:

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

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form
Anthropology 808.3
Seminar in Practicing and Applied Anthropology
SAMPLE SYLLABUS

INSTRUCTOR: Alexander M. Ervin, Prof., Anthropology
(Full instructor and departmental contact information to appear on syllabus)

TEXT BOOKS:

Ervin, Alexander

Kedia, Satish and John van Willigen (Eds.)

Nolan, Riall

Textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore/

COURSE DESCRIPTION

This course will familiarize students with the application of anthropological insights to address social and other problems. Professional and practicing skills will be developed to assist students in developing careers outside of the academy, as well as those wishing to take a scholarly approach to applied research.

LEARNING OUTCOMES:

After completing this course, students will understand the basic elements of practicing and applied anthropology and be prepared to outline a program of research in response to specific social, cultural, environmental, and health problems.

OBJECTIVES:

After graduation, the largest portion of PhD graduates in anthropology now work in non-traditional, non-academic, practicing, or applied contexts. That is most certainly true of the overwhelming majority of MA graduates. The purpose of this course is to orient our graduate students to the practice of anthropology in such settings. In these kinds of research, it is important to discover their policy contexts and learn to frame, communicate, critique, and advocate within discourses relevant to the areas in question (e.g., health, nutrition, development, technology transfer, community needs etc.) rather than the standard academic ones.
Anthropology is as much a policy science as are economics and political studies, and while anthropological theory and conceptualizations can be important in application; most often they remain implicit because they may not easily translate to stakeholders or clients. What is more important is the design of research and methodological choices for gathering information relevant to solving “real life” problems. *It is important to learn how to provide focused background findings and data as well prioritized recommendations that are utilization-ready for the agencies (NGOs, First Nations governments, social movements, businesses and governments) that commissioned the research.*

Ethnography, standard to academic research as well, composed of observation, participant observation and some other techniques, provides anthropologists with some really important advantages in applied research. But there are other methodologies and sources of data that are highly significant and come out of interdisciplinary experiences of policy science. Some of them relate to the expectations of measurement, sampling, identification of long term trends, identification of risks, or the quickness and efficiency of information gathering. They could also relate to the issues of corroboration (or “triangulation”) from several sources of information to strengthen validity or the need for group methods of interviewing for understanding policy contexts, priorities of issues and recommended solutions. *It is important for the students to master the extensive anthropological and other social science-derived toolkit to conduct applied policy research.*

The domains of applied anthropology can be considered in two categories. One can be in the multitude of human institutional areas that often have their correlates in academic studies—health and medicine, enculturation and education, agriculture, gender, family and many more. The other consists of sets of policy research that are interdisciplinary—such as needs assessment, program evaluation, environmental and social impact assessment, farming systems research, environmental risk assessment—that have developed their own theoretical policy discussions and accumulated findings.

It should be noted that experienced applied anthropologists often develop a personal paradigm of practice and skill-set that allows them to do work crosscutting a number of domains. Applied anthropological skills are quite useful and in some domains, such as business, eagerly sought after. *The students should learn the policy contexts and central issues in their chosen domains but others as well since opportunities will likely arise in their careers to expand further.*

**Notes on Terminology:** The term “applied anthropology” is older and it incorporates the work of largely academic anthropologists who out of part time contexts on contract or on a *pro bono* basis completed assignments for governments, businesses, and non-government organizations to help solve problems using anthropological methods and theories. Anthropological pioneers such as Bronislaw Malinowski and Margaret Mead were notable for their performance and advocacy of applied anthropology. Practicing anthropology is a term that was established in the 1970s to describe full-time, non-traditional application outside of academia. In actuality both fields are closely related. It
should be noted that the domains of practicing anthropology are almost unlimited—cultural resource management, culture, recreation and tourism, immigration, refugee resettlement and, multiculturalism, health and nutrition, peacekeeping and conflict resolution, involuntary resettlement, social and physical forensics, mental health, First Nations and Indigenous self-determination and land-claims issues, primary industries such as agriculture and fishing, environmental impact, industrial and business anthropology, social service delivery in government and non-government context, international development, community development, technical transfers, science and technology, gender and family abuse issues, etc.

CLASS FORMAT AND ASSIGNMENTS

The class will meet once a week to discuss the assigned readings (25%). While everybody should do all the core readings, these readings and ones to be added later (especially on methodological techniques) will be directed to particular students to summarize and lead discussions. The participation grade includes leading scheduled discussions on assigned readings and course work, as well as participating in class discussions generally; participation is predicated on regular attendance.

