

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, February 15, 2018 meeting:

Agenda Title: **Approval of Transfer Credits for February 2018, Office of the Registrar**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed transfer credits for February 2018, as submitted by the Office of the Registrar, to be effective immediately .

Final Item: 4A.

Agenda Title: **Proposed Changes to Existing Admission Requirements for MBA/BSc Pharmacy, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the changes to existing admission requirements for the MBA/BSc Pharmacy, Faculty of Graduate Studies and Research

Final Item: 4B.

Agenda Title: **Proposal for the suspension of Admission/Transfer to the Atmospheric Sciences honors/specialization program, Department of Earth and Atmospheric Sciences, Faculty of Science**

CARRIED MOTION: THAT GFC Academic Standards approve, with delegated authority from General Faculties Council, suspension of admission/transfer to the Atmospheric Sciences honors/specialization program, Faculty of Science, as set forth in Attachment 1, to take effect after September 2018.

Final Item: 5.

Agenda Title: **Proposal for an Embedded Certificate in Applied Social Science Research, Faculty of Arts**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Certificate in Applied Social Science Research, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2018.

Final Item: 6.

Agenda Title: **Proposal for a new non-credit Occupational Health and Safety Professional Diploma, Faculty of Extension**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed Occupational Health and Safety Professional Diploma (non-credit) as submitted by The Faculty of Extension, and as set forth in attachment 1, to take effect Fall Term, 2018

Final Item: 7.

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Admission/Transfer and Academic Standing Regulations for a new course-based Master of Arts in Policy Studies in the Department of Political Science**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the Admission/Transfer and Academic Standing regulations for a new course-based MA in Policy Studies in the Department of Political Science, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1.

Final Item: 8.

Agenda Title: Proposal from the Faculty of Graduate Studies & Research for Admission/Transfer and Academic Standing Regulations for a new combined Master of Business Administration/Doctor of Pharmacy (MBA/PharmD) program, the Faculty of Business and the Faculty of Pharmacy and Pharmaceutical Sciences

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, Admission/Transfer and Academic Standing regulations for a new combined Master of Business Administration/Doctor of Pharmacy (MBA/PharmD) program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business, and as set forth in Attachment 1, to take effect upon approval.

Final Item: 9.

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OUTLINE OF ISSUE
Action Item

Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**

4A. Proposed Approval of Transfer Credit for February 2018, Office of the Registrar

4B. Proposed Changes to Admission Requirements MBA/BScPharm combined Degrees Program, Faculty of Graduate Studies and Research

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar; Heather Zwicker, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual item for detail on proposed changes submitted by the Office of the Registrar and the Faculty of Graduate Studies and Research.
The Impact of the Proposal is	See individual item for detail on proposed changes submitted by the Office of the Registrar and the Faculty of Graduate Studies and Research.
Replaces/Revises (eg, policies, resolutions)	Various sections of the University Calendar; see individual items for specific affected Calendar sections. Updates the Alberta Transfer Guide.
Timeline/Implementation Date	Item 4A: To take effect upon approval Item 4B: To take effect upon approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. ASC's terms of reference provide that "the term ' routine and/or editorial ' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i).

Engagement and Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Programs) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – February 15, 2018

Final Approver	GFC Academic Standards Committee
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Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> , Comprehensive Institutional Plan, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment of students to take courses.</p> <p>2. GFC ASC Terms of Reference</p> <p>“A. Definitions</p> <p>i. “Routine and/or Editorial [...] the term “routine and/or editorial” refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy. [...]</p> <p>B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p> <p>“D. Alberta Transfer Guide</p> <p>i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.</p> <p>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.”</p> <p>3. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure): “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree</p>

Item No. 4A-4B

program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.”

4. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

Attachments

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for January 2018
2. Attachment B: Faculty of Graduate Studies and Research: Proposed changes to MBA/BScPharm

Feb 1, 2018

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on February 15, 2018

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
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Maskwacis Cultural College

ENGL 2125 (3)	ENGL 2XX (3) AUENG 2XX (3)
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The King's University

CMPT 375 (3)	AUCSC 460 (3)
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ENGL 314 (3)	ENGL 2XX (3)
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GEOG 321 (3)	SOC 3XX (3)
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MATH 430 (3)	AUCSC 415 (3)
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Ambrose University

SO 303 (3)	AUSOC 2XX (3)
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Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2018-2019 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Business [Graduate] [...] Graduate Program Requirements</p> <p>The MBA/BSc in Pharmacy Combined Degrees Program (Business) [Graduate]</p> <p>The Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business offer a program of combined study that permits highly qualified students to earn both the BSc in Pharmacy and the MBA degrees in five years.</p> <p>Each student must apply to the Faculty of Pharmacy and Pharmaceutical Sciences for admission into the BSc in Pharmacy program. Students that have completed the second year of the regular BSc in Pharmacy program are eligible to apply to the Faculty of Graduate Studies and Research for the Combined Degrees program and must indicate on their online graduate application that they are applying to the combined MBA/BSc in Pharmacy program.</p> <p>Entrance Requirements Acceptance by the Faculty of Graduate Studies and Research (for admission into the MBA program) and by the Faculty of Pharmacy and Pharmaceutical Sciences (for admission into the BSc in Pharmacy program) separately are prerequisites for admission into the MBA/BSc in Pharmacy Combined Degrees program. Admission into each Faculty will be determined</p>	<p>Business [Graduate] [...] Graduate Program Requirements</p> <p>The MBA/BSc in Pharmacy Combined Degrees Program (Business) [Graduate]</p> <p>(Note: Effective Fall 2017, applications for the BSc Pharmacy program are no longer being accepted. After that time interested students should apply to the PharmD program).</p> <p>The Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business offer a program of combined study that permits highly qualified students to earn both the BSc in Pharmacy and the MBA degrees in five years.</p> <p>Each student must first be admitted to the BSc in Pharmacy.</p> <p>Students that have completed the second year of the regular BSc in Pharmacy program are eligible to apply to the Faculty of Graduate Studies and Research for the Combined Degrees program, and must indicate on their online graduate application that they are applying to the combined MBA/BSc in Pharmacy program.</p> <p>Entrance Requirements Acceptance by the Faculty of Business (for admission into the MBA program) and by the Faculty of Pharmacy and Pharmaceutical Sciences (for admission into the BSc in Pharmacy program) separately are prerequisites for admission into the MBA/BSc in Pharmacy Combined Degrees program. Admission into each Faculty will be determined</p>

by the same selection process and criteria as for other students. In addition, each student must be admitted into the Combined Degrees program, admission will be determined by a selection committee composed of representatives of the Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business. Because this is a special program, particular attention in the selection process will be given to:

1. The student's past academic achievement; and
2. The student's maturity, interest and a rationale of how such a combined program will enhance the student's career and professional skills (University of Alberta Calendar, The Degree of MBA (Business))

Program Requirements

The first three years are taken entirely within the BSc in Pharmacy program, the fourth year entirely within the MBA program, the fifth year (final year) will be completed entirely in the BSc in Pharmacy program. The pharmacy portion of the program consists of the normal requirements of the BSc in Pharmacy program while the Business portion of the program consists of ★42.

MBA courses: students who obtain a grade of less than C+ or who fail to complete one of the MBA courses may, upon the recommendation of the Associate Dean (MBA), with the approval of the Faculty of Graduate Studies and Research, retake the course(s) or take an alternate course(s). Students repeating or taking an alternate course(s) must obtain a minimum grade of C+ and must maintain a cumulative grade point average of 2.7 (University of Alberta Calendar, Minimum Faculty Requirements).

Upon the successful completion of the five-year program, (i.e., successful completion of both the BSc in Pharmacy and the MBA degrees), candidates will receive both the BSc in Pharmacy and the MBA degrees. The MBA degree will not be conferred prior to the completion of the BSc in Pharmacy.

by the same selection process and criteria as for other students. In addition, each student must be admitted into the Combined Degrees program, admission will be determined by a selection committee composed of representatives of the Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business. Because this is a special program, particular attention in the selection process will be given to:

1. The student's past academic achievement; and
2. The student's maturity, interest and a rationale of how such a combined program will enhance the student's career and professional skills (University of Alberta Calendar, The Degree of MBA (Business))

Program Requirements

The first three years are taken entirely within the BSc in Pharmacy program. The fourth year is entirely within the MBA program. The fifth year (final year) is then completed entirely in the BSc in Pharmacy program. The pharmacy portion of the program consists of the normal requirements of the BSc in Pharmacy program. The Business portion of the program consists of ★42.

MBA courses: students who obtain a grade of less than C+ or who fail to complete one of the MBA courses may, upon the recommendation of the Associate Dean (MBA), with the approval of the Faculty of Graduate Studies and Research, retake the course(s) or take an alternate course(s). Students repeating or taking an alternate course(s) must obtain a minimum grade of C+ and must maintain a cumulative grade point average of 2.7 (University of Alberta Calendar, Minimum Faculty Requirements).

Upon the successful completion of the five-year program, (i.e., successful completion of the BSc in Pharmacy and the MBA degrees), candidates will receive both the BSc in Pharmacy and the MBA degrees. The MBA degree will not be conferred prior to the completion of the BSc in Pharmacy degree.

Inquiries regarding the **combined** MBA/BSc in Pharmacy Combined Degrees program may be directed to the **Associate** Dean for **Undergraduate** Programs in the Faculty of Pharmacy and Pharmaceutical Sciences, or the **MBA** Office in the Faculty of Business.

Academic Standing

A student is subject to the academic standing regulations and routes of appeal for grades and for academic standing of the Faculty in which the student is registered.

If a student withdraws from the MBA programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the BSc in Pharmacy degree program, the student may be permitted to continue provided the student retains good academic standing in that program.

Length of Program

Students enrolled in the combined program on a full-time basis can complete the program in five calendar years. The duration of the total program must not exceed six consecutive calendar years.

Inquiries regarding the MBA/BSc in Pharmacy Combined Degrees program may be directed to the **Assistant** Dean for **Professional** Programs in the Faculty of Pharmacy and Pharmaceutical Sciences, or the **Masters Programs** Office in the Faculty of Business.

Academic Standing

A student is subject to the academic standing regulations and routes of appeal for grades and for academic standing of the Faculty in which the student is registered.

If a student withdraws from the MBA programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the BSc in Pharmacy degree program, the student may be permitted to continue provided the student retains good academic standing in that program.

Length of Program

Students enrolled in the combined program on a full-time basis can complete the program in five calendar years. The duration of the total program must not exceed six consecutive calendar years.

Justification: Pharmacy has admitted their last class to the BScPharm program this past Fall 2017 and will launch the PharmD (Doctor of Pharmacy) in Fall 2018; however, they have also implemented a bridging program in Summer 2017 that will enable a portion of the graduates in 2018, 2019, 2020, and 2021 to graduate with a PharmD instead of the BScPharm degree that they started in.

They need language in the calendar that enables students to receive either a MBA/BScPharm or MBA/PharmD until 2021. Thereafter, it will be all MBA/PharmD and the BScPharm section can be removed.

Approved by:

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for the suspension of Admission/Transfer to the Atmospheric Sciences honors/specialization program, Department of Earth and Atmospheric Sciences**

Motion: THAT GFC Academic Standards approve, with delegated authority from General Faculties Council, suspension of admission/transfer to the Atmospheric Sciences honors/specialization program, Faculty of Science, as set forth in Attachment 1, to take effect after September 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Science
Presenter	Dr. Murray Gingras, Associate Chair, Undergraduate, Department of Earth and Atmospheric Sciences, Faculty of Science; Dr. Gerda deVries, Associate Dean Undergraduate, Faculty of Sciences

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Suspend admission/transfer to the Atmospheric Sciences honors/specialization programs in the Department of Earth and Atmospheric Sciences
The Impact of the Proposal is	Undergraduate students will not be able to enroll in Atmospheric Science Specialization or Honors. As such, we will not graduate Atmospheric Sciences students that meet the criteria of Environment Canada for eligibility to access their course in forecaster training. However, very few students have been pursuing that career path (only 1 to 3 students per year register in the program). Other than the forecaster training, no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Atmospheric programs. A lack of interest on the student's part is one aspect of this issue, the other is the retirement of 2 key teaching / research personnel, who will not be replaced. This means that going forward we cannot offer some courses that are required for the program. The main goal of suspension of the program is to prepare for a shift in the EAS department away from weather forecasting towards Earth Systems Modeling (Climate Change), which we are already working on internally.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	No new admissions after 2018.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	If the proposal is approved, the following will take place. 1. EAS Faculty will devise a plan to see existing Atmospheric students through their program. 2. EAS Faculty will meet with students to discuss and formulate a plan for revising the focus of the Atmospheric Program that will reflect our teaching capacity and adapt to the new landscape of

	Earth Systems Modeling, including Climate Change. This process has started already.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> External Stakeholders: <ul style="list-style-type: none"> Kitty Wilkes Manager, Meteorology Recruitment and Operational Internship Environment and Climate Change Canada Kyle Fougere Program Supervisor, Storm Prediction Centre Environment and Climate Change Canada Lisa Turnebey Head, Canadian Meteorological Aviation Centre Nick Nimchuk Head, Fire Weather Office Agriculture and Forestry, Alberta David Grimes President of the World Meteorological Organization (WMO) former Assistant Deputy Minister and Head of Environment Canada's Meteorological Service
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> We wrote to all Atmospheric Science students to inform them that EAS has applied to suspend new applications into Atmospheric Science Specialization and Honors. They were told that this action will not affect their ability to complete the program. In the same correspondence we invited their feedback: <i>"Following suspension, we will be evaluating the content of the program with an eye on moving forward with a more Earth System / Climate Modelling based program. Any comments that you have for me would be welcome."</i> Earth and Atmospheric Sciences Council (2017.09.19); Motion approved. Faculty of Science Undergraduate Associate Chairs (2017.09.29); Motion approved Faculty of Science Chairs (2017.10.19); Motion approved Faculty of Science, Faculty Council (2017.12.01); Motion approved
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	Faculty of Science, Faculty Council – December 1, 2017 ASC Subcommittee on Standards (for discussion) – February 1, 2018

	GFC Academic Standards Committee – February 15, 2018
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>For the Public Good: GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA). Section 26 (1) states “Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting to the generality of the foregoing has the authority to [] (n) determine standards and policies respecting the admission of persons to the university as students”</p> <p>2. PSLA Section 29(1) “A faculty council may (a) determine the programs of study for which the faculty is established [] (c) provide for the admission of students to the faculty [] (e) authorize the granting of degrees”</p> <p>3. <u>UAPPOL Admissions Policy</u></p> <p>4. GFC Academic Standards Committee: “B. Admission and Transfer [...] i. All proposals from the Faculties or Administration related to admission and transfer [...] are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 Proposal Template for Suspension
2. Attachment 2 Proposed Calendar Wording

Prepared by: Dr. Murray Gingras, Associate Chair, Undergraduate, Department of Earth and Atmospheric Sciences, Faculty of Science, mgingras@ualberta.ca

ATTACHMENT 1: EAS

Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

Institution	University of Alberta
Program/specialization title	Honors & Specialization Programs – Atmospheric Sciences
Credential awarded	
Proposed date(s) of suspension	No new students accepted for 2019-20

A: Suspension

1. *Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.*

In Atmospheric Sciences, enrollment has been consistently low in both the Honors and Specialization since 2013. Generally fewer than four students in each academic year for the last five years (see below for data for 2010-2017). With the exception of 2016, participation in the programs has decreased by 4 to 30% each year. The decrease in enrollment appears to be tied to the numeracy required to succeed in Weather and Earth-Systems Modeling, and by a decrease in career opportunities for traditional forecasting jobs over the last several years.

A second reason for cancelling the program is our inability to deliver the required courses. Following the retirement of 2 key faculty (of 4.5 faculty associated with delivering the program), it has become clear that the Atmospheric Sciences program will lack the teaching resources necessary to deliver the program. Coupled with the low levels of student participation, replacement of these teaching resources cannot be justified.

Table 1. Enrollment Atmospheric Sciences honors/ specialization.

Year	Students Registered Atm. Sc. Programs All Years	% Decrease From Previous Year
2010	23	na
2011	22	4.3%
2012	21	4.5%
2013	17	19.0%
2014	13	23.5%
2015	9	30.8%
2016	11	-22.2%
2017	9	18.2%

2. *Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.*

All students currently in the Honors and Specialization programs will be provided with the opportunity to complete their existing program. Advisors will be available to assist them with course selection, etc. Many of the individual courses that make up the Atmospheric programs will continue to be offered for the foreseeable future.

We will notify each of the students enrolled in the Atmospheric Sciences programs of the cancellation of the program and of our continued commitment to providing them with assistance in completing their degrees. We will post information on departmental and Faculty of Science websites and other relevant forums about the suspension of the Honors and Specialization programs in Atmospheric Sciences.

3. *Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.*

No professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Atmospheric programs. Our Specialization and Honors Atmospheric Sciences meet the criteria of Environment Canada for eligibility to access their own course in forecaster training. In that regard, programs at the University of British Columbia, University of Manitoba, Dalhousie University, University of Toronto, McGill University and Université du Québec à Montréal also meet that criteria.

The primary employer of students from this program has been Environment Canada, but they have severely curtailed hiring from this program (no new hires for the past 3 years).

EAS has contacted and invited discussion from the following government professionals:

Kitty Wilkes

Manager, Meteorology Recruitment and Operational Internship

Environment and Climate Change Canada

kitty.wilkes@canada.ca

tel; 780-951-8903

Kyle Fougere

Program Supervisor, Storm Prediction Centre

Environment and Climate Change Canada

kyle.fougere@canada.ca

tel. 780-951-8918

Lisa Turnebey

Head, Canadian Meteorological Aviation Centre

lisa.turneby@canda.ca

tel. 780-951-8828

Nick Nimchuk

Head, Fire Weather Office

Agriculture and Forestry, Alberta

nick.nimchuk@gov.ab.ca

tel. 780-427-7230

David Grimes

President of the World Meteorological Organization (WMO)

former Assistant Deputy Minister and Head of Environment Canada's Meteorological Service

4. *Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.*

The flexibility provided by not offering Atmospheric Sciences programs will lead to better use of teaching resources in the long term. In the short to medium term, there will be little impact on operations and resources, and current students will be able to complete their degrees. Existing Atmospheric Science courses will continue to be offered based on demand.

**arth and Atmospheric Sciences
Program Changes**

CURRENT (2017-2018)	PROPOSED
<p>Faculty Overview</p> <p>The Faculty of Science offers degrees in Applied Mathematics, Atmospheric Sciences, Astrophysics, Biochemistry, Biological Sciences (Animal Biology, Ecology, Evolutionary Biology, Microbiology, Molecular Genetics, Physiology and Developmental Biology, Plant Biology), Chemistry, Cell Biology, Computing Science, Computing Science with Business Minor, Environmental Earth Sciences, Geology, Geophysics, Immunology and Infection, Mathematical Physics, Mathematics, Mathematics (Computational Science) Mathematics and Economics, Mathematics and Finance, Neuroscience, Paleontology, Pharmacology, Physics, Physiology, Psychology, and Statistics.</p> <p>A Business Minor, an Arts Minor and an Agricultural, Life and Environmental Sciences minor are available in the BSc General program.</p> <p>A Science Internship Program (SIP) is available to Faculty of Science BSc students to enhance their studies and provide relevant work experience. Students must complete an 8-, 12- or 16- month work experience term at the end of their third year to receive SIP designation on their degree parchment. For more details, please see Science Internship Program.</p>	<p>Faculty Overview</p> <p>The Faculty of Science offers degrees in Applied Mathematics, Astrophysics, Biochemistry, Biological Sciences (Animal Biology, Ecology, Evolutionary Biology, Microbiology, Molecular Genetics, Physiology and Developmental Biology, Plant Biology), Chemistry, Cell Biology, Computing Science, Computing Science with Business Minor, Environmental Earth Sciences, Geology, Geophysics, Immunology and Infection, Mathematical Physics, Mathematics, Mathematics (Computational Science) Mathematics and Economics, Mathematics and Finance, Neuroscience, Paleontology, Pharmacology, Physics, Physiology, Psychology, and Statistics.</p> <p>A Business Minor, an Arts Minor and an Agricultural, Life and Environmental Sciences minor are available in the BSc General program.</p> <p>A Science Internship Program (SIP) is available to Faculty of Science BSc students to enhance their studies and provide relevant work experience. Students must complete an 8-, 12- or 16- month work experience term at the end of their third year to receive SIP designation on their degree parchment. For more details, please see Science Internship Program.</p>

CURRENT (2017-2018)	PROPOSED
<p>Honors Atmospheric Sciences [Science]</p> <p>Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.</p> <p>Honors in Atmospheric Sciences</p> <p>Atmospheric science is the study of atmospheric composition, state and motion, from the small scale (e.g., the environment of a single leaf) through medium scales (e.g., a cumulus cloud) to the global</p>	<p>Honors Atmospheric Sciences [Science]</p> <p>Effective September 2019, there will be no further admissions into BSc Honors or BSc Specialization in Atmospheric Sciences. Students who entered one of these programs prior to September 2019 must complete all program requirements by April 2026. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Atmospheric Sciences will be granted Spring Convocation 2026.</p>

scale (global pollution and warming). Most atmospheric scientists in Canada work for Environment Canada, providing weather forecasts or environmental information. Opportunities also arise with provincial governments and in the private sector.

Continuation in the Honors in Atmospheric Sciences program requires successful completion of at least ★24 with a minimum of 3.0 GPA in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on the last ★60 credited to the degree.

A student enrolling in the Honors program should consult the Atmospheric Sciences advisor before registration each year.

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Current (2017-2018)	Proposed
<p>Specialization Atmospheric Sciences [Science]</p> <p>Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.</p> <p>Specialization in Atmospheric Sciences</p> <p>Continuation in the Specialization in Atmospheric Sciences program requires successful completion of at least ★18 with a minimum 2.3 GPA in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on the last ★60 credited to the degree.</p> <p>A student enrolling in the Specialization program should confer with the Atmospheric Sciences program student advisor before registration each year.</p>	<p>Specialization Atmospheric Sciences [Science]</p> <p>Effective September 2019, there will be no further admissions into BSc Honors or BSc Specialization in Atmospheric Sciences. Students who entered one of these programs prior to September 2019 must complete all program requirements by April 2026. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in Atmospheric Sciences will be granted Spring Convocation 2026.</p>

Current (2017-2018)

Admissions Chart 7

Program	Honors Required Averaged	Specialization Required Average
Atmospheric Sciences	High School – minimum 80% Transfer – a minimum 3.0 GPA on ★24 in each preceding Fall/Winter. For admission requirements, see BSc (Honors)	High School – minimum 75% Transfer – a minimum 2.3 GPA on ★18 in each preceding Fall/Winter. For admission requirements, see Bachelor of Science (Specialization)

Propose

Admission Chart 7

Program	Honors Required Averaged	Specialization Required Average
Atmospheric Sciences	Note: Effective September 2019, there will be no further admissions into BSc Honors in Atmospheric Sciences	Note: Effective September 2019, there will be no further admissions into BSc Specialization in Atmospheric Sciences

Current (2017-2018)

Honors in Geology [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Specialization in Geology [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and

Proposed

Honors in Geology [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 10 academic programs: Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Specialization in Geology [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 10 academic programs: Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in

Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing

Honors in Environmental Earth Sciences [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Specialization in Environmental Earth Sciences [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Specialization in Planning [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 12 academic programs: Honors and Specialization in Atmospheric Sciences, Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Planning, see Faculty of Arts listing

Honors in Environmental Earth Sciences [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 10 academic programs: Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Specialization in Environmental Earth Sciences [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 10 academic programs: Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

Specialization in Planning [Science]

Earth and Atmospheric Sciences encompass the study of the atmosphere, surface and interior of the earth. The Department administers 10 academic programs: Honors and Specialization in Environmental Earth Sciences, Honors and Specialization in Geology, Honors and Specialization in Paleontology, BSc Specialization in Planning, BA Major and Minor in Human Geography, and BA Major in Planning. For details on the Major and Minor in Human Geography and on the BA Major in Planning, see Faculty of Arts listing.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for an Embedded Certificate in Applied Social Science Research, Faculty of Arts**

Motion: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Certificate in Applied Social Science Research, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Arts
Presenter	Dr. Michelle Maroto, Department of Sociology, Faculty of Arts; Dr. Sara Dorow, Department of Sociology, Faculty of Arts; Dr. Erwin Selimos, Department of Sociology, Faculty of Arts

Details

Responsibility	Department of Sociology
The Purpose of the Proposal is (please be specific)	To establish an embedded <i>Certificate in Applied Social Science Research</i> . This will be an embedded interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. The certificate will be open to undergraduate students across faculties, but it will primarily be geared toward those enrolled in the Faculty of Arts.
The Impact of the Proposal is	This certificate provides undergraduate students the opportunity to combine theoretical learning with hand-on, practice experience in social science research. The certificate will provide a strong methodological background for students seeking further education in the social or health sciences while providing marketable skills for students seeking to enter the labour force.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall 2018
Estimated Cost and funding source	The Certificate will be managed through the Faculty of Arts. A faculty advisor in the Department of Sociology will help provide information and guidance to students; this will be part of the faculty member's service to the Department and thus poses no cost. A new internship course being developed in conjunction with the Certificate (Soc 415) will be built into the Sociology Department's teaching plan, and will receive some basic, minimal administrative support from Department staff. In 2017-18, the development of the Certificate and the internship course (including a pilot of the course in winter 2018) are being supported by a postdoctoral fellow, with funding from the Faculty of Arts.
Next Steps (ie.: Communications Plan, Implementation plans)	The following represents timeline for certificate approval: ❖ In Winter 2018, the Department of Sociology will pilot the internship course with a small group of students (via a directed reading course), and conduct initial evaluation.

	<ul style="list-style-type: none"> ❖ Begin advertising the Certificate in Applied Social Science in February 2018
Supplementary Notes and context	<p>BACKGROUND WORK We have already completed much of the background work for the certificate. Over the past year we have:</p> <ul style="list-style-type: none"> ❖ compiled a detailed list of eligible courses, ❖ constructed a set of pathways through the certificate for students in different departments, and ❖ completed a preliminary demand analysis among undergraduate students.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Robin Cowan, Senior Officer, Student Programs & Services – September 15, 2017 • Rebecca Nagel, Associate Dean with Student Programs – September 15, 2017 • Department of Sociology Undergraduate Teaching Committee – October 12, 2017 • Sociology Department Council – October 16, 2017 <p>In September 2017, the Chairs and Associate Chairs of the following programs and faculties were sent an email gauging their support of the proposed Certificate, and were given the opportunity to review a draft of the proposal:</p> <ul style="list-style-type: none"> • Department of Political Science • Department of Economics • Department of Anthropology • Department of Psychology • Department of Human Geography • Department of Human Ecology • Women’s and Gender Studies • Faculty of Native Studies <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Sociology Department Council – October 16, 2017 • Robin Cowan, Senior Officer Student Programs & Services; • Rebecca Nagel, Associate Dean with Student Programs; • Undergraduate students of various programs within the Faculty of Arts (through a demand analysis survey conducted between April 2017 and September 2017) • Department of Linguistics – December 2017 <p>In September 2017, the Chairs and/or Associate Chairs of the following programs and faculties were sent an email to gauge their support of the proposed Certificate and given the opportunity to respond to a draft of the proposal:</p> <ul style="list-style-type: none"> • Department of Political Science • Department of Economics • Department of Anthropology
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	<ul style="list-style-type: none"> • Department of Psychology • Department of Human Geography • Department of Urban and Regional Planning • Department of Human Ecology • Women’s and Gender Studies • Faculty of Native Studies <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Department of Sociology <p>As of October 16, 2017, the following departments and faculties have indicated interest in their students’ active participation in the Certificate program (Please see attached Letters of Support):</p> <ul style="list-style-type: none"> • Department of Political Science • Department of Economics • Department of Anthropology • Department of Human Geography • Department of Urban and Regional Planning • Department of Human Ecology • Women’s and Gender Studies • Faculty of Native Studies
Approval Route (Governance) (including meeting dates)	Arts Faculty Council – November 23, 2017 ASC Subcommittee on Standards (for discussion) – February 1, 2018 GFC Academic Standards Committee – February 15, 2018
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<ul style="list-style-type: none"> ❖ The <i>Certificate in Applied Social Science Research</i> directly addresses the five areas—build, experience, excel, engage, and sustain—described in <i>For the Public Good</i>, the University of Alberta’s Strategic Plan for 2016-2021: <ul style="list-style-type: none"> ▪ Within the <i>build</i> area, the Certificate will enhance the visibility of the University of Alberta through its collaborative projects that involve faculty, students, and organizations. ▪ The research internship course promotes <i>experience</i> through its experiential learning components. ▪ The Certificate will help students to <i>excel</i> through the training and professional development activities offered. ▪ As part of the <i>engage</i> area, the Certificate will support interdisciplinary research that brings students into all aspects of the research process. ▪ The Certificate will support the <i>sustain</i> area by supporting the continued development of student analytical and research skills. ❖ The certificate also addresses the Faculty of Arts’ call for experiential, interdisciplinary, and research-based learning in the Arts; and is in keeping with the Undergraduate Research Initiative, which aims to improve student engagement in research.
Compliance with Legislation, Policy and/or Procedure	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over

Relevant to the Proposal
(please quote legislation and
include identifying section
numbers)

academic affairs.

2. GFC Academic Standards Committee (ASC) Terms of Reference

“3G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).”

3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

4. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.).

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

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	<p>6. PSLA: The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>7. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p>8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1-10) Certificate in Applied Social Science Research Proposal
2. Attachment 2 (pages 1-33) Certificate Proposal Appendix
3. Attachment 3 (pages 1-5) Calendar Change Request Form - Certificate Proposal
4. Attachment 3 (pages 1-2) Calendar Change Request Form – Applied Internship Course

Prepared by: Dr. Michelle Maroto (Assistant Professor, Sociology), Dr. Gillian Stevens (Professor, Sociology), and Dr. Erwin Selimos (Postdoctoral Fellow, Sociology)

Program Approval Template
Certificate in Applied Social Science Research Application

Section A: Basics

Program Name: Certificate in Applied Social Science Research (*name pending*)

Sponsoring Faculty: Faculty of Arts

Contact information: Dr. Gillian Stevens
780 492-4377
gasteven@ualberta.ca

Dr. Michelle Maroto
780 492-0478
maroto@ualberta.ca

Institution: University of Alberta

Units of Course Weight: *15 that include
*3 One introductory statistics course (e.g., SOC 210, STAT 151)
*3 One introductory overview course in social science methodology course (e.g., PSYCO 212, NS 390, SOC 315)
*6 Two advanced methods or statistics courses (e.g., STAT 252, ECON 399, SOC 456; SOC 418; HGP 470, ANTHR 401)

One of:

*3 3 credits of participation in SOC 415: Applied Research Internship

OR

*3 Capstone social science research project involving either a research internship or a research-based honors thesis/individual study with a faculty member

Program Synopsis: *Certificate Background*

Almost 20 years ago, the Boyer Commission report on undergraduate education in the United States highlighted failures in student engagement in research universities (Boyer Commission 1998; Katkin 2003). The first of ten recommendations in the report encouraged universities to “make research-based learning the standard” through undergraduate involvement, mentoring, and internships (Boyer Commission 1998, 15). Since then, universities have begun to stress

active-learning environments, undergraduate research, and experiential learning as central components of the student experience.

Furthermore, research-based learning provides opportunities for students to develop practical and critical thinking skills that are increasingly in demand among employers and policymakers (Conference Board of Canada 2016; MacInnes et al. 2016; SHRM 2016). Research skills are also growing in demand among employers (MacInnes et al. 2016, 14).

In response to the growing demand for experiential research-based learning opportunities at the university, we are proposing a new *Certificate in Applied Social Science Research* implemented through the Faculty of Arts and the Department of Sociology. Considering the absence of an interdisciplinary research certificate in the social sciences, the new *Certificate in Applied Social Science Research* will fill a growing interest in research skill development and experiential learning within the Faculty of Arts. The *Certificate in Applied Social Science Research* offers a unique opportunity for students to develop competencies that are highly valued in a variety of workplaces, and to do so with an understanding of ethical practice and social responsibility.

Certificate Description

The *Certificate in Applied Social Science Research* will be an interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. This certificate will be open to undergraduate students across Faculties, but it will primarily be geared toward those enrolled in the Faculty of Arts. In addition to students in the Faculty of Arts, we anticipate interest from students in the Faculty of Native Studies, the Faculty of Agriculture, Life, and Environmental Sciences (namely students enrolled in Human Ecology), and the Faculty of Science (namely students enrolled in Human Geography and Planning). We also anticipate that there will be interest from other Faculties over time.

The course requirements include an overview of methods used in social science research, an in-depth study of at least one methodological approach used in the social sciences, and a grounding in statistical analysis. Students will also gain hands-on experience in social science research through a placement in ongoing research projects led by faculty members, government departments, or community organizations. Completion of the certificate will provide students with marketable skills in social research and strong preparation for graduate study in the social sciences.

Certificate Components

To ensure a broad background in research methods, the certificate will require *15 credits that include one introductory statistics course, one overview methods course, and two advanced methods or statistics courses. These course requirements will encourage students to develop competencies in multiple research methods, both qualitative and quantitative, while also being open to students' interests. The final three credits come from an experiential learning component. Students will obtain these credits through participation in either an internship course *or* a capstone research course. Internship course credit can be gained by participating in a course administered by the Sociology Department or through an equivalent internship placement. The capstone research course will be taken as an independent study or honors thesis course – usually in the student's home department. Please see Appendix A for listings of potential courses and Appendix E for guidelines for approving capstone courses. Protocols for ensuring equivalency of expectations between the two routes for completing *3 of experiential learning will be developed as part of the piloting of the internship course in winter 2018.

Intention to Complete

To obtain credit for the certificate, students are expected to submit an Intention to Complete form by the fall of their intended year of graduation. The form will be available from the Certificate Advisor.

SOC 415: Applied Research Internship

As part of the research internship course, described in Appendix D, students will participate as research assistants in a project conducted in association with an outside organization. Students will be in regular contact with partners throughout the term. To encourage ownership over their work, each student will be assigned to a specific project for the semester and will participate in key steps of the research process. In addition to dedicating 7-8 hours per week to their specific research internship tasks, students will meet weekly to discuss the progress of their projects as well as theoretical issues related to data collection and analysis, methodology, ethics, and research dissemination. Students will also participate in a series of professionalization activities. These will include developing skill-based CVs/resumes, researching potential job opportunities, and meeting with social scientists working outside academia to discuss their employment pathways and the nature of their work. The course instructor will seek course ethics approval for all research activities associated with the projects in the course. Furthermore, all research projects will abide by any research policies outlined by the partnering organization or agency. At the end of the semester, students will then present their research. Together, these components help to address the three elements of Harvey and

Thompson's (2009) authentic research experience, as discussed in Appendix D. Also, please see Appendix D for examples of the type of research projects students may be asked to perform.

Capstone Course

Within the capstone course, students will have the opportunity to further their research interests by completing an independent study or honors thesis with a faculty member over the course of a semester. In addition to the basic independent study or honors thesis requirements, students using this option for certificate credit will engage in a project that requires experiential application of social science research methods.

Cohort Sequencing and Presentations

All students completing the certificate during the specified year will be required to present their projects at the end of the winter semester with their cohort. Other presentation options (such as through a conference or alternative course) will be considered for students competing their projects during other semesters, with the approval of the Certificate Advisor.

In the year in which they complete the Certificate, students completing the final *3 through an option other than SOC 415: Applied Research Internships will be invited to attend professional development seminars offered in conjunction with SOC 415: Applied Research Internship.

Resource Development

We are in the process of developing multiple resources, including a brochure, a Certificate Guide for Students, a dedicated email address for the Certificate Advisor, and an Intention to Complete Form to guide students through the Certificate program. The Intention to Complete Form will be used to identify students who intend to complete the certificate during the academic year. It will also include a Capstone Fulfillment Section that will be used by the Advisor and by the student to specify how the student will fulfill the requirement for the experiential learning component of the certificate.

Prerequisites

No prerequisite courses or program approval are required for entrance into the certificate. However, enrolment in certain courses will require prerequisites as outlined in Appendix Table A3 and described in the pathways in Appendix B. It should also be noted that many courses that fit into a student's major or minor meet the course requirements for the certificate. Please see Appendix Table A2 for the identified

overlap between the proposed certificate requirements and current course requirements for a B.A. in different social science discipline.

Summary

For many educators, inquiry-based and research-based learning is key to creating a useful experiential learning environment (Brew 2013; Jenkins 2009; Mooney and Edwards 2001). This type of learning emphasizes research processes and problems and engages students as full participants (Healey 2005; Healey and Jenkins 2009; Spronken-Smith and Walker 2010). Although short-term activities, such as field trips and community observations, increase learning and subject understanding for students, involvement in projects that extend at least a semester improves research literacy and shows additional positive outcomes for students (e.g., Adedokun et al. 2012; Cuthbert, Arunachalam, and Licina 2012; Portillo et al. 2013). We therefore seek to follow Harvey and Thompson (2009, 13) and others by creating an authentic undergraduate research experience that includes: (1) projects that engage students as intellectual colleagues, (2) where students understand the primary literature, the rationale for the project, and the methods, data analysis, and interpretation of results and (3) conduct research directed toward presentation and publication.

For students to benefit from a research internship or capstone course that provides the opportunity to participate in a research project, they must therefore have an appropriate repertoire of skills to draw upon. The certificate's course requirements include a set of courses that will ensure students acquire a solid grounding in quantitative and/or qualitative research, an overview of methods often used in social science research to gather data and to design research projects, and in-depth study of at least one methodological approach used in the social sciences.

Completing the certificate will allow students to develop their research skills and to gain professional experience by participating in a major social research project.

Section B: Rationale, Implications, and Impact

Rationale:

The *Certificate in Applied Social Science Research*, through a combination of coursework and experiential learning, will provide a strong methodological background for students seeking further education in the social sciences or health sciences. Additionally, the certificate's experiential component provides hand-on learning experiences through which students can develop practical research and critical thinking skills that are increasingly in demand among employers and policymakers. A recent report released by the British Academy for the Humanities and Social Sciences highlights the importance of social science research skills in undergraduate degrees, particularly skills in the analysis of quantitative data. According to the authors, these skills are "fundamental to the development of the digital economy driven by new ways of extracting value from all kinds of data.... The social sciences and also the Humanities, can deliver graduates with the necessary skills" (MacInnes et al. 2016, 14).

Furthermore, certificates will become increasingly important as students look to find pathways within the more flexible BA recently introduced through the Faculty of Arts BA Renewal program.¹ The *Certificate in Applied Social Science Research* will allow students to benefit from the various strengths in shared methodological approaches in the social science departments in the Faculty of Arts. Although each department in the University of Alberta appears to focus on a few approaches, all approaches are found and used across social science disciplines. Allowing students to take methods and statistics courses spread across the disciplines will encourage them to broaden their skills and flexibility in social science research beyond the limited number of approaches found in any one department.

¹ For more information on the BA Renewal program please see: <https://www.ualberta.ca/arts/about/ba-renewal>.

Vision and Academic

Plan:

The *Certificate in Applied Social Science Research* directly addresses the five areas—build, experience, excel, engage, and sustain—described in *For the Public Good*, the University of Alberta's Strategic Plan for 2016-2021:

- Within the *build* area, the Certificate will enhance the visibility of the University of Alberta through its collaborative projects that involve faculty, students, and organizations.
- The Certificate and the research internship course promote *experience* through its experiential learning components.
- The Certificate will help students to *excel* through the many training and professional development activities offered.
- As part of the *engage* area, the Certificate will support interdisciplinary research that brings students into all aspects of the research process.
- The Certificate will support the *sustain* area by facilitating the continued development of student analytical and research skills.

We believe that these efforts advance the university's reputation for research excellence and innovation in teaching.

The proposed certificate also aligns with the Faculty of Arts' call for Experiential Learning in the Arts, which aims to improve student engagement and professional development through structured opportunities that include research, community service, work, and travel.² Experiential learning—including the integration of research and experiential learning, ethical engaged citizenship, and interdisciplinary collaboration—is also a key priority identified in the Faculty of Arts 2017-22 draft Academic Strategic Plan.³ Furthermore, the coursework supports and expands on the goals of the University of Alberta's Undergraduate Research Initiative, which aims to create a culture in which every undergraduate student has opportunities to engage in research and creative activities, both in and outside of the classroom.

Resource Implications: No adverse impacts are foreseen from the implementation of this research certificate. After the introduction of one new course in the Sociology Department, all courses required to complete the certificate should be easily accommodated within existing programs.

Students who are majoring in Anthropology, Criminology, Economics, Human Geography, Planning, Psychology, and Sociology are already able or required to take at least 2 or 3 of the courses that

² Experiential Learning in the Arts: <https://www.ualberta.ca/arts/programs/experiential/experiential-about>

³ <https://cloudfront.ualberta.ca/-/media/arts/about/phase2aspstrategicgoalsfinal.pdf>

are required for the certificate to satisfy the requirements of their program, as outlined in Appendix B. They therefore need to take only 2 or 3 additional courses in statistics or methods (see Appendix A, Tables A1 and A2). Students have many choices among courses at this level. It is not anticipated, therefore, that establishing this certificate will lead to a substantial increase in the overall number of students taking courses. However, the certificate will provide more value to the courses that many students are already taking, and offer students a more defined pathway through their programs.

The Certificate includes an experiential component. To help meet this demand, the Department of Sociology is introducing a new course, SOC 415: Applied Research Internship. The course will be accommodated within the Department's teaching plan no later than 2019-20. During the winter 2018 semester, the Department will pilot the course as an independent study (SOC 403) with a group of 4-6 students. By the following year, the course is expected to attract up to 12 students. The course is being submitted for governance approval this year (simultaneously with the Certificate proposal).

As part of the research internship course, described in Appendix D, students will participate as research assistants in a project conducted in association with an outside organization. Students will be in regular contact with partners throughout the term. To encourage ownership over their work, each student will be assigned to a specific project for the semester and will participate in key steps of the research process. In addition to dedicating 7-8 hours per week to their specific research internship tasks, students will meet weekly to discuss the progress of their projects as well as theoretical issues related to data collection and analysis, methodology, ethics, and research dissemination. Students will also participate in a series of professionalization activities. These will include developing skill-based CVs/resumes, researching potential job opportunities, and meeting with social scientists working outside academia to discuss their employment pathways and the nature of their work. At the end of the semester, students will then present their work to each other and to community partners.

The Certificate will be managed in the Faculty of Arts. To provide advice and support to students in the program, and to manage commensurability in the capstone experiential component, a faculty member in the Department of Sociology will assume the role of Certificate Advisor. This will count as the faculty member's service contribution to the Department, thus posing no new resource implications. This arrangement will be re-visited should the Certificate program grow large enough to warrant further oversight or staff support.

Enrolment:

Over the last two years, there has been high enrollment in SOC 456: Data Analysis and Research, an advanced course in applied statistics. The course is currently full for the upcoming Winter 2018 semester. The Political Science Department typically graduates about 30 Honors students a year. They are required to take PS 399, a course with a heavy methods component. The Department of Psychology offers an array of statistics and research methods courses that would meet the course requirements of the proposed certificate. We anticipate that students such as these will form the core constituency for those interested in pursuing the Certificate in Applied Social Science Research.

Although a Research Certificate in Science⁴ is available for students in Biological Sciences and Psychology to pursue, students outside these disciplines currently have few options for obtaining a research-based certificate. Additionally, the current certificates are not interdisciplinary, the courses associated within these research certificates are based in a single department, and most research experiences occur only within the labs of faculty in the Psychology Department. Students completing the Biological Sciences certificate have a few options to incorporate courses from other similar departments, and with the Psychology certificate, STAT 252 is the only listed outside course option.

Demand Analysis Indicates Student Interest

To gauge student interest in the Certificate in Applied Social Science Research, we surveyed undergraduate students in a variety of second and third year sociology, political science, human ecology, and psychology courses. The survey was distributed in two waves: first, in April 2017 and then again in September/October 2017. In total, 160 students responded to the four-question survey. The results, which were very positive, appear in Appendix C. Among the 160 students answering the survey, 74% responded “Yes” or “Maybe” to a question asking if they would be interested in completing such a certificate. Importantly, 83.8% responded “Yes” and 16.2% responded “Maybe” to a question asking if they thought *other* students would be interested in completing a *Certificate in Applied Social Science Research* at the University of Alberta.

Qualitative responses about the proposed certificate were also very positive. Students who responded "Yes" to the survey cited the

⁴ Course listing for Research Certificate in Science (Biological Sciences): <https://www.ualberta.ca/biological-sciences/undergraduate-studies/research-certificate-in-science>. Course listing for Research Certificate in Science (Psychology): http://calendar.ualberta.ca/preview_program.php?catoid=6&poid=3549.

relevance of such a certificate for the job market and graduate studies (53%), the importance of research opportunities and experience (38%), and the overall skills provided (11%) as key reasons for their interest in pursuing this Certificate. Many students also noted that they already completed many of the requirements for the Certificate and it would not be too difficult to add to their degrees. Please see Appendix C for a more detailed analysis.

Impact on Existing Courses

We do not anticipate that the introduction of the certificate program will have major impacts on existing courses in terms of increasing or decreasing enrolments. Many of the courses that students would take to fulfil certificate requirements are already required. The certificate's requirement to take either the internship course or a capstone research-based course may have the effect of bolstering student enrolment in fourth year courses.

Consultation:

An initial draft of the proposed certificate was first presented to the Department of Sociology's Department Council for feedback and approval. The Sociology Department Council officially approved the certificate on October 16, 2017.

Between September and December 2017, drafts of the certificate were shared with the Associate Chairs, Undergraduate Chairs, and/or Chairs of Economics, Political Science, Sociology, Criminology, Psychology, Anthropology, Native Studies, Human Ecology, Human Geography and Planning, Women's and Gender Studies, and Linguistics. This allowed for consultation across departments where we expect most student enrollment. The consultation process was especially important for identifying additional courses that would apply to the certificate. Overall, the various Chairs expressed support for the Certificate program and believed that undergraduate students would find the certificate appealing in terms of both their preparation for graduate studies and entry into the labour market. They also appreciated the flexibility of the certificate in terms of how it could easily fit into existing programs of study. Letters of Support from these departments appear in Appendix F.

On September 12, 2017, a draft proposal was reviewed by Robin Cowan, the Senior Officer for Student Programs and Services, and within the Dean's Office in the Faculty of Arts and Rebecca Nagel, Associate Dean with Student Programs. Their recommendations were incorporated into the design of the certification.

The following represents the approval and feedback process and timeline:

1. Submit the final proposal package to Arts Academic Affairs Committee by October 17, 2017 for review on October 25, 2017
2. Proposal to be reviewed by Arts Executive Committee on November 2, 2017
3. Proposal to be reviewed by Arts Faculty Council on November 23, 2017
4. Proposal to be reviewed by General Faculty Council, Subcommittee on Standards on January 4, 2018 (Alternate review date: February 1, 2018)
5. Proposal to be reviewed by General Faculty Council, Academic Standards Committee on January 18, 2018 (Alternate review date: February 15)

In Winter 2018, the Department of Sociology will be piloting a version of the internship course. We will use student, partner organization, and instructor feedback to revise the course.

We aim to begin advertising the Certificate in Applied Social Science in March 2018 pending governance approval.

We hope to offer the Certificate in Applied Social Science Research beginning Fall 2018.

CERTIFICATE IN APPLIED SOCIAL SCIENCE RESEARCH
APPENDIX

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Appendix A Curriculum and Program Structure

Appendix A provides details for the certificate requirements and courses that will be included as part of the certificate. Table A1 provides an overview of the courses in relation to the broader requirements that they fulfill. Table A2 highlights how different components of the Certificate overlap with major requirements across departments. Table A3 includes courses descriptions and prerequisite lists for each applicable course.

Table A1 Certificate Requirements and Courses

Requirement	Content	Course Code	Course Title
Introduction to Social Statistics	<i>Descriptive statistics, basic inferential statistics</i>	SOC 210	Introduction to Social Statistics
		SCI 151	InSciTE: Scientific Inquiry and Data Analysis
		STAT 151	Introduction to Applied Statistics I
Methods Overview	<i>Overview of research methods often used in social science research</i>	SOC 315	Introduction to Social Methodology
		HGP 399	Research Methods in Human Geography and Planning
		PSYCO 212	Introduction to Research Methods in Psychology
		SCI 101	Foundations of Science
		NS 390	Research Methods in Native Studies
		WGS 302	Feminist Research and Methodologies
		LING 375	Linguistics Directed Research 1
		LING 523	Introduction Statistics for Linguistic Data
		SOC 402	Topic in Sociology: Demographic Methods
		SOC 418	Qualitative Methods in Social Research
Advanced Methods and Social Statistics	<i>Advanced methods including in-depth study and/or application of one methodological approach; Advanced statistics including multivariate analysis (Regression, ANOVA)</i>	ANTHR 401	Ethnographic Methods
		ANTHR 424	Visual Anthropology
		ANTHR 495	Archaeological Methods
		HECOL 473	Clothing and Materials for Sport and Safety
		HECOL 465	Material Culture, Methods and Identities
		HGP 470	Geographical Information Systems and Advanced Cartography for Social Science
		PSYCO 325	Applied Research in Developmental Psychology
		PSYCO 412	Quantitative Methods in Sociocultural Psychology
		PSYCO 415	Qualitative Methods in Sociocultural Psychology
		POL S 399	Third-Year Honors Seminar
LING 314	Discourse Analysis		

Advanced Methods and Social Statistics (Continued)	<i>Advanced methods including in-depth study and/or application of one methodological approach; Advanced statistics including multivariate analysis (Regression, ANOVA)</i>	NS 490	Community-based Research
		HIST 290	Introduction to Historiography
		SOC 456	Data Analysis and Research
		STAT 252	Introduction to Applied Statistics II
		ECON 497	Econometric Methods
		ECON 299	Quantitative Methods in Economics
		ECON 399	Introductory Econometrics
		LING 400/500	Psycholinguistics
		LING 455/555	Speech Perception
		LING 512	Acoustic Phonetics
		LING 515	Filed Methods
LING 519	Corpus Linguistics		
LING 520	Computational Linguistics		
Research Internship or Placement	<i>Experiential learning</i>	SOC 415	Research Internship (New Course)
		SOC 499	Advanced Field Placement in Criminology
		HGP 499	Practical Study in Human Geography and Planning
		HGP 495	Planning Studio
Capstone Course (taken as honors or independent study)	<i>Independent research project</i>	SOC 403	Individual Study
		SOC 401	Honors Individual Study
		SOC 407	Honors Essay 1
		SOC 408	Honors Essay 2
		HECOL 490	Independent Investigation in Human Ecology
		HGP 497/8	Directed Study in Human Geography or Planning I/II
		PSYCO 398	Individual Study I
		PSYCO 498	Individual Study II
		LING 475	Linguistics Directed Research II
		SOC 401	Honors Individual Study
		HGP 496	Undergraduate Thesis
		ANTHR 499	Honors Seminar and Research Project
		PSYCO 399	Honors Thesis I: Research Apprenticeship
		PSYCO 490	Honors Thesis II: Thesis Research
		LING 502	Honors Project
WGS 402	Honors Seminar and Project		
POL S 499	Honors Essay: Fourth-Year Honors Political Science		
NS 498	Honours Paper or Project		
NS 499	Research Project		
ECON 400	Honors Essay: Fourth-Year Honors Economics		

Table A2 Overlap between Proposed Certificate Requirements and Current Course Requirements for a B.A. in a Social Science Discipline

Program	Proposed Certificate Requirements				
	Statistics	Methods Overview	Advanced Methods/Social Statistics	Experiential	Capstone
Anthropology	-	-	<i>ANTHR 401, 424, 495</i>	<i>ANTH 397</i>	ANTHR 499
Criminology	SOC 210	SOC 315	<i>SOC 456</i>	SOC 499	SOC 403, 401
Economics	-	-	<i>ECON 299, 399, 497</i>	-	ECON 400
History	-	-	-	-	
Human Ecology	-	-	HECOL 465, HECOL 473	-	HECOL 490
Human Geography	-	HGP 399	<i>HGP 470</i>	HGP 499	HGP 497/8, 496
Planning	STAT 151 or SCI 151	HGP 399	<i>HGP 470</i>	HGP 495, HGP 499	HGP 497/8
Linguistics		LING 375, 523	LING 400/500, 455/555, 512, 515, 519, 520	-	LING 475, 502
Political Science	-	-	POL SCI 399 (Honours)	-	
Psychology	STAT 151 or SCI 151	PSYCO 212	PSYCO 325, 412, 415, STAT 252	Various	PSYCO 399, 490
Sociology	SOC 210	SOC 315	SOC 402, 418, 456	SOC 415	SOC 403, 401, 407, 408
Native Studies	-	NS 390	<i>NS 490</i>	-	<i>NS 498, 499</i>
Women & Gender Studies	-	WGS 302	-	-	WGS 402

This table shows the extent to which students majoring in each of the social science disciplines already fulfill the suggested requirements for the *Certificate in Applied Social Science Research*. **Bolded** courses are specifically required to earn a B.A. in the program. *Italicized* courses fulfill a requirement in the program but are not specifically required. With the possible exception of Planning and Psychology, a student majoring in a social science discipline would be required to take at least 2 more courses in statistics or methods to earn a certificate. The entries in the table do not account for the frequency with which courses are offered.

Table A3 Course Descriptions and Prerequisites

<i>Introduction to Social Statistics</i>		
Course	Course Description	Prerequisites and Notes
SOC 210: Introduction to Social Statistics	Statistical reasoning and techniques used by sociologists to summarize data and test hypotheses. Topics include describing distributions, cross-tabulations, scaling, probability, correlation/regression and non-parametric tests. Students will explore connections between scientific disciplines while engaging in individual and group activities in the lecture and laboratory.	SOC 100 or consent of instructor. Note: This course is intended primarily for students concentrating in Sociology
SCI 151: InSciTE: Scientific Inquiry and Data Analysis	This course includes both instructor and student directed projects that incorporate concepts and methods in applied statistics such as data collection and presentation, descriptive statistics, probability, sampling distributions, the central limit theorem, point estimation and hypothesis testing, correlation and regression analysis, goodness of fit and contingency table.	Pure Mathematics 30 or Mathematics 30-1. Credit may not be obtained for both SCI 151 and either STAT 151, PEDS 109, or SOC 210. Corequisites: CHEM 101 and MATH 117 or MATH 134 or MATH 144 in the Fall term. Enrollment is by consent of the Faculty of Science and requires formal admission to InSciTE.
STAT 151: Introduction to Applied Statistics I	Data collection and presentation, descriptive statistics. Probability distributions, sampling distributions and the central limit theorem. Point estimation and hypothesis testing. Correlation and regression analysis. Goodness of fit and contingency table.	Mathematics 30-1 or 30-2. This course may not be taken for credit if credit has been obtained in any STAT course, or in PEDS 109, PSYCO 211, SCI 151 or SOC 210.

<i>Methods Overview</i>		
Course	Course Description	Prerequisites and Notes
SOC 315: Introduction to Social Methodology	Research design, data collection, and data processing strategies used by sociologists. Topics include research values and ethics, reliability and validity, experimentation, survey research techniques, historical methods, field research, and content analysis.	SOC 210 or consent of instructor.
HGP 399: Research Methods in Human Geography and Planning	Collection and analysis of data for social research in planning and human geography. Research design and sampling procedures. Both qualitative and quantitative methods are explored. Fieldwork required.	Any three HGP courses or any three EAS X9X courses. Not available to students with credit in EAS 392. Restricted to students in the Human Geography and Planning Programs.
PSYCO 212: Introduction to Research Methods in Psychology	Experimental and nonexperimental methods in psychology. Topics covered include philosophy of science, measurement, reliability and validity of methods, measures, and effects; experimental quasi-experimental, and single-subject designs; biases in experimentation; and research ethics.	PSYCO 104 or SCI 100, and PSYCO 105, and STAT 141 or 151.
SCI 101: Foundations of Science	Introduction to the culture, practice, and ways of thinking in science. This course will (a) emphasize the importance of the scientific approach to understanding and explaining the world, and (b) promote the discovery of the science student's role within the world. Students will engage in active and discovery-based learning. Through lectures, guided activities, and academic and real-world projects, students will gain skills and strategies of broad use in the areas of critical thinking, creative problem solving, and information literacy.	Restricted to students who have completed less than *30.
NS 390: Research Methods in Native Studies	A survey of different disciplinary methods for conducting Native Studies research and data analysis, this course will also review and critique strategies and techniques applied by social science researchers with Indigenous peoples.	NS 110, 111 and 290 or consent of Faculty
LING 375: Linguistic Directed Research	Independent study of a particular sub-area of linguistics. Normally offered as a reading course and directed research practicum through special prior arrangement.	Consent of Instructor.
LING 523: Introduction Statistics for Linguistic Data	Basic statistical concepts, analysis methods and visualization techniques focusing on linguistic data.	Any one of LING 308, LING 309, LING 310 or equivalent, or consent of Department
WGS 302: Feminist Research and Methodologies	Whether there can be and is a distinctive feminist perspective on research in various disciplines; the ways in which taking a feminist perspective or taking account of women in research, affects the research process.	Any 100 or 200 level WSG or W ST course, or departmental consent.

<i>Advanced Methods and Advanced Social Statistics</i>		
Course	Course Description	Prerequisites and Notes
SOC 402: Topic in Sociology - Demographic Methods	Taught as a special topics course	
SOC 418: Qualitative Methods in Social Research	Further Study of the design and evaluation of qualitative research strategies. Topics include participant observation, ethnomethodology, unobstrusive measures, and document analysis	SOC 210 or consent of instructor.
ANTHR 401: Ethnographic Methods	Discussion of issues in methodology and field methods. Restricted to senior undergraduate students.	ANTHR 207 (or ANTHE 207) or consent of Department. Offered in alternate years.
ANTHR 424: Visual Anthropology	Introduction to visual media and visualization in the creation, reproduction and comprehension of culture over time, and the use of imagery in describing the anthropological subject.	Consent of Department. Offered in alternate years.
ANTHR 495: Archaeological Methods	The application of archaeological theory and methods to field and laboratory problems.	ANTHR 206 and one other 400-level course in Anthropology, or consent of Department. Offered in alternate years.
HGP 470: Geographical Information Systems and Advanced Cartography for Social Science	The application of spatial analytic tools to social science topics. Assignments impart technical aspects through hands-on experience with commercial and in-house spatial analysis software.	EAS 221. Not available to students with credit in EAS 492.
PSYCO 325: Applied Research in Developmental Psychology	Integration of developmental theories and research with an emphasis on practical approaches to support healthy development. Students volunteer with a local agency to work with infants, children, or adolescents. May be offered as a Community-Service Learning course.	PSYCO 223.
PSYCO 412: Quantitative Methods in Sociocultural Psychology	The assumptions that inform the design of experimental, quasi-experimental, and field studies in sociocultural psychology; the development of scales, questionnaires, and survey instruments, and the coordination of quantitative and qualitative research methods.	PSYCO 212, and one of PSYCO 223, 233, 241, or 341.
PSYCO 415: Qualitative Methods in Sociocultural Psychology	The assumptions that inform the design of qualitative research in sociocultural psychology; the procedures for gathering meaningful information through interviews, conversation, observed interaction, and textual archives; and the analysis of such information.	STAT 141 or 151, and PSYCO 212, and one of PSYCO 223, 233, 241, or 341.
POL S 399: Third-Year Honors Seminar	Research design and research methods for Political Science Honors Students.	Restricted to Honors Students in Third Year or those with consent of Department.

LING 400/500: Psycholinguistics	Issues and methods involved in the experimental study of language production, comprehension, and acquisition.	Any two of LING 308, 309 or 310. Recommended: a course in elementary statistics.
LING 455/555: Speech Perception	Overview of the historical development and current issues in the investigation of speech perception.	LING 205 or PSYCO 357. Note: Not open to students with credit in PSYCO 455, or PSYCO 405.
LING 512: Acoustic Phonetics	Analysis of the articulatory, perceptual, and acoustic aspects of speech signal; measuring the acoustic aspects of speech.	LING 310 or 312 (formerly LING 412).
LING 515: Field Methods	Practical experience in linguistic data collection and analysis of the sound and form systems of an unfamiliar language. Theoretical and practical issues relating to using corpora in linguistic analysis: principles of corpus construction, application of corpus techniques to problems in linguistics, frequency counts, collocational searches, creating databases out of search results.	LING 205, 309 (formerly 209), and 310 (formerly 210) or consent of Department. Not offered every year.
LING 519: Corpus Linguistics	Theoretical and implementation aspects of: computational morphology and phonology, part-of-speech tagging, parsing, grammar engineering, lexical semantics, and corpus analysis.	LING 309 and 310 or consent of department.
LING 520: Computational Linguistics	A seminar exploring the issues in the area of community-based research. The course will be organized primarily around the examination of case studies. Methodological concerns will focus on the political, cultural, ethical, and practical aspects of conducting community-based research in conjunction with Native groups and communities.	LING 308, 209 and 310; or Consent of Department.
NS 490: Community-based Research	Introduction to the basic concepts of historical inquiry and techniques of research and writing in History.	NS 390
HIST 290: Introduction to Historiography	A human ecological exploration of the selection, use and performance of clothing and materials used for workplace safety protection and sporting/recreational activities.	A previous course in History and/or consent of the Department
HECOL 473: Clothing and Materials for Sport and Safety	Explores how to do research into the relationships between people and objects (from clothing to buildings). Students will learn about how to conduct primary research through a range of methods, approaches, and theories associated with material culture studies.	HECOL 370. Normally offered in alternate years. Includes major research project
HECOL 465: Material Culture, Identities, and Interpretations	A practical approach to social science research that focuses on methods for preparing, analyzing, and presenting data.	*60
SOC 456: Data Analysis and Research	Methods in applied statistics including regression techniques, analysis of variance and covariance, and methods of data analysis. Applications are taken from Biological, Physical and Social Sciences, and Business.	SOC 100 or consent of instructor
STAT 252: Introduction to Applied Statistics II		STAT 141, 151, or 235 or SCI 151 or equivalent. Credit may be received in at most one of STAT 252, 319, 337, or 341. May not be taken for credit if credit has been received for STAT 368 or 378.

ECON 299: Quantitative Methods in Economics	Introduction to the use of statistical and mathematical methods in economics with computer applications.	ECON 101 and 102, STAT 141 or 151 and MATH 114 (or 113 or 117 or 144) or SCI 100. Note: Designed for Economics majors. Department permission must be obtained by other students. ECON 299 or equivalent required for ECON 399. Not open to students with credit in STAT 265 and 266.
ECON 399: Introductory Econometrics	An elementary treatment of the major topics in econometrics with emphasis on applied regression methods.	ECON 281 and 282 and ECON 299 or equivalent. Note: Not open to students with credit in AREC 313 or ECON 408 or MGTSC 413 or 414 or 417 or 419 or STAT 341.
ECON 497: Econometric Methods	Econometric problems and techniques with emphasis on regression methods and hypothesis testing. Single equation techniques and introduction to simultaneous equation systems. Matrix algebra is used extensively. Prerequisites: ECON 386, 387 and 399 or equivalent.	ECON 281 and 282 and ECON 299 or equivalent. Note: Not open to students with credit in AREC 313 or ECON 408 or MGTSC 413 or 414 or 417 or 419 or STAT 341.

Research Internship/Placement

Course	Course Description	Prerequisites and Notes
SOC 415: Research Internship (New Course)	Supervised applied research experience and seminar sessions	SOC 315 or consent of instructor
SOC 499: Advanced Field Placement in Criminology	Supervised work experience and seminar sessions.	SOC 399. Note: Restricted to BA (Criminology) students.
HGP 499: Practical Study in Human Geography and Planning	Intensive field or practical study in Human Geography and Planning, typically as part of a team working off-campus.	Any EAS 29X or HGP 2XX course and Consent of Instructor. Students cannot repeat topics that have been taken previously in EAS 499. This course may require the payment of additional fees.
HGP 495: Planning Studio	Practical study of community planning processes, development or redevelopment projects, or other relevant case studies. Field Work Required.	HGP 310 and consent of Department. Restricted to Planning Major and Planning Specialization students.

<i>Capstone Course</i>		
Course	Course Description	Prerequisites and Notes
SOC 403: Individual Study	Individual study opportunity on topics for which no specific course is currently offered by the Department.	Consent of Instructor and the Undergraduate Advisor.
SOC 401: Honors Individual Study	Individual study opportunity on topics for which no specific course is currently offered by the Department. Course may be taken once only.	Consent of instructor and Honors Advisor. Note: Restricted to Sociology Honors students. Closed to web registration.
SOC 407: Honors Essay 1	Literature review and proposal stage of Honors Essay completed in SOC 408.	Consent of instructor and Honors Advisor. Note: Restricted to Sociology Honors students. Closed to web registration.
SOC 408: Honors Essay 2	Honors essay 2	SOC 407 and consent of instructor and Honors Advisor. Note: Restricted to Sociology Honors students. Closed to web registration
HGP 497/8: Directed Study in Human Geography or Planning I/II	Directed study	Consent of Instructor.
PSYCO 398: Individual Study I	A course designed to allow the senior undergraduate student the opportunity to pursue a supervised research project in greater depth than the classroom structure permits. Directed research done under the supervision of an academic member of the Psychology Department. Successful completion of this course requires a formal research proposal or report, lab notes, and/or essay. Normally for students in their third year of study. Cannot be taken more than twice.	A 200-level PSYCO course and consent of the Department. Specific projects may require additional prerequisites.
PSYCO 498: Individual Study II	A course intended to allow the senior undergraduate student the opportunity to pursue a research topic in greater depth than the classroom structure permits. This pursuit may take the form of directed reading, library research, and/or laboratory experience. A formal paper, research proposal, research report, annotated bibliography, lab notes, and/or essay is required. Cannot be taken more than twice. Advanced study of a particular sub-area of linguistics. Normally offered as a reading course and directed research practicum through special prior arrangement.	A 300-level psychology course and consent of Department.
LING 475: Linguistics Directed Research II		LING 375 and Consent of Instructor.
LING 502: Honors Project	Directed Honors thesis. Prerequisites: LING 501 and consent of Department.	Note: Required for and Restricted to BA Honors students in Linguistics in their final year.

HECOL 490: Independent Investigation in Human Ecology	Independent project or study of a topic in human ecology planned by the student with an instructor. Open to human ecology students only.	Successful completion of *75, application to Department, and consent of Instructor
HGP 496: Undergraduate Thesis	Required for Honors students in their final year. Restricted to honors students in Human Geography.	Any 300 level HGP course and approval of the Department.
ANTHR 499: Honors Seminar and Research Project	A review and discussion of contemporary issues in Anthropology leading to the conception, preparation, and completion of the BA Honors essay under the supervision of an individual faculty member.	Note: Not open to students with credit in ANTHR 400 or 450.
PSYCO 399: Honors Thesis I: Research Apprenticeship	Under the direction of a Faculty member, students pursue a topic of interest leading to the development of a thesis proposal and, during their fourth year, the thesis research. The work normally involves both directed readings and empirical research experience.	Restricted to, and required of, third-year students in the Arts Honors Psychology program.
PSYCO 490: Honors Thesis II: Thesis Research	Under the direction of a faculty member, students conduct an empirical research project culminating in the Honors Thesis.	PSYCO 399. Restricted to, and required of, fourth-year students in the Arts Honors psychology program.
WGS 402: Honors Seminar and Project	Honors project	WGS 302.
POL S 499: Honors Essay: Fourth-Year Honors Political Science	Preparation of the Honors Essay, required in the fourth year of the Honors program.	POL S 399.
NS 498: Honors Paper or Project	For students in the Honors program in Native Studies in their final year.	NS 390
NS 499: Research Project	The research project is designed to provide students with a variety of options for carrying out their own research. The specific route taken will depend upon the resources of the Faculty, opportunities available in the community, and the skills of the student. While the program is intended to be flexible, the main route around which students may design their projects will be research conducted in conjunction with a local Aboriginal organization or community.	Consent of the Faculty of Native Studies. Normally consent will not be given without credit in NS 390.
ECON 400: Honors Essay: Fourth-Year Honors Economics	Required for fourth-year honors students choosing the honors essay route. Prerequisite: consent of Department. Only open to students registered in the Economics Honors Essay Route.	Credit will not be granted for both ECON 497 and ECON 400.

Appendix B. Pathways through the Proposed Certificate in Applied Social Science Research

We anticipate that most students who notice and become interested in completing a *Certificate in Social Science Research* will be majoring in one of the social science disciplines already and will be in their second or third year of study. Below are some pathways that students majoring in each of the social sciences can take to complete the certificate requirements by the end of their fourth year of study. The pathways illustrated below assume that students will prefer to complete as many courses as possible within their own major. However, the large variety of courses fulfilling the specific requirements of the certificate means that students will be able to take a variety of routes across disciplines to complete the certificate.

Sociology Majors

Sociology majors are already required to complete SOC 210 and SOC 315 to earn their degree. They would therefore need to take a second statistics course such as SOC 456, a second methods course such as SOC 402 (Demographic methods or Qualitative methods), and a capstone or internship course to complete the certificate requirements.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210	Yes	SOC 100 or consent
Methods 1	SOC 315	Yes	SOC 210 or consent
Advanced Methods/Stats 1	SOC 456		SOC 100 or consent of instructor
Advanced Methods/Stats 2	SOC 402 or 418		SOC 418: SOC 210 or consent of instructor.
Capstone or Internship	SOC 401, 403, or 415		SOC 401, 403: Restricted to Sociology Honors students.

Economics Majors

Economics majors are already required to complete at least three methods/statistics courses to earn their degree. They would need to take one methods overview courses and a capstone or internship course to complete the certificate requirements. About 10% of the students currently enrolled in SOC 315 are students majoring in Economics so it seems likely that many Economics students interested in the certificate would take the methods courses in Sociology.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	ECON 101	Yes	
Methods 1	SOC 315		SOC 210 or consent
Advanced Methods/Stats 1	ECON 299	Yes	ECON 101 and 102, STAT 141 or 151 and MATH 114 (or 113 or 117 or 144) or SCI 100. Note: Designed for Economics majors
Advanced Methods/Stats 2	ECON 399	Yes	ECON 281 and 282 and ECON 299 or equivalent.
Capstone or Internship	ECON 400		

Anthropology Majors

Anthropology majors would likely have to take two courses -- one statistics courses and an introductory methods course -- outside of their major.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210		SOC 100 or consent
Methods 1	SOC 315		SOC 210 or consent
Advanced Methods/Stats 1	ANTHR 401		ANTHR 207 or consent of Department.
Advanced Methods/Stats 2	ANTHR 424		Consent of Department.
Capstone or Internship	ANTHR 499		Not open to students with credit in ANTHR 400 or 450.

Human Geography Majors

HG majors would need to take one outside courses in social statistics and advanced methods/statistics but would be able to take all remaining course requirements for the certificate in their major.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210		SOC 100 or consent
Methods 1	HGP 399	Yes	Any three HGP courses or any three EAS X9X courses. Not available to students with credit in EAS 392. Restricted to students in the Human Geography and Planning Programs.
Advanced Methods/Stats 1	HGP 470		EAS 221. Not available to students with credit in EAS 492
Advanced Methods/Stats 2	SOC 418 or SOC 456		SOC 418: SOC 210 or consent of instructor SOC 456: SOC 100 or consent of instructor
Capstone or Internship	HGP 497, 498, 499		HGP 497/8: Consent of Instructor. HGP 499: Any EAS 29X or HGP 2XX course and Consent of Instructor.

Planning Majors

Planning majors would need to take 1 outside course in advanced methods/statistics but would be able to take all remaining course requirements for the certificate in their major.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	STAT 151	Yes	Mathematics 30-1 or 30-2.
Methods 1	HGP 399	Yes	Any three HGP courses or any three EAS X9X courses. Not available to students with credit in EAS 392.
Advanced Methods/Stats 1	HGP 470		EAS 221. Not available to students with credit in EAS 492.
Advanced Methods/Stats 2	SOC 456		SOC 100 or consent of instructor
Capstone or Internship	HGP 495	Yes	HGP 310 and consent of Department.

Criminology Majors

Under the proposed revised program, Criminology majors will be required to complete SOC 210 and SOC 315 to earn their degree. They would therefore need to take two advanced methods/statistics and a capstone or internship course to complete the certificate requirements.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210	Yes	SOC 100 or consent
Methods 1	SOC 315	Yes	SOC 210 or consent
Advanced Methods/Stats 1	SOC 456		SOC 100 or consent of instructor
Advanced Methods/Stats 2	SOC 418, 402		SOC 418: SOC 210 or consent of instructor. SOC 399. Note:
Capstone or Internship	SOC 499	Yes	Restricted to BA (Criminology) students.

Human Ecology Majors (Faculty of ALES)

Human Ecology majors would not have to take any additional advanced methods/stats course outside of their major in order to complete the Certificate.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210 or STAT 151	Yes	SOC 210: SOC 100 or consent STAT 151: Mathematics 30-1 or 30-2.
Methods 1	SOC 315, PSYCO 212, or WGS 302	Yes	SOC 315: SOC 210 or consent PSYCO 212: PSYCO 104 or SCI 100, and PSYCO 105, and STAT 141 or 151. WGS 302: Any 100 or 200 level WSG or WST course, or departmental consent.
Advanced Methods/Stats 1	HECOL 465		*60
Advanced Methods/Stats 2	HECOL 473		HECOL 370.
Capstone or Internship	HECOL 490		Successful completion of *75, application to Department, and consent of Instructor

Psychology

Psychology students would likely only have to take one course outside their major in order to complete the Certificate.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	STAT 141 or STAT 151	Yes	Mathematics 30-1 or 30-2.
Methods 1/Statistics 2	PSYCO 212	Yes	PSYCO 104 or SCI 100, and PSYCO 105, and STAT 141 or 151.
Advanced Methods/Stats 1	STAT 252		STAT 141 or 151 or 235 or SCI 151 or equivalent.
Advanced Methods/Stats 2	PSYCO 325, 412, or 415		PSYCO 325: PSYCO 223. PSYCO 412: PSYCO 212, and one of PSYCO 223, 233, 241, or 341. PSYCO 415: STAT 141 or 151, and PSYCO 212, and one of PSYCO 223, 233, 241, or 341
Capstone or Internship	PSYCO 399 or 490		PSYCO 399: Restricted to, and required of, third-year students in the Arts Honors Psychology program. PSYCO 490: PSYCO 399. Restricted to, and required of, fourth-year students in the Arts Honors psychology program.

Linguistics Majors

Linguistics majors would have to take one introduction to statistics courses outside their major.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	STAT 141 or 151 or SCI 151		SOC 100 or consent
Methods 1	LING 523		Any one of LING 308, LING 309, LING 310 or equivalent, or consