AGENDA ITEM NO: 11.7

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: November 19, 2020

SUBJECT: Degree-level certificate in Urban Design

COUNCIL ACTION: For Information Only

SUMMARY:
At its October 21, 2020 meeting, the academic programs committee approved the following motions:

That the Academic Programs Committee approve the degree-level certificate in Urban Design in the College of Arts and Science, effective May 2021

The College of Arts and Science proposed a new degree-level certificate in Urban Design, an interdisciplinary program co-developed by the Department of Art and Art History and the Department of Geography and Planning.

This certificate program will consist of a minimum 18 credit units and will provide students with an expanded perception of the relationship between design-thinking, visual arts, the built environment, and the social and spatial conditions that drive the production of urban space.

All courses used for the certificate program are part of existing programing within the two sponsoring departments, with sufficient room for enrolment expansion.

The program will be open to any students enrolled at the University of Saskatchewan, and can also be completed as a stand along program.

The committee was excited about this program that will provide further opportunities for students interested in design and planning and were impressed at the integration of planning and visual arts in this program. The committee also appreciated the hands-on, experiential nature of the program.

This certificate program conforms to the Arts and Science certificate template and, therefore, can be approved by APC.

ATTACHMENTS:
- Proposal for Academic or Curricular Change – degree-level Certificate in Urban Design
PROPOSAL IDENTIFICATION

Title of proposal: Degree-level Certificate in Urban Design

Field(s) of Specialization: Urban Design

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

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

Ryan Walker
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Jon Bath
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Proposed date of implementation: May 2021
Proposal Document

Discussions have occurred between faculty in the Department of Geography and Planning and Department of Art and Art History for a few years regarding the potential to co-create an urban design credential. This working relationship took early form in an elective stream in the Regional and Urban Planning major, called Design. It also took form in the co-creation and delivery of the INTS 111.3 Design and Society course. At the fourth year level through the PLAN 446.3 Advanced Urban Design Studio we have cultivated a recurring engagement in multiple years with the Gordon Snelgrove Gallery, most recently with the USask Art Galleries Curator of Public Dialogue + Participation, where participatory public urban design engagements are programmed into the gallery. The Urban Design Certificate is a progression in this collaboration and partnership between the Department of Art and Art History and Department of Geography and Planning.

This partnership reflects the rising importance in the Visual Arts of the consideration of the social conditions that drive the production of space, and the contributions of art, artists, and curators to the built environment. It equally reflects the strong currency of design literacy and applied design in the field of urban planning and placemaking. Urban design skills are also valued highly by architects, by some areas of civil engineering where the built environment is the focus, by landscape architects, city administrators and politicians, and the public at large. Urban design is a field of practice, and theory, that is concerned with public space design and programming that engages citizens, property owners, and civic officials. It is interdisciplinary by nature, and given the cast of faculty within the Departments of Art and Art History and Geography and Planning, the College of Arts and Science is ideally positioned to offer this credential. It will be valuable for majors in the Departments of Geography and Planning and Art and Art History, where the nexus between design and urbanism feature prominently in many students’ academic and career aspirations. One example, among several, is students who wish to pursue subsequent graduate studies in architecture. Another is students who pursue careers working with civic cultural organizations, such as in public galleries or coordinating public art. The Certificate will be valuable for students across the College and University who wish to undertake a credential that supplements their major program of study, where urban design skills will be valuable. A wide range of students take INTS 111.3 (Design and Society), and frequently ask for further classes to continue to apply and refine the concepts learned there. Once implemented, it is foreseeable that this would become a valuable stand-alone micro-credential for registered professional planners, for example, looking to upskill through continuous professional learning opportunities.

There are no certificate programs or minors offered at the University of Saskatchewan or University of Regina that address urban design generally or specifically. Similarly, Saskatchewan Polytechnic offers no similar credential.

Budget:

All courses are regularly offered as part of existing programming in the Departments of Geography and Planning and Art and Art History so no new teaching, administrative, classroom, library, IT, or infrastructure resources are required. The foundation and capstone courses have sufficient room for enrollment expansion, as do the senior level PLAN/GEOG and some of the ART/H courses, such that new enrollments attributable to the Certificate could enhance the revenue generated from already allocated teaching resources. The foundation (INTS 111.3)
and capstone (PLAN 446.3) courses are offered at least once per year and have been for several years, as are many of the other courses at each interval in the certificate requirements noted above.