Two papers will be assigned. One will be a broad survey paper examining the policies and applied research in Canadian (and to some extent international) contexts in some domain where the student is interested in working (50%). The second will deal with an imaginary problem-solving exercise that is pertinent to the student’s area of potential expertise (25%).

Essay topics for the major assignment will be chosen in consultation with the professor and via discussion in class.

Here are examples of wording for the second assignment:

Write an essay discussing how you might approach ONE of the following hypothetical problems (your choice) assuming that you were an applied or practicing anthropologist. Note that in each case, the emphasis is more on research leading to policy rather than the full formulation of program or intervention details. In other words, the focus is more on what a person should consider in order to begin to know how to deal with ONE of the following situations. Pay attention to methods, possible sources of data, as well as styles of research. Identify topics and subtopics that you would anticipate researching and making recommendations.

(i) A Kirghiz pastoralist clan of approximately 500 persons, refugees in Pakistan fleeing upheavals in Afghanistan, has sought refuge in Canada. The paramount chief has requested that they all be settled together. They also wish to take several thousand, cattle, sheep, and goats with them. Agriculture Canada has agreed to lease to them, with option to purchase, a Prairie Farm Rehabilitation Authority pasture in the Parkland region of Saskatchewan, as well as to assist them to purchase or lease private farmland adjacent to the community pasture.
You have been hired as a research consultant on contract to Canada Employment and Immigration and Agriculture Canada to explore the feasibility and eventual design of resettlement. What sorts of things might you consider? (Note: as outlandish as this scenario may sound, a similar request was made to the U.S. State Department for resettlement in interior south Alaska in the early 1980s)

Or

(ii) A pipeline containing natural gas is to be built running from the Northwest Territories through northern Saskatchewan to the Prairies and southward to the United States. A new road will have to be built alongside it. Among the communities near the pipeline and where a road will be for the first time, is a village of approximately 500 people consisting largely of Chipewyan, Cree, and Métis people. About 40% of the household heads are still full time trappers. The remainder also engages in trapping and subsistence activities to some extent. Recently, though, the community has been hard hit economically and has to rely a lot on transfer payments from the Province and federal government. Although there will likely be provision for Native employment in the construction phase lasting about 18 months, approximately 1000 non-Native workers from the south will also likely be involved. As a third-party research consultant, what sorts of things would you advise looking into?

Or

(iii) A number of Chinese voluntary associations representing approximately 5,000 Saskatoon residents, including recent immigrants from Hong Kong, Chinese-Vietnamese refugees, second and third generation Chinese-Canadians, along with two organizations representing about 1000 ethnic Vietnamese, one Laotian group, and one Kampuchean (Cambodian) group, of several hundred each, have formed a consortium to consider building what is temporarily called an “Asian Center” in Saskatoon. Initially this is perceived as a possible multipurpose facility dealing with cultural and recreational functions, as well as counseling programs, English language, and adult education for the settlement of recent immigrants. A health clinic is proposed as part of the Center. As a consultant hired to look at its feasibility and potential programming, what sorts of things might you consider?

Or

(iv) You have been hired by a Saskatchewan First Nations government to serve as a researcher and advocate in their quest to have full control of local health services transferred from Health Canada to the Nation. What sorts of things would you consider in your role and how might you go about any research involved in preparing an advocacy position?

Or
(v) A local immigrant resettlement agency has been running an employment orientation program lasting three months for clients who have already completed 26 weeks of English-as-a-Second-Language training. The thirty students represent diverse nationalities, including Vietnamese, Salvadorians, Ethiopians, Kurds, Cambodians, Iraqis, and Laotians from a very wide range of class and occupational categories, both sex and all age groups except the elderly and young children. The program involved such things as orientation to the workplace, resume writing, occupational English, play acting job interviews and, on the job situations, such as potential conflicts and other items. You have been hired as a researcher to conduct a program evaluation. How would you go about it?

