UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Terry Wotherspoon, Chair, Academic Programs Committee of University Council

CC: Murray Fulton, Director, Johnson Shoyama Graduate School of Public Policy

From: Ryan Walker, Acting Associate Dean, College of Graduate and Postdoctoral Studies

Date: May 23, 2018

Re: Proposals for Graduate-Level Certificates: Economic Analysis for Public Policy, Non-Profit Management, Public Management, and Public Policy Analysis

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The College of Graduate and Postdoctoral Studies (CGPS) is recommending approval of four (4) new graduate-level certificates. The Graduate Programs Committee considered the proposal in February and April 2018. The Graduate Programs Committee approved the proposal on April 3, 2018. The CGPS Executive Committee subsequently approved the proposal on May 16, 2018.

The proposed certificates support the CGPS strategic plan to provide laddering opportunities for entry to graduate degree programs, specifically the Master of Public Administration (M.P.A.) degree program. The certificates will benefit working professionals seeking further education. Classes completed in a certificate may be credited toward the M.P.A. degree; however, classes cannot be credited to more than one certificate program. The four (4) certificates are currently delivered at the University of Regina (UofR) campus. It is anticipated that implementation of the new certificates would support college and institutional goals to increase graduate enrolment, as the UofR campus has had 20-25% of certificate graduates move on to complete the M.P.A. degree.

The proposed certificates are consistent with the existing graduate level certificate in Social Economy and Cooperatives.

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
- The complete program proposals including catalogue descriptions
- The Notice of Intent and Response
- The consultation with the registrar forms

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

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Memorandum

To: Dr. Terry Wotherspoon, Chair, APC (of University Council)

Copies: Dr. Bruce Eglington, Chair, GPC CGPS

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

Date: May 23, 2018

Re: Proposals for Graduate-Level Certificates: Economic Analysis for Public Policy, Non-Profit Management, Public Management, and Public Policy Analysis

On May 16, 2018, the Executive Committee of CGPS (EC) reviewed and support the following submitted by the Graduate Programs Committee of CGPS:

In February and April 2018, the Graduate Programs Committee (GPC) considered proposals for four (4) graduate-level certificates to be delivered by the Johnson-Shoyama Graduate School (JSGS) of Public Policy. During the April review, GPC members were satisfied with clarifications provided on admission requirements, course requirements, and the academic justification for introducing the certificates.

Motion: *To recommend approval of the graduate-level certificates in Economic Analysis for Public Policy, Non-Profit Management, Public Management, and Public Policy Analysis (Pollak/Andrews – CARRIED)*

The CGPS Executive Committee (EC) reviewed the information package and found as follows: the EC supports the use of the term **graduate certificate** vs **masters certificate.**

Further, these certificates are targeted to mature students and are recognized as a growth opportunity for the JSGS. The Executive committee (EC) recognizes that industry professionals need to have additional training and the certificate approach is an excellent opportunity; at the same time there is potential that this foundational certificate may help prepare individuals to decide to pursue a master's degree.

The certificate of proficiency will say that these students have completed a certificate as the learning outcomes are not aligned with degree learning outcomes.

Ryan Walker moved that the Executive Committee approve the graduate-level certificates as proposed in Economic Analysis for Public Policy, Non-Profit Management, Public Management, and, Public Policy Analysis (seconded by Bruce Eglington) ALL IN FAVOUR – MOTION 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.

Memorandum

To: Executive Committee of CGPS

From: Graduate Programs Committee of CGPS

Date: April 12, 2018

Re: Proposals for Graduate-Level Certificates: Economic Analysis for Public Policy, Non-Profit Management, Public Management, and Public Policy Analysis

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In February and April 2018, the Graduate Programs Committee (GPC) considered proposals for four graduate-level certificates to be delivered by the Johnson-Shoyama Graduate School (JSGS) of Public Policy. During the April review, GPC members were satisfied with clarifications provided on admission requirements, course requirements, and the academic justification for introducing the certificates.

The GPC discussed the implications for students completing a certificate program, and subsequently opting to pursue the Master of Public Administration (M.P.A.) degree. It was clarified that coursework completed in a certificate could be credited toward an M.P.A. degree. It was noted that time in program was dictated by the first course credited toward a degree program.

GPC members considered the information provided about the certificates being offered at the University of Regina, noting that 75-80% of students completed only the certificate, and did not pursue the M.P.A. While one of the goals for introducing the certificates was to provide "laddering" mechanisms to increase M.P.A. enrolment, GPC members wondered if degree enrolment might decline in favour of certificate enrolment. The GPC would like to see the certificates reviewed as part of the graduate program review process.

The proponents had referred to the certificates as "Master's Certificates" and had used a "M.Cert." designation. The GPC firmly rejected the use of that language, and it was removed from the proposals.

The GPC passed the following motion unanimously:

> *To recommend approval of the graduate-level certificates in Economic Analysis for Public Policy, Non-Profit Management, Public Management, and Public Policy Analysis .*   Pollak/Andrews
> CARRIED

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

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PROPOSAL IDENTIFICATION

Title of proposal:	**Johnson Shoyama Graduate School of Public Policy Certificate in Economic Analysis for Public Policy**
Degree(s):	**College of Graduate and Postdoctoral Studies**
Field(s) of Specialization:	**Economic Analysis for Public Policy**
Level(s) of Concentration:	
Option(s):	
Degree College:	**College of Graduate and Postdoctoral Studies**
Contact person(s):	**Murray Fulton, JSGS Director Telephone: 306-966-8507 Fax: 306-966-1967 Email: murray.fulton@usask.ca**
Proposed date of implementation:	**May 2019**

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:**

    a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

    The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

    Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Economic Analysis for Public Policy supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

§   Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
§   Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
§   Adopting technologies that support integrated, collaborative learning environments.
§   Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of these four certificates.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Economic Analysis for Public Policy (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students enrolled, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

a. *What are the admissions requirements of this program?*

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Economic Analysis for Public Policy Certificate provides students with the basic skills and techniques for sound economic analysis of public policy along with an understanding of the advantages or disadvantages of various policy models. This program is designed for those currently working or wanting to work directly in the area of policy analysis in the public sector.

The certificate program consists of one required three-CU course, JSGS 805 Economics for Public Policy Analysis, and two electives (six credit units) from the following:

- § JSGS 803 Quantitative Methods
- § JSGS 806 Public Policy Analysis
- § JSGS 807 Statistics for Public Managers
- § JSGS 820 Micro-Economics for Policy Analysis
- § JSGS 821 Macro-Economics for Policy Analysis
- § JSGS 837 Health Economics

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Two of the courses (JSGS 806 Public Policy Analysis and JSGS 807 Statistics for Public Managers) have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

Economic Analysis for Public Policy Certificate	Required course JSGS 805 Economics for Public Policy Analysis	Two electives from among these courses					
		JSGS 803 Quantitative Methods	JSGS 806 Public Policy Analysis	JSGS 807 Statistics for Public Managers	JSGS 820 Micro-Economics for Policy Analysis	JSGS 821 Macro-Economics for Policy Analysis	JSGS 837 Health Economics
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it			✓				
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships			✓	✓			
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓		✓		✓	✓	✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement							
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field	✓		✓		✓	✓	✓

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program but particularly in JSGS 806 Public Policy Analysis, which is a core course in this program. These skills are also stressed in key electives such as Economics for Public Policy Analysis and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
§ Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
§ Be adept at learning in various ways, including independently, experientially, and in teams.
§ Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories but to apply them to real-life problems.