Because the Urban Design Certificate is a shared program and credential between the Department of Geography and Planning and the Department of Art and Art History, questions were posed to the College’s Director of Programs and Chief Operating Officer on April 15, 2020 to seek clarity on some operational details that will be important for achieving a fair and beneficial partnership. Based on the answers provided to us, we can indicate here that for the internal purposes of the Banner system, where one unit must be attributed to a program, it would be the Department of Geography and Planning listed. For all other matters the Certificate would be a 50/50 partnership in credential promotion and tracking, and with financial accounting owing to 3 cue tracking to instructor/unit as per College and University practice. The spirit and practice of full partnership is central to this interdisciplinary certificate.

**College Statement**
From Gordon DesBrisay, Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Urban Design.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This interdisciplinary program builds on what was a popular “stream” in the Regional and Urban Planning program, and makes it available to all students. Students will benefit from the collaboration between Geography and Planning, and Art and Art History, gaining complementary skills and insights which will be especially valuable for students who wish to pursue work in related areas.

The Academic Programs Committee (BA, BFA, BMus) approved the proposal on September 9, 2020, as did the College Faculty Council on October 14, 2020.
Program Description

Degree Level Certificate in Urban Design

The Certificate in Urban Design provides students with an expanded perception of the relationships between design-thinking, visual arts, the built environment, and the social and spatial conditions that drive the production of urban space. Over half of the courses are taught in a studio format, which supports applied experiential, conceptual, and skills-based training through making. The subject matter of courses, or assignments, deal with urbanism, public art, place-making, and related topics. The capstone course, and others, focuses on community-engaged collaborative design.

Registration in the Certificate in Urban Design is available to undergraduate students who are enrolled in any degree program at the University of Saskatchewan. It may also be completed as a stand-alone program.

If you are interested in more information about this certificate, please contact geography.planning@usask.ca or art.arthistory@usask.ca.

Major Average

The major average in the Certificate in Urban Design includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements in the Major

To receive a Certificate in Urban Design, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

See Residency for additional details.

Requirements (18-21 credit units)

- INTS 111.3 Design and Society
- PLAN 446.3 Advanced Urban Design Studio

Choose one course from the following:

- ART 141.3 Sculpture I Foundation
- ART 161.3 Foundation in Photography I
- ART 230.3 Video Art and Sound I
- ART 231.3 Animation and Digital Space I
- ART 235.3 Digital Imagery
- ART 236.3 Digital and Integrated Practice II A

Choose one course from the following:

- ARTH 329.3 Imagining the City
- ART 216.6 Photography II
- ART 330.3 Video Art and Sound II
- ART 331.3 Animation and Digital Space II
- ART 338.3 Digital and Integrated Practice III A
• ART 339.3 Digital and Integrated Practice III B
• ART 350.3 Hands-on Practice of Historical Media: Photography

Choose two courses from the following:

• GEOG 240.3 Sustainable Cities and Regions
• PLAN 341.3 Urban Planning
• PLAN 346.3 Introduction to Urban Design
Notice of Intent

Urban Design Certificate

College of Arts & Science

June 10, 2020

The faculty of the Departments of Geography and Planning (GEPL) and Art and Art History (AAH) approved the Urban Design Certificate on March 13 and May 29, 2020, respectively, intent on submitting it to the August 2020 College Challenge. Ryan Walker (ryan.walker@usask.ca) and Jon Bath (jon.bath@usask.ca) serve as the primary contacts in each unit regarding this notice of intent (NOI) and the subsequent submission to the College Challenge. The following responds to the questions posed in the College’s NOI template for consideration by the Vice Dean Academic.

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?

Discussions have occurred between faculty in GEPL and AAH for a few years regarding the potential to co-create an urban design credential. This working relationship took early form in an elective stream in the Regional and Urban Planning major, called Design. It also took form in the co-creation and delivery of the INTS 111.3 Design and Society course. At the fourth year level through the PLAN 446.3 Advanced Urban Design Studio we have cultivated a recurring engagement in multiple years with the Gordon Snelgrove Gallery, most recently with the USask Art Galleries Curator of Public Dialogue + Participation, where participatory public urban design engagements are programmed into the gallery. The Urban Design Certificate is a progression in this collaboration and partnership between AAH and GEPL.