Or

(vii) A citizens’ Hogwatch group in a four rural municipality region of the Parkland of Saskatchewan has raised concerns about a massive hog barn operation that is being proposed for their region. The intensive livestock operation is a joint venture of the Provincial government and a private corporation. The operation to supply a meat packing plant in Saskatoon is to produce 10,000 hogs a year. The consortium promises at least ten full time jobs. If successful, a companion set of barns will be built at the same scale within five years. The four-municipality region, like most rural Saskatchewan regions, suffers from the continuous downturn in the farm economy and the loss of local jobs. The region contains three communities, along a rail branch line and highway. One settlement has a population of about 700, three grain elevators, several stores, a regional public primary and high school. The other two declining communities have about 100 people with mainly elderly residents and one small confectionery/gas station each. Farm sizes average two square miles. There are about four hundred farm operations ranging from 1/4 section farms to some that are twenty square miles. About 30% of these operations are mixed grain independent hog producers. Besides the grain/hog producers the other operations range from grains farms, mixed cattle and grain, and other small-scale dairy and poultry operations. A stream runs southward through two of the rural municipalities. Sites are being selected along this stream for the hog operations. The communities are divided among those who wish the development and those opposed. You have been approached by the local Hogwatch group to do advocacy research. What would you take into consideration and what approaches would you use?

Or

(viii) The local family service bureau has approached you to do a program evaluation of its agency. The bureau provides counseling and life skills services to single
and teenage mothers. It provides marriage counseling for couples in crisis as well as parenting classes relevant to childhood and adolescence. It provides programs for child and spousal victims of abuse as well as a residential shelter with room for ten families, available for stays of up to three months. It encourages self-help groups. Social workers are also available to do total family counseling jointly with all members of families in crisis—after episodes such as suicide attempts or drug abuse. It also attempts to increase awareness of healthy family living through radio and TV presentations, and a speakers' program. The agency has difficulty providing enough staff and there are long waiting lists for many programs, especially marriage counseling. One thing that has been noticed is that few or no Aboriginal, immigrant, single males, and gay and lesbian people make use of the services. How would you go about a combined process and systems evaluations of this agency and its services, keeping in mind outcomes?

SUBMITTING ASSIGNMENTS

All assignments must be completed to pass the course. Students must also achieve a passing grade in participation to pass the course. Students may submit assignments electronically. A penalty of 10%/day will be applied for late assignments.

COURSE TOPICS AND CORE READINGS BY THE WEEK:


   Readings—Ervin—Ch’s, 1, 2, 3, 4, 5, 16
   Kedia and van Willigen—Ch’s 1, 11
   Nolan—Ch’s 3, 4, 5, 10, 11

   Anthropology is a policy science that needs to be seen as on a par with subjects such as political science and economics and in complex societies (emphasizing the bottom-up, community-based perspective as well as policy analysis in socio-cultural perspective).

   A consideration of ethics and social responsibilities in anthropological practice is perhaps more demanding given more “real-world” context of policy recommendations, background revelations and outcomes.

   Learning from the older applied anthropology—lessons about co-optation, paternalism and avoiding clandestine research as well as some early successes.

2. General Orientation Continued.

3. General Orientation Continued,

4. Needs Assessment, Domain of Development,

   Readings—Ervin—Ch’s 6, 11 (pp. 160-168)
5. Program Evaluation, Domains of Nutrition, Health and Medicine
Readings—Ervin—Ch. 7, 11(168-175)
Kedia and van Willigen—Ch’s 5, 6

6. Social and Environmental Impacts, Domains of Environment, Displacement and Resettlement
Readings—Ervin—Ch.’s 8, 9
Kedia and van Willigen—Ch 4

7. Advocacy Anthropology, Group Methods of Interviewing (Focus, Nominal, and Delphi Groups, Domains of Agriculture, Displacement and Resettlement
Advocacy has many contexts within practicing anthropology beyond the more dramatic versions, it is often the case that one cannot simply let the data and recommendations speak for themselves one has to advocate for them through well-crafted technical reports, oral presentations, one-to-one and network persuasion, and addressing different audiences, as with social work one can also advocate for particular groups or individuals.
Readings—Ervin—Ch. 10, 12,
Kedia and van Willigen—Ch’s 3, 7
Paine, Robert (Ed.)
1985 Anthropological and Advocacy. St John’s, NFLD: Memorial University, institute of Social and Economic Research.