Knowledge Goals
§ Have a comprehensive knowledge of their subject area, discipline, or profession.
§ Understand how their subject area may intersect with related disciplines.
§ Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

Integrity Goals
§ Exercise intellectual integrity and ethical behaviour.
§ Recognize and think through moral and ethical issues in a variety of contexts.
§ Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals
- § **Communicate clearly, substantively, and persuasively.**
- § **Be able to locate and use information effectively, ethically, and legally.**
- § **Be technologically literate and able to apply appropriate skills of research and inquiry.**

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals
- § **Value diversity and the positive contributions this brings to society.**
- § **Share their knowledge and exercise leadership.**
- § **Contribute to society, locally, nationally, or globally.**

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian

Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Economic Analysis for Public Policy certificate requires JSGS 805 Economics for Public Policy Analysis (in addition to two electives), which is offered as a core course for the MPA program. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

   Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

   There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

   Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

   Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

   The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

   Students enrolled in the certificate program are not eligible for financial assistance.

   The certificate program is accessible to individuals working full time. There is a range of elective courses for the students to choose from, based on their interest and availability.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

   Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), enrolment across the certificates will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

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**

Please see the attached memo from Dr. Murray Fulton.

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 (embedded in proposal)**
- **SPR recommendations (none)**
- **Relevant sections of the College plan (embedded in proposal)**
- **Accreditation review recommendations (none)**
- **Letters of support (attached)**
- **Memos of consultation (none)**

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

<u>Required for all submissions:</u>
- **Consultation with the Registrar form**
- **Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red**

<u>Required for all new courses: (None)</u>
- **New Course Proposal forms**
- **Calendar-draft list of new and revised courses**

<u>Required if resources needed: (None)</u>
- **Information Technology Requirements form**
- **Library Requirements form**
- **Physical Resource Requirements form**
- **Budget Consultation form**

Catalogue Entry: Certificate in Economic Analysis for Public Policy

The Economic Analysis for Public Policy Certificate program provides students with the basic skills and techniques for sound economic analysis of public policy, along with an understanding of the advantages or disadvantages of various policy models.

Students must complete (3 credit units):
• JSGS 805 Economics for Public Policy Analysis

Students must also complete two of the following elective courses (6 credits units):
• JSGS 803 Quantitative Methods
• JSGS 806 Public Policy Analysis
• JSGS 807 Statistics for Public Managers
• JSGS 820 Micro-Economics for Policy Analysis
• JSGS 821 Macro-Economics for Policy Analysis
• JSGS 837 Health Economics

Admissions Requirements

Applicants interested in entering the certificate program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%.

Application Deadline

Entry is possible in any semester. Applications received eight weeks prior to the start of semester will be considered for entry in the following semester. Late applications may be considered after the deadlines if space is available.

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
Certificate in Non-Profit Management

Degree(s):   College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Non-Profit Management

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s):   Murray Fulton, JSGS Director
Telephone: 306-966-8507
Fax: 306-966-1967
Email: murray.fulton@usask.ca

**Proposed date of
implementation:**   May 2019

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:**

    a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

    The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

    Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Non-Profit Management supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

§ Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
§ Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
§ Adopting technologies that support integrated, collaborative learning environments.
§ Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of these four certificates.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Non-Profit Management (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students enrolled, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

a. *What are the admissions requirements of this program?*

Applicants must have completed a four-year degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Non-Profit Management Certificate will provide students with an understanding of the Canadian non-profit sector and its public policy involvement. This certificate program will also explore strategic leadership in the sector, focusing on governance, executive leadership, and the roles of boards of directors in strategy formation and implementation. The students will develop analytical skills to evaluate policy frameworks that guide the operation of non-profit organizations and critically assess policies that advance the functionality and greater contribution of the sector to our society.

The certificate program consists of one required three-CU course, JSGS 811 Nongovernmental Organizations and Alternative Service Delivery, and two electives (six CU's) from the following:

§ JSGS 810 Non-Profit Leadership and Governance
§ JSGS 838 Public Sector Financial Management
§ JSGS 846 Philanthropy and Fundraising for Non-Profit Organizations
§ JSGS 882 Strategic Management in the Public Sector

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Three core courses in the MPA program have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Non-Profit Management Certificate	Required course	Two electives from among these courses			
	JSGS 811 Nongovernmental Organizations and Alternative Service Delivery	*JSGS 810 Non-Profit Leadership and Governance*	*JSGS 838 Public Sector Financial Management*	*JSGS 846 Philanthropy and Fundraising for Non-Profit Organizations*	*JSGS 882 Strategic Management in the Public Sector*
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it		✓		✓	✓
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	✓	✓		✓	✓
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓	✓	✓	✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement	✓	✓		✓	✓
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field		✓		✓	

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program. These skills are also stressed in key electives such as Public Finance, Economics, and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).'

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
   § Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
   § Be adept at learning in various ways, including independently, experientially, and in teams.
   § Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

Knowledge Goals
   § Have a comprehensive knowledge of their subject area, discipline, or profession.
   § Understand how their subject area may intersect with related disciplines.
   § Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

Integrity Goals
- § Exercise intellectual integrity and ethical behaviour.
- § Recognize and think through moral and ethical issues in a variety of contexts.
- § Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals
- § Communicate clearly, substantively, and persuasively.
- § Be able to locate and use information effectively, ethically, and legally.
- § Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals
- § Value diversity and the positive contributions this brings to society.
- § Share their knowledge and exercise leadership.
- § Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Non-Profit Management certificate requires JSGS 811 Nongovernmental Organizations and Alternative Service Delivery (in addition to two electives), which is offered as part of the School's suite of courses. Typically, one section of this course is offered, taught by a single instructor. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students enrolled in the certificate programs are not eligible for financial assistance.

The certificate program is accessible to individuals working full time. There is also a range of elective courses for the students to choose from, based on their interest and availability.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), enrolment across the certificates will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k.   *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l.   *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m.   *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

n.   *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

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

Please see the attached memo from Dr. Murray Fulton.

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 (embedded in proposal)
- SPR recommendations (none)
- Relevant sections of the College plan (embedded in proposal)
- Accreditation review recommendations
- Letters of support (attached)
- Memos of consultation (none)

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 (none)
- Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red

Required for all new courses: (None)
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed: (None)
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Catalogue Entry: Certificate in Non-Profit Management

The Non-Profit Management certificate will provide students with an understanding of the Canadian non-profit sector and its public policy involvement. This certificate program will also explore strategic leadership in the sector, focusing on governance, executive leadership and board of directors' roles in strategy formation and implementation. The students will develop analytical skills to evaluate policy frameworks that guide the operation of non-profit organizations and critically assess policies that advance the functionality and greater contribution of the sector to our society.

Students must complete (3 credit units):
• JSGS 811 Nongovernmental Organizations and Alternative Service Delivery

Students must also complete two of the following elective courses (6 credits units):
• JSGS 810 Non-Profit Leadership and Governance
• JSGS 838 Public Sector Financial Management
• JSGS 846 Philanthropy and Fundraising for Non-Profit Organizations
• JSGS 882 Strategic Management in the Public Sector

Admissions Requirements

Applicants interested in entering the certificate program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%.

Application Deadline

Entry is possible in any semester. Applications received eight weeks prior to the start of semester will be considered for entry in the following semester. Late applications may be considered after the deadlines if space is available.

