

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 Leadership

**DECISIONS REQUESTED:**

*It is recommended that the Council approve the graduate degree-level certificate in Leadership, 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 Edwards School of Business propose a graduate-degree level certificate in Leadership. This program is being developed to offer targeted leadership training to students who are unable to access or commit to the full Master of Business Administration (MBA) program. The program will attract students who are seeking a credential and who are seeking to enhance their leadership skills, and will target both mid-career professionals as well as recent graduate.

This certificate program can be used to ladder into the MBA program and, therefore, the admissions requirements are the same as the MBA, with the exception of the requirement of the GMAT.

This program will be offered as a blend of online and face-to-face delivery, as it will rely on existing MBA offerings.

**CONSULTATION:**

The academic programs committee reviewed the proposal for this program at its October 6, 2021 meeting. The committee is supportive of this graduate certificate this certificate both as an attractive stand-alone program for students seeking to improve their leadership skills, as well as for students looking to ladder into the MBA program.

**ATTACHMENTS:**

1. Proposal for the graduate degree-level certificate in Leadership



## Memorandum

**To:** Executive Committee of CGPS

**Copy:** Marjorie Delbaere, Associate Dean, Research & Faculty Relations, ESB

**From:** Graduate Programs Committee of CGPS

**Date:** September 17, 2021

**Re:** New Program Proposal – Graduate Certificate in Leadership

---

On September 7, 2021, the Graduate Programs Committee reviewed a proposal for a new Graduate Certificate in Leadership. The addition of this new graduate certificate was well justified in the proposal. This excerpt from the proposal summarizes the proposed graduate certificate's value proposition well:

*"People from all disciplines and all work environments benefit from leadership skills. The Graduate Certificate in Leadership (GCL) would emphasize the development of basic and essential leadership skills, including self-awareness, personal development, and emotional intelligence. Students in the GCL will gain an understanding of contemporary leadership issues that will help them increase their leadership potential in either formal or informal leadership roles.*

*The GCL will be attractive to emerging leaders looking to enhance their skillset and grow professionally. The program will cater to full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and in-person), remote, or high-flex (combination of blended and remote) delivery. Students who complete the GCL can apply the completed courses to the MBA program.*

*The Edwards School of Business currently offers a Master of Business Administration (MBA) program. A holistic review of the MBA program identified opportunities to better serve our university and province with targeted leadership programming. The proposed certificate would allow the Edwards School the opportunity to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA."*

The members of the Graduate Programs Committee found that the proposal was thorough, and that consultation and support is noteworthy. It makes practical use of existing resource allocations to the MBA program, with shared courses between the two programs and a laddering opportunity from certificate to MBA program should students wish to. There is some genuine excitement around its introduction (see letters from Education, Medicine, Dentistry). The new zero-credit leadership seminar course proposal, required for all students enrolled in the Graduate Certificate in Leadership program appears appropriate and well thought out.

The Graduate Programs Committee passed the following motion:

*To recommend approval for the Graduate Certificate in Leadership.*

CARRIED unanimous

Attached please find the full proposal.

If you have any questions, please contact Ryan Walker at [ryan.walker@usask.ca](mailto:ryan.walker@usask.ca)

**TO:** College of Graduate and Postdoctoral Studies  
**FROM:** Marjorie Delbaere, Associate Dean, Research & Faculty Relations  
**DATE:** August 26, 2021  
**RE:** Graduate Certificate in Leadership

---

The attached proposal for a Graduate Certificate in Leadership program was approved on May 6, 2021 by the Edwards School of Business MBA Committee and is presented to the College of Graduate and Postdoctoral Studies for approval.

The proposal was developed through consultations with Edwards School of Business faculty, colleagues across campus, and through feedback received from the Planning and Priorities Committee of Council. Feedback has been extremely positive from all stakeholder groups. The proposal highlights the need to increase accessibility in our current programming to meet the changing demands of the economy.

We look forward to the opportunity to discuss this proposal with you further. Please contact me with any questions you may have. Thank you for your consideration.

Sincerely,



Marjorie Delbaere  
Associate Dean, Research & Faculty Relations  
Edwards School of Business  
PotashCorp Centre - 25 Campus Drive  
Saskatoon, SK, CA S7N 5A7



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

Title of proposal: *Graduate Certificate in Leadership*

Degree(s): Graduate Certificate in Leadership

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: College of Graduate and Postdoctoral Studies / Edwards School of Business

Contact Person(s):

**Marjorie Delbaere**

Associate Dean, Research & Faculty Relations

[delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca)

**Vicky Parohl**

Manager, Accreditation & Strategic Initiatives

[parohl@edwards.usask.ca](mailto:parohl@edwards.usask.ca)

Proposed date of implementation: September 2022

### Proposal Document

#### ACADEMIC JUSTIFICATION

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

People from all disciplines and all work environments benefit from leadership skills. The Graduate Certificate in Leadership (GCL) would emphasize the development of basic and essential leadership skills, including self-awareness, personal development, and emotional intelligence. Students in the GCL will gain an understanding of contemporary leadership issues that will help them increase their leadership potential in either formal or informal leadership roles.

The GCL will be attractive to emerging leaders looking to enhance their skillset and grow professionally. The program will cater to full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and in-person), remote, or high-flex

(combination of blended and remote) delivery. Students who complete the GCL can apply the completed courses to the MBA program.

The Edwards School of Business currently offers a Master of Business Administration (MBA) program. A holistic review of the MBA program identified opportunities to better serve our university and province with targeted leadership programming. The proposed certificate would allow the Edwards School the opportunity to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

**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 vision of the Edwards School is to be the Canadian leader in transformative business education. Our goal is to accomplish this through teaching and programming that will transform the lives of students by enhancing their skills, encouraging growth, and empowering students to aspire to have an impact through leadership.

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

This program is specifically targeted to leaders and emerging leaders who aim to enhance their leadership skills and grow in their current position or seek new opportunities. The Edwards GCL aims to attract both mid-career professionals and recent graduates from all disciplines. Consultations with colleagues on campus have indicated that this program will address a need for additional leadership programming for medical students and professionals. This program will also be attractive to staff working on campus and will uplift the professionals who are supporting the strategic objectives of the university and its colleges and units. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

International students interested in pursuing this program would need to take the certificate alongside another program to be eligible for residency requirements.

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

While several Canadian institutions offer non-credit leadership programming through their centres for Executive or Continuing Education, few offer graduate degree level certificates for credit in leadership. This program will be attractive to students who seek to earn a credential; consultations with the Colleges of Medicine and Dentistry have signaled that their students and practicing professionals prefer credentials or require them to maintain their license. The University of Regina and Royal Roads University both offer comparable programs with similar admission requirements and flexible delivery, however the University of Saskatchewan stands apart with accreditation through the Association to Advance Collegiate Schools of Business. Students will be introduced to the program through week-long, fully immersive experiential course while the other two courses encourage teamwork through group-

based case studies. Students will be required to maintain continuous registration in a zero-credit Leadership Seminar course (MBA 8XX.0: Leadership Seminar) that will act as an introduction to the program and provide opportunities for certificate students to come together as a cohort to discuss their experiences after each course and at the completion of the program. The purpose of the proposed program is to give local students the option to pursue a local program, especially when those prospective students have completed other education at or are employed by the University of Saskatchewan.

While there are other graduate certificates with leadership components at the U of S, such as the M.Ed. Leadership in Post-secondary program, this program focuses specifically on developing individual leadership skills for application in a business context. The College of Education also has a M.Ed. Health Professions in Education program which focuses on leadership development in a teaching and learning capacity for health professionals.

## **ADMISSIONS**

### **What are the admissions requirements of this program?**

As the GCL may be used to ladder into the Master of Business Administration program, the admission requirements are the same for the certificate as they are for the Master's program with the exception of the GMAT.

- 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 degree, or equivalent, from a recognized college or university
  - Applicants with three-year degrees and strong demonstrable potential for success in the program may be considered for admission. All applicants will be considered using a holistic admissions approach.
- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess language proficiency.
- Current resume detailing positions held and a description of responsibilities
- Two years of leadership\* experience. Emerging leaders who have fewer than two years of leadership experience who demonstrate exceptional leadership potential through their professional and life experiences, are preparing for further leadership roles, and otherwise meet the standard admissions criteria, are encouraged to apply. Please ensure that you demonstrate your leadership experience in your detailed resume and Statement of Intent.
- three confidential letters of recommendation (minimum one academic)

Applicants are assessed on a holistic basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, and reference letters. Applicants whose qualifications do not meet the minimum requirements are

encouraged to contact the Edwards graduate programs office to discuss potential opportunities for admission.

Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category will be required to participate in an interview with the Edwards MBA Admissions Committee and may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Edwards MBA Admissions Committee may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

\*Leadership experience could include (but is not limited to) one or more of the following:

- Formal leadership role within an organization or volunteer group
- Extensive, high-level supervisory experience
- Experience in consulting or negotiating change in a complex environment
- Experience leading others to shared outcomes (informal leadership experience)

## **DESCRIPTION OF THE PROGRAM**

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

Students who complete Graduate Certificate in Leadership will be prepared to:

- Be effective leaders.
- Understand the complex interplay between business and society.
- Be effective contributors to team performance.

Through the fully immersive, experiential week-long introductory course, MBA 885: Essential Management Skills, students will explore their personal management style and improve their communication skills, gain valuable insights into how to manage difficult people, and conduct interest-based negotiations, exercise team leadership and manage change. MBA 803: Business and Society will expose students to critical aspects in today's dynamic environment such as corporate governance, competitive contexts, innovation, business ethics, and corporate social responsibility. In the final course, MBA 877: Leadership and Organizational Dynamics, students will be expected to think critically and apply their knowledge to practical problems, while gaining the necessary skills to become a more effective leader. MBA 803 and 877 both incorporate business cases to help students meet the learning objectives. MBA 8XX.0: Leadership Seminar will provide a cohort experience for students, introducing them to the program and providing students an opportunity to synthesize knowledge and experiences from the three courses.

**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.**

**Modes of delivery.** At implementation, students will have access to existing MBA offerings which are offered on campus or remotely (as dictated by university guidelines). The School is currently exploring flexible and blended modes of delivery for MBA courses.

**Experiential learning opportunities.** In MBA 885, Essential Management Skills, students will participate in a number of reflective activities based on leadership and wellness assessments that will be undertaken throughout the course. MBA 803 and 877 both employ case studies where students work with groups through real-world scenarios.

**General teaching philosophy.** The mission of the Edwards School of Business is to develop business professionals to build nations. The vision of the School is to be the Canadian leader in transformative business education and research that uplifts nations. This vision is supported by three foundational pillars, including transformative teaching and learning. The Edwards School of Business prepares learners the world needs by fostering a culture of lifelong learning. The school wishes to extend its reach and provide those students not seeking a full MBA program access to management programming, the opportunity to benefit from our scholars, and gain the leadership skills they need to succeed in a quickly changing workforce.

#### **Provide an overview of the curriculum mapping**

The courses selected to be a part of Graduate Certificate in Leadership are designed to equip students with the skills they need to recognize, analyze, and practice essential leadership skills, understand the complex interplay between business and society, and be effective contributors to team performance. The courses address the learning goals of the Certificate as well as those outlined in the University Learning Charter.

<b>GCL Courses</b>	<b>LEADERSHIP:</b> Be effective leaders	<b>DISCIPLINARY &amp; GENERAL BUSINESS KNOWLEDGE:</b> Understand the complex interplay between business and society	<b>TEAMWORK:</b> Be effective contributors to team performance
MBA 803.3: Business and Society		x	x
MBA 877.3: Leadership and Organizational Dynamics	x	x	x
MBA 885.3: Essential Management Skills	x		x
MBA 8XX.0: Leadership Seminar	x	x	x

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



The table below illustrates how the Graduate Certificate in Leadership addresses each of the five learning goals.

Learning Goal	Description	GCL
Pursuit of Truth and Understanding	Critical Thinking	X
	Multiple ways of knowing and learning	X
	Intellectual flexibility	X
Pursuit of Knowledges	Depth of understanding in subject area	X
	Breadth of understanding how subject area intersects with related subject areas	
	Understanding how one's subject area impacts communities	X
	Using and applying one's knowledge with respect to all individuals	X
Pursuit of Integrity and Respect	Exercising intellectual integrity and ethical behaviour	X
	Recognizing and thinking through moral and ethical issues	X
	Recognizing the limits to one's knowledge, skills, and understanding and acting in accordance with these limits	X
Recognizing and thinking through moral and ethical issues	Develop and apply research, inquiry, knowledge creation, and translation skills	
	Communicate substantively and persuasively in different contexts	X
	Locate, understand, evaluate, and use information effectively, ethically, legally, and with cultural appropriateness	x
Pursuit of Skills and Practices	Commit to positive growth and change for oneself and for local, national, and global communities	X
	Act with confidence and strength of purpose for the good of oneself and different communities	X
	Embrace responsibilities to oneself and others in ways that are authentic and meaningful	X
	Sharing knowledges and exercise leadership as acts of individual and community responsibility	x

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

Classes from other programs/institutions are not transferable to this program. Students must meet the admission requirements for the program. Students may pursue this program alongside another graduate level program.

### **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.**

Low enrolment in the Certificate does not present a financial risk to the College given the fact that it is completed with existing courses.

Measures of success will include:

- Tracking student enrolment and completion; and
- A survey of graduating students to understand the perceived value of the program.

After five years of programming if expected enrollment does not meet expectations (minimum of 10 new students per year) the program will be reviewed.

## **CONSULTATION**

**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?**

**Edwards MBA.** The Certificate will be comprised of three MBA courses: MBA 803, MBA 877, and MBA 885. Certificate students will share the classroom experience with MBA students, encouraging collaboration and connectivity. Although the program will not be advertised as a bridging program for the MBA, students who complete the Certificate in Leadership will be eligible to apply to the MBA program with advanced standing. Students must meet the minimum admission requirements for the MBA program.

**Edwards Executive Education.** The Edwards School of Business offers leadership programming through its Executive Education program. The GCL will be attractive to emerging leaders who are pursuing a university experience. As Edwards manages both programs, administrators will be able to advise prospective students which program is right for them.

**U of S Programming.** While there are other graduate certificates with leadership components at the U of S, such as the M.Ed. Leadership in Post-secondary program, this program focuses specifically on developing individual leadership skills for application in a business context. The College of Education also has a M.Ed. Health Professions in Education program which focuses on leadership development in a teaching and learning capacity for health professionals.

**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.**

**Dentistry.** Noreen Mahoney and Vicky Parohl met with Dr. Walter Siqueira and Lane Foster from the College of Dentistry in April 2021 to discuss the proposed GCL and opportunities for collaboration between Edwards and the College of Dentistry. Dr. Siqueira identified the desire for professional leadership programming for Dentistry students and graduates. The proposed GCL would benefit dentists as they begin their professional practice. The possibility of an Advanced Graduate Certificate in Leadership for Dentists was tabled for future consideration. A letter of support from Dr. Siqueira is included with the proposal package.

**Education.** Vicky Parohl met with Dr. Vicki Squires from the College of Education in May 2021 to discuss the proposed GCL and its relationship to leadership programming in the College of Education. In June 2021, Vicky Parohl, Noreen Mahoney, and Dr. Marjorie Delbaere from the Edwards School of Business met with Drs. Beth Bilson (Interim Dean) and Vicki Squires to discuss opportunities for collaboration between the colleges. Through these conversations, it was apparent that the target demographic for the GCL and the education programming are different. The Education programs focus on understanding leadership specific to the higher education context or building leadership capacity in healthcare professionals who desire to teach, while the Edwards program is for individuals who wish to develop

their personal leadership style and understand the role of leadership in a business context. A letter of support from Dr. Bilson is included with the proposal package.

**Medicine.** Noreen Mahoney and Vicky Parohl met with Dr. Cathy MacLean and Dr. Marilyn Baetz from the College of Medicine in January 2021 to discuss opportunities for leadership development in the College of Medicine. The proposed program would benefit medical professionals seeking to develop their leadership skills. Opportunities for incorporating components from the Health Quality Council in coursework were discussed. While this opportunity does not exist in the limited coursework of the GCL, the Edwards MBA has been revised with an opportunity to provide flexible opportunities for students in the capstone class to work on a project related to their field. This opportunity will benefit doctors who bridge from the GCL to the full MBA program. A letter of support from Dr. Baetz is included with the proposal package.

## **BUDGET**

**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).**

Additional instructors will not be required, as students will be taking existing MBA courses as a part of the program.

**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).**

Graduate Certificate in Leadership programming will fall under the management of the existing MBA staff. Advising will be absorbed into the existing staff complement. The only budgetary item necessary will be the cost of promotional materials. The Edwards School will also work with other colleges and units on campus to promote the program to current students.

**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.**

The program will be offered using existing MBA offerings. Additional offerings of courses may be added should demand for this program or the MBA program require it. These costs will be covered by student registrations.

**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).**

Students will pay standard MBA tuition for GCL classes. The 2020/2021 tuition is \$673.47. The GCL consists of 9 credit units and the total cost will be \$6,061 plus fees.

**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?**

The program expects to enroll 10-15 students in the first year with a goal to grow to 30 students by the programs fifth year. This estimate is based on interest in our current MBA and (undergraduate) Certificate in Business programming as well as conversations with the College of Medicine and Dentistry (from whom we will get a letters of support)

Delivery of this program does not depend on the number of students enrolled, as the required courses are already offered in the MBA program. Low enrollment will not impact course offerings. The MBA program is already planning on second offerings of two of the GCL courses (MBA 803 and 885) to allow for students to begin the MBA program in either September or January. The additional offerings will also accommodate extra GCL students. The program is also prepared to deliver a second offering of MBA 877 when demand requires it. Students can complete in either 4 months or 8 months depending on their preference.

## **CATALOGUE ENTRY FOR *GRADUATE CERTIFICATE IN LEADERSHIP (GCL)***

The Graduate Certificate in Leadership (GCL) is a three-course program that introduces students to the fundamentals of leadership. Graduates of this program will be effective leaders, understand the complex interplay between business and society, and be effective contributors to team performance.

All three of the courses in this program are fully transferrable to the Master of Business Administration (MBA) degree at the University of Saskatchewan.

### **9 Credit Units:**

Students must maintain continuous registration in MBA 8XX.0: Leadership Seminar.

- MBA 803.3 Business and Society
- MBA 877.3 Leadership and Organizational Dynamics
- MBA 885.3 Essential Management Skills

### Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at [usask.ca/cgps/forms.php](http://usask.ca/cgps/forms.php)

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature

### INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Term(s) in which course will be offered		Course is to be offered			
Term 1	Term 2	Term 1 or 2	Term 1 and 2	Annually	Biennially
				Alternate Years	Other
Prerequisite(s) or restriction(s)				If there are prerequisites, who can waive them:	
				Department	Instructor
Catalogue Description (not more than 50 words)					
Tuition code and any additional class fees:			Number of credit units:		Can this course be repeated for credit?
					Yes No
Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:					

### CHECKLIST

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at [usask.ca/cgps/forms.php](http://usask.ca/cgps/forms.php)

### EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F)    Percentage/Numeric    Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes    No
If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.	

## Rationale

What is the rationale for introducing this course

## Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes      No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes      No      If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes      No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes      No

If yes, please list:

## Enrolment

Expected Enrolment	
From which colleges/programs:	

## Resources

Proposed instructor(s) (Please include qualifications):
How does the department plan to handle the additional teaching or administrative workload:
Are sufficient library or other research resources available for this course:
Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

## Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters ([usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](https://usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct ([usask.ca/university\\_secretary/honesty/](https://usask.ca/university_secretary/honesty/)).

**The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.**

Authorizing College Dean/Head	Signature	College Approval Date



**MBA 8XX.0: Leadership Seminar**  
**Course Syllabus**  
**Spring/Summer, Fall, Winter**

The Edwards School of Business develops business professionals to build nations.

---

<b>PROFESSOR</b>	Smita Garg
<b>TELEPHONE</b>	306-966-8636
<b>OFFICE</b>	Edwards 172
<b>EMAIL</b>	<a href="mailto:Smita.garg@usask.ca">Smita.garg@usask.ca</a>
<b>OFFICE HOURS</b>	Drop-in or e-mail for an appointment
<b>CLASS TIME &amp; LOCATION</b>	tbd

---

*When we gather at the University of Saskatchewan Saskatoon campus, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.*

**Course Description**

This seminar is designed to provide an opportunity for Graduate Certificate in Leadership students to: (1) get to know one another; (2) address topics that are relevant to student success and professional development; and (3) provide students with an opportunity to reflect on leadership development over the course of the Certificate.

It will also include elements of what it means to be a leader during uncertain times/crisis (e.g: pandemic) and in a work environment where diversity is increasing (cultural competency).

**This is a zero-credit unit course, so there are no assignments or grades. Attendance is mandatory for Graduate Certificate in Leadership program completion.**

**Required Textbook and/or Materials**      There is no specific textbook for this course. Instructor will provide materials as needed.

**Class Preparation & Canvas**

[www.paws.usask.ca](http://www.paws.usask.ca)

Log in and look for the Course Tools icon on the top right side of the screen (near Email icon).



**Course Tools**

Students are expected to come to class prepared. Important information will be either emailed to students or posted to Canvas (Course Tools). You will be made aware if materials are posted to Canvas.

Your instructor will provide you with links to articles and/or audio/video (youtube, podcasts, etc.), based on which there will be interactive classroom discussions. Each student is expected to contribute with their thoughts and ideas.

<b>Proper Business Use of Email</b>	Email is commonly used by students to communicate with their instructor. Always use your PAWS/University of Saskatchewan email account ( <a href="mailto:abc123@mail.usask.ca">abc123@mail.usask.ca</a> ) to send e-mails to faculty members as external accounts such as Hotmail will be automatically quarantined by the University's system.
<b>Use of Internet and Electronic Devices in the Classroom</b>	Computers and cell phones may be used in class if they are being used as part of the learning process. Texting or other personal browsing will, of course, not be tolerated.
<b>Class Participation</b>	All students are expected to attend all sessions and to fully engage in the seminar.
<b>Recording of Lectures</b>	The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities must be approved in advance by the course instructor and must not infringe on privacy rights of individuals. Any approved class recordings become the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

## **UNIVERSITY REGULATIONS**

### **Academic Accommodation**

Access and Equity Services (AES) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with AES, please contact their office at 306-966-7273. Students who have not registered with AES are not eligible for formal academic accommodation.

### **Academic Honesty**

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the university.

Every student who is registered in this class is expected to have read and understood the rules regarding student academic dishonesty available at: <http://www.usask.ca/honesty>

The University of Saskatchewan Student Academic Misconduct Guidelines define plagiarism as presenting the work of another as your own without giving adequate attribution. This includes copying from others or purchasing materials to use as a hand in assignment.

Students are required to understand their individual faculty members position on collaborating with peers prior to submitting individual assignments. Collaboration may include discussing a general

approach to an assignment, identifying potential resources or discussing the application of course content/theoretical material to the assignment. Unless a faculty member specifically allows, there should be no sharing of files or templates with fellow students or other groups. This is considered plagiarism and can result in a mark of zero on the assignment.

**Each student is expected to know the rules regarding academic honesty.**

### **Copyright**

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <http://www.usask.ca/copyright/basics/copyright-policy/fair-dealing-guidelines/index.php>.** For example, posting others' copyright-protected materials on the internet is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit [usask.ca/copyright](http://www.usask.ca/copyright) where there is information for students available at <http://www.usask.ca/copyright/students/rights/index.php>, or contact the University's Copyright Coordinator at [copyright.coordinator@usask.ca](mailto:copyright.coordinator@usask.ca) or 306-966-8817.

### **Other Information:**

#### **Counselling Services:**

Dealing with stress, loneliness or anxiety can be challenging for students. Professionally trained counselors with backgrounds in clinical psychology and social work are available in Student Health & Counselling Services to provide advice, counseling and consultation at no cost to registered students. Any personal information shared with these professionals is treated with great care and utmost confidentiality. <http://students.usask.ca/current/life/health/> 306-966-4920

#### **Freedom of Information and Protection of Privacy Act:**

For information on the Freedom of Information and Protection of Privacy Act please visit [http://www.usask.ca/corporate\\_admin/privacy/](http://www.usask.ca/corporate_admin/privacy/)

#### **University Learning Charter:**

While specific learning outcomes will vary, there is a set of core learning goals to which the University aspires for all graduates, to the extent feasible and appropriate within each program of studies. These are of five main types: Discovery, Knowledge, Integrity, Skills, and Citizenship. More information is available at: [http://www.usask.ca/learning\\_charter/](http://www.usask.ca/learning_charter/)

**Tentative Class Schedule & Topics:**

Important dates can be found at: <http://www.usask.ca/events/month.php?cal=Academic+Calendar>

Date & Time	Topic	Location
September/January	Welcome, Introduction & Resources	tbd
September/January (self-paced)	Cultural competencies in leadership Leadership through crisis	tbd
Following completion of last class	Final Reflection Seminar	tbd

**Please note:** Two weeks before the end of term, there will be a course evaluation sent to you either by email or via PAWS. This is your opportunity to provide feedback on teaching quality and course effectiveness, and helps faculty gain insight into their instructional methods and practices, providing them with guidance for improvement.



June 29, 2021

College of Graduate and Postdoctoral Studies  
University of Saskatchewan  
Room 116 Thorvaldson Building  
110 Science Place  
Saskatoon SK. S7N 5C9

To Whom It May Concern:

**Edwards School of Business – Graduate Certificate in Leadership**

I am writing in support of the proposal for a Graduate Certificate in Leadership being submitted by the Edwards School of Business.

The university has increasingly emphasized the need to be attentive to the demands of current students and graduates for skills-focused programs that will equip them for their careers and enhance their personal assets. Training in leadership is an important component of programs that serve those goals.

In the College of Education, we are reappraising our own offerings in this area through the certificate program in post-secondary education and the work of the Saskatchewan Educational Leadership Unit. We hope that the new certificate program in Edwards will provide a basis for collaboration between our colleges around leadership issues.

Sincerely,

Beth Bilson, B.A., M.A., LL.B, Ph.D., Q.C.  
Interim Dean, College of Education  
University of Saskatchewan

June 14, 2021

Dr. Noreen Mahoney  
Associate Dean, Students & Degree Programs  
Edwards School of Business  
University of Saskatchewan

Dear Dr. Noreen Mahoney:

Re: College of Medicine Letter of Support for the Edward's School of Business Graduate  
Certificate in Leadership

This is a letter of support confirming the College of Medicine's endorsement of the proposed Graduate Certificate in Leadership offered through Edward's School of Business.

The College of Medicine places a high value on leadership development. We have been seeking local quality opportunities in leadership training to recommend to our faculty, many of whom are physicians. Delivery of certificate courses that can be building blocks to an advanced degree are ideal for busy working professionals. We are pleased that this opportunity is being developed and look forward actively promoting this program not only to our faculty but also to our professional staff.

We are confident that this new program can address a significant gap in local leadership development. We look forward to the course implementation and to exploring ways that we can collaboratively provide input into future building blocks in leadership training.

Sincerely,



Marilyn Baetz MD FRCPC CCPE  
Vice-Dean Faculty Engagement  
College of Medicine  
University of Saskatchewan



Cathy MacLean, MD FCFP  
MCISc (Family Medicine) MBA CCPE  
Faculty Development Director  
College of Medicine  
University of Saskatchewan



Noreen Mahoney  
Associate Dean, Students & Degree Programs  
306-966-4785  
[mahoney@edwards.usask.ca](mailto:mahoney@edwards.usask.ca)

June 10, 2021

**Re: Letter of Support for Graduate Certificate in Leadership**

Dear Noreen,

I feel privileged to have been asked to provide a Letter of Support for Edwards School of Business' proposal for a new Graduate Certificate in Leadership. As the Associate Dean Academic in the College of Dentistry, I believe that such a program will help provide a crucial link to success for many of our students, past, and present, as they begin their lives as dental professionals in the province of Saskatchewan and Canada.

Most graduates of the Doctor of Dental Medicine (DMD) program from the College of Dentistry either aspire to or will own their own dental practice as professionals, employing dentists and other dental health professionals. These business owners need access to world-class business and leadership education. Other dental schools in North America have started to offer business programs in conjunction with their professional training degrees. This thought precipitated a conversation with the Edwards School of Business regarding extra-curricular programs for DMD students to advance their business and leadership skill sets to ensure success as leaders, not only in Saskatchewan but North America. As the college begins its efforts to recruit students from the United States, access to programs such as the GCL will help position it to be more competitive for top potential dental students from that country and Canada by differentiating it from many of its peers.

As the College of Dentistry moves forward in its evolution through the addition of graduate-level programming, it cannot be overestimated how access to a program such as the GCL for its undergraduate and graduate students will help to create dental professionals with world-class dental health and business leadership skills as graduates and alumni of USask. This fact alone is reason enough for the College of Dentistry to support this initiative strongly and whole-heartedly by the Edwards School of Business.

Sincerely,

Walter Siqueira, DDS PhD FICD  
Professor and Associate Dean Academic  
College of Dentistry

May 11, 2021

Darrell Mousseau, Chair, Planning and Priorities Committee of Council  
c/o Office of the University Secretary  
University of Saskatchewan  
E70 Peter MacKinnon Building, 105 Administration Place  
Saskatoon SK S7N 5A2

**Re: Graduate Certificate in Leadership**

---

Dear Planning and Priorities Committee of Council:

The Edwards School of Business is proposing the development a new Graduate Certificate in Leadership. This new graduate degree-level certificate will allow the School to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

The attached Notice of Intent (NOI) was developed through consultations with Edwards School of Business faculty and with colleagues across campus. Feedback thus far has been extremely positive from all stakeholder groups. The NOI highlights the need to increase accessibility in our current programming to meet the changing demands of the economy.

Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies is supportive of Edwards moving ahead with this proposal.

We look forward to the upcoming PPC meeting when this NOI will be discussed and to continuing development on these programs. Please contact Noreen Mahoney with any questions. Thank you for your consideration.

Sincerely,



Noreen Mahoney, CPA, CA, MBA  
Associate Dean, Students & Degree Programs  
Edwards School of Business  
PotashCorp Centre - 25 Campus Drive  
Saskatoon, SK, CA S7N 5A7



# NOTICE OF INTENT

## Graduate Certificate in Leadership (GCL)

### 1. MOTIVATION AND SUPPORT

**Background.** The Edwards School of Business currently offers a Master of Business Administration (MBA) program. A holistic review of the MBA program identified opportunities to better serve our university and province with targeted leadership programming. One of the recommendations arising from the review was the introduction of a new Graduate Certificate in Leadership (GCL). The proposed certificate would allow the Edwards School the opportunity to increase accessibility to leadership programming in Saskatoon, especially for those students who are unable to commit to the full MBA.

People from all disciplines and all work environments benefit from leadership skills. The Graduate Certificate in Leadership (GCL) would emphasize the development of basic and essential leadership skills, including self-awareness, personal development, and emotional intelligence. Students in the GCL will gain an understanding of contemporary leadership issues that will help them increase their leadership potential in either formal or informal leadership roles.

The GCL will be attractive to emerging leaders looking to enhance their skillset and grow professionally. The program will cater to full-time, working professionals through convenient evening and weekend offerings, with the potential to eventually offer blended (online and in-person), remote, or high-flex (combination of blended and remote) delivery. Students who complete the GCL can apply to completed courses to the MBA program.

**Stakeholder Support.** Noreen Mahoney, Associate Dean of Students & Degree Programs, has consulted with several key stakeholders on campus regarding potential leadership programming, including colleagues in the colleges of Dentistry, Medicine, and Public Policy. These colleagues are keen to provide support at the program proposal stage.

### 2. ENROLMENT AND DEMAND

This program is specifically targeted to leaders and emerging leaders who aim to enhance their leadership skills and grow in their current position or seek new opportunities. The Edwards GCL aims to attract both mid-career professionals and recent graduates from all disciplines. Consultations with colleagues on campus have indicated that this program will address a need for additional leadership programming for medical students and professionals. This program will also be attractive to staff working on campus and will uplift the professionals who are supporting the strategic objectives of the university and its colleges and units. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

International students interested in pursuing this program would need to take the certificate alongside another program to be eligible for residency requirements.

**Projected enrolment.** The program expects to enroll 10-15 students in the first year with a goal to grow to 30 students by the programs fifth year. This estimate is based on interest in our current MBA and (undergraduate) Certificate in Business programming as well as conversations with the College of Medicine (from whom we will get a letter of support and consult with further prior to submitting a full proposal).

Delivery of this program does not depend on the number of students enrolled, as the required courses are already offered in the MBA program. Low enrollment will not impact course offerings. The MBA program is already planning on second offerings of two of the GCL courses (MBA 803 and 885) to allow for students to begin the MBA program in either September or January. The additional offerings will also accommodate extra GCL students. The program is also prepared to deliver a second offering of MBA 877 when demand requires it.

### **3. COLLEGE AND UNIVERSITY PRIORITIES.**

The courses selected to be a part of Graduate Certificate in Leadership are designed to equip students with the skills they need to recognize, analyze, and practice essential leadership skills, understand the complex interplay between business and society, and be effective contributors to team performance. The courses address the learning goals of the Certificate as well as those outlined in the University Learning Charter.

**Edwards Mission.** The mission of the Edwards School of Business is to develop business professionals to build nations. The vision of the School is to be the Canadian leader in transformative business education and research that uplifts nations. This vision is supported by three foundational pillars, including transformative teaching and learning. The Edwards School of Business prepares learners the world needs by fostering a culture of lifelong learning. The school wishes to extend its reach and provide those students not seeking a full MBA program access to management programming, the opportunity to benefit from our scholars, and gain the leadership skills they need to succeed in a quickly changing workforce.

**University Plan.** The proposed program responds to the University Plan 2025. The proposed program encourages creativity, diversity, and connectivity. The proposed structure of this program will bring together students from several academic and professional backgrounds, promoting interdisciplinary collaboration and connectivity. Students will be exposed to different ways of thinking through the expertise of their instructors as well as their peers in the classroom.

### **4. RELATIONSHIP TO OTHER PROGRAMS**

While other Canadian institutions offer leadership programming through their centres for Executive or Continuing Education, few offer graduate degree level certificates in leadership. This program will be attractive to students who seek to earn a credential; consultations with the Colleges of Medicine and Dentistry have signaled that their students and practicing professionals prefer credentials or require them to maintain their license. The University of Regina and Royal Roads University both offer comparable programs with similar admission requirements and flexible delivery, however the University of Saskatchewan stands apart with accreditation through the Association to Advance Collegiate Schools of Business. Students will be introduced to the program through week-long, fully immersive experiential course while the other two courses encourage teamwork through group-based case studies. Students will be required to maintain continuous registration in a zero-credit Leadership Seminar course (MBA 8XX.0: Leadership Seminar) that will act as an introduction to the program and provide opportunities for certificate students to come together as a cohort to discuss their experiences after each course and at the completion of the program. The purpose of the proposed program is to give local students the option to pursue a local program, especially when those prospective students have completed other education at or are employed by the University of Saskatchewan.

**Edwards MBA.** The Certificate will be comprised of three MBA courses: MBA 803, MBA 877, and MBA 885. Certificate students will share the classroom experience with MBA students, encouraging collaboration and connectivity. While the program will not be advertised as a bridging program for the MBA, students who complete the Certificate in Leadership will be eligible to apply to the MBA program with advanced standing. Students must meet the minimum admission requirements for the MBA program.

**Edwards Executive Education.** The Edwards School of Business offers leadership programming through its Executive Education program. The GCL will be attractive to emerging leaders who are pursuing a university experience. As Edwards manages both programs, administrators will be able to advise prospective students which program is right for them.

**U of S Programming.** While there are other graduate certificates at the U of S, this is the only program in Leadership. The Edwards School has consulted with JSGS in regard to offering MBA 803 as an elective option for the Certificate in Public Policy Analysis and will reach out to other programs on campus to offer the same option.

## **5. RESOURCES**

This program will not require any additional resources, as the intention is to structure the program using existing MBA course offerings. While second offerings of the three courses in the GCL will be scheduled, these offerings will also support accessibility to MBA students and allow for students pursuing either program to begin their studies in either September or January. The Edwards School currently has scholars in leadership as well as connections with several community experts through Edwards Executive Education programming. The increase in

enrolment in the MBA courses will impact the School's ability to recruit and retain highly skilled faculty in our graduate level programming.

## **6. RISKS, ASSUMPTIONS, AND CONSTRAINTS**

As this program will utilize current MBA offerings, low enrolment would not have a negative impact. The School already intends to offer second sections of the GCL courses to allow for students in both the GCL and the MBA to begin their studies in either September or January.

## **7. ANTICIPATED START DATE**

The intention is for the program to begin in the 2022-23 academic year.



UNIVERSITY OF SASKATCHEWAN

College of Graduate  
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place  
Saskatoon S7N 5C9 Canada  
Telephone: 306-966-5751  
Email: [grad.studies@usask.ca](mailto:grad.studies@usask.ca)

## Memorandum

**To:** Darrell Mousseau, Chair, Planning and Priorities Committee of University Council

**Copy:** Noreen Mahoney, Associate Dean, Students and Degree Programs, Edwards School of Business

**From:** Debby Burshtyn, Dean, College of Graduate and Postdoctoral Studies

**Date:** March 26, 2021

**Re:** Support in principle for Graduate Certificate in Leadership

---

The CGPS supports, in principle, the development of the Graduate Certificate in Leadership. The proposed programming would re-deploy existing courses in the Master of Business Administration (MBA) program, and it would provide an opportunity for students to ladder into the MBA program. The proposal is timely and consistent with current trends in graduate education by providing programming that can be focused on a specific theme, while providing opportunity for further study in the broader discipline, or as a supplement to other disciplines.

There are no anticipated financial risks beyond in-kind costs associated with program development, review and implementation as the programmatic requirements already exist in the MBA. Should demand for the certificate increase course enrolment limits, the additional tuition collected would cover costs for additional course sections to be delivered.

It is foreseeable that students studying in disciplines outside the Edwards School of Business would be interested in pursuing a Graduate Certificate in Leadership to augment their academic training.

It was a pleasure to review this notice of intent.

If there are any questions, I would be happy to respond.

:kc



**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:**

**Edwards School of Business - Graduate Certificate in Leadership**

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
<b>Revenue</b>						
Tuition revenue:						
Total # of domestic students (headcount)	10	12	15	20	30	Steady-state enrolment is expected to be on average 30 students. This is a modest estimate.
Domestic tuition rate	\$ 6,061.20	\$ 6,061.20	\$ 6,061.20	\$ 6,061.20	\$ 6,061.20	Based on 2020 tuition rates, assuming students complete in one year
Total tuition revenue - domestic	\$ 60,612.00	\$ 72,734.40	\$ 90,918.00	\$ 121,224.00	\$ 181,836.00	
Total # of international students (headcount)						Part-time program - we do not anticipate International students unless they are pursuing the course concurrently with another program
International tuition rate	\$ 9,576.69	\$ 9,576.69	\$ 9,576.69	\$ 9,576.69	\$ 9,576.69	Based on 2020 tuition rates and differential; assuming students complete in one year
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Student fees*						
Excursion						
Lab						
Other ( <i>list in Comments</i> )						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources ( <i>list in Comments</i> )						
Internal funding sources ( <i>list in Comments</i> )						
<b>Total Revenue</b>	<b>\$ 60,612.00</b>	<b>\$ 72,734.40</b>	<b>\$ 90,918.00</b>	<b>\$ 121,224.00</b>	<b>\$ 181,836.00</b>	
<b>Expenditures</b>						
Start-up costs	\$ 2,500.00	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty						
Sessionals or limited term instructional support						
Students						
Staff						
Honoraria						
Total salary and benefits	\$ -	\$ -	\$ -	\$ -	\$ -	

Scholarships and bursaries						
Marketing and promotion	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	All marketing and recruitment would fall under current structure of MBA. Additional costs would be incurred for targeted marketing strategies
Materials and supplies						
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
<b>Total Expenditures</b>	<b>\$ 5,000.00</b>	<b>\$ 2,500.00</b>	<b>\$ 2,500.00</b>	<b>\$ 2,500.00</b>	<b>\$ 2,500.00</b>	
<b>Estimated Surplus or Deficit</b>	<b>\$ 55,612.00</b>	<b>\$ 70,234.40</b>	<b>\$ 88,418.00</b>	<b>\$ 118,724.00</b>	<b>\$ 179,336.00</b>	<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:

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](mailto: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: **Edwards School of Business - Graduate Certificate in Leadership**

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment		
Marketing and promotion	\$ 2,500.00	
Curriculum development		
Facilities refurbishment		
Equipment and IT		
Library enhancements		
Other (list in Comments)		
Total Start-Up Costs	\$ 2,500.00	

Notes: Start-up costs are nil and will be absorbed through the current staff and faculty complement of the MBA program.





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:

Edwards School of Business - Graduate Certificate in Leadership

**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 program expects to enroll 10-15 students in the first year with a goal to grow to 30 by the third year of the program.

The GCL will be attractive to recent graduates of all disciplines, full-time working professionals from all industries, physicians seeking leadership development, and staff at the University of Saskatchewan. The program will allow flexibility for those working traditional hours due to the timing of the offerings.

There is no detriment to enrolment targets not being met, as the program relies on existing MBA programming.

**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.**

No additional support will be required.

**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?).**

NA

**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.**

NA

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](mailto: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 Leadership (GCL - suggested Banner code and Grad Certificate in Leadership - 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:

GCL - In Grad Cert in Leadership (maximum of 4 characters for code 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.

No - existing LEAD (Leadership) major will be used

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?

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

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 - SAME AS MASTER OF BUSINESS ADMINISTRATION (MBA-P-GP) PROGRAM WITH THE EXCEPTION OF THE GMAT REQUIREMENT**

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

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

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

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

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

6 Does this impact enrollment?

Expect slight increase of 10-15 students per year

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

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

9 What is the application deadline?

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

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?)

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

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

16 Will the standard application fee apply?

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

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).

\$17,032.05

**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?

202307 Term (Fall Convocation 2023)

4

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

10-15 per year

**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 type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input checked="" type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input checked="" type="checkbox"/>

\* See attached documents for further details

NOTE: Tuition will be the the same as the MBA program which is \$673.47 per credit (2021-2022 year). This certificate consists of 9 credit units so the total cost will be \$6,061.23 based on 2021-2022 rates.

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?

Yes; they will pay the internatioanl 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):