This partnership reflects the rising importance in the Visual Arts of the consideration of the social conditions that drive the production of space, and the contributions of art, artists, and curators to the built environment. It equally reflects the strong currency of design literacy and applied design in the field of urban planning and placemaking. Urban design skills are also valued highly by architects, by some areas of civil engineering where built environment is the focus, by landscape architects, city administrators and politicians, and the public at large. Urban design is a field of practice, and theory, that is concerned with public space design and programming that engages citizens, property owners, and civic officials. It is interdisciplinary by nature, and given the cast of faculty within AAH and GEPL, the College of Arts and Science is ideally positioned to offer this credential. It will be valuable for majors in GEPL and AAH, where the nexus between design and urbanism feature prominently in many students’ academic and career aspirations. One example, among several, is students who wish to pursue subsequent graduate studies in architecture. Another is students who pursue careers working with civic cultural organizations, such as in public galleries or coordinating public art. The Certificate will be valuable for students across the College and University who wish to undertake a credential that supplements their major program of study, where urban design skills will be valuable. A wide range of students take INTS 111.3, and frequently ask for further classes to continue to apply and refine the concepts learned there. Once implemented, it is foreseeable that this would become a valuable micro-credential for
registered professional planners, for example, looking to upskill through continuous professional learning opportunities.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? What is the projected student enrolment in the program initially and over time, and on what evidence is the projection based?

The Regional and Urban Planning (RUP) program recently discontinued its elective streams, which had been part of the overall degree requirement for a variety of reasons, one of which was to encourage students to pursue certificates or minors should they wish to achieve the added proficiency in a secondary concentration. The ‘Design’ elective stream in the RUP program was well-subscribed, about 10 students per year. The proposed Urban Design Certificate will allow those students to continue to have a focused design education. Based on past enrollments in the RUP Design stream and INTS 111 we predict 10-15 students per year will enroll in the certificate at the outset, simply through standard academic advising as the means for promotion. With more deliberate and targeted promotion of the credential across campus and in the community, it is anticipated that demand could rise. As faculty work through the process of offering some courses online during the COVID-19 pandemic, offering a combination of in-person and remote course delivery in the future, beyond the pandemic, may induce greater demand for the Certificate by practicing professionals in planning, cultural, and arts organizations.

3. The university has articulated new strategies for internationalization, Indigenization, and interdisciplinarity in its strategic and visionary planning. How does this proposal fit with the priorities of the current college or school plan, the University Plan 2025, and the university’s Vision, Mission and Values? If the program was not envisioned during the college/school strategic planning process, what circumstances have provided the impetus to offer the program at this time? Are there measurable benefits to offering the program at this time?

The Urban Design Certificate speaks to ‘creativity’, ‘embracing interdisciplinarity’, ‘invigorating the impact of collaboration and partnership in everything we do’, and ‘inspiring by achieving meaningful change with and for our communities’ (University Plan 2025). From the College Plan, it coincides notably with ‘encouraging and supporting faculty to offer courses and programs that cross traditional departmental and disciplinary lines’, ‘expanding and enhancing experiential learning opportunities’, and ‘building the College profile and reputation’ (Think Big – Be Bold: Arts and Science 2025).

Over half of the courses in the Urban Design Certificate are taught in a studio format, which supports applied experiential, conceptual, and skills-based training through making. The GEPL and AAH courses comprising the certificate program all deal with urbanism, public art, and related topics through their subject matter or assignments. The capstone course, and some of the other courses, focus on community-engaged collaborative design work tackling priority areas in Saskatchewan communities. The Certificate gives life to the mission of the University of Saskatchewan, advancing “the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community.” It also speaks to the institutional principles of ‘collaboration,’ ‘commitment to
community’, ‘innovation, curiosity, and creativity’ (Mission, vision and values of the University of Saskatchewan).

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)? What effect will the proposed program have on other similar or related programs, and, in particular, on student enrolment in these programs? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

The Urban Design Certificate’s focus specifically on design and urbanism differentiates it from the Minor in Studio Art, which focuses on studio art practice. And GEPL offers no such minor or certificate for students outside their programs to learn about planning and design. There are no certificate programs or minors offered at the University of Saskatchewan or University of Regina that address urban design generally or specifically. Similarly, Saskatchewan Polytechnic offers no similar credential. The Certificate does complement existing majors in the College of Arts and Science, however, such as but not limited to Regional and Urban Planning, Studio Art, Art History. It may also be perceived by some students in other colleges as complementary to their major areas of study. AgBio, for example, often has students interested in landscape design; some Civil Engineering students take a broader interest in urbanism. The Urban Design Certificate would have no adverse impact on enrolments in other programs. It could have a modest positive impact on enrolment in the majors noted above, however, if prospective students choosing whether to study at USask can see the value of bundling one of the major programs of study with the certificate program. It will be up to AAH, GEPL, and the College of Arts and Science to market those links in due course, if it appears advantageous to do so.

No programs will be deleted as a result of offering the new Certificate.

5. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. What tuition will be assessed for the program and what is the rationale for the tuition proposed? Does the college or school possess the resources required to implement and support the program (faculty teaching and supervision, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library or laboratory resources, IT support? Has the Provost or the Institutional Planning and Assessment Office been involved in any discussions related to resources? Please attach a letter of support outlining the resource commitments that have been made to the new program.

All courses are regularly offered as part of existing programming in GEPL and AAH so no new teaching, administrative, classroom, library, IT, or infrastructure resources are required. The foundation and capstone courses have sufficient room for enrolment expansion, as do the senior level PLAN/GEOG and some of the ART/H courses, such that new enrolments attributable to the Certificate could enhance the revenue generated from already allocated teaching resources. The foundation (INTS 111) and capstone (PLAN 446) courses are offered at least once per year and have been for several years. Tuition will be assessed consistent with Arts and Science course tuition.
6. Please describe the risks, assumptions, or constraints associated with initiating this new program at this time. Has a risk analysis of this program been conducted, relative to the probable success of the program and those factors that impact the likelihood of success? What risks are associated with not proceeding with the program at this time?

One conceivable risk that had to be considered was if the foundation and capstone courses were not to be offered on an annual basis as a result of resource constraints. While those resource constraints do not currently exist, it is prudent to plan ahead for a time when they might. In the case of the foundation course, INTS 111, there are at least two faculty members in AAH qualified and able to lead delivery of the course. Because the course is also co-taught with faculty from other units, such as GEPL, it further diminishes risk of the course not being offered due to resource constraints.

The PLAN 446 course has been taught every year over at least the past 15 years. It can either be taught by a Professional Associate in the RUP Program (by virtue of its professional accreditation the RUP Program formally involves three Professional Associates in the delivery of its courses each year, paid as sessional instructors), or by a faculty member if delivery by a Professional Associate were interrupted due to unforeseen circumstances. During discussions among faculty over the past two months, there was agreement that AAH faculty would enjoy visiting and engaging with students in one of the 300-level PLAN courses as guests, and be similarly engaged in the PLAN 446 capstone course. One GEPL faculty member already contributes to some of the teaching in the INTS 111 foundation course. There is some very promising mutual support already existing, and projected to increase in non-formal interest-driven ways, between faculty in GEPL and AAH relating to the delivery of the Urban Design Certificate. In other words, the Certificate provides opportunities to build collegiality among faculty in our units, in addition to the basics surrounding delivery of the program.

7. What is the anticipated start date of the program? What considerations apply to the start date, including changes within the Student Information System?

The proposed date of implementation is May 2021. This should provide sufficient time for the institutional approvals and changes in the appropriate information systems.

Because the Urban Design Certificate is a shared program and credential between GEPL and AAH, questions were posed to the College’s Director of Programs and Chief Operating Officer to seek clarity on some operational details that will be important for achieving a fair and beneficial partnership. Excerpts from the questions and answers are below, reproduced for the purposes of this NOI so that the Vice Dean Academic can be aware of our intent for inter-departmental operational partnership.

*Email exchange between Walker and Dahl on April 15, 2020:*

Walker: “Would a joint certificate program...be able to be listed in two units, so that the TABBS and AIM benefits accrue to both units? Or does one unit need to be the ‘owner’ of it? The capstone course is in GEPL, but it’s ...a 50-50 split of courses in each Dept... the spirit of it is to be a joint certificate shared by the two units.”
Dahl replied explaining that “in the system (Banner) only one home can be assigned to a program, so one department or the other will have to be selected. But, at the university level, all “credit” flows to the home college, and then colleges divide things based on their own circumstances. So, I would think that credit for graduates could be divided between the two departments, for the purposes of budgets, but you will need to ask Barb Gillis about that to be sure.”

Email exchange between Walker and Gillis on April 15, 2020:

Walker: “Alexis and I had an exchange below and a piece of Alexis’ response would benefit from your perspective... The goal here is to be as collaborative between two units in the College as possible, within the limits placed on us by systems like Banner. Do you have any perspective on the financial piece below identified by Alexis?”

Gillis replied explaining that “since this certificate program …is completely within Arts & Science, TABBS will treat all activity as A&S activity – TABBS stops at the College level so there is no issue there. Internally, the college had been using AIM to inform changes to departmental resource allocation but this has changed for 2020-21. There will be sort of a reset whereby departments request the resources they need on a line item basis... That isn’t to say that the level of departmental activity doesn’t matter – we are constantly using this data for one purpose or another – however, the primary instructional activity metric is teaching (3 cue) activity which is tracked to the home of the instructor so with what you have proposed we are OK on this front. Credentials also matter and in this case we would want to flag this “count” to be shared 50/50 between the 2 depts. for any internal reporting – we want to eliminate any barriers to collaboration. There is an inherent risk though when this can’t be captured at the source.”