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
Certificate in Public Management

Degree(s):   College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Public Management

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s):   Murray Fulton, JSGS Director
Telephone: 306-966-8507
Fax: 306-966-1967
Email: murray.fulton@usask.ca

**Proposed date of
implementation:**   May 2019

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:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

   The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

   Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Public Management supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

§   Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
§   Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
§   Adopting technologies that support integrated, collaborative learning environments.
§   Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of these four certificates.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Public Management (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students enrolled, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

a. *What are the admissions requirements of this program?*

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Public Management Certificate provides students with a solid foundation of understanding and skills in public-sector management. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to manage effectively in the public sector. This certificate will be of interest to individuals currently working in the public sector who do not have a background in administration and who want to improve their administrative and management skills.

The certificate program consists of one three-CU course, JSGS 801 Governance and Administration, and two electives (six CU's) from the following:

§ JSGS 802 Public Finance
§ JSGS 807 Statistics for Public Managers
§ JSGS 808 Ethical Leadership and Democracy in Public Service
§ JSGS 815 Strategic Human Resource Management
§ JSGS 828 Project Management
§ JSGS 847 Strategic Planning
§ JSGS 853 Negotiation and Conflict Resolution
§ JSGS 882 Strategic Management in the Public Sector

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Two of the courses (JSGS 801 Governance and Administration and JSGS 807 Statistics for Public Managers) have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Public Management Certificate	Required course	Two electives from among these courses						
	JSGS 801 Governance and Administration	JSGS 802 Public Finance	JSGS 807 Statistics for Public Managers	JSGS 808 Ethical Leadership and Democracy in Public Service	JSGS 815 Strategic Human Resource Management	JSGS 828 Project Management	JSGS 847 Strategic Planning	JSGS 853 Negotiation and Conflict Resolution
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it	✓			✓	✓	✓	✓	✓
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	✓		✓	✓	✓		✓	✓
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓				✓	✓	✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement	✓	✓		✓	✓	✓	✓	
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field	✓	✓						

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program. These skills are also stressed in key electives such as Public Finance and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
§   Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
§   Be adept at learning in various ways, including independently, experientially, and in teams.
§   Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

Knowledge Goals
§   Have a comprehensive knowledge of their subject area, discipline, or profession.
§   Understand how their subject area may intersect with related disciplines.
§   Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

Integrity Goals
- § Exercise intellectual integrity and ethical behaviour.
- § Recognize and think through moral and ethical issues in a variety of contexts.
- § Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals
- § Communicate clearly, substantively, and persuasively.
- § Be able to locate and use information effectively, ethically, and legally.
- § Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals
- § Value diversity and the positive contributions this brings to society.
- § Share their knowledge and exercise leadership.
- § Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Public Management Certificate requires JSGS 801 Governance and Administration (in addition to two electives), which is offered as a core course for the MPA program. Typically, two sections (each taught by a single instructor) of this course are offered. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

f.   *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g.   *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students enrolled in any of the certificate programs are not eligible for financial assistance.

The certificate programs is accessible to individuals working full time; hence, the one required course is offered both in person and online. There is also a range of elective courses for the students to choose from, based on their interest and availability.

h.   *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i.   *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j.   *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), enrolment across the certificates will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

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**

Please see the attached memo from Dr. Murray Fulton.

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 (embedded in proposal)**
- **SPR recommendations (none)**
- **Relevant sections of the College plan (attached)**
- **Accreditation review recommendations (none)**
- **Letters of support (attached)**
- **Memos of consultation (none)**

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

<u>Required for all submissions:</u>
- **Consultation with the Registrar form (none)**
- **Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red**

<u>Required for all new courses: (None)</u>
- **New Course Proposal forms**
- **Calendar-draft list of new and revised courses**

<u>Required if resources needed: (None)</u>
- **Information Technology Requirements form**
- **Library Requirements form**
- **Physical Resource Requirements form**
- **Budget Consultation form**

Catalogue Entry: Certificate in Public Management

The Public Management Certificate program provides students with a solid foundation of understanding and skills in public sector management. Students will develop the ability to analyze governing institutions and the processes of modern government, along with some of the basic skills and techniques required to manage effectively in the public sector.

Students must complete (3 credit units):
• JSGS 801 Governance and Administration

Students must also complete two of the following elective courses (6 credits units):
• JSGS 802 Public Finance
• JSGS 807 Statistics for Public Managers
• JSGS 808 Ethical Leadership and Democracy in Public Service
• JSGS 815 Strategic Human Resource Management
• JSGS 828 Project Management
• JSGS 847 Strategic Planning
• JSGS 853 Negotiation and Conflict Resolution
• JSGS 882 Strategic Management in the Public Sector

Admissions Requirements

Applicants interested in entering the Master's Certificate program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%.

Application Deadline

Entry is possible in any semester. Applications received eight weeks prior to the start of semester will be considered for entry in the following semester. Late applications may be considered after the deadlines if space is available.

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
                           Certificate in Public Policy Analysis

Degree(s):   College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Public Policy Analysis

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s):   Murray Fulton, JSGS Director
                           Telephone: 306-966-8507
                           Fax: 306-966-1967
                           Email: murray.fulton@usask.ca

**Proposed date of
implementation:**   May 2019

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:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

   The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

   Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Public Policy Analysis supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

§   Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
§   Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
§   Adopting technologies that support integrated, collaborative learning environments.
§   Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of JSGS certificate programs.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate program – which requires a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Public Policy Analysis (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students enrolled, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

a. *What are the admissions requirements of this program?*

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Public Policy Analysis Certificate provides students with a foundation in public policy analysis, development, and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation. This certificate will be of interest to those directly involved in policy analysis development or to those involved in policy decisions who want to increase their understanding of overall policy processes.

The certificate program consists of one required three-CU course, JSGS 806 Public Policy Analysis, and two electives (six CU's) from the following:

§ JSGS 805 Economics for Public Policy Analysis
§ JSGS 807 Statistics for Public Managers
§ JSGS 818 Program Evaluation
§ JSGS 819 Gender and Public Policy
§ JSGS 822 Comparative Public Policy
§ JSGS 864 Social Policy: Interdisciplinary Perspectives
§ JSGS 867 Advanced Policy Analysis

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Two of the courses (JSGS 806 Public Policy Analysis and JSGS 807 Statistics for Public Managers) have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Public Policy Analysis Certificate	Required course	Two electives from among these courses						
	JSGS 806 Public Policy Analysis	JSGS 805 Economics for Public Policy Analysis	JSGS 807 Statistics for Public Managers	JSGS 818 Program Evaluation	JSGS 819 Gender and Public Policy	JSGS 822 Comparative Public Policy	JSGS 864 Social Policy: Interdisciplinary Perspectives	JSGS 867 Advanced Policy Analysis
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it	✓							
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	✓		✓					
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓	✓		✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓			✓	✓		✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement				✓				
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field	✓	✓			✓	✓		✓

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program but particularly in JSGS 806 Public Policy Analysis, which is the core course. These skills are also stressed in key electives such as Economics and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
   § Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
   § Be adept at learning in various ways, including independently, experientially, and in teams.
   § Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

Knowledge Goals
   § Have a comprehensive knowledge of their subject area, discipline, or profession.
   § Understand how their subject area may intersect with related disciplines.
   § Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

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§ Exercise intellectual integrity and ethical behaviour.
§ Recognize and think through moral and ethical issues in a variety of contexts.
§ Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals
§ Communicate clearly, substantively, and persuasively.
§ Be able to locate and use information effectively, ethically, and legally.
§ Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals
§ Value diversity and the positive contributions this brings to society.
§ Share their knowledge and exercise leadership.
§ Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as the core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Public Policy Analysis Certificate requires JSGS 806 Public Policy Analysis (in addition to two electives), which is offered as a core course for the MPA program. Typically, two sections (each taught by a single instructor) of this course are offered. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students enrolled in any of the certificate programs are not eligible for financial assistance.

The certificate program is accessible to individuals working full time; hence, the one required course is offered both in person and online. There is also a range of elective courses for the students to choose from, based on their interest and availability.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be 10 students across all certificate programs; by the third year of offering, we aim to increase this number to 15; within five years, we will aim to have 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), enrolment across the certificates will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

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**

Please see the attached memo from Dr. Murray Fulton.

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 (embedded in proposal)**
- **SPR recommendations (none)**
- **Relevant sections of the College plan (attached)**
- **Accreditation review recommendations (none)**
- **Letters of support (attached)**
- **Memos of consultation (none)**

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

<u>Required for all submissions:</u>
- **Consultation with the Registrar form (none)**
- **Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red**

<u>Required for all new courses: (None)</u>
- **New Course Proposal forms**
- **Calendar-draft list of new and revised courses**

<u>Required if resources needed: (None)</u>
- **Information Technology Requirements form**
- **Library Requirements form**
- **Physical Resource Requirements form**
- **Budget Consultation form**

Catalogue Entry: Certificate in Public Policy Analysis

The Public Policy Analysis Certificate program provides students with a basic foundation in public policy analysis, development and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation.

Students must complete (3 credit units):
•   JSGS 806 Public Policy Analysis

Students must also complete two of the following elective courses (6 credits units):
•   JSGS 805 Economics for Public Policy Analysis
•   JSGS 807 Statistics for Public Managers
•   JSGS 818 Program Evaluation
•   JSGS 819 Gender and Public Policy
•   JSGS 822 Comparative Public Policy
•   JSGS 864 Social Policy: Interdisciplinary Perspectives
•   JSGS 867 Advanced Policy Analysis

Admissions Requirements

Applicants interested in entering the Master's Certificate program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%.

Application Deadline

Entry is possible in any semester. Applications received eight weeks prior to the start of semester will be considered for entry in the following semester. Late applications may be considered after the deadlines if space is available.

Appendix 2 – Current enrolment and conversion rates at the University of Regina campus

Current Enrolment by Program

1) Economic Analysis for Public Policy: **3 current students**
2) Public Management: **10 current students** (6 more potential students with accepted offers but never registered for a course)
3) Public Policy Analysis: **10 current students** (3 more potential students with accepted offers but never registered for a course)
4) Non-Profit Management has 0 students.

44 current Master's certificate students for Fall 2017 (active in the program, have not graduated).

Percentage of certificate students laddering into MPA per year

	2016	**2015**	**2014**
MPA students	24%	25%	22%

February 1, 2018

Graduate Programs Committee
University of Saskatchewan

Dear committee members:

I am pleased to write a statement confirming the support of the Johnson Shoyama Graduate School of Public Policy for the addition of graduate-level certificate programs at the School's University of Saskatchewan campus.

These certificate programs have been offered at the School's University of Regina campus for many years (before the School became a joint institution in 2007). Introducing the programs at the U of S campus will address an anomaly that exists between the two campuses.

At a meeting of the School's Joint Faculty Council held September 14, 2017, the following motion was passed unanimously:

That JSGS Graduate-Level Certificates in Public Policy Analysis, Public Management, Economic Analysis for Public Policy, and Non-Profit Management currently offered at the University of Regina Campus be delivered at the University of Saskatchewan campus.

This motion was taken following a discussion about the addition of the certificate offerings at the U of S campus. The rationale presented was for this change was two-fold:

1. A portion of students in the certificate programs would ladder into the Master of Public Administration (MPA) program, thereby helping the School to achieve its increased enrolment target (from 30 to 50 students by 2020-21) in the MPA program.

2. The certificate programs allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

It was noted that it would be incumbent on the U of S campus to ensure that the certificate programs are marketed to key sectors, including the non-profit sector, law enforcement, and academic institutions.

No significant concerns were raised, and the motion was carried unanimously.

Sincerely,

Murray Fulton
Director

MEF/alm
c: Kathy McNutt, Executive Director, Johnson Shoyama Graduate School of Public Policy

Excerpts from Key Documents Relevant to Proposed Graduate-Level Certificates

JSGS Strategic Plan 2016-2020
Report from External Reviewers (June 23, 2016)
(Full report available here)

In the above report, the reviewers made the following recommendation under the heading "Academic and Educational Activities":

Expand enrollment in the MPA, MPP, PhD, MHA, and MIT … programs only to the extent that there is a comparable expansion in faculty resources.

JSGS Response to External Reviewers' Report (August 5, 2016)
(Full report available here)

The following, excerpted from the above document, is in reply to the above recommendation:

We agree. The 2015-2020 Strategic Enrolment Plan provides some guidance on our enrolment numbers and potential areas for recruitment; however, indicators that are more effective and reporting are required for effective enrolment management. This year the Grad Chairs and the JASC [Joint Admissions and Scholarships Committee] *will develop a plan to create benchmarks for the enrolment plan and targets for the JSGS Strategic Plan. These benchmarks and targets will be aligned with university enrolment plans and will provide the basis for staffing rationales.*

JSGS Enrolment Plan (October 2016)
Review of 2011-2015 and Strategic Options for 2016-2020
(Report from the JASC, as referenced above)

The following is stated under "Goals" for the 2016-2020 Plan:

Our programs at times are oversubscribed and at times are undersubscribed. We suggest we might want to set both ranges for optimal intake and size of our program (possibly with annual and on-going maximum targets). Possible recruitment targets and programs sizes are:

MPA	Min	Max	Target
	30	90	60

As indicated in the proposal, one of the main objectives of the certificates is to increase enrolment in the MPA program through the laddering of certificate graduates. The School is confident that the addition of 10 to 25 students in the certificate programs will be an effective strategy for achieving increased enrolment.

November 1, 2017

To: Jeremy Rayner, JSGS Director, U of S campus

From: Kathy McNutt, Executive Director

Re: Support for JSGS Certificates at the U of S campus

Thank you for the opportunity to provide a letter of support for the JSGS certificate
programs, currently offered at the U of R, to be delivered at the U of S campus, namely the Public
Policy Analysis certificate, Public Management certificate, Economic Analysis for Public Policy
certificate, and the Non-Profit Management certificate program. Implementation costs for the
certificate programs are expected to be minimal as the course offerings (in-person or online) form part
of the existing Master of Public Administration (MPA) Program.

Reflecting the needs of the public services of Canada, the provinces, and municipalities, the School's
curriculum provides students with opportunities to gain knowledge in core competency areas and
exercise their thinking and problem-solving skills, while looking at issues that touch all aspects of our
daily lives. Students would have the option of completing the certificate as a stand-alone program or of
laddering into the MPA program. The U of R has experienced a high uptake on the laddering option
(historically 20 – 25%) into the MPA Program. A similar result is anticipated at the U of S campus. An
additional 10 students per year would take the U of S campus halfway to its 2020 enrolment target;
whilst providing an attractive career option to those wanting to increase their conceptual and technical
skills in the fields of public administration, non-profit administration or public policy.

Trever Crowe, Interim Dean, College of Graduate and Post-doctoral Studies is aware of, and supports
in principle, the delivery of the above-noted certificate programs at the U of S campus.

