Agenda Item: 5.4

ITEM FOR DECISION

Committee Name: Academic Programs Committee, University Council
Date: November 20, 2025
Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: Undergraduate Certificate in Accounting for Decision Making

MOTION

It is recommended by the Academic Programs Committee that Council approve the Undergraduate Certificate in Accounting for Decision Making, effective Fall 2026.

CONTEXT AND BACKGROUND

The Edwards School of Business is proposing new certificate in accounting as a way to increase financial literacy for non-business students who use accounting information in their careers but don't get properly prepared for it. The certificate fills a gap by offering practical financial literacy and decision-making skills through three new courses tailored to users of accounting data. The certificate provides formal recognition, enhances career readiness, and supports the university's mission to prepare students for real-world challenges.

CONSULTATION

The Edwards School of Business submitted a proposal to the Academic Programs Committee (APC) on October 29, 2025. The Academic Programs Committee reviewed the proposal and engaged in a thoughtful discussion regarding the blended nature of this certificate, recognizing the significant effort that has gone into its development particularity around the integrity of assessment. While acknowledging that the blended format may present challenges for some potential applicants, APC encouraged Edwards to continue exploring innovative assessment practices that could enhance flexibility and accessibility for potential learners as this certificate is providing much needed and necessary information. The committee voted in favour of this proposal.

ATTACHMENTS

1. **Undergraduate Certificate in Accounting for Decision Making Proposal**

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Undergraduate Certificate in Accounting for Decision Making

Degree(s): Undergraduate Certificate in Accounting for Decision Making (CADM)

Field(s) of Specialization: n/a

Level(s) of Concentration: n/a

Option(s): n/a

Degree College: Edwards School of Business

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

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Proposed date of implementation: **September 2026**

Contents

ACADEMIC JUSTIFICATION

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

The proposed Undergraduate Certificate in Accounting for Decision Making (CADM) is designed for students pursuing a degree in colleges other than the Edwards School of Business who will use accounting information in the workplace but are not primarily responsible for its preparation.

To date, COMM 201.3 Introduction to Financial Accounting and COMM 210.3 Introduction to Management Accounting have been available to students not enrolled in the B.Comm. program. These courses are designed for business students who will be practitioners. We have recently introduced three new courses that will be available to non-business students: COMM 225.3 Introduction to Accounting and Financial Literacy for Entrepreneurs, COMM 325.3 Corporate Reporting and Decision-Making, and COMM 326.3 Taxation and Business Decisions. These three courses are designed for users of accounting information rather than practitioners. These three courses are available to students as of September 2025; however, it is our intent to package these three courses as a certificate available to non-business students.

This program not only fills a critical gap by providing non-business students with relevant financial literacy and accounting skills but also promotes a more engaging, inclusive, and practical academic environment. This aligns well with the University's mission to prepare learners the world needs.

1. **Bridging the Gap for Non-Business Students:** By focusing on the user perspective of accounting, the courses address the unique needs of non-business majors who rely on accounting information to make decisions rather than preparing it. This shift in focus helps to make the material more accessible and engaging.
2. **Practical, Career-Relevant Skills:** The program is structured to provide students with practical skills, such as interpreting financial statements, understanding the role of accounting in business operations, and navigating the Canadian tax system. As accounting and financial literacy are vital across various industries, non-business students equipped with these skills will be better prepared to handle financial decision-making, thus enhancing their career prospects regardless of their program of study.
3. **Opportunities for Credentials:** Packaging these courses as a certificate provides a formal recognition of the skills acquired. This will provide a competitive edge for students entering the workforce or who are already in the workforce and can attract prospective students who are seeking this competitive edge.

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.

At the Edwards School, we enable learners to become socially conscious professionals through transformative educational experiences. We aim to prepare learners the world needs and create knowledge for sustainable business and communities. While much of our programming focuses on the needs of business students, we are cognizant of the role we have in providing opportunities to students across campus. This program is designed to increase the accounting/business acumen and financial literacy, including personal tax knowledge, of the people of Saskatchewan.

This proposed program aligns with the USask TLSE Plan (n.d.) of preparing learners the world needs through enriching teaching, enhancing quality, and enabling transformative learning (p. 8). The traditional courses designed for business students have proven to be challenging for non-business students. By aligning these courses with the needs of non-business students, instructors can foster a more inclusive, supportive, and engaging learning environment for students in both the business and non-business accounting courses.

The proposed certificate will also encourage interdisciplinary learning. COMM 225.3 will soon be a required course in courses in select programs in Pharmacy and Nutrition, Business Economics, and Computer Science. COMM 325.3 and 326.3 will be open to students in colleges other than Edwards who have completed COMM 225.3; however, it will also be open to non-accounting majors in the business school. The proposed structure of this program will therefore bring together students from all academic programs, promoting interdisciplinary collaboration, diversity, and connectivity. It is important for students to have the opportunity to take offerings from colleges other than their own, so they are exposed to different ways of thinking.

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

The proposed Undergraduate Certificate in Accounting for Decision Making will target three types of students:

- Non-degree-seeking students – Students who seek to enter the workforce directly out of high school may choose to enroll in this certificate to give them a basic understanding of essential skills in accounting and financial literacy;
- Mature students – Students who are currently in the workforce, with or without a degree, who realize accounting and financial literacy skills are required to advance their careers; and
- Students pursuing undergraduate degrees in other Colleges who wish to complement their studies with business classes.

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

In our scan of Canadian Business Schools and Polytechnic's we did not identify any similar programs. Most accounting specific programs are offered at the graduate or post-graduate level and are tailored to students meeting requirements for entering the Chartered Professional Accountants (CPA) accredited programs. Any direct-entry programs we found are full-time programs that require one or more years to complete.

The proposed Undergraduate Certificate in Accounting for Decision Making program is not a pathway to CPA or a degree in accounting. It is a part-time program consisting of only three courses. Due to prerequisites, students will need at least one year to complete the program; however, as it is a part-time program they could continue to work or pursue a full-time degree program while also completing the certificate.