For the internal purposes of Banner (see Dahl reply), it would be the Department of Geography and Planning listed. For all other matters (see Gillis reply) the Certificate would be a 50/50 partnership, though with financial accounting owing to 3 cue tracking to instructor/unit as noted by Gillis. The spirit and practice of full partnership is central to this interdisciplinary certificate.
Hi Alec,

I am pleased to report that today the department of Art and Art History approved the proposed certificate in Urban Design, with enthusiasm. Thanks for your patience. This is a very promising joint initiative.

Best,

Brent

Brent Nelson, PhD
Acting Head, Department of Art and Art History
Professor, Department of English
9 Campus Dr. S7N 5A5
Ph: 306-966-1820
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 [ ]

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

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

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

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

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

6. 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 [X] Non-degree level [ ]

7. 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 [ ]

8. 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:
   CUD - In Cert in Urban Design - suggested Banner code and description

9. Which College is responsible for the awarding of this degree, diploma, or certificate?
   Arts and Science [AR]

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

11. 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.
   Yes - Urban Design [URDS - Urban Design] - suggested Banner code and description

12. If this is a new graduate degree, is it thesis-based, course-based, or project-based?
### Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1. **Is this a new program?**
   - Yes [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?**

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

4. **What other program(s) currently exist that will also meet the requirements for this same degree(s)?**
   - n/a

5. **What College/Department is the academic authority for this program?**
   - Arts and Science [AR] / Geography and Planning [GEPL]

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

7. **If YES, will students in the current program complete that program or be grandfathered?**
   - 

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

9. **If this is a new non-degree or undergraduate level program, what is the expected completion time?**
   - 1 year (18-21 credit units total)
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

2. If yes, choose one of the following?  
   Domestic Mobility (both jurisdictions are within Canada)
   International Mobility (one jurisdiction is outside of Canada)

3. 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

4. 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 [X]  No

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

6. What is the name of the external partner?

7. 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 [x] 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 [x] 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? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

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

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

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

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?
Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?
   Yes  No  X

2 What is the name of the new (or renamed or deleted) 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 or deleted) 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 - as per current set-up

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

________________________________________________________________________________________

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

________________________________________________________________________________________

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

________________________________________________________________________________________

4 Does the program timetable use standard class time slots, terms, and sessions? 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 - as per current set-up for certificate programs

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

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

3. Does this impact enrollment?

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

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

6. What is the application deadline?

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

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

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

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

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

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

13. Will the standard application fee apply?

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

15. Are international students admissible to this program?
Section 9: Government Loan Information

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?
   As early as Fall Convocation 2021

4. What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?
   10 to 15 students - projected student enrollment per year

Section 11: Schedule of Implementation Information

1. What is the start term?
   202105 [May 2021]

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

2. Will students register themselves?
   If YES, what priority group should they be in?
   Yes [X] No
   As per current set-up

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

1. Will instructors submit grades through self-serve?
2. Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form)

1. Should classes count towards T2202s?
2. [X] No

Section 15: Awards Information

1. Will terms of reference for existing awards need to be amended?
2. If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
   Not eligible for awards for degree graduates but eligible for entering student and continuing student awards (where mandatory minimum credit units are met)
   [X] No

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1. Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.
Section 17: Program Termination

1. Is this a program termination? 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
     - 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?
   - Yes

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
   - No

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

6. IPA Additional comments?

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

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

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

13. Are international students admissible to the program? If yes, will they pay the international tuition differential?
    - Yes, will pay the international tuition differential
NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.
Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes No
2 Has TLSE, Admissions, been informed about this new / revised program? Yes No
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes No
4 Has CGPS been informed about this new / revised program? Yes No
5 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes No
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes No
7 Has the Library been informed about this new / revised program? Yes No
8 Has ISA been informed of the CIP code for new degree / program / major? Yes No
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? Yes No
10 Has the Convocation Coordinator been notified of a new degree? Yes No

11 What is the highest level of financial approval required for this submission? Check all that apply.
   a. None - as it has no financial implications
      OR
   b. Fee Review Committee
   c. Institutional Planning and Assessment (IPA)
   d. Provost's Committee on Integrated Planning (PCIP)
   e. Board of Governors
   f. Other

SIGNED

Date:

Registrar (Russell Isinger): Approved (by email) - October 6, 2020

College Representative(s): Gordon DesBrisay (by email) - October 7, 2020

IPA Representative(s): Lucy Vuong (by email) - October 6, 2020