Kathy McNutt,
Executive Director

/tlhp

c. Trever Crowe, Interim Dean, CGPS

MEMORANDUM

TO: Jeremy Rayner, director, Johnson Shoyama Graduate School of Public Policy
             (JSGS)

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: December 4, 2017

RE: **Planning and priorities committee response to the Notice of Intent for
             four Master's-level certificates: Public Policy Analysis Certificate;
             Public Management Certificate; Economic Analysis for Public Policy
             Certificate; and Non-Profit Management Certificate.**

_____ _____ _____ _____

Thank you once again for attending the planning and priorities committee meeting on
November 29, 2017, to present the notice of intent to offer four Master's level certificates of
proficiency at the U of S campus in the areas of public policy, public management, economic
analysis, and non-profit management.

Member comments and discussion focused on the special tuition rate proposed and the
principle of equitable access for all graduate students. Although the view was expressed
that the higher tuition was a limiting factor preventing access to the program for those
students unable to afford the program cost, this view was not held by other members, who
held that the tuition level proposed was appropriate for the professional audience for
which the certificates are designed.

Members supported the accessibility of the certificate programs to employed professionals,
and also appreciated the opportunity the programs offer to undergraduate students to
distinguish themselves by taking the certificate as a standalone program, with the potential
to ladder into the Master of Public Administration (MPA) program. For those students who
did less well in their undergraduate studies, completion of the certificate program and a
number of master's level courses was likened to successful completion of a probationary
period, leading to enrolment in a master's degree program.

.../2

The committee supports that these certificate programs be offered at the Johnson Shoyama University of Saskatchewan campus, in addition to the University of Regina campus. The programs are a unique offering to a specialized audience, and the offering of the programs at the U of S campus strengthens the equivalency of the school across both sites.

I wish you the very best as you proceed to develop the full program proposals to submit to the academic programs committee of Council. Please do not hesitate to contact me if you have any questions.

Kind regards,

Dirk de Boer

c   Tony Vannelli, provost and vice-president academic
        Terry Wotherspoon, chair, academic programs committee of Council
        Russell Isinger, registrar
        Trever Crowe, interim dean, College of Graduate and Postdoctoral Studies
        Kathy McNutt, executive director, JSGS

Notice of Intent
Johnson Shoyama Graduate School of Public Policy
Master's Certificates: Public Policy Analysis, Public Management,
Economic Analysis for Public Policy, Non-Profit Management

1. *What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?*

The Johnson Shoyama Graduate School of Public Policy (JSGS), U of S campus, is exploring ways of attracting new graduate students and of offering programs that speak to key policy issues in society. We are particularly concerned to overcome current challenges in meeting our enrolment plan targets for the Master of Public Administration (MPA) program, which call for an increase from 30 to 50 students by 2020/21 (currently 27), with a composition of roughly 25% international, 40% Saskatchewan and 35% for the rest of Canada (ROC) (currently 63/19/18). When the JSGS was founded in 2007 as a Collaboration between the University of Saskatchewan and the University of Regina, the U of R campus was already offering Master's certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

The certificates are designed to meet the needs of practicing public administrators, policy analysts and non-profit managers who have an interest in a particular area of policy and administration - public management, public policy analysis and economic analysis - but who either do not want to enroll in a full degree program or are testing the waters to see if the full MPA might be an option. Students either complete the certificates as stand-alone programs or can ladder the courses they take into the MPA program. The certificates have been a significant source of MPA enrolment for the U of R campus.

These certificates are 9 credit units (3 courses) in length, or approximately one-quarter of the MPA curriculum. The classes forming the certificate programs are all part of the full MPA program, either as core courses or electives, allowing students in the certificate programs full credit for certificate classes taken if they choose the laddering option. Students in the certificate program would be ineligible for financial assistance. Students who have completed the MPA would be unable to retrospectively apply for certificates.

The Public Policy Analysis certificate program provides students with a basic foundation in public policy analysis, development and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation. It may be of interest either to those directly involved in policy analysis development or to those involved in policy decisions who want to increase their understanding of the overall policy processes.

The Public Management certificate program provides students with a solid foundation of understanding and skills in public-sector management. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to manage effectively in the public sector. It may be of interest to individuals currently working in the public sector who do not have a

background in administration and who want to improve their administrative and management skills.

The Economic Analysis for Public Policy certificate program provides students with the basic skills and techniques for sound economic analysis of public policy along with an understanding of the advantages or disadvantages of various policy models. It is designed for those currently working, or wanting to work, directly in the area of policy analysis in the public sector.

The Non-Profit Management certificate program will provide students with an understanding of the Canadian non-profit sector and its public policy involvement. This certificate program will also explore strategic leadership in the sector, focusing on governance, executive leadership and board of directors' roles in strategy formation and implementation. The students will develop analytical skills to evaluate policy frameworks that guide the operation of non-profit organizations and critically assess policies that advance the functionality and greater contribution of the sector to our society.

For full program details, see Appendix 1 or follow these links:
http://www.schoolofpublicpolicy.sk.ca/programs/masters-certificates/public-policy-analysis.php
http://www.schoolofpublicpolicy.sk.ca/programs/masters-certificates/public-management.php
http://www.schoolofpublicpolicy.sk.ca/programs/masters-certificates/economic-analysis-for-public-policy.php
http://www.schoolofpublicpolicy.sk.ca/programs/masters-certificates/nonprofit-management.php

2.   *What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?*

The Master's Certificate programs are designed to meet the needs of practicing public administrators, policy analysts and non-profit managers who already have either an undergraduate degree, advanced degrees in another area, or significant amounts of experience, but who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration or public policy. In addition, the Master's Certificate programs allow early to mid-career professionals who do not meet minimum entrance requirements for the MPA (usually a poor GPA) a second chance to establish a track record in graduate studies and to build a case to be admitted to the MPA.

Evidence for the need for these programs comes from their success at the U of R campus. These are special tuition programs (currently $1228.50 per 3 credit course) and the U of R campus currently has 44 students enrolled, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2). An additional 10 students every year will take the U of S campus half way towards its 2020 enrolment target.

Reflecting the needs of the public services of Canada, the provinces, and municipalities,

the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills, while looking at issues that touch all aspects of our daily lives. The MPA curriculum was comprehensively reviewed in 2015 with support from the Gwenna Moss Centre, at which time it was revised from an outcome to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and by the School's external review team.

Students have the option of attending in-person courses or accessing some of the courses online. Three of the courses (JSGS 801Governance and Administration, JSGS 806 Public Policy Analysis and JSGS 807 Statistics for Public Managers) have already been successfully developed and delivered online and others will be developed and delivered this year. Through online delivery, JSGS plans to target distance learners who are typically Canadian rather than international students, increasing the pool of Saskatchewan and ROC candidates as indicated in our enrolment plan.

3. *How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?*

The proposed certificates support goals set out by the *University of Saskatchewan's Third Integrated Plan 2012-2016, the University of Saskatchewan's Draft Strategic Plan 2025,* and the organizational goals of JSGS as described in the School's *Strategic Plan, 2016-2020.* The Master's Certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion and help students apply the theories and concepts presented in class to work experience.

The proposed certificates are specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-20 Strategic Plan:
1) Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:
   • Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
   • Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
   • Adopting technologies that support integrated, collaborative learning environments.
   • Embracing the effective use of technology to engage, educate and inform.

4.   *What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?*

The classes forming the certificate programs are part of the regular MPA program but can be taken as standalone certificates or for laddering purposes. Neither path involves duplication.

Students have the option of attending in-person courses or accessing some of the courses online. Three of the courses (JSGS 801Governance and Administration, JSGS 806 Public Policy Analysis, and JSGS 807 Statistics for Public Managers) have already been successfully developed and delivered online; others will be developed and delivered this year. Through online delivery, JSGS plans to target distance learners who are typically Canadian rather than international students, increasing the pool of Saskatchewan and ROC candidates as indicated in our enrolment plan

The JSGS currently offers one Master's Certificate in collaboration with the Centre for the Study of Co-operatives, the Social Economy and Co-operatives certificate composed of courses that are currently available as electives for MPA and MPP students.

No programs would be deleted as a result of offering the new Master's certificates.

5.   *Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?*

The courses that comprise the Master's certificates are existing JSGS graduate-level courses, and; therefore, no additional costs would be incurred as the courses are part of the regular teaching assignments. Support for development of online programming has already been budgeted and delivery will be funded from tuition revenue.

The demand on IT support and library resources will be minimal.

Because the proposed certificates do not represent a significant demand on new resources, the Provost's Committee on Integrated Planning (PCIP) has not been involved.

Please submit through the Academic and Curricular Change Portal. For more information, contact:
Sandra Calver, Secretary, Planning & Priorities Committee of Council c/o
Office of the University Secretary
phone 2192;
email sandra.calver@usask.ca

Appendix 1 – Program Descriptions

Public Management Certificate

 The Public Management Certificate program provides students with a solid foundation of understanding and skills in public sector management. Students will develop the ability to analyze governing institutions and the processes of modern government, along with some of the basic skills and techniques required to manage effectively in the public sector.

Students must complete (3 credit units):
•   JSGS 801 - Governance and Administration
       Students must also complete two of the following elective courses (6 credits units):
•   JSGS 802 - Public Finance
•   JSGS 807 - Statistics for Public Managers
•   JSGS 808 - Ethical Leadership and Democracy in Public Service
•   JSGS 815 - Strategic Human Resource Management
•   JSGS 828 - Project Management
•   JSGS 847 - Strategic Planning
•   JSGS 853 - Negotiation and Conflict Resolution
•   JSGS 882 - Strategic Management in the Public Sector

Public Policy Analysis Certificate

The Public Policy Analysis Certificate program provides students with a basic foundation in public policy analysis, development and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation.

Students must complete (3 credit units):
•   JSGS 806 - Public Policy Analysis

Students must also complete two of the following elective courses (6 credits units):
•   JSGS 805 - Economics for Public Policy Analysis
•   JSGS 807 - Statistics for Public Managers
•   JSGS 818 - Program Evaluation
•   JSGS 819 - Gender and Public Policy
•   JSGS 822 - Comparative Public Policy
•   JSGS 864 - Social Policy: Interdisciplinary Perspectives
•   JSGS 867 - Advanced Policy Analysis

Economic Analysis for Public Policy Certificate

The Economic Analysis for Public Policy Certificate program provides students with the basic skills and techniques for sound economic analysis of public policy, along with an understanding of the advantages or disadvantages of various policy models.
Students must complete (3 credit units):

- JSGS 806 - Public Policy Analysis

Students must also complete two of the following elective courses (6 credits units):
- JSGS 803 - Quantitative Methods
- JSGS 805 - Economics for Public Policy Analysis
- JSGS 807 - Statistics for Public Managers
- JSGS 820 - Micro-Economics for Policy Analysis
- JSGS 821 - Macro-Economics for Policy Analysis
- JSGS 837 - Health Economics

Non-Profit Management Certificate

The Non-Profit Management certificate will provide students with an understanding of the Canadian non-profit sector and its public policy involvement. This certificate program will also explore strategic leadership in the sector, focusing on governance, executive leadership and board of directors' roles in strategy formation and implementation. The students will develop analytical skills to evaluate policy frameworks that guide the operation of non-profit organizations and critically assess policies that advance the functionality and greater contribution of the sector to our society.

Students must complete (3 credit units):
- JSGS 811 - Nongovernmental Organizations and Alternative Service Delivery

Students must also complete two of the following elective courses (6 credits units):
- JSGS 810 - Non-Profit Leadership and Governance
- JSGS 838 - Public Sector Financial Management
- JSGS 846 - Philanthropy and Fundraising for Non-Profit Organizations
- JSGS 882 - Strategic Management in the Public Sector

The Social Economy and Co-operatives Certificate provides students with an understanding of the role played by co-operatives and social economy organizations in the modern economy. The focus of the certificate is on policy and governance questions — what are the social, political, economic, and institutional contexts that serve as catalysts for the formation of organizations that use the co-operative model, and how should the governance structure of social economy and co-operative organizations be structured to best deal with the challenges of modern society?

Students must complete (3 credit units):
•   JSGS 846 - Co-operatives in the New Economy: Institutions, Policy and
         Sustainability

Students must also complete either (3 credits units):
•   JSGS 849 - Social Economy and Public Policy
•   JSGS 885 - Co-operative Governance and Leadership in Action

Students must also complete one course (3 credit units) from the following (note: courses can only be taken once):
•   JSGS 801 - Governance and Administration
•   JSGS 808 - Ethical Leadership and Democracy in Public Service
•   JSGS 849 - Social Economy and Public Policy
•   JSGS 885 - Co-operative Governance and Leadership in Action

Admissions Requirements

Applicants interested in entering the Master's Certificate program must have completed a four-year undergraduate degree with a minimum cumulative average of 70%. There is also a mid-career option for admission, through which prospective students with at least five years of government or non-profit organization management experience may be admitted without an undergraduate degree.

Application Deadlines

Entry is possible in any semester. Applications received eight weeks prior to the start of semester will be considered for entry in the following semester. Late applications may be considered after the deadlines if space is available.

Appendix 2 – Current enrolment and conversion rates at the University of Regina campus

Current Enrolment by Program

1) Economic Analysis for Public Policy: **3 current students**
2) Public Management: **10 current students** (6 more potential students with accepted offers but never registered for a course)
3) Public Policy Analysis: **10 current students** (3 more potential students with accepted offers but never registered for a course)
4) Non-Profit Management has 0 students.

44 current Master's certificate students for Fall 2017 (active in the program, have not graduated).

Percentage of certificate students laddering into MPA per year

	2016	**2015**	**2014**
MPA students	24%	25%	22%

Hi, Jeremy

Thanks for sharing the Notice of Intent to develop the 4 new graduate certificates, which will support the option for students to ladder into the MPA program. I've provided the following statement for inclusion within your submission to the Planning and Priorities Committee. I hope that the statement is sufficient in this form. If you need it in another format, perhaps with a wet signature, let me know. I can get that to you fairly quickly.

Best regards

Trever

_____

To: Planning Priorities Committee of University Council

Re: Notice of Intent by the Johnson Shoyama Gradaute School of Public Policy to offer Four Master's Certificates: Public Policy Analysis, Public Management, Economic Analysis for Public Policy, and Non-Profit Management

When a Notice of Intent for a new graduate program is submitted to the Planning and Priorities Committee of University Council, *"...the covering letter should indicate that the dean or associate dean of the College of Graduate Studies and Research is aware of, and supports in principle, the development of the program."* (https://www.usask.ca/.../PPC%20notice%20of%20intent%20template.docx)

Please accept this memo as confirmation that I have reviewed the above-noted notice of intent. The concept of facilitating the transition into graduate degree programs is a high priority within the current CGPS plan, currently under development, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. On behalf of the CGPS, I strongly support in principle, the development of these 4 certificates.

Hi, Jeremy

As a follow up to my last message, I wanted to flag an issue within the notice of intent. The admission requirements indicate that mid-career individuals can be admitted to the certificate with at least five years of government or non-profit organization management experience (without an undergraduate degree)

Ultimately, this involves non-standard criteria for assessing admissibility to a graduate program. While this is identified within the context of a certificate program, the conversation needs to include the MPA, given that students have the option to ladder into the degree program.

These programs already exist at the U of R. So, I don't think it's premature for us to be thinking about things such as:

- What criteria and associated thresholds of performance would be considered when assessing someone without an undergraduate degree for admission?

- What performance standard within the certificate would be required to be eligible to transfer to the MPA?

- Might you consider an alternate process for applicants without an undergraduate degree? For example, might we ask such an applicant to successfully complete a course or two before s/he is offered admission to the certificate?

I'd be happy to discuss this further, if you wish.

Trever

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 [X] No [ ]
   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?

   Graduate Certificate in Public Policy Analysis [GCPPA - suggested code, Grad Cert in Pub Pol Analysis - suggested short
   description of 30 characters]

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?

   Degree level courses

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 [X] 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:

   CPPA [In Grad Cert inPubPol Analysis] - suggested code/description - 4 characters for code and 30 characters for description

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

   College of Graduate and Postdoctoral Studies [GP]

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

   no

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.

   PADM [Public Administration] - exists in student system

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

   n/a

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

1 Is this a new program?   Yes [X] No [ ]
  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?

> Graduate Certificate in Public Policy Analysis [GCPPA - suggested code, Grad Cert in Pub Pol Analysis - suggested description of 30 characters]

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

> Graduate Certificate in Public Policy Analysis [GCPPA-GP - suggested code, Grad Cert in Pub Pol Analysis - suggested description of 30 characters]

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

> n/a

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

> College of Graduate and Postdoctoral Studies [GP] / Johnson Shoyama Graduate School of Public Policy [JSGS]

6 Is this a replacement for a current program?   Yes [ ] No [X]

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   ☐

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?   Yes ☐ No ☐

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

Johnson Shoyama School of Public Policy MOU

5 What is the name of the external partner?

University of Regina

6 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?   Yes ☐   No ☒   Revised ☐
  If you've answered NO, please continue on to the next section.

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?   Yes ☐   No ☒   Revised ☐
  If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

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

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes [ ] No [X]
  Is an existing college, school, center, or department being renamed?   Yes [ ] No [X]
  Is an existing college, school, center, or department being deleted?   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 (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - Not Applicable

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?　　　　　　Yes ☐　No ☐
　If NO, please describe.

5　Does this program, due to pedagogical reasons, require any special space or type or rooms?　　Yes ☐　No ☐
　If YES, please describe.

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?

Yes

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

YYYY09, YYYY01, YYYY05

3 Does this impact enrollment?

Slight increase; total of 10 students between the 4 new graduate certificates, possibly maximum of 25

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

Refer to the Johnson Shoyama Graduate School of Public Policy

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

Yes

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.)

Completion of a four-year undergraduate degree from a recognized university; an average of 70% or better must be maintained during the final 2 years (60 credit units) of the undegraduate program or in the graduate program if students are entering the certificate program after a graduate degree; proof of English proficiency is required

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.)

Average only

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

Standard

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?)

College of Graduate and Postdoctoral Studies

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

Section 9: Government Loan Information

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?

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

3 When is the first class expected to graduate?

October, 2019

4

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

25

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?   Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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.)

NA

2 Will students register themselves?   Yes [X] No [ ]
If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?   Yes [X] No [ ]
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes [X] No [ ]

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes [ ] No [X]
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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes [ ] No [X]
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?   Yes ☐ No ☒
   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?   Yes ☐ No ☐
   If yes, what courses?

[ ]

4 Are there currently any students enrolled in the program?   Yes ☐ No ☐
   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?   Yes ☐ No ☐
   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*	X
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?

Fees are to be consistent with GCSEC-GP [Grad Cert Soc Econ and Co-op) and assessed at 437.93 per credit (1,313.80 for a 3 cu class) and a differential of 900

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?   Yes [X] No [ ]

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?

Yes

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

As per above

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

Yes

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 [X]

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?   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:	*May 10, 2018*
Registrar (Russell Isinger):	*Russell Isinger*
College / Department Representative(s):	*Ryan Walker*
IPA Representative(s):	

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 [X] No [ ]

  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.

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Graduate Certificate in Public Management [GCPM - suggested code, Grad Cert in Public Mgmt - suggested short description of 30 characters]

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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?

Degree level courses

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 [X] 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:

CPM [In Grad Cert in Public Mgmt] - suggested code/description - 4 characters for code and 30 characters for description

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

College of Graduate and Postdoctoral Studies [GP]

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

no

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.

PMGT [Public Management] - suggested - 4 character code and 30 character description

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

n/a

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

1 Is this a new program?   Yes [X]   No [ ]

   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?

> Graduate Certificate in Public Management [GCPM – suggested code, Grad Cert in Public Mgmt – suggested short description of 30 characters]

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

> Graduate Certificate in Public Management [GCPM-GP – suggested code, Grad Cert in Public Mgmt – suggested description of 30 characters]

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

> n/a

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

> College of Graduate and Postdoctoral Studies [GP] / Johnson Shoyama Graduate School of Public Policy [JSGS]

6 Is this a replacement for a current program?   Yes [ ]   No [X]

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   ☐

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?   Yes ☐ No ☐

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

Johnson Shoyama School of Public Policy MOU

5 What is the name of the external partner?

University of Regina

6 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?   Yes ☐ No ☒ Revised ☐
If you've answered NO, please continue on to the next section.

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?   Yes ☐ No ☒ Revised ☐
If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

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

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

   Is an existing college, school, center, or department being renamed?

   Is an existing college, school, center, or department being deleted?

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

	Yes	No
		X
		X
		X

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - Not Applicable

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?   Yes ☐ No ☐
If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐ No ☐
If YES, please describe.

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?

Yes

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

YYYY09, YYYY01, YYYY05

3 Does this impact enrollment?

Slight increase; total of 10 students between the 4 new graduate certificates, possibly maximum of 25

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

Refer to the Johnson Shoyama Graduate School of Public Policy

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

Yes

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.)

Completion of a four-year undergraduate degree from a recognized university; an average of 70% or better must be maintained during the final 2 years (60 credit units) of the undegraduate program or in the graduate program if students are entering the certificate program after a graduate degree; proof of English proficiency is required

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.)

Average only

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

Standard

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?)

College of Graduate and Postdoctoral Studies

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

Section 9: Government Loan Information

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?

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

3 When is the first class expected to graduate?

October, 2019

4

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

25

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?   Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

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.)

NA

2 Will students register themselves?   Yes [X] No [   ]
  If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?   Yes [X] No [   ]
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes [X] No [   ]

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes [   ] No [X]
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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes [   ] No [X]
       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?   Yes [ ] No [X]
   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?   Yes [ ] No [ ]
   If yes, what courses?

   [   ]

4 Are there currently any students enrolled in the program?   Yes [ ] No [ ]
   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?   Yes [ ] No [ ]
   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*	X
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?

Fees are to be consistent with GCSEC-GP [Grad Cert Soc Econ and Co-op) and assessed at 437.93 per credit (1,313.80 for a 3 cu class) and a differential of 900

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?   Yes [X] No [ ]

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?

Yes

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

As per above

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

Yes

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 [X]

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?   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:	May 10, 2018
Registrar (Russell Isinger):	*Russell Isinger*
College / Department Representative(s):	*[signature]*
IPA Representative(s):	

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| X | No| |
  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?
Graduate Certificate in Non-Profit Management [GCNPM - suggested code, Grad Cert in Non-Profit Mgmt - suggested short description of 30 characters]

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?
Degree level courses

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| X | 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:
CNPM [In Grad Cert inNon-Profit Mgmt] - suggested code/description - 4 characters for code and 30 characters for description

7 Which College is responsible for the awarding of this degree, diploma, or certificate?
College of Graduate and Postdoctoral Studies [GP]

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
no

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.
NPMT [Non-Profit Management] - suggested - 4 character code and 30 character description

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

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

1 Is this a new program?   Yes [X] No [ ]

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?

Graduate Certificate in Non-Profit Management [GCNPM - suggested code, Grad Cert in Non-Profit Mgmt - suggested short description of 30 characters]

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

Graduate Certificate in Non-Profit Management [GCNPM-GP - suggested code, Grad Cert in Non-Profit Mgmt - suggested description of 30 characters]

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

n/a

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

College of Graduate and Postdoctoral Studies [GP] / Johnson Shoyama Graduate School of Public Policy [JSGS]

6 Is this a replacement for a current program?   Yes [ ] No [X]

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   ☐

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?   Yes ☐   No ☐

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

Johnson Shoyama School of Public Policy MOU

5 What is the name of the external partner?

University of Regina

6 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?   Yes ☐ No ☒ Revised ☐
  If you've answered NO, please continue on to the next section.

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?   Yes ☐ No ☒ Revised ☐
  If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

_____

3 Which Department / School is the authority for this new / revised disciplinary area?

_____

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

_____

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department? Yes ☐ No ☒
  Is an existing college, school, center, or department being renamed? Yes ☐ No ☒
  Is an existing college, school, center, or department being deleted? Yes ☐ No ☒
  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 (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - Not Applicable

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?   Yes ☐ No ☐

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐ No ☐

If YES, please describe.

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?

Yes

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

YYYY09, YYYY01, YYYY05

3 Does this impact enrollment?

Slight increase; total of 10 students between the 4 new graduate certificates, possibly maximum of 25

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

Refer to the Johnson Shoyama Graduate School of Public Policy

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

Yes

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.)

Completion of a four-year undergraduate degree from a recognized university; an average of 70% or better must be maintained during the final 2 years (60 credit units) of the undegraduate program or in the graduate program if students are entering the certificate program after a graduate degree; proof of English proficiency is required

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.)

Average only

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?)

College of Graduate and Postdoctoral Studies

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

Section 9: Government Loan Information

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?

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

3 When is the first class expected to graduate?

October, 2019

4

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

25

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?   Yes [ ] No [X]
  If YES, what and by what date?

Section 12: Registration Information

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.)

NA

2 Will students register themselves?   Yes X No
  If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?   Yes X No
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes X No

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes   No X
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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes   No X
    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?   Yes ☐   No ☒

   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?   Yes ☐   No ☐

   If yes, what courses?

4 Are there currently any students enrolled in the program?   Yes ☐   No ☐

   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?   Yes ☐   No ☐

   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*	X
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?

Fees are to be consistent with GCSEC-GP [Grad Cert Soc Econ and Co-op) and assessed at 437.93 per credit (1,313.80 for a 3 cu class) and a differential of 900

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?   Yes X   No

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?

Yes

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

As per above

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

Yes

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 X

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? 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: May 10, 2018

Registrar (Russell Isinger): _Russell Isinger_

College / Department Representative(s): _signature_

IPA Representative(s):

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 [X] No [   ]
  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?

Graduate Certificate in Economic Analysis for Public Policy [GCEAPP - suggested code, Grad Cert in Econ Analy PubPol - suggested short description of 30 characters]

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?

Degree level courses

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 [X] 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:

CEAP [In Grad Cert in Econ An PubPol] - suggested code/description - 4 characters for code and 30 characters for description

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

College of Graduate and Postdoctoral Studies [GP]

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.
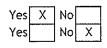
no

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.

PUBP [Public Policy] - already exists in the student system

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

n/a

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

1 Is this a new program?   Yes [X] No [ ]
   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?

Graduate Certificate in Economic Analysis for Public Policy [GCEAPP - suggested code, Grad Cert in Econ Analy PubPol - suggested short description of 30 characters]

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

Graduate Certificate in Economic Analysis for Public Policy [GCEAPP-GP - suggested code, Grad Cert in Econ Analy PubPol - suggested description of 30 characters]

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

n/a

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

College of Graduate and Postdoctoral Studies [GP] / Johnson Shoyama Graduate School of Public Policy [JSGS]

6 Is this a replacement for a current program?   Yes [ ] No [X]

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 [X] 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   [X]
        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?   Yes [ ] No [ ]
4 Please state the full name of the agreement that the U of S is entering into.

| Johnson Shoyama School of Public Policy MOU |

5 What is the name of the external partner?

| University of Regina |

6 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?   Yes ☐ No ☒ Revised ☐
  If you've answered NO, please continue on to the next section.

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?   Yes ☐ No ☒ Revised ☐
  If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

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

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes ☐ No ☒
   Is an existing college, school, center, or department being renamed?   Yes ☐ No ☒
   Is an existing college, school, center, or department being deleted?   Yes ☐ No ☒
   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 (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - Not Applicable

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?

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2

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

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

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4 Does the program timetable use standard class time slots, terms, and sessions?   Yes ☐ No ☐
  If NO, please describe.

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5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐ No ☐
  If YES, please describe.

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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?

Yes

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

YYYY09, YYYY01, YYYY05

3 Does this impact enrollment?

Slight increase; total of 10 students between the 4 new graduate certificates, possibly maximum of 25

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

Refer to the Johnson Shoyama Graduate School of Public Policy

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

Yes

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.)

Completion of a four-year undergraduate degree from a recognized university; an average of 70% or better must be maintained during the final 2 years (60 credit units) of the undegraduate program or in the graduate program if students are entering the certificate program after a graduate degree; proof of English proficiency is required

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.)

Average only

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

Standard

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?)

College of Graduate and Postdoctoral Studies

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

Section 9: Government Loan Information

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?

Yes

Section 10: Convocation Information (only for new degrees)

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

No

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

3 When is the first class expected to graduate?

October, 2019

4

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

25

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

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

If YES, what and by what date?

Section 12: Registration Information

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.)

NA

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

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?   Yes [X]   No [ ]
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes [X]   No [ ]

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes [ ]   No [X]
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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes [ ]   No [X]
        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?   Yes [   ] No [X]
  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?   Yes [   ] No [   ]
  If yes, what courses?

  [   ]

4 Are there currently any students enrolled in the program?   Yes [   ] No [   ]
  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?   Yes [   ] No [   ]
  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*	X
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?

Fees are to be consistent with GCSEC-GP [Grad Cert Soc Econ and Co-op) and assessed at 437.93 per credit (1,313.80 for a 3 cu class) and a differential of 900

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?   Yes [X] No [ ]

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?

Yes

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

As per above

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

Yes

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 [X]

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?   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:	May 10, 2018
Registrar (Russell Isinger):	*Russell Isinger*
College / Department Representative(s):	*signature*
IPA Representative(s):	