8. Participatory Research, Quantified Research (Social Indicators, Social Trends), Business and Industrial Research,
Readings—Ervin—Ch’s 15, 13 (189-195)
Kedia and van Willigen—Ch 8
Greenwood, Davydd, and Morten Levin

9. Rapid Research, Quantified Research (Survey Questionnaires), Educational Anthropology, Aging
Readings—Ervin—Ch’s 14, 13 (195-207)
Kedia and van Willigen Ch’s 9, 10
Beebe, James
Fink, Arlene and Jacqueline Kosecoff
Scrimshaw, Susan and Elena Hurtado

10. Writing Reports and Examination of Applied Technical Reports done through the department

Faculty research has contributed to the creation of reports for a variety of end users, which will be analyzed and discussed to demonstrate the range of applied work being done in the department (for northern and Indigenous communities, immigrant and refugee groups, agricultural communities, and international agencies). Some principles—keeping the policy context as well as the commissioned objectives constantly in focus, the importance of the executive summary, get to the findings and recommendation right away and then describe in various ways the bulk of the process of discovery in reader friendly ways, make use of appendices for more academic writing if at all, use of graphs and charts etc.).

Readings:
   Nolan—Ch's.13,14,15, 16

12. Student Presentations of their domain exploration reports

13. Student Presentations of their Scenario Problem-solving Exercises

Grading Descriptors

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php#GradingSystem Please note: There are different literal descriptors for undergraduate and graduate students.

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [http://www.usask.ca/secretariat/student-conduct-appeals/index.php](http://www.usask.ca/secretariat/student-conduct-appeals/index.php)

**Academic Dishonesty**

- Theft of lecture notes, research work, computer files, or academic materials prepared by another student or an instructor;
- Using work done in one course in fulfillment of the requirements of another course unless approval is obtained from the instructor involved;
- Passing off the work of someone else as one's own;
- Plagiarism: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. There is an onus on every student to become informed as to what does or does not constitute plagiarism. Ignorance of applicable standards of ethical writing is not an acceptable excuse. The critical consideration is the impression created in the mind of the others, not the subjective intent of the student. This determination involves an objective evaluation of the manuscript. No intent to deceive is required to establish plagiarism. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: [http://policies.usask.ca/policies/academic-affairs/academic-courses.php](http://policies.usask.ca/policies/academic-affairs/academic-courses.php)

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

**Examinations with Access and Equity Services (AES)**

Students who have disabilities (learning, medical, physical, or mental health) are
strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

**Student Supports**

**Student Learning Services**
Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site http://library.usask.ca/studentlearning/.

**Student and Enrolment Services Division**
The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students’ web site http://students.usask.ca.

**Financial Support**
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (https://students.usask.ca/student-central.php).

**Aboriginal Students Centre**
The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC’s Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

**International Student and Study Abroad Centre**
The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.
Catalogue Description

ANTHROPOLOGY - Master of Arts (M.A.) – Project-option (Practicing Anthropology)

Admission Requirements

- A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency will be required for international applicants and for applicants whose first language is not English. See the College of Graduate and Postdoctoral Studies Academic Information and Policies in this Catalogue for more information

Program Requirements

Students must maintain continuous registration in ANTH 992.6.

A minimum of 24 credit units including:
- GPS 960.0
- GPS 961.0 if research involves human subjects
- GPS 962.0 if research involves animal subjects
- ANTH 990.0
- ANTH 992.6
- ANTH 801.3
- ANTH 802.3
- ANTH 804.3
- ANTH 806.3
- ANTH 808.3
- 3 credit unit elective as approved by the advisory committee
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?  
   Yes  No X

2  Is an existing degree, diploma, or certificate being renamed?  
   Yes  No X

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

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

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

4  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?  
   No

5  If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?  
   Yes  No

6  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:

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

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

9  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]

10  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  No X

2  Is an existing program being revised?  
   Yes  No X

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 ☐ No ☐

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? Yes ☐ No ☐

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

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?

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

4 What is the name of the external partner?

5 What is the jurisdiction for the external partner?
Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?
   If you've answered NO, please continue on to the next section.
   Yes ☐ No X Revised ☐

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

3 What is the name of this new / revised major, minor, or concentration?

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

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?
   If you've answered NO, please continue on to the next section.
   Yes X No ☐ Revised ☐

2 If YES, what is the name of this new / revised disciplinary area?
   Major = Anthropology [ANTH] - currently exists in student system
   Concentration = Practicing Anthropology [PRAN] - suggested code/description for student system

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE: if this disciplinary area is being offered by multiple departments see question below.)
   Department of Archaeology and Anthropology

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b School policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
   MA-P-GP [Master of Arts-Project]

Section 6: New College / School / Center / Department or Renaming of Existing
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a new college, school, center, or department?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Is an existing college, school, center, or department being renamed?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>Is an existing college, school, center, or department being deleted?</td>
<td>Yes</td>
<td>No X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the name of the new (or renamed) college, school, center, or department?</td>
<td></td>
</tr>
<tr>
<td>If you have renamed an existing college, school, center, or department, what is the current name?</td>
<td></td>
</tr>
<tr>
<td>What is the effective term of this new (renamed) college, school, center, or department?</td>
<td></td>
</tr>
<tr>
<td>Will any programs be created, changed, or moved to a new authority, removed, relabelled?</td>
<td></td>
</tr>
<tr>
<td>Will any courses be created, changed, or moved to a new authority, removed, relabelled?</td>
<td></td>
</tr>
<tr>
<td>Are there any ceremonial consequences for Convocation (i.e. New degree hood, adjustment to parchments, etc.)?</td>
<td></td>
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</table>

**Section 7: Course Information - no change**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a new subject area(s) or 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?</td>
<td></td>
</tr>
<tr>
<td>If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?</td>
<td></td>
</tr>
<tr>
<td>Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?</td>
<td></td>
</tr>
<tr>
<td>Does the program timetable use standard class time slots, terms, and sessions?</td>
<td>Yes</td>
</tr>
<tr>
<td>If NO, please describe.</td>
<td>No</td>
</tr>
<tr>
<td>Does this program, due to pedagogical reasons, require any special space or type or rooms?</td>
<td>Yes</td>
</tr>
<tr>
<td>If YES, please describe.</td>
<td>No</td>
</tr>
</tbody>
</table>

**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**
1. Will students apply on-line? If not, how will they apply?
   As per current set-up

2. What term(s) can students be admitted to?
   As per current set-up

3. Does this impact enrollment?
   Anticipate 2-3 students in the first 2 years followed by an annual admission of 4-5 students; anticipate maximum enrollment of 6 students at the 5 year mark

4. How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?
   Refer to the Department of Archaeology and Anthropology

5. Can classes towards this program be taken at the same time as another program?
   As per current set-up

6. What is the application deadline?
   As per current set-up

7. What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
   4 year degree from a recognized college or university in a discipline relevant to the field of study; cumulative weighted average of at least 70% in the last 2 years of study (60 cu's); language proficiency requirements

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.)
   As per current set-up

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

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?)
    As per current set-up

11. Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)
    As per current set-up

12. Letter of acceptance - are there any special requirements for communication to newly admitted students?
    As per current set-up

13. Will the standard application fee apply?
    Yes

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

15. Are international students admissible to this program?
    Yes

Section 9: Government Loan Information
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?  
   No

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) - not applicable

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?
   201909 [September 2019]

2. Are students required to do anything prior to the above date (in addition to applying for admission)?  
   Yes [X]  No

   If YES, what and by what date?

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.)

2. Will students register themselves?  
   Yes [X]  No

   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?  

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?  

Section 15: Awards Information

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

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?  
   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?  

2. What is the effective date of this termination?  

3. Will there be any courses closed as a result of this termination?  
   If yes, what courses?  

4. Are there currently any students enrolled in the program?  
   If yes, will they be able to complete the program?  

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

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.
   - Dual Degree Program
   - Joint Degree Program
   - Internship Abroad Program
   - Term Abroad Program
   - Taught Abroad Course
   - Student Exchange Program
   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 ☐

Section 18: Proposed Tuition and Student Fees Information

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.

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?  
Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.  
No

12 Are you moving from one tuition code (TC) to another tuition code?  
Yes ☐ No ☑

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

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

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

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?  
Yes ☐ No ☑

2 Has SESD, Admissions, been informed about this new / revised program?  
Yes ☐ No ☑

3 Has SESD, Student Finance and Awards, been informed about this new / revised program?  
Yes ☐ No ☑

4 Has CGSR been informed about this new / revised program?  
Yes ☐ No ☑

5 Has SESD, Transfer Credit, been informed about any new / revised courses?  
Yes ☐ No ☑

6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?  
Yes ☐ No ☑

7 Has the Library been informed about this new / revised program?  
Yes ☐ No ☑

8 Has ISA been informed of the CIP code for new degree / program / major?  
Yes ☐ No ☑

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?  
Yes ☐ No ☑

10 Has the Convocation Coordinator been notified of a new degree?  
Yes ☐ No ☑

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

Signed

Date: October 24, 2018
Registrar (Russell Isinger): 

[Signature]

College / Department Representative(s): 

Martha Smith

IPA Representative(s): 

[Signature]