

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: October 21, 2021

SUBJECT: Graduate degree-level Certificate in Environmental Planning

DECISIONS REQUESTED:

It is recommended that the Council approve the graduate degree-level certificate in Environmental Planning, effective May 2022.

PURPOSE:

University Council has the authority to approve new degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the Department of Geography and Planning in the College of Arts and Science propose a new graduate degree-level certificate in Environmental Planning. The program responds to a growing demands for professionals in Environmental Planning fields to complement their skills and training but who are unable to attend a full-time graduate program or who are not interested in a thesis-based degree. The certificate program will provide students with the opportunity to learn tools, concepts, and approaches in environmental planning.

The tuition rate for the certificate is standard graduate tuition. The certificate will be offered through remote delivery.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its October 6, 2021 meeting. The committee appreciated how this program will address a gap in graduate-level training for potential students who are unable to step away from careers to pursue further education and training.

ATTACHMENTS:

1. Proposal for the graduate degree-level certificate in Environmental Planning



Memorandum

To: Executive Committee of CGPS

Copy: Jill Blakley, Graduate Chair, Department of Geography and Planning

From: Graduate Programs Committee of CGPS

Date: September 17, 2021

Re: New Program Proposal – Graduate Certificate in Environmental Planning

On September 7, 2021, the Graduate Programs Committee (GPC) reviewed a proposal for a new Graduate Certificate in Environmental Planning. The addition of this new graduate certificate was well justified in the proposal. The following excerpts from the proposal summarize the proposed student audience, and its international reach, well:

"Current and future professionals in environmental planning, from environmental consultants and land and resource managers to community and regional planners and decision makers. The certificate is designed to attract local, national and international professionals.

The Graduate Certificate in Environmental Planning responds to the growing demand for professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. Designed for distance learning, the certificate will be accessible to career professionals and individuals worldwide desiring to complement their current skillsets or postsecondary training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based degree."

The members of the GPC found that the proposal was thorough, builds on the strengths and expertise of the unit, and the scan of comparators was noteworthy. It makes practical use of existing faculty expertise and graduate course offerings in the academic unit, complemented by a professional skills course that will be an attractive feature of the certificate. Resources are well considered and noted in the proposal. Members of GPC advised that the proponent should give careful consideration in the design of online course delivery to the state-of-the-art in remote online instruction to ensure that faculty deliver the best possible online certificate delivery. Members also felt that while the interchange between prior post-secondary study credentials and years of professional experience is good, its precision needs to be worked out in a way that can be made very clear to prospective students, and those at USask applying the admission standards, to avoid any confusion.

The Graduate Programs Committee passed the following motion:

To recommend approval for the Graduate Certificate in Environmental Planning.

CARRIED unanimous (one abstention)

Attached please find the full proposal.

If you have any questions, please contact Ryan Walker at ryan.walker@usask.ca



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Environmental Planning Graduate Certificate

Degree(s): none

Field(s) of Specialization: Environmental Planning

Level(s) of Concentration: Graduate

Option(s): N/A

Degree College: Graduate and Postdoctoral Studies (CGPS)

Contact person(s) (name, telephone, fax, e-mail): Dr. Ryan Walker, 306-966-2229, kelly.clement@usask.ca (CGPS), and Dr. Jill Blakley, 306-966-1944, jill.blakley@usask.ca
OR Dr. Alec Aitken, 306-966-5672, alec.aitken@usask.ca (Department of Geography and Planning)

Proposed date of implementation: May 2022

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 Global Sustainable Development Goals (SDGS) is a call to action to create a better world, made possible through such pathways as access to clean water, responsible resource consumption and production, climate action, and sustainable cities and communities. Innovative and effective tools and approaches are emerging for planning land and resource use,

infrastructure, and services to create sustainable and resilient communities. These approaches embrace environmental, social, economic, and governance factors, and employ evidence- and place-based planning practices to ensure inclusive frameworks for achieving sustainable outcomes. Career opportunities in **Environmental Planning** are thus growing, but university graduates require practical and skills-based training to transition to the workforce.¹ Amid rapidly changing environment and development conditions, including the emergence of new technologies and reimagining of how policies and places are designed and planned, early- and mid-career professionals also need to expand and adapt their skill sets.²

- 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 Department of Geography and Planning shares the University's mission to achieve excellence in the scholarly activities of teaching, discovering, preserving, and applying knowledge. Included amongst the values we hold as important in this Certificate initiative are: internationalization and interdisciplinarity; excellence in scholarship; excellence and innovation in graduate student mentoring; integration and collaboration; connection with communities. The University *interest in and need for* a graduate certificate in Environmental Planning is to further develop and promote the coordination of several interrelated fields in which the Department already has recognized academic excellence; improve visibility of the Department; increase revenue; enhance recruitment of graduate students; improve and expand graduate student training opportunities; and serve communities locally but also globally. These ambitions align well with the University Plan 2025 as we propose to empower students to confront one of humanity's greatest challenges - ensuring communities are sustainable long into the future. Commitment #3 of the University Plan 2025 is 'inspired communities.' The related goal to 'amplify value' holds that the University should become "an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability and student success...in our towns and cities, and in communities across Canada, and globally"³. A graduate certificate in Environmental Planning will help the University to achieve just that.

The University and College of arts and science are encouraging the development of micro-credential programs and programs that can be offered online to a potentially global audience. This certificate meets these priorities. It features a few university signature areas in the case studies featured in courses: energy and mineral resources, agriculture and Indigenous peoples.

- 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)*

¹ Edge J, Munro D. 2015. *Inside and Outside the Academy: Valuing and Preparing PhDs for Careers*. Ottawa: The Conference Board of Canada

² EnvironmentalScience.org

³ <https://plan.usask.ca/inspired-communities.php#value>

Audience: Current and future professionals in environmental planning, from environmental consultants and land and resource managers to community and regional planners and decision makers. The certificate is designed to attract local, national and international professionals.

The Graduate Certificate in Environmental Planning responds to the growing demand for professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. Designed for distance learning, the certificate will be accessible to career professionals and individuals worldwide desiring to complement their current skillsets or postsecondary training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based degree.

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

There are few related programs in Canada or internationally. There are no similar programs offered by remote delivery. There are no similar or competing programs offered at USask, and there is no anticipated attrition on enrollment in other programs. The Department of Geography and Planning offers the only planning courses on campus, and the courses that comprise the certificate are unique to our Department. The certificate complements existing graduate-level thesis and project-based degree programs on campus (e.g. Geography, SENS, Engineering) and reaches new audiences through remote delivery – i.e. working professionals and students unlikely to pursue a thesis-based degree but wanting advanced training in Environmental Planning. A student may choose to complete the certificate in addition to their degree program. No programs will be deleted as a result of the certificate. All courses will be offered through the Department of Geography and Planning.

A scan of other programs in Canada and internationally suggests a unique opportunity for USask to pursue a graduate certificate in Environmental Planning. Existing graduate certificates in planning tend to focus on urban design or community/municipal planning and administration, but in absence of environmental and technical skill sets. Environment certificates tend to focus on climate policy and/or environmental management, but in absence of professional planning. There are no graduate level certificates in Environmental Planning available through remote delivery.

Scan of Graduate Certificate Programs in Environment and/or Planning

Institution	Graduate Certificate	# courses required	Delivery model		
			<i>remote</i>	<i>in-person</i>	<i>hybrid</i>
University of Calgary	Built and Landscape Heritage	4		X	
	Designing Smart and Secure Communities	4		X	
University of Alberta	Applied Land Use Planning	7			X

Simon Fraser University	Urban Design	8		X	
	Development and Sustainability	4		X	
University of Sydney	Environmental Management	4		X	
University of Adelaide	Environmental Policy and Management	2		X	
York University	Environmental/Sustainability Education	4			X
Royal Roads University	Climate Action Leadership	3			X
	Science and Policy of Climate Change	3	X		
	Sustainable Community Development	?			X

Note: Information regarding the number of courses required for the Sustainable Community Development program offered through Royal Roads University is currently unavailable; student intake to this program is currently suspended.

2. Admissions

a. What are the admissions requirements of this program?

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study;
 - OR 5 years professional experience in Environmental Planning fields;
 - OR 3 years professional experience plus a 2-year diploma or certificate

To meet the needs of many career professionals who may not have an undergraduate degree (e.g. environmental field practitioners, Indigenous land managers and band administrators), we are proposing that applicants with at least 5 yrs. of professional experience in Environmental Planning fields, or 3 years experience plus a 2-yr. diploma or certificate, may be admitted without an undergraduate degree.

The program was designed to be as flexible as possible to attract a wider array of career professionals.

Enrollment in an online certificate program in Environmental Planning is difficult to predict since there is no benchmark for comparison. Face-to-face enrollments in the courses included in the proposed program fluctuate, but we have seen as many as 12 to 24 students enrolled in some of these classes (e.g. Geographic Information Sciences, Environmental Assessment). Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on professional practice, we anticipate strong demand for this program, with target enrollments between 20 to 30 students annually.

3. Description of the program

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

The certificate provides students with applied skills for professional practice in Environmental Planning. Focused on tools, concepts, and approaches for the practitioner, the certificate is designed for those currently working, or wanting to work, in applied environment and planning fields. The certificate is valuable to both career professionals and individuals wanting to complement their current skillsets or postsecondary training.

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.

Delivery: Online, remote delivery. Not being delivered in a distributed format.

c. Provide an overview of the curriculum mapping.

Students may complete courses to satisfy the certificate requirements at their own pace to a maximum of 36 months.

Program requirements: 9 credit units.

Students complete *6 cu of subject matter expertise* in environmental planning and *3 cu professional skills*.

A. Subject matter expertise (6 cu): Courses provide students with an opportunity to learn tools, concepts and approaches in specific fields of environmental planning that most closely align with their career paths, training needs or general interest. 6 cu of courses is required, selected from the following:

- GEOG 822 Advanced Geographic Information Science (3cu)
- GEOG 886 Environmental Impact Assessment (3cu)
- GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)
- GEOG 849 Planning with Indigenous Communities (3 cu)
- GEOG 881 Land Use and Transportation Planning (3cu)
- GEOG 884 Water Resources Planning and Management (3cu)

B. Professional skills in environmental planning (3cu): The suite of professional skills reflects the training needs of the work environment and build personal and professional capacity in project planning, application, and management.

- GEOG 882 Professional Skills in Environmental Planning (3 cu)

Students must complete a minimum of 3 modules, selected from the following:

- Fundamentals of project management
- Policy, plan, and program performance auditing
- Understanding environmental planning legislation and regulation
- Good practices in data management

- Ethical conduct in environmental planning
- Facilitation, mediation, and negotiation skills
- Principles for Indigenous consultation and engagement

Admission: An undergraduate degree from a recognized university, a weighted average of at least 70 per cent during the final two years (60 credit units), and proof of English proficiency for international applicants and for applicants whose first language is not English. Applicants with at least 5 years of professional career experience in the environment or planning fields, or 3 years of experience plus a 2-year diploma or certificate, may be admitted without an undergraduate degree.

Course Descriptions

GEOG 822 Advanced Geographic Information Science (3cu)

Geographic Information Science is the systematic study and theory of digital representations of the Earth, and the processes that can be applied to that information. Students will explore contemporary theory and research in GIScience to better understand how technology can be used for geographic inquiry.

GEOG 886 Environmental Impact Assessment (3cu)

Emerging concepts and broader applications of environmental assessment principles and practices, including cumulative effects assessment, strategic environmental assessment, project scoping, assessment methods and techniques, monitoring and follow-up.

GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)

There are three major parts to this course: class discussion, real field collected data processing, and a research project. A topic is assigned for weekly in-class discussion. Field collected data includes but not limited to spectral data and biophysical data. Each student must finish a research project.

GEOG 849 Planning with Indigenous Communities (3 cu)

Indigenous community planning in reserve, rural, urban, northern, and international contexts. Students will apply course content in classroom discussions and to produce a research essay. Guest lectures from practitioners and a field trip are additional highlights to the learning experience.

GEOG 881 Land Use and Transportation Planning (3cu)

The course introduces the emerging land use and transportation planning issues, policies, trends, modelling, and analytical tools. It focuses on the areas of land use and transportation systems integration, public transport planning and operations, and planning for active transportation and shared-mobility options. Students will learn how to adapt evidence-based approaches to evaluate land use and transportation systems performance.

GEOG 884 Water Resources Planning and Management (3cu)

The processes and practices of water resource planning and management in the urban and rural land use contexts. A focus on water and land use policy, water governance, and fundamental

principles and practices for integrated watershed planning and management, source water protection, and urban stormwater and wastewater management.

GEOG 882 Professional Skills in Environmental Planning (3 cu)

Professional skills development for the environmental planner. A focus personal and professional capacity development in a variety of professional skills including fundamentals of project management, performance auditing, understanding legislation, data management, and principles for Indigenous engagement. Students complete a series of self-guided modules.

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

See course descriptions above under “c”.

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

See course descriptions above under “c”.

- 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.*

Goal 1. Pursuit of truth and understanding: enhances understanding of core environmental planning activities in a professional realm

Goal 2. Pursuit of knowledges: combines instruction from a variety of applied fields common in environmental planning including GIS, environmental impact assessment, transportation planning, and planning with Indigenous communities

Goal 3. Pursuit of integrity and respect: includes instruction about planning with Indigenous communities

Goal 4. Pursuit of skills and practices: includes a course that specifically develops professional skills in environmental planning

Goal 5. Individual and community pursuits: features courses that cover community pursuits such as transportation planning and water resources planning and management.

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

Students already enrolled in graduate degrees may opt to enrol in the Environmental Planning Graduate Certificate to augment their graduate training. Students completing the Environmental Planning Graduate Certificate may choose to continue their graduate studies by applying to a graduate degree programming. Coursework taken as part of the certificate program could be used to ladder into a degree program.

- 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.*

Demand is expected to be high. Eco Canada reports that Canada's environmental job market increased by 17% from 2016-18, with demand highest in Environmental Planning fields (e.g. environmental protection, sustainability planning, urban design, sustainable transportation planning). In the United States, EnvironmentalScience.org reports that careers in Environmental Planning are projected to grow faster than average.

Enrollment in an online certificate program in Environmental Planning is difficult to predict since there is no benchmark for comparison. Face-to-face enrollments in the courses included in the proposed program fluctuate, but we have seen as many as 12 to 24 students enrolled in some of these classes (e.g. Geographic Information Sciences, Environmental Assessment). Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on professional practice, we anticipate strong demand for this program, with target enrollments between 20 to 30 students annually.

We will track enrollment over the first five years and if we are not attracting between 20 to 30 students annually after 5 years we will re-evaluate the certificate offering.

- 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.*

N/A

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 certificate capitalizes on the Departments' reputation and strengths in water resource planning; land use and transportation planning; environmental impact assessment; GIS and remote sensing; and planning with Indigenous communities. A remotely delivered certificate program reflects the nature of anticipated demand in Environmental Planning, and the new post-secondary landscape likely to emerge following COVID-19. The Department sees this as an opportunity not only to be proactive by responding to the needs of practitioners, but also to generate a revenue stream that supports University and Department operations.

The Department has a long history of excellence in environmental planning teaching and research – including collaborations with both Indigenous and non-Indigenous communities. This includes, for example, existing research agreements with Peter Ballantyne Cree Nation, Gwich'in Tribal Council, and Prince Albert Grand Council; a Band Council resolution for ongoing work

with Onion Lake Cree Nation, and multiple public and private sector partnerships in the planning, energy, and water resource fields. In addition, through the College of Arts and Science, we are working on an MOU with Mistawasis Nêhiyawak to facilitate the sharing of research and teaching that will feature collaborative research and training activities. These are just some examples of the Department's commitment to community, which we define as inclusive of local Indigenous and non-indigenous communities and public and private sector partners.

The Department is also home to one of the longest established undergraduate planning degrees in Canada, accredited by the Canadian Institute of Planners, in addition to professionally accredited programs in Hydrology, and Environment and Society and Health Studies. The Department is a national leader in the planning field ranking 2nd in Canada in 2019⁴, with more than \$100 million of funding secured by the department's faculty as principal or co-investigator in 2018 from a variety of sources, including Tri-Agency, industry, governments, not-for-profit organizations, and foundations⁵. This reflects the breadth and interdisciplinary nature of research undertaking in the Department of Geography and Planning. The certificate will serve as a recruitment tool, increasing the University's international profile and impact in Environmental Planning.

Students that complete the certificate are well-positioned to ladder into a Geography master's degree, and other master's programs offered by USask such as the MES and MSs programs offered by the School of Environment and Sustainability.

- 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.*

School of Environment and Sustainability. No concerns were raised (see email correspondence reproduced below).

Hello Alec,

A number of our faculty here in SENS have reviewed the attached materials and we lend our support to your initiative. It appears to draw on strengths of the department and could be an excellent way to bring students in. While we could see some issues of overlap/competition, your focus on planning hopefully differentiates courses adequately from our courses/offerings. The professional course is an interesting model that offers several modules from which two are required and students select one of the remaining to complete the course.

Whether all modules are available in all years is not clear.

We wish you success with your initiative.

Sincerely,

⁴ Scholarly Reputation and Metrics (<http://scholarmetrics.com/metrics>)

⁵ Geography & Planning Research Profile (<https://artsandscience.usask.ca/geography/research/welcome.php#ResearchbytheNumbers>)

Karsten Liber

Karsten Liber, Ph.D.
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
University of Saskatchewan

- 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.*

N/A

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

We have not consulted directly with the library as the certificate courses do not require any special materials beyond what is already available in the library collection.

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

N/A

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).*

Six Geography and Planning instructors will deliver existing courses for this certificate program as part of their regular assignment of duties. These six courses do not represent an increase to current teaching loads, or constitute overload teaching assignments. The one additional course (GEOG 882.3) will be modular, with modules developed by professionals on a fee-for-service basis. GEOG 882 will be offered as an online course, accessible to students as a self-guided curriculum.

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

None.

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

Not affected. Courses to satisfy the certificate requirements are already included in assignment to duties.

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

The Department of Geography and Planning possesses the necessary human, financial, and infrastructure resources to offer the certificate for a start date of May 2022. The certificate is taking advantage of existing and previously planned graduate courses offered by the Department and the need to move a number of the courses to online delivery due to COVID-19 pandemic, within normal teaching loads. The tuition rate for the graduate certificate program will follow the University of Saskatchewan's standard graduate tuition for course-based program rates per 3-credit unit course. We anticipate in-kind support from USask IT to build and maintain a webpage for the certificate and from the Gwenna Moss Centre for Teaching and Learning for assistance in developing online content. The certificate will also benefit from involvement by in-house Indigenous leaders, such as Stryker Calvez, Manager Indigenous Education Initiatives, for the development of Indigenous content to engage actively in the process of Indigenization at the University of Saskatchewan.

We also plan to employ the College of Arts & Science's internal marketing resources to develop online and printed marketing materials and short promotional videos of the certificate. As the certificate will be delivered online, the Department will not need to hire any additional support personnel, but rather it will require some time allocation from current administrators within the department. As we anticipate an increasing demand for the certificate over the coming few years, additional administrative support may be required, which we anticipate shall be funded by the generated revenues. The Professional Skills course will be overseen by a faculty member within the Department. Nevertheless, we will need one-time stipends to pay planning professionals to develop content for some of the Professional Skills modules. These modules will be updated every three to five years as required, which we anticipate shall also be funded by the generated revenues.

- 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.*

Not offered in a distributed context.

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

N/A

- 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?*

Certificate programs are not eligible for scholarship; however, industry professionals may have access to professional development funds through their employers.

We have received Tuition Bridge funding for 2021/22 from the office of the Provost and Vice-President Academic in the amount of \$13,000. The funding will be dedicated to marketing the certificate (\$5,000) and hiring four professional instructors for different modules of a required course (Professional Skills course) in the certificate (\$8,000). Dedicated funding for marketing will ensure the development of targeted online materials and short promotional videos. Enabling the Graduate Certificate in Environmental Planning will create potential for increasing student enrolment, anticipated coming from professionals already in the Environmental Planning field, and institutional reputation.

- 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).*

Standard graduate course-based tuition.

- 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)*

All courses offered will be assigned as part of regular teaching loads, except for **GEOG 882** Professional Skills in Environmental Planning (3 cu). This course will be delivered in an on-demand, self-serve, online format, with content created by professionals. The professionals will be paid using Tuition Bridge funding as noted above. Please see attachment: "PPC NOI Budget and Finance Template".

- 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?*

Target enrolment is 20-30 students. We expect to reach this level within 3-5 years. There is no minimum enrolment as the courses will be offered regardless, and GEOG 882 is a self-directed online module-based course. We do not anticipate an enrolment ceiling as all courses can easily accommodate 2-3 times our expected annual enrolment.

- 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?*

Please see attachment: “PPC NOI Budget and Finance Template”.

- 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?*

TBD

- 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).*

Please see attachment: “PPC NOI Budget and Finance Template”.

- 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 indicate any anticipated surpluses/deficits associated with the new program*

The Department of Geography and Planning has been allocated **\$13,000** for the ***Graduate Certificate in Environmental Planning*** initiative through the Tuition Bridge Funding Program provided by the Provost and VP Academic’s office. The funding will be dedicated to marketing the certificate (\$5,000) and hiring four professional instructors for different modules of a required course (Professional Skills course) in the certificate (\$8,000). Dedicated funding for marketing will ensure the development of targeted online materials and short promotional videos.

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

From: Aitken, Alec <alec.aitken@usask.ca>

Sent: Thursday, April 29, 2021 12:22 PM

To: Walker, Ryan <ryan.walker@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>; Turner, Nancy <nancy.turner@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>

Cc: DesBrisay, Gordon <gordon.desbrisay@usask.ca>; Adams, Toryn <toryn.adams@usask.ca>; Blakley, Jill <jill.blakley@usask.ca>

Subject: NOI for graduate-level certificate in Environmental Planning

Dear Ryan, Kelly, Nancy, and Lucy,

Please find attached to this correspondence the materials to support the Department of Geography and Planning's submission of a NOI for a graduate-level certificate program in Environmental Planning. This submission has been thoroughly vetted by Vice-Dean Indigenous Angela Jaime and Vice-Dean Academic Gordon DesBrisay in the College of Arts & Science.

Letters of support for the NOI and the proposed 3 new graduate courses from by Gordon DesBrisay will be forwarded separately.

Thank you for your attention to this submission. Questions related to this NOI should be directed to Dr. Jill Blakley (jill.blakley@usask.ca) in the first instance.

Sincerely,

Alec Aitken
Professor and Head
Geography and Planning

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Notice of Intent
Graduate Certificate in Environmental Planning
Department of Geography & Planning

1. MOTIVATION

The Global Sustainable Development Goals (SDGS) is a call to action to create a better world, made possible through such pathways as access to clean water, responsible resource consumption and production, climate action, and sustainable cities and communities. Innovative and effective tools and approaches are emerging for planning land and resource use, infrastructure, and services to create sustainable and resilient communities. These approaches embrace environmental, social, economic, and governance factors, and employ evidence- and place-based planning practices to ensure inclusive frameworks for achieving sustainable outcomes. Career opportunities in **Environmental Planning** are thus growing, but university graduates require practical and skills-based training to transition to the workforce.¹ Amid rapidly changing environment and development conditions, including the emergence of new technologies and reimagining of how policies and places are designed and planned, early- and mid-career professionals also need to expand and adapt their skill sets.²

The Graduate Certificate in Environmental Planning responds to the growing demand for professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. Designed for distance learning, the certificate will be accessible to career professionals and individuals worldwide desiring to complement their current skillsets or postsecondary training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based degree.

The certificate capitalizes on the Departments' reputation and strengths in water resource planning; land use and transportation planning; environmental impact assessment; GIS and remote sensing; and planning with Indigenous communities. A remotely delivered certificate program reflects the nature of anticipated demand in Environmental Planning, and the new post-secondary landscape likely to emerge following COVID-19. The Department sees this as an opportunity not only to be proactive by responding to the needs of practitioners, but also to generate a revenue stream that supports University and Department operations.

The Department has a long history of excellence in environmental planning teaching and research – including collaborations with both Indigenous and non-Indigenous communities. This includes, for example, existing research agreements with Peter Ballantyne Cree Nation, Gwich'in Tribal Council, and Prince Albert Grand Council; a Band Council resolution for ongoing work with Onion Lake Cree Nation, and multiple public and private sector partnerships in the planning, energy, and water resource fields. In addition, through the College, we are working on an MOU with Mistawasis Nêhiyawak to facilitate the sharing of research and teaching that will feature collaborative research and training activities. These are just some examples of the Department's commitment to community, which we define as inclusive of local Indigenous and non-indigenous communities and public and private sector partners.

The Department is also home to one of the longest established undergraduate planning degrees in Canada, accredited by the Canadian Institute of Planners, in addition to professionally accredited programs in Hydrology, and Environment and Society and Health Studies. The Department is a national leader in the planning field ranking 2nd in Canada in 2019³, with more than \$100 million of funding secured by the department's faculty as principal or co-investigator in 2018 from a variety of sources, including Tri-Agency,

¹ Edge J, Munro D. 2015. *Inside and Outside the Academy: Valuing and Preparing PhDs for Careers*. Ottawa: The Conference Board of Canada

² EnvironmentalScience.org

³ Scholarly Reputation and Metrics (<http://scholarmetrics.com/metrics>)

industry, governments, not-for-profit organizations, and foundations⁴. This reflects the breadth and interdisciplinary nature of research undertaking in the Department of Geography and Planning. The certificate will serve as a recruitment tool, increasing the University's international profile and impact in Environmental Planning.

2. DEMAND

Demand is expected to be high. There are few related programs in Canada or internationally. There are no similar programs offered by remote delivery. Eco Canada reports that Canada's environmental job market increased by 17% from 2016-18, with demand highest in Environmental Planning fields (e.g. environmental protection, sustainability planning, urban design, sustainable transportation planning).⁵ In the United States, EnvironmentalScience.org reports that careers in Environmental Planning are projected to grow faster than average.⁶ To ensure meet the needs of many career professionals who may not have an undergraduate degree (e.g. environmental field practitioners, Indigenous land managers and band administrators), we are proposing that applicants with at least 5 yrs. of professional experience in Environmental Planning fields, or 3 years experience plus a 2-yr. diploma or certificate, may be admitted without an undergraduate degree.

The program was designed to be as flexible as possible to attract a wider array of career professionals. As some professionals may not have sufficient time to complete the requirements of the program, they may prefer to apply for a single online course rather than to apply for the full certificate at the start. To meet this requirement, the proposed program will allow single course applications. By allowing this option, this will increase not only the enrolment in the program courses but also the odds of having this group of professionals complete more courses and obtain the certificate in the future.

Enrollment in an online certificate program in Environmental Planning is difficult to predict since there is no benchmark for comparison. Face-to-face enrollments in the courses included in the proposed program fluctuate, but we have seen as many as 12 to 24 students enrolled in some of these classes (e.g. Geographic Information Sciences, Environmental Assessment). Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on professional practice, we anticipate strong demand for this program, with target enrollments between 20 to 30 students annually.

To maximize training and capacity building opportunities amongst professionals, especially amongst Indigenous community members, applicants with at least 5 years of career experience in the environment or planning fields, or 3 years of experience plus a 2-year diploma or certificate, may be admitted without an undergraduate degree. Applications for individual courses without enrolling in the certificate program are also accepted, especially where individual are seeking technical (e.g. Geographic Information Systems) or regulatory (e.g. Environmental Impact Assessment) skill sets.

3. FIT WITH UNIVERSITY VISION

The Department of Geography and Planning shares the University's mission to achieve excellence in the scholarly activities of teaching, discovering, preserving, and applying knowledge. Included amongst the values we hold as important in this Certificate initiative are: internationalization and interdisciplinarity; excellence in scholarship; excellence and innovation in graduate student mentoring; integration and collaboration; connection with communities. The University *interest in and need for* a graduate certificate in Environmental Planning is to further develop and promote the coordination of several interrelated fields in which the Department already has recognized academic excellence; improve visibility of the Department; increase revenue; enhance recruitment of graduate students; improve and expand graduate student training

⁴ Geography & Planning Research Profile (<https://artsandscience.usask.ca/geography/research/welcome.php#ResearchbytheNumbers>)

⁵ Eco Canada (<https://www.eco.ca/research/report/environmental-job-market-trends-2018/>)

⁶ EnvironmentalScience.org

opportunities; and serve communities locally but also globally. These ambitions align well with the University Plan 2025 as we propose to empower students to confront one of humanity's greatest challenges - ensuring communities are sustainable long into the future. Commitment #3 of the University Plan 2025 is 'inspired communities.' The related goal to 'amplify value' holds that the University should become "an essential community partner by growing and documenting our impact on prosperity, quality of life, social resilience, ecological sustainability and student success...in our towns and cities, and in communities across Canada, and globally"⁷. A graduate certificate in Environmental Planning will help the University to achieve just that.

4. RELATIONSHIP TO OTHER PROGRAMS

There are no similar or competing programs offered at USask, and there is no anticipated attrition on enrollment in other programs. The Department of Geography and Planning offers the only planning courses on campus, and the courses that comprise the certificate are unique to our Department. The certificate complements existing graduate-level thesis and project-based degree programs on campus (e.g. Geography, SENS, Engineering) and reaches new audiences through remote delivery – i.e. working professionals and students unlikely to pursue a thesis-based degree but wanting advanced training in Environmental Planning. A student may choose to complete the certificate in addition to their degree program. No programs will be deleted as a result of the certificate. All courses will be offered through the Department of Geography and Planning.

A scan of other programs in Canada and internationally suggests a unique opportunity for USask to pursue a graduate certificate in Environmental Planning. Existing graduate certificates in planning tend to focus on urban design or community/municipal planning and administration, but in absence of environmental and technical skill sets. Environment certificates tend to focus on climate policy and/or environmental management, but in absence of professional planning. There are no graduate level certificates in Environmental Planning available through remote delivery.

Scan of Graduate Certificate Programs in Environment and/or Planning

Institution	Graduate Certificate	# courses required	Delivery model		
			<i>remote</i>	<i>in-person</i>	<i>hybrid</i>
University of Calgary	Built and Landscape Heritage	4		X	
	Designing Smart and Secure Communities	4		X	
University of Alberta	Applied Land Use Planning	7			X
Simon Fraser University	Urban Design	8		X	
	Development and Sustainability	4		X	
University of Sydney	Environmental Management	4		X	
University of Adelaide	Environmental Policy and Management	2		X	
York University	Environmental/Sustainability Education	4			X
Royal Roads University	Climate Action Leadership	3			X
	Science and Policy of Climate Change	3	X		
	Sustainable Community Development	?			X

Note: Information regarding the number of courses required for the Sustainable Community Development program offered through Royal Roads University is currently unavailable; student intake to this program is currently suspended.

5. RESOURCE REQUIREMENTS

The Department of Geography and Planning possesses the necessary human, financial, and infrastructure resources to offer the certificate for a start date of January 2022. The certificate is taking advantage of existing and previously planned graduate courses offered by the Department and the need to move a number of the

⁷ <https://plan.usask.ca/inspired-communities.php#value>

courses to online delivery due to COVID-19 pandemic, within normal teaching loads. The tuition rate for the graduate certificate program will follow the University of Saskatchewan's rates per 3-credit unit course. We anticipate in-kind support from USask IT to build and maintain a webpage for the certificate and from the Gwenna Moss Centre for Teaching and Learning for assistance in developing online content. The certificate will also benefit from involvement by in-house Indigenous leaders, such as Stryker Calvez, Manager Indigenous Education Initiatives, for the development of Indigenous content to engage actively in the process of Indigenization at the University of Saskatchewan.

We also plan to employ the College of Arts & Science's internal marketing resources to develop online and printed marketing materials and short promotional videos of the certificate. As the certificate will be delivered online, the Department will not need to hire any additional support personnel, but rather it will require some time allocation from current administrators within the department. As we anticipate an increasing demand for the certificate over the coming few years, additional administrative support may be required, which we anticipate shall be funded by the generated revenues. The Professional Skills course will be overseen by a faculty member within the Department. Nevertheless, we will need one-time stipends to pay planning professionals to develop content for some of the Professional Skills modules. These modules will be updated every three to five years as required, which we anticipate shall also be funded by the generated revenues.

6. RISKS

Almost all of the courses to be included in the certificate currently exist and are already well subscribed and proven to be successful, featuring robust curricula delivered by experienced faculty members. The certificate will be delivered by experts both recognized in their fields, and engaged in professional practice, lending credibility to the certificate and extending reach to the professional audience. The Department has recently added a new faculty member in planning, who has already commenced developing a new graduate level course that will also be included in the certificate program. With all that considered, the certificate contents are 'new' in name only and probable success of the program is very high. It is safe to assume post-COVID-19 that there will be a sharp increase worldwide for quality online graduate-level training and believe risk is mitigated by being early to enter this space. The risks of delaying entry into this space are those of reputation and reach. We can either be leaders, develop strong brand recognition, build student loyalty, and perfect our offerings through early feedback, or we can be followers among the many who will struggle for recognition as competition increases.

7. ANTICIPATED START DATE

Entry of the first student cohort in the graduate certificate of Environmental Planning will be January 2022. Some students may be current USask students, grandfathered into the certificate program via prior completion of courses included in the certificate.

Graduate Certificate in Environmental Planning

The certificate provides students with applied skills for professional practice in Environmental Planning. Focused on tools, concepts, and approaches for the practitioner, the certificate is designed for those currently working, or wanting to work, in applied environment and planning fields. The certificate is valuable to both career professionals and individuals wanting to complement their current skillsets or postsecondary training.

Audience: Current and future professionals in environmental planning, from environmental consultants and land and resource managers to community and regional planners and decision makers. The certificate is designed to attract local, national and international professionals.

Delivery: Online, remote delivery.

Program duration: 6 to maximum of 36 months part-time enrollment.

Program requirements: 9 credit units.

Students complete *6 cu of subject matter expertise* in environmental planning and *3 cu professional skills*.

A. Subject matter expertise (6 cu): Courses provide students with an opportunity to learn tools, concepts and approaches in specific fields of environmental planning that most closely align with their career paths, training needs or general interest. 6 cu of courses is required, selected from the following:

- GEOG 822 Advanced Geographic Information Science (3cu)
- GEOG 886 Environmental Impact Assessment (3cu)
- GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)
- GEOG 849 Planning with Indigenous Communities (3 cu)
- GEOG 881 Land Use and Transportation Planning (3cu)
- GEOG 884 Water Resources Planning and Management (3cu)

B. Professional skills in environmental planning (3cu): The suite of professional skills reflects the training needs of the work environment and build personal and professional capacity in project planning, application, and management.

- GEOG 882 Professional Skills in Environmental Planning (3 cu)

Students must complete a minimum of 3 modules, selected from the following:

- Fundamentals of project management
- Policy, plan, and program performance auditing
- Understanding environment and planning legislation and regulation
- Good practices in data management
- Ethical conduct in environment and planning
- Facilitation, mediation, and negotiation skills
- Principles for Indigenous consultation and engagement

Admission: An undergraduate degree from a recognized university, a weighted average of at least 70 per cent during the final two years (60 credit units), and proof of English proficiency for international applicants and for applicants whose first language is not English. Applicants with at least 5 years of professional career experience in the environment or planning fields, or 3 years of experience plus a 2-year diploma or certificate, may be admitted without an undergraduate degree.

Applications for individual courses without enrolling in the certificate program are also accepted.

Course Descriptions

GEOG 822 Advanced Geographic Information Science (3cu)

Geographic Information Science is the systematic study and theory of digital representations of the Earth, and the processes that can be applied to that information. Students will explore contemporary theory and research in GIScience to better understand how technology can be used for geographic inquiry.

GEOG 886 Environmental Impact Assessment (3cu)

Emerging concepts and broader applications of environmental assessment principles and practices, including cumulative effects assessment, strategic environmental assessment, project scoping, assessment methods and techniques, monitoring and follow-up.

GEOG 823 Field and Lab Techniques in Remote Sensing (3cu)

There are three major parts to this course: class discussion, real field collected data processing, and a research project. A topic is assigned for weekly in-class discussion. Field collected data includes but not limited to spectral data and biophysical data. Each student must finish a research project.

GEOG 849 Planning with Indigenous Communities (3 cu)

Indigenous community planning in reserve, rural, urban, northern, and international contexts. Students will apply course content in classroom discussions and to produce a research essay. Guest lectures from practitioners and a field trip are additional highlights to the learning experience.

GEOG 881 Land Use and Transportation Planning (3cu)

The course introduces the emerging land use and transportation planning issues, policies, trends, modelling, and analytical tools. It focuses on the areas of land use and transportation systems integration, public transport planning and operations, and planning for active transportation and shared-mobility options. Students will learn how to adapt evidence-based approaches to evaluate land use and transportation systems performance.

GEOG 884 Water Resources Planning and Management (3cu)

The processes and practices of water resource planning and management in the urban and rural land use contexts. A focus on water and land use policy, water governance, and fundamental principles and practices for integrated watershed planning and management, source water protection, and urban stormwater and wastewater management.

GEOG 882 Professional Skills in Environmental Planning (3 cu)

Professional skills development for the environmental planner. A focus personal and professional capacity development in a variety of professional skills including fundamentals of project management, performance auditing, understanding legislation, data management, and principles for Indigenous engagement. Students complete a series of self-guided modules.

Clement, Kelly

From: Aitken, Alec
Sent: Thursday, April 29, 2021 11:47 AM
To: Walker, Ryan; Clement, Kelly; Turner, Nancy; Vuong, Lucy
Subject: Fw: NOI for graduate-level certificate program in Environment and Planning

Dear Ryan, Kelly, Nancy, and Lucy,

Please see the letter of support for this NOI provided by Vice-Dean Gordon DesBrisay that appears below. Thank you for your attention to this correspondence.

Sincerely,

Alec Aitken
Professor and Head
Geography and Planning

From: DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Sent: April 26, 2021 2:53 PM
To: Gillis, Barbara <barb.gillis@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>; Aitken, Alec <alec.aitken@usask.ca>
Cc: Adams, Toryn <toryn.adams@usask.ca>
Subject: Re: NOI for graduate-level certificate program in Environment and Planning

Dear Alec,

Congratulations on this excellent proposal. I wish you all the best with it. My letter of support follows, for inclusion in the package for CGPS.

Dear Colleagues,

On behalf of the College of Arts and Science, I am pleased to confirm our support for the proposed *Graduate Certificate in Environmental Planning* being brought forward by the Department of Geography and Planning.

Designed for remote learners, the proposed graduate certificate will address a real need among professionals in Environmental Planning fields – from environmental consultants and Indigenous and non-Indigenous land and resource managers, to community and regional planners and decision makers. The certificate will be accessible to career professionals worldwide seeking to upgrade current skills and training, but who are unable to attend a full-time graduate program or simply not interested in a thesis-based program.

This innovative program can be offered with existing graduate courses delivered by the existing departmental complement of faculty and staff, with course design augmented as necessary by consultants in the profession. The budget is reasonable and sustainable, and the proposed start-up costs for instructional and promotional materials can be managed by the department and the college. The prospect for growth supported by program revenues is strong.

This is an excellent proposal, and we are pleased to support it and recommend it to you.

Yours sincerely,

Gordon

Gordon DesBrisay, Ph.D.
Associate Professor and Vice-Dean, Academic
College of Arts & Science
University of Saskatchewan
Saskatoon SK
Phone: (306) 966-4315
<https://artsandscience.usask.ca/>

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From: Gillis, Barbara <barb.gillis@usask.ca>
Sent: Monday, April 26, 2021 11:47 AM
To: Dahl, Alexis <alexis.dahl@usask.ca>; Aitken, Alec <alec.aitken@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>
Cc: Adams, Toryn <toryn.adams@usask.ca>
Subject: RE: NOI for graduate-level certificate program in Environment and Planning

Thanks Alec and Alexis.

Alec and I worked on the budget together previously and it's ready now for you to share it with Lucy Vuong in IPA if you haven't already, Alec. Will the department cover any of the video production that isn't covered by the college's media production allocation fund? I think there is a good shot at getting much of this cost covered and you should ask for the full amount.

Best,

Barb

Barb Gillis, CPA (CMA)

Chief Operating Officer, Arts & Science

From: Dahl, Alexis <alexis.dahl@usask.ca>
Sent: Monday, April 26, 2021 10:36 AM
To: Aitken, Alec <alec.aitken@usask.ca>; DesBrisay, Gordon <gordon.desbrisay@usask.ca>; Gillis, Barbara

<barb.gillis@usask.ca>

Cc: Adams, Toryn <toryn.adams@usask.ca>

Subject: RE: NOI for graduate-level certificate program in Environment and Planning

Hi Alec,

I have taken a quick look at the NOI, and my suggestions are:

1. For the Sustainable Community Development program at Royal Roads, I would remove this (as it appears that intake is currently suspended), contact them to determine how many courses are needed, or add a note to indicate that the information is currently unavailable as intake is suspended. The “?” in the “# courses required” column is likely to catch peoples’ eyes and raise questions.
2. Add that you consulted with Dr. Angela Jaime (assuming that this happened) on Indigenization.

As for the other proposal, I will leave the budget/resource requirements questions to Barb, including the budget for the video production.

Kind regards,
Alexis

From: Aitken, Alec <alec.aitken@usask.ca>

Sent: Monday, April 26, 2021 7:11 AM

To: DesBrisay, Gordon <gordon.desbrisay@usask.ca>; Gillis, Barbara <barb.gillis@usask.ca>; Alexis Dahl <alexis.dahl@artsandscience.usask.ca>

Cc: Adams, Toryn <toryn.adams@usask.ca>

Subject: NOI for graduate-level certificate program in Environment and Planning

Good morning everyone,

I regret this tardy submission. It has taken longer than anticipated to pull all of the necessary pieces of this submission together. Please be advised that we are working with Ryan Walker and Kelly Clement in CGPS to expedite approval of this NOI. We hope to get these documents in front of the Planning and Priorities Committee for its meeting on May 5.

I have attached the Notice of Intent and it's supporting documents for your review. Please do not hesitate to contact me if you have questions or concerns. Thank you for your attention to this submission.

Respectfully,

Alec Aitken
Professor and Head
Geography and Planning

Clement, Kelly

From: Liber, Karsten
Sent: Thursday, May 6, 2021 9:08 AM
To: Aitken, Alec
Cc: Blakley, Jill; Walker, Ryan; Clement, Kelly
Subject: RE: NOI for a graduate-level certificate program in Environmental Planning

Hello Alec,

A number of our faculty here in SENS have reviewed the attached materials and we lend our support to your initiative. It appears to draw on strengths of the department and could be an excellent way to bring students in. While we could see some issues of overlap/competition, your focus on planning hopefully differentiates courses adequately from our courses/offerings. The professional course is an interesting model that offers several modules from which two are required and students select one of the remaining to complete the course. Whether all modules are available in all years is not clear.

We wish you success with your initiative.

Sincerely,

Karsten Liber

Karsten Liber, Ph.D.
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
University of Saskatchewan

BE WHAT THE WORLD NEEDS

*Fellow, Society of Environmental Toxicology and Chemistry
Recipient, Outstanding Contribution to Canadian Ecotoxicology award, Canadian Ecotoxicity Workshop*

From: Aitken, Alec <alec.aitken@usask.ca>
Sent: Friday, April 30, 2021 1:23 PM
To: Liber, Karsten <karsten.liber@usask.ca>
Cc: Schwalm, Irene <irene.schwalm@usask.ca>
Subject: NOI for a graduate-level certificate program in Environmental Planning

Dear Karsten,

Please find attached to this correspondence the materials to support the Department of Geography and Planning's submission of a NOI for a graduate-level certificate program in Environmental Planning. This submission has been thoroughly vetted by Vice-Dean Indigenous Angela Jaime and Vice-Dean Academic Gordon DesBrisay in the College of Arts & Science and has their support.

Letters of support from Gordon DesBrisay for the NOI and the proposed 3 new graduate courses have been forwarded to CGPS.

We welcome your comments and those of SENS faculty on this program proposal. Please direct your comments to the following persons: Associate Dean Ryan Walker and Kelly Clement in CGPS, and Jill Blakley and me. A timely response will be appreciated.

Thank you for your attention to this submission. Questions related to this NOI should be directed to Dr. Jill Blakley (jill.blakley@usask.ca) in the first instance.

Sincerely,

Alec Aitken
Professor and Head
Geography and Planning



Planning & Priorities Committee of Council
Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal

Requirements: To be completed for proposals of new academic programs or revisions to existing academic programs (including termination).
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Instructions:

- 1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.
- 1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

Name of Program:

Environment and Planning Graduate Certificate

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Revenue						
Tuition revenue:						
Total # of domestic students (headcount)	14	15	17	18	20	first intake of 14 students growing to 20 students by year 5
Domestic tuition rate	\$ 2,169.00	\$ 2,255.76	\$ 2,345.99	\$ 2,439.83	\$ 2,537.42	9 cu 800 level courses; assumes rate increase of 4% per year
Total tuition revenue - domestic	\$ 30,366.00	\$ 33,836.40	\$ 39,881.84	\$ 43,916.94	\$ 50,748.46	
Total # of international students (headcount)	6	7	8	9	10	first intake of 6 students growing to 10 students by year 5
International tuition rate	\$ 3,925.89	\$ 4,082.93	\$ 4,246.24	\$ 4,416.09	\$ 4,592.74	
Total tuition revenue - international	\$ 23,555.34	\$ 28,580.48	\$ 33,969.94	\$ 39,744.83	\$ 45,927.36	
Student fees*						
Excursion						
Lab						
Other (list in Comments)						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)						Communications funds to support production of a 3-5 minute video (see notes below)
Total Revenue	\$ 53,921.34	\$ 62,416.88	\$ 73,851.78	\$ 83,661.77	\$ 96,675.82	
Expenditures						
Start-up costs	\$ -	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty						The existing faculty complement has the capacity for the anticipated enrolments in the first 5 years.
Sessionals or limited term instructional support	\$ 8,000.00					Development of modules for the professional skills course; 4 stipends of \$2,000 each to community planners; Dept. will cover from reserves
Students						
Staff						
Honoraria						

Total salary and benefits	\$ 8,000.00	\$ -	\$ -	\$ -	\$ -	
Scholarships and bursaries						
Marketing and promotion	\$3,685.25					Production and distribuion of 3-5 minute video to promote the certificate (see notes below)
Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
Total Expenditures	\$ 11,685.25	\$ -	\$ -	\$ -	\$ -	
Estimated Surplus or Deficit	\$ 42,236.09	\$ 62,416.88	\$ 73,851.78	\$ 83,661.77	\$ 96,675.82	<i>If deficit in any given year, explain how it will be managed</i>

**Relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc). Excludes compulsory institutional fees (e.g. Athletic, Recreation, etc.).*

Notes: Line 53 - EMAP quotation for video production valued at \$7370.50 (attached). We are asking for one-half of these funds to support this certificate program. We will be applying to the Media Production Allocation fund administered by the College of Arts & Science to cover some or all of these production costs (see Line 36). New funding applications can be received beginning in May, 2021. Costs not covered by the College will be covered from the department's operating budget. Barb Gillis informed Alec Aitken the College should be able to cover the full cost.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.



Planning & Priorities Committee of Council
Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

Requirements: Itemize start-up costs for proposals of new academic programs or revisions to existing academic programs (including termination).
Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Instructions:

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

Environment and Planning Graduate Certificate

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment		
Marketing and promotion		
Curriculum development		
Facilities refurbishment		
Equipment and IT		
Library enhancements		
Other (<i>list in Comments</i>)		
Total Start-Up Costs		

Notes: No incremental direct costs expected - rather in-kind in-house resources will be accessed.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.



Planning & Priorities Committee of Council
Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

Requirements: Provide detailed information to support the financial information noted in the worksheets.

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

Environment and Planning Graduate Certificate

Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)?

Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

The target market for this Certificate is i) graduate students and environment and planning professionals across Canada and internationally who would like additional certification in Environmental Planning. The Certificate may serve as a complement an existing academic degree in fields related to environment and planning, or it may serve as professional development training complementary to an established professional practice. We do not see any barriers to recruitment in the coming year, rather we see an opportunity for online learning due to pandemic restrictions and remote locations for many students and professionals. Environmental planning is an area of rapidly increasing policy interest in Saskatchewan, Canada and internationally and many governments and societies are actively seeking capacity-building programs and opportunities. If enrollment targets are not met then we would adjust the advertising strategy for the Certificate to focus more strongly on certain groups and to adjust to shifting work and training needs. If enrollment targets are repeatedly not met year after year, then we would assess the certificate in light of possible redirection or cancelling it. Given its low incremental costs, it is still viable at enrollments well below the targets that have been set.

Faculty and staff: List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program.

This should include new and existing faculty and staff resources.

Year 1: Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment)

Year 2: Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment)

Year 3: Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment)

Year 4: Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment)

Year 5: Bell, Guo, Walker, Blakely, Noble, Patrick, Diab (existing faculty contributing to program part-time as duty assignment)

Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

Usask IT to build and maintain webpage; GMCTL assistance in developing on-line content; Usask indigenous leaders to advise re: indigenous content (i.e. Stryker Calvez); A&S comms resources to develop promotional material; in-kind support from dept'l admin

Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in

the Master worksheet.

Program will be delivered with existing/in-kind resources with the exception of 3 stipends to community planners for development of modules.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes ☒ No ☐

Is an existing degree, diploma, or certificate being renamed?

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 degree, diploma, or certificate?

Graduate Certificate in Environmental Planning (GCEP - suggested Banner code and Grad CertEnvironmentalPlanning - suggested Banner short description - maximum of 30 characters)

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

G. Cert.

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

N/A

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

Degree level

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes ☒ No ☐

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

GCEP - In Grad Cert EnvironPlanning (maximum of 4 characters and 30 characters for description)

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

College of Graduate and Postdoctoral Studies

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

N/A

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

ENPL (Environmental Planning) - suggested new Banner code and description

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

N/A

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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 Environmental Planning (GCEP - suggested Banner code and Grad CertEnvironmentalPlanning - suggested Banner short description - maximum of 30 characters)

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

Graduate Certificate in Environmental Planning (GCEP-GP - suggested Banner code and Grad CertEnvironmentalPlanning - suggested Banner short description - maximum 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) / Geography and Planning (GEPL)

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

N/A

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

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.

5 What is the name of the external partner?

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? (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?

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

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

- 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?

No

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?

YYYY01, YYYY05, YYYY09

3 What is the application deadline for each term(s) students can be admitted to?

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

N/A

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

N/A

6 Does this impact enrollment?

Expect increase of between 20 to 30 students annually within the next 3-5 years

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

Refer to the Department of Geography and Planning

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

Yes

9 What is the application deadline?

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

- Proof of English proficiency may be required for international applications and for applicants who first language is not English
- A cumulative weighted average of at least a 70% (Usask grade system equivalent) in the last 2 years of student (60 cu's)
- Four-year honours degree or equivalent from a recognized college or university in an academic discipline relevant to the proposed field of study:
OR 5 years professional experience in environmental planning fields
OR 3 years professional experience plus a 2 year diploma or certificate

11 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.)

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

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

Online application and checklist items to College of Graduate and Postdoctoral Studies

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

College of Graduate and Postdoctoral Studies

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

No

- 16 Will the standard application fee apply?

Yes

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

All applicants will be charged

- 18 Are international students admissible to this program?

Yes ☒ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

\$6,094.89

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.)?

Yes - new graduate certificate

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

Yes - new graduate certificate

- 3 When is the first class expected to graduate?

Fall Convocation 2022

4

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

Expect increase of between 20 to 30 students annually within the next 3 to 5 years

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 (May 2022)

- 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; undergraduate degree level certificates will use numeric year.)

As per current set-up for graduate certificates

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up for graduate certificates

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ 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 ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

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

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

Yes ☐ No ☒

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? 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	<input type="checkbox"/>
Standard Graduate per credit	<input checked="" type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

* See attached documents for further details

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

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

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

Yes ☐ 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?

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☒

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

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:
Registrar (Russell Isinger):
College Representative(s):
IPA Representative(s):