ADMISSIONS

Students can apply directly to the certificate or take it concurrently with a degree program in another college. Intake may occur during any term.

Admissions Qualifications

Regular Admission – High School (less than 18 credit units of transferable post-secondary)

- Grade 12 standing or equivalent.

- Successful completion of Foundations of Mathematics 30 (or Pre-Calculus 30 recommended, but not required).
- Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
- Proficiency in English.

Regular Admission – post-secondary (18 credit units or more transferable post-secondary)

- Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required.
- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Proficiency in English.

Special Mature Admission

- Proof of age (21 or older).
- A written submission demonstrating capacity to undertake university-level studies.
- Less than 18 credit units of transferable post-secondary coursework.
- Transcripts of any secondary or post-secondary coursework.
- Copies of supporting documents covering any non-credit programs completed.
- Resume.
- Proficiency in English.

Selection Criteria

Regular Admission: Academic average – 100% weighting

- Average is calculated using five high school subjects or on 18 or more transferable credit units.

Special (Mature) Admission: Special admission package – 100% weighting

- Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Transfer Credit
Up to one course may be transferred into the program. Courses that have been assessed as equivalent to COMM 201.3 and appear on the USask transfer credit page may be applied as transfer credit for COMM 225.3. Students who take COMM 201.3 at USask may use this course to fulfill the COMM 225.3 requirement; this does not count toward the one transferrable course.

DESCRIPTION OF THE PROGRAM

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

Students who complete an Undergraduate Certificate in Accounting for Decision Making will be expected to:

- Have a basic understanding of financial statements;
- Interpret and apply financial data to support evidence-based decisions and assess business performance;
- Understand budget management and corporate reporting;
- Leverage accounting information for investment evaluations, lending decisions, and overall financial strategy formulation;
- Utilize analytical tools to conduct basic financial statement analysis; and
- Understand key principles of the Canadian tax system in both personal and professional contexts.

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. COMM 225.3 will be offered in the fall and winter terms as an online, asynchronous class to accommodate the schedules of a diverse student population. Assessments for this course will be in-person. COMM 325.3 and 326.3 will be offered on-campus in alternating years, albeit may increase in frequency pending student demand.

General teaching philosophy. The mission of the Edwards School of Business is to enable learners to become socially conscious professionals through transformative educational experiences. The school wishes to provide those students not seeking a Bachelor of Commerce degree access to business programming, an opportunity to benefit from our scholars, and the skills they need to succeed in a quickly changing workforce.

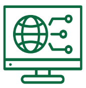
Provide an overview of the curriculum mapping
The courses selected to be a part of the certificate are designed to provide students with basic skills in accounting and financial literacy. Those who complete the CADM will have received significant exposure (the competency has been either introduced or reinforced and students have had opportunities for practice, feedback, and have been assessed) to the following Edwards B.Comm. competencies, which have been developed to align with USask student competencies):

Strategic Decision-Making and Problem-Solving focuses on students developing advanced reasoning skills to critically evaluate decisions, considering their ethical, economic, societal, and community impacts.

- Use decision making frameworks and tools to structure analysis and identify and evaluate alternatives. *(Aligned with Usask competency "Adaptive Design and Problem Solving")*

Professionalism and Collaboration focuses on students demonstrating professional conduct, leadership development, and collaborative skills in a local and global business context. *(Aligned with USask competency "Nurturing Successful Relationships")*

- Complete tasks on time with integrity and accountability.
- Consider and/or adapt to feedback to improve individual and team performance.



Technological Proficiency focuses on students critically analyzing and ethically using data, digital tools, and technology to create effective solutions for complex business challenges. *(Aligned with USask competency "Leveraging Technology")*

- Demonstrate basic use of data analysis tools and accurately interpret results.
- Use Excel for data organization, calculations, and visualizations.
- Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).

Research and Critical Inquiry focuses on students developing scholarly capabilities to design and execute rigorous research to contribute to academic and professional knowledge.

- Use reliable resources and tools to gather relevant information for research.
- Assess the credibility of information.
- Collect and analyze data to support business decisions.

Adaptability and Lifelong Learning focuses on students succeeding in a dynamic business environment while committing to professional growth and continuous learning. *(Aligned with USask competency "Cultivating Well-Being")*

- Reflect on own decisions and actions to improve future performance.
- Reflect on challenges as opportunities to learn and adapt.

Business Knowledge focuses on students applying core business concepts, frameworks, and theories across functional areas to support informed decision-making in various organizational and global settings.

- Understand and apply business concepts, frameworks, and theories.
- Understand and apply discipline-specific concepts, frameworks and theories.
- Demonstrate the ability to understand and work with numbers (numeracy).

Appendix A includes a complete curriculum map of the Certificate.

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

Students may enter this program directly from high school or take it simultaneously as a secondary program while they are pursuing an undergraduate degree at the University of Saskatchewan. The program is designed to be taken concurrently with another program without having to add extra time or requirements to the student's primary area of study. During the initial offering students would be able to complete the certificate in 16 months. As growth occurs additional course offerings may be added allowing for faster completion in as little as eight months.

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 risk to the College as it is comprised of existing courses. As the new Certificate will utilize current course offerings enrolment in the Certificate will not pose any additional risks.

Measures of success will include:

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

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?

Two of the three courses (325 and 326) are already being taken by Edwards students outside of the accounting major while the other introductory course (225) is already being taken by students outside of the college. This certificate is intended for students who are not pursuing an undergraduate degree in business but wish to complement their primary program of study with a selection of business classes. This program should not have a negative impact on the application pool for the Bachelor of Commerce program but should increase enrolment in Commerce class offerings.

This program is designed to be taken concurrently with an undergraduate degree in another College. The courses in the program should be used to meet elective requirements in other programs, allowing students to complete a degree and a certificate without adding extra time or courses to their studies.

The Government of Saskatchewan's Occupational Labour Demand Outlook (2024) estimates that there will be a total of 119,070 net job openings in Saskatchewan over the 2024-2028 period. 36% of these job openings are due to anticipated economic growth in the province while the remaining 64% are due to workforce attrition primarily because of retirements. Graduates entering into these jobs will need certain skills to be employable and competitive in the job market. The Conference Board of Canada's (2022 report on employability skills outlines "the skills you need to enter, go through, and grow in the world of work – whether you work on your own or as part of a team" (p. 1). The report stresses the ability to manage information, to think and solve problems, to communicate, to use numbers, and to use digital tools as some of the fundamental skills necessary for success. Business courses encourage development in all these areas, as students are required to work together to solve problems and complete projects. Students who complete this program will be well poised to manage and communicate financial information in their places of employment. By creating an interdisciplinary classroom, students will learn how to work with peers from other disciplines, preparing them for a dynamic workplace.

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.

Preliminary conversations occurred with the Colleges of Agriculture & Bioresources, Engineering, Arts & Science, and Pharmacy & Nutrition to discuss the potential of offering this program. Letters of support, including an additional letter from the College of Education, are enclosed with this proposal. Please note that these colleges saw a draft version of the proposal where the title was *Certificate in Financial Literacy and Accounting Foundations*. While the name of the proposed certificate has changed everything else has stayed the same. We are excited to work with faculty and staff in these programs to promote the program and ensure that students have access to courses and advising. We look forward to working with other units on campus to see how their students may benefit from access to this program.

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

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 Commerce courses as a part of the program.

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

Existing courses are being used to teach these courses. No reallocation or elimination of courses is necessary.

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).

Advisors in the Edwards School of Business will advise students on program requirements. Given that the program is only 9 credit units with only required courses (no electives), advising can be absorbed into the existing staff complement. Students will continue to seek advice from their home college to understand how the business courses can be used in their primary program of study.

The only budgetary item necessary will be the cost of promotional materials. This cost will be minimal. Edwards will refresh some of its current marketing materials and will work with other Colleges on campus to ensure advisors are aware of the program opportunities and are able to suggest the program as an option to their 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.

N/A

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 Category 4 tuition for a Commerce class.

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?

There is no minimum or maximum enrolment required as the program utilizes current offerings. If demand exceeded the existing course offerings we would increase our offerings.

DESCRIPTION OF PROGRAM CHARACTERISTICS

Title: Undergraduate Certificate in Accounting for Decision Making (CADM)

Description:

The Undergraduate Certificate in Accounting for Decision Making (CADM) is a three-course program that introduces students to the fundamentals of accounting and financial literacy. This program is designed for students who wish to advance their business/accounting acumen. The program will benefit students pursuing a degree in other colleges other than the Edwards School of Business, students who will use accounting information in the workplace but are not primarily responsible for its preparation, and Edwards School of Business students that do not major in accounting.

Students can pursue this program as a stand-alone option or in conjunction with another degree. Students completing the program alongside another degree should consult with an advisor in their home college to understand how the courses fit within their program requirements. Upon first admission to the CADM students must complete requirements within a ten (10) year time period. Under exceptional circumstances, the School may grant an extension. Students returning to the CADM after an absence of five (5) or more years may be placed under the curriculum requirements in effect on the date of readmission.

Required Courses (9 Credit Units):

- COMM 225.3 Introduction to Accounting and Financial Literacy for Entrepreneurs*
- COMM 325.3 Corporate Reporting and Decision-Making**
- COMM 326.3 Taxation and Business Decisions**

NOTE: This program is not recommended as a pathway to the Bachelor of Commerce (B.Comm.) program. Students interested in obtaining a certificate prior to enrolling in the B.Comm. program may wish to consider the Certificate in Business or the Certificate in Entrepreneurship.

* COMM 225.3 is not transferrable to the B.Comm. program. Students who have completed COMM 201.3 and COMM 210.3 may use it in lieu of COMM 225.3.
** COMM 325.3 and COMM 326.3 may be used for credit in the B.Comm. program for students pursuing any major *except for Accounting*. These courses *cannot* be used for credit toward a B.Comm. in Accounting.

References

Government of Saskatchewan. (2024). *Saskatchewan labour demand outlook | 2024-2028*. https://publications.saskatchewan.ca/api/v1/products/125300/formats/146537/download

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APPENDIX A – CADM CURRICULUM MAPPING

COMM 225

Learning Goals	1 Introduced	2 Reinforced	3 Practiced	4 Feedback	5 Assessed	Total
Technical Proficiency						
Use Excel for data organization, calculations, and visualizations.	1		1	1	1	**4**
Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).	1		1	1	1	**4**
Demonstrate basic use of data analysis tools and accurately interpret results.	1		1			**2**
Sustainability And Social Responsability						
Identify risks and opportunities impacting rights holders and stakeholders.	1					**1**
Consider equity, diversity, and inclusion when making business decisions.	1					**1**
Strategic Decision Making And Problem Solving						
Assess the short- and long-term impact of decisions.	1					**1**
Analyze information to identify key insights for decision-making.	1		1			**2**
Professionalism And Collaboration						
Complete tasks on time with integrity and accountability.	1	1	1	1	1	**5**
Business Knowledge						
Understand and apply entrepreneurial thinking.	1		1			**2**
Understand and apply discipline-specific concepts, frameworks and theories.	1	1	1	1	1	**5**
Understand and apply business concepts, frameworks, and theories.	1	1	1	1		**4**
Demonstrate the ability to understand and work with numbers (numeracy).	1	1	1	1	1	**5**
Adaptability And Lifelong Learning						
Reflect on own decisions and actions to improve future performance.	1					**1**
Identify personal values and how they align with business decisions.	1					**1**
Identify personal biases and how they affect decision-making.	1					**1**

COMM 325

Learning Goals	1 Introduced	2 Reinforced	3 Practiced	4 Feedback	5 Assessed	Total
Technical Proficiency						
Use Excel for data organization, calculations, and visualizations.	1					**1**
Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).		1			1	**2**
Demonstrate basic use of data analysis tools and accurately interpret results.			1	1	1	**3**
Apply ethical decision-making when handling data.	1					**1**
Sustainability And Social Responsability						
Measure and mitigate sustainability issues within business operations.	1					**1**
Identify risks and opportunities impacting rights holders and stakeholders.	1					**1**
Research And Critical Inquiry						
Collect and analyze data to support business decisions.	1	1	1	1	1	**5**
Assess the credibility of information.	1	1	1	1	1	**5**
Professionalism And Collaboration						
Resolve conflicts by listening and proposing fair solutions and/or negotiations.			1			**1**
Provide constructive feedback to peers.			1			**1**
Demonstrate respect in all interactions, considering diverse perspectives.		1				**1**
Consider and/or adapt to feedback to improve individual and team performance.			1			**1**
Complete tasks on time with integrity and accountability.			1			**1**
Communication						
Use correct formatting, spelling, and grammar in all business communications.					1	**1**
Revise and edit written work, incorporating feedback to improve clarity and precision.				1		**1**
Deliver clear and organized oral presentations tailored to the audience and purpose.			1			**1**
Adapt written communication to meet the expectations of diverse audiences and contexts.	1		1			**2**
Business Knowledge						
Understand and apply discipline-specific concepts, frameworks and theories.			1		1	**2**
Understand and apply business concepts, frameworks, and theories.		1	1		1	**3**
Demonstrate the ability to understand and work with numbers (numeracy).			1	1	1	**3**
Adaptability And Lifelong Learning						
Reflect on own decisions and actions to improve future performance.	1	1				**2**
Reflect on challenges as opportunities to learn and adapt.			1			**1**
Develop self-awareness to learn and adapt to challenges and opportunities.	1	1	1			**3**

COMM 326

Learning Goals	1 Introduced	2 Reinforced	3 Practiced	4 Feedback	5 Assessed	Total
Technical Proficiency						
Use Excel for data organization, calculations, and visualizations.		1	1	1	1	**4**
Understand and evaluate the ethical implications of Artificial Intelligence in workplace applications.		1				**1**
Effectively navigate and utilize Microsoft Suite tools (e.g., Word, Outlook, PowerPoint).		1	1			**2**
Demonstrate basic use of data analysis tools and accurately interpret results.	1	1	1	1	1	**5**
Strategic Decision Making And Problem Solving						
Use decision-making frameworks and tools to structure analysis and identify and evaluate alternatives.	1	1	1	1	1	**5**
Effectively articulate the implementation of decisions and changes.	1	1				**2**
Assess the short- and long-term impact of decisions.	1	1	1	1		**4**
Analyze information to identify key insights for decision-making.	1	1				**2**
Research And Critical Inquiry						
Use reliable resources and tools to gather relevant information for research.	1	1	1	1	1	**5**
Properly cite sources and maintain academic integrity.		1	1			**2**
Assess the credibility of information.		1	1			**2**
Ask clear, relevant questions to guide research.		1	1			**2**
Professionalism And Collaboration						
Provide constructive feedback to peers.		1	1			**2**
Demonstrate respect in all interactions, considering diverse perspectives.		1	1			**2**
Consider and/or adapt to feedback to improve individual and team performance.		1	1	1	1	**4**
Complete tasks on time with integrity and accountability.		1		1	1	**3**
Communication						
Use correct formatting, spelling, and grammar in all business communications.		1	1			**2**
Adapt written communication to meet the expectations of diverse audiences and contexts.		1	1			**2**
Business Knowledge						
Understand and apply entrepreneurial thinking.	1	1				**2**
Understand and apply discipline-specific concepts, frameworks and theories.	1	1	1	1	1	**5**
Understand and apply business concepts, frameworks, and theories.	1	1	1	1	1	**5**
Demonstrate the ability to understand and work with numbers (numeracy).	1	1	1	1	1	**5**
Adaptability And Lifelong Learning						
Reflect on own decisions and actions to improve future performance.		1	1	1	1	**4**
Reflect on challenges as opportunities to learn and adapt.	1	1	1	1	1	**5**
Develop self-awareness to learn and adapt to challenges and opportunities.		1	1	1		**3**

APPENDIX B - LETTERS OF SUPPORT

Enclosed Letters of Suport:

- College of Education
- College of Engineering
- College of Pharmacy and Nutrition
- Department of Economics, College of Arts and Science

Please note that these colleges saw a draft version of the proposal where the title was *Certificate in Financial Literacy and Accounting Foundations*. While the name of the proposed certificate has changed everything else has stayed the same.

UNIVERSITY OF SASKATCHEWAN
College of Education
USASK.CA/EDUCATION

UNDERGRADUATE PROGRAMS OFFICE
ROOM 3350, 28 CAMPUS DRIVE
SASKATOON, SK S7N 0X1

July 31, 2025

Dear Vicky,

Thank you for your email. We appreciate your correspondence and for thinking of our Practical and Applied Arts (PAA) teaching area while you work to enhance your course offerings in Edwards.

The courses COMM 225.3 , COMM 325.3, and COMM 326.3 appear to be good options for our students with PAA as a Teaching Area 2. We will work to add these as options for our students so they can appear in the 2026-2027 catalogue entry. We will plan to move them through the approval channels in our college this fall.

Many times students take a certificate (i.e., 30 credit units in Education) in order to get an Advanced Qualification Certificate (AQC) in order to strengthen their understanding for teaching and advance in the pay scale. Nevertheless, our advisors can certainly encourage students who take these three courses to pursue the eventual Undergraduate Certificate in Financial Literacy and Accounting Foundations.

Sincerely,

M. Shaun Murphy, PhD
Associate Dean Undergraduate Programs, Partnership, and Research

UNIVERSITY OF SASKATCHEWAN
College of Engineering
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Dr. Maureen Bourassa
Associate Dean, Academic
Edwards School of Business
University of Saskatchewan

2025-09-04

Subject: Letter of Support for the Proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations

Dear Dr. Bourassa,

On behalf of the College of Engineering at the University of Saskatchewan, I am pleased to offer our full support for the proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations (CFAC).

In the field of engineering, our students frequently engage with financial and accounting information that is crucial to effective decision-making, particularly in areas such as project management, budgeting, and resource allocation. However, many of our students lack formal exposure to these areas of study. The introduction of this certificate provides an invaluable opportunity to address this gap, equipping non-business students, especially those in engineering, with the financial literacy and accounting skills necessary for success in today's multidisciplinary work environments.

The structure of the certificate program, which includes courses such as COMM 225.3, COMM 325.3, and COMM 326.3, is particularly well-suited to our students. These courses offer practical knowledge that complements their technical training without requiring a full immersion in a business degree. This aligns with our ongoing commitment to offering interdisciplinary learning experiences that broaden our students' skill sets and better prepare them for diverse careers across industries.

We are confident that the certificate will not only empower our students to make more informed, strategic decisions in their professional roles but will also strengthen the collaborative and cross-disciplinary environment we actively cultivate at the University of Saskatchewan. This program is in direct alignment with our mission to equip students with the tools they need to address complex challenges and contribute meaningfully to both the engineering profession and society.

We fully endorse the creation of the Undergraduate Certificate in Financial Literacy and Accounting Foundations and are excited to see its successful implementation. Thank you for your leadership in advancing this important initiative. Should you require any further support from our side, please do not hesitate to reach out.

Sincerely,

Dr. Akindele Odeshi
Associate Dean, Academic, College of Engineering

UNIVERSITY OF SASKATCHEWAN
College of Pharmacy and Nutrition
USASK.CA/PHARMACY-NUTRITION

2A20.01 Health Sciences, 107 Wiggins Road
Saskatoon SK S7N 5E5
Telephone: 306-966-6327
Fax: 306-966-6377
Email: pharmacy-nutrition@usask.ca
Web: pharmacy-nutrition.usask.ca

August 21, 2025

Dr. Maureen Bourassa
Associate Dean Academic
Edwards School of Business
University of Saskatchewan

Dear Dr. Bourassa,

On behalf of the College of Pharmacy and Nutrition, I am pleased to offer our support for the proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations (CFAC). This initiative represents a timely and strategic enhancement to the academic offerings at the University of Saskatchewan, and we believe it could provide significant value to students within our programs.

The CFAC aligns well with the interdisciplinary and practical learning goals of our College. As healthcare professionals, pharmacists and dietitians are increasingly required to navigate complex financial environments. The foundational knowledge gained through the CFAC would provide students essential skills in financial literacy, corporate reporting, and taxation that could be directly applicable to their future careers.

As you know, COMM 225.3 is a required course in our BSc(Nutr) program, and I can see the opportunity to complete the proposed CFAC being of great interest to our students, especially given the certificate's flexible structure that allows concurrent enrollment with degree programs without extending time to graduation.

We look forward to continued collaboration with the Edwards School of Business in promoting this certificate. Please do not hesitate to reach out if further input or assistance is needed as the proposal moves forward.

Sincerely,

Charity Evans
Associate Dean Academic

Parohl, Vicky

From: Bruneau, Joel
Sent: Thursday, August 7, 2025 11:48 AM
To: Parohl, Vicky; Howe, Eric
Subject: RE: Request for Support - Proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations

Hello Ms. Parohl.

The Department of Economics supports the Proposed *Undergraduate Certificate in Financial Literacy and Accounting Foundations*.

The rationale for having a sequence of courses for non-Business students is sound. More students need to improve financial literacy and this certificate is one way to accomplish that. I applaud the initiative of the ESB in this regard.

The Department of Economics, College of Arts and Science, has a degree program in Business Economics. Our students take a minimum of five ESB courses in their program of studies with up to five additional elective courses. We see the proposed certificate as beneficial to our B-ECON students as the credentialization will improve job opportunities and help focus student course selection. It would be our intention to advertise the proposed Certificate to our students.

We do not see the proposed Certificate as drawing students from our course offerings. Economics is not in direct competition with the proposed classes. Hence we do not challenge any aspect of the proposed Certificate.

Rather, the three classes (COMM 225, COMM 325, and COMM 326) will be of interest to our ECON and B-ECON students. We have made COMM225 required in our B-ECON program but would likely have COMM 325 and 326 remain as electives. Our ECON students can use the three classes as senior electives.

Thank you

Dr. Joel Bruneau
Associate Professor and Head
University of Saskatchewan
Department of Economics
ARTS 820, 9 Campus Drive
Saskatoon, SK, S7N 5A5
CANADA

joel.bruneau@usask.ca
Office: 306-966-5198
University of Saskatchewan | usask.ca

From: Parohl, Vicky <parohl@edwards.usask.ca>
Sent: Thursday, July 31, 2025 1:59 PM
To: Bruneau, Joel <joel.bruneau@usask.ca>; Howe, Eric <eric.howe@usask.ca>
Subject: Request for Support - Proposed Undergraduate Certificate in Financial Literacy and Accounting Foundations

Dear colleagues,

I hope you have been having an enjoyable summer thus far.

As you may recall, late last fall we met to discuss the launch of COMM 225, our new introductory accounting course. At that time, we also mentioned our intention to develop a broader Undergraduate Certificate in Financial Literacy and Accounting Foundations that would be open to students across campus.

At this stage, **we are seeking a letter of support from your college or department**, indicating how you see the certificate complementing your programs. I have attached a draft proposal for this proposed certificate as well as syllabi for the three required courses that make up the certificate.

Our goal is to finalize the proposal by **Friday, August 29**. If you have any feedback at this time or would like to discuss the proposal in more detail, I'm happy to set up a meeting at your convenience.

Thank you in advance for your time and insights. Your partnership is invaluable as we work to expand interdisciplinary opportunities at Edwards and across campus.

Warm regards,
Vicky

Vicky Parohl, **PhD Candidate**
(pronouns: she/her)
Manager, Accreditation & Strategic Initiatives
Faculty Advisor, Edwards JDC West
Edwards School of Business | University of Saskatchewan
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edwards.usask.ca

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. As a non-Indigenous settler of this land, I recognize the immense privilege that I have had to live, work, learn, and play in this beautiful territory. I am grateful for this land and all that it provides, and I pay my deep respects to the First Nations ancestors of this land. As educators and learners, I believe we all have a shared responsibility to work toward deconoloization and in holding our government responsible to the 94 calls to action of the Truth and Reconciliation Commission of Canada. I commit to learning, sharing knowledge, and to continually working toward positive change.

UNIVERSITY OF SASKATCHEWAN

PROVOST & SFO CONSULTATION

To: Academic Programs Committee of Council

From: Kyla Shea, Academic Programs and Planning Specialist

Date: October 20, 2025

Re: Certificate in Accounting for Decision Making

SUMMARY

The Provost and Strategic Finance Offices have reviewed and endorsed the proposal as proposed. The purpose of the review was twofold:

1) to understand the potential impact of the change on the enrolment in the program and college / school and alignment to the college/school strategic enrolment plan.
2) To understand the financial implications of the proposed change and the impact on the college / school financial situation.

Date	Reviewed By:	Communicated By:
October 20, 2025	Loleen Berdahl, Acting Deputy Provost	Kyla Shea

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Undergraduate Degree-Level Certificate in Accounting for Decision Making

General Description: The Edwards School of Business proposes this undergraduate degree-level certificate using existing courses, COMM 225.3, COMM 325.3, and COMM 326.3. This certificate may be completed as a stand-alone option or alongside a degree program. It was designed for students pursuing a degree program outside of the Edwards School of Business. Students pursuing the Bachelor of Commerce (B.Comm.) degree program may complete it, knowing that not all of the courses are eligible for use in all of the B.Comm. degree programs. As such, it should not be considered a means of laddering into the B.Comm. degree program.

Degree College: The Edwards School of Business

College Approval: Pending approval of the Edwards School of Business Faculty Council in October 2025

Effective Term: 2026-27

Course implications

- Consists of existing COMM courses, as follows:
  - COMM 225.3 Introduction to Accounting and Financial Literacy for Entrepreneurs
  - COMM 325.3 Corporate Reporting and Decision-Making
  - COMM 326.3 Taxation and Business Decisions

Registration and classes

- No change to standard class time slots, terms, and sessions.
- Based on the college's expectation of a "slight increase to enrolment," space booking needs will be similar to current needs. If demand for these classes increases, the college would consider offering additional sections. The college will alert the Registrar's Office if this occurs and the space needs change.

Convocation

- No new hood

Financial and Budget

- Standard, existing tuition rates and per credit unit method of assessment
- TC04, standard rate for COMM courses
- Provost's Office is concurrently conducting a full review of the program proposal, but endorses the proposal proceeding through the Consultation with the Registrar stage.

Student Mobility

- International students are admissible to this program.
- Note: Effective January 22, 2024, there is a new study permit application process which includes the requirement of a Provincial Letter of Attestation (PAL) being included in the application. USask has an institutional quota for PALs. These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate? Yes [X] No [ ]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

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

[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

Certificate in Accounting for Decision Making
CADM - Certificate in Accounting for Decision Making - long description (maximum of 60 characters)
CADM - Cert Acct for Decision Making - 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]

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 [X] No [ ]

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

Edwards School of Business

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

N/A

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

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

One major is required on all programs [4 characters for code and 30 characters for description] - Accounting [ACC] [exists in student systems and will be used] A major is required on a program and the major will automatically appear along with the credential

10 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 [X] No [ ]
Is an existing program being revised? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

CADM - Certificate in Accounting for Decision Making - long description (maximum of 60 characters)
CADM - Cert Acct for Decision Making - short description (maximum of 30 characters)

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

[30 character maximum for description; 12 character maximum for code]

CADM - Cert Acct for Decision Making - 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?

Edwards School of Business / Accounting

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

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

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

N/A

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

1 year (total of 9 credit units)

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

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

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

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

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

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

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes [ ] No [X] Revised [ ]

If you've answered NO, please continue on to the next section.

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

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

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

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

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

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

Section 5: Program(s) Information for Financial Change (including Tuition and/or Tuition Assessment Change) with no Curricular Change

1 Is method of tuition assessment changing without a curricular change? Yes [ ] No [X]

2 If YES, what is the name of the program(s), major(s), minor(s), and/or concentration(s)?

3 If YES and this is the only change, proceed to Section 19 to complete the Financial Appendix.

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

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

Is an existing college, school, center, or department being renamed?	Yes		No	X
Is an existing college, school, center, or department being deleted?	Yes		No	X

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

2 What is the name of the new (or renamed 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: 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 [X]
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 8: 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 - existing COMM will be used

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 [X] No [ ]

If NO, please describe.

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided? Yes [ ] No [ ]

5 Does this program require special consideration regarding the assignment of general classroom pool space? For example, is there foreseeable need, for pedagogical reasons, for dedicated space under a priority use agreement with the University Registrar's Office, or the need for specific types of space with particular technologies or set-ups? Yes [ ] No [X]

If YES, please describe the needs below. Note that the need for specific considerations regarding space will require further consultation with the Space Booking Office for general classroom pool space, and with Planning, Design, and Construction for non-teaching space.

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 9: Admissions, Recruitment, and Quota Information

1 Which of the following applications do you expect this program to be included on? Choose ONE option only.

Graduate Certificate, Post-Graduate Diploma, Master's or PhD Degree	Yes	
Bachelor's Degree, Diploma or Certificate (includes Colleges of Agriculture and Bioresources, Arts and Science, Education, Edwards School of Business, Engineering, Kinesiology, and Certificate in Dental Assisting)	Yes	X
Undergraduate program that requires previous post-secondary study (includes Colleges of Dentistry, Law, Medicine, Nursing, Nutrition, Pharmacy, and Veterinary Medicine)	Yes	
None of the above (this will require the creation of a new application)	Yes	

2 What is the first term to which the student can apply for admission?

202609 [September 2026]

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

Intake can occur in any term; deadlines will be the same as the existing CENTR Certificate Entrepreneurship program and the CBUS Certificate in Business program.

4 Is this new program a certificate (graduate or undergraduate level) or a non-degree level program?	Yes	X	No	

5 In which of the following situations can a student have this program on their record?

As their primary program.	Yes	X	No	
As their secondary program.	Yes	X	No	

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

N/A

7 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

8 *Does this impact enrollment?*

Anticipate a slight increase

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

Refer to Edwards School of Business

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

Yes

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

Regular Admission – High School (less than 18 credit units of transferable post-secondary)
• Grade 12 standing or equivalent.
• Successful completion of Foundations of Mathematics 30 (or Pre-Calculus 30 recommended, but not required).
• Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
• Proficiency in English.

Regular Admission – post-secondary (18 credit units or more transferable post-secondary)
• Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required.
• Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
• Proficiency in English.

Special Mature Admission
• Proof of age (21 or older).
• A written submission demonstrating capacity to undertake university-level studies.
• Less than 18 credit units of transferable post-secondary coursework.
• Transcripts of any secondary or post-secondary coursework.
• Copies of supporting documents covering any non-credit programs completed.
• Resume.
• Proficiency in English.

12 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.)

Regular Admission: Academic average – 100% weighting
• Average is calculated using five high school subjects or on 18 or more transferable credit units.

Special (Mature) Admission: Special admission package – 100% weighting
• Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

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

Regular Admission
Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission
Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

14 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 through Admissions Office

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

Admissions Office

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

N/A

17 Will the standard application fee apply?

Yes - for new applicants to USask

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

Current, active students will be exempt

19 Is there a tuition deposit required? Yes [ ] No [X]

NOTE: Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

20 Are international students admissible to this program? If YES, see Section 19 for Tuition and Fees information. Yes [X] No [ ]

NOTE
If YES and the program is an undergraduate program, a non-refundable tuition deposit of $1,000.00 will be required to accept the offer of admission.
This is part of the new (Jan. 22, 2024) study permit application process which includes a requirement of a Provincial Letter of Attestation (PAL) be included in the application. USask has an institutional quota for PALs.
These programs will impact our PAL allocations and could also be a limiting factor in some programs and our Strategic Enrolment Management (SEM) plans.

Section 10: 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 11: Convocation Information (only for new degrees)

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

No - as this is a certificate program

2 If YES, has the University Governance Office been notified?

3 When is the first class expected to graduate?

Spring Convocation 2027

4

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

30

Section 12: Schedule of Implementation Information

1 What is the effective term?

202609 [September 2026]

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

If YES, what and by what date?

Section 13: 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

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

If YES, what priority group should they be in?

Section 14: Academic History Information

1 Will instructors submit grades through self-serve? Yes [X] No [ ]

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 15: T2202 Information (tax form)

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

<u>Internship/Coop CRA Requirements</u>

2 Is this an internship or coop program? Yes [ ] No [X]

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided. Yes [ ] No [ ]

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below). Yes [ ] No [ ]

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks? Yes [ ] No [ ]

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

Section 16: Awards Information

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

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

No

Section 17: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? Yes [X] 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 18: Program, Major, Minor, or Concentration Termination

1 Is this a program, major, minor, or concentration termination? Yes [ ] No [X]
If yes, what is the name of the program, major, minor, or concentration?

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, major, minor, or concentration? Yes [ ] No [ ]
If yes, will they be able to complete the program, major, minor, or concentration?

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

6 When do you expect the last student to complete this program, major, minor, or concentration?

7 Is there mobility associated with this program, major, minor or concentration 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 [ ]

Financial Appendix

Section 19: Proposed Tuition and Student Fees Information

1 How will tuition be assessed? (see NOTES below)

Standard Undergraduate per credit	X
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	

Other * ☐
Program Based* ☐
Change to method of assessment for an existing program* ☐
* See attached documents for further details

NOTE: Standard category 4 tuition will be used; no questions below answered as follows standard

Standard or Non-Standard Tuition, Term Structure, Refund Schedule and Course/Class Set-Up

NOTE: Standard tuition is using an existing rate AND existing method of assessment.

NOTE: Non-standard tuition is using a new rate OR a new method of assessment OR including 3rd party involvement.

NOTE: Standard means rate, development, and presentation do not vary from the norm or previously approved set-up for a college. Standard items are developed and maintained in a predictable manner. Non-standard programs, term structure, and courses are set-up based on variations, through consultation with colleges, the University Registrar's Office and other stakeholders, and can have the following:

- tuition being assessed at a rate other than one of the standard categories or rates
- a unique term structure
- courses have a discrepancy in academic credit, operational credit and/or billing hours (at least one of)
- a change deemed necessary via University Registrar's Office in order to accurately assess fees or status

2 If this is a change in the method of assessment, what is the effective date?

3 If tuition is per credit, does it conform to existing categories for per credit tuition? If YES, what category or rate?

4 If this is a change in the method of assessment, what is the current method of assessment and what is it changing to?

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

6 If standard tuition, what is the rate?

7 What is the proposed non-standard rate? Standard currency is in Canadian dollars.

8 If per term, over how many Banner terms will tuition be assessed?

9 If per term, will students register in consecutive terms or will there be terms where students will not be registered? If graduate program/classes, is maintenance of status required?

10 If per term, will there be non-standard term start and end dates which require open learning class set-up? Please provide program start and end dates. Example - open learning class that spans more than one term. If this changes once program is approved, college/department/unit staff designation must inform Registrarial Services. (Example - clinical considerations or short class offerings like NURS or MBA.)

11 Which financial staff will be responsible for financial review and monitoring to ensure that college staff has appropriately operationalized, and that expected tuition revenue is assessed to students?

12 If contact hours are only 2 hours per week or less, what are the class build considerations?

13 For T2202 purposes if Registrarial Services staff have questions who is the contact?

14 Does the change affect the set-up of courses or classes? Yes ☐ No ☐

If YES, how?

For class build expectations against specific terms (such as MPT, CDA, MILBE), who will oversee class build, and who will check as a SBA/finance oversight?

For continuous class requirements required for continuous registration, who will oversee class build, and who will check as a SBA/finance oversight?

15 Will students outside the program be allowed to take the classes?

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

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

18 Do standard cancellation fee rules apply?

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

If YES, from which tuition code to which tuition code and for which subject code(s)?

20 If non-standard tuition is assessed by USask, will a new TC code be required? Yes ☐ No ☐

If YES, what TC code will be assigned to courses/classes?

21 What CFOAPAL should be attached to the new TC code?

22 Are there any additional program or class fees (e.g. Program, materials, excursion)? Yes ☐ No ☐

If YES, what are they?

23 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount. Yes No

24

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).

Internship/Co-op

25 Is the co-op a requirement of the student's degree program? If this is a requirement of their degree proceed to questions 2 to 4; otherwise, no months are to be provided. Yes No

26 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month for part-time months? These hours would typically be over and above the hours worked for the 3rd party employer (see last point in this section). Yes No

27 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks? Yes No

28

The work hours done in the co-op for the 3rd party employer typically would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exacting what is graded and how many hours approximately a student spends each week on those assignments (for full time months) or time spent each month (for part-time months)?

Third Party or Partner Information

29 Does this program involve a partnership with an external partner? Yes No

If YES, what is the institution/partner name?

30 What type of contract is this? (See legend at the end of this section for detailed information.)

31 Has a contract been signed? Yes No

NOTE: Contract must be signed before final approval will be granted and must be submitted to Registrarial Services for archiving.

32 Length of contract?

33 What college(s) or department(s) or unit(s) are academically/financially responsible for the contract?

34
Who is the financial contact (name and role) in the college responsible for contract negotiations, renewal, operationalization, and communication with all units, etc.? (Will oversee academic/class build questions to operationalize.)

35 Registration and financial clause expectations (legal ticks)

College invoice with 3rd party when services have been provided rather than USask collection from student and trying to reconcile back. (TC00) Yes No

Do students require full-time student loan eligibility? Yes No

Contract Code (complete if 3rd party has been identified)

36 Will a contract code need to be assigned to classes? Yes No

NOTE: This is necessary if a process is attached to the contract that impacts where the tuition/fees go, or when an identifier is necessary against the classes. This may be a central administration identifier or an identifier used by colleges.

37 Contract code required to distinguish classes. (Example - AR assesses tuition (SUNTEP students taking, portion goes to program college and portion goes to the XXXX college, is it split?.) Yes No

NOTE: This is for Provost's Office purposes/TABBS, college/SFA reconciling.

38 If YES to above, what is the purpose of the contract code on the class?

39 Who will bill?

40 Who is the class build staff that will oversee class build to ensure contract code gets added?

41 Identify the financial staff or department head who will ensure the class build is accurate.

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

Contract Information

Type = C1
- Name = Brokered
- Class Build and Registration = No
- CUs = N/A
- Billing Hours = N/A
- Tuition = No
- Fees = No

T2202s = No
Detail Code = No
Revenue = N/A

Notes = Not built in Banner; all financial activity is completed by the contracting entity (e.g. Battleford Tribal Agency)

Type = C2
Name = Info Only
Class Build and Registration = Yes
CUs = Normal
Billing Hours = Normal
Tuition = Normal
Fees = Normal
T2202s = Normal
Detail Code = Normal
Revenue = Central (100% is retained by USask)
NOTES = Contract code is informational only and does not impact configuration or processes; will be treated in normal fashion for all processes.

Type = C3
Name = No Tuition or Fee Assessment
Class Build and Registration = Yes
CUs = Normal
Billing Hours = Normal
Tuition = No
Fees = No
T2202s = No
Detail Code = No
Revenue = No tuition/fee revenue
Notes = e.g. BJM Health Sciences Academy

Type = C4
Name = Fee Assessment Only
Class Build and Registration = Yes
CUs = N/A
Billing Hours = N/A
Tuition = No
Fees = Yes
T2202s = Yes
Detail Code = No
Revenue = No tuition revenue

Notes = Billing happens outside of central (e.g. SUNTEP and most Education agreements).
Type = C5 Name = STM Class Build and Registration = Yes CUs = Normal Billing Hours = Normal Tuition = Normal Fees = Normal T2202s = Normal Detail Code = Yes (specific) Revenue = STM Notes = Unique agreement; contract code 33, STM tuition has it's own detail code and is paid out quarterly (completed by STM financial analyst).
Type = C6 Name = Tuition Sharing Class Build and Registration = Yes CUs = Normal Billing Hours = Normal Tuition = Normal Fees = Normal T2202s = Normal Detail Code = Normal Revenue = Shared (could be 100% shared or less but not 100% retained by USask) Notes = Central (agreement with USask where specific colleges are not defined in agreement (e.g. GDI) or college(s) specific (DEU). Payments happen outside of tuition allocation (e.g. SFA calculates a pay requisition to GDI (contract code 17) and First Nations University Canada (FNUC - contract code 41).

Section 20: TLSE - Information Dissemination (internal for TLSE use only)

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

10 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR

b. Fee Review Committee

c. Financial Strategy Office (FSA)

d. Office of the Provost

e. Board of Governors

f. Other

Disclaimer

By signing this document, you and your college signify responsibility for all agreed-upon class and student set-up in order to ensure the proper assessment and collection of this approved tuition amount. Failure to properly configure the student systems in the agreed upon method can result in additional work, loss of revenue, and cost for staff time to retroactively correct the error(s). Please note that identified errors greater than 4 terms will not be collected from students and all communications will be the responsibility of the college.

SIGNED

Date:

Acting Registrar (Salomé Ries):

College Representative(s):

Provost's Office Representative(s):

Associate Registrar (Academic) (Jason Doell):

Revised: June 27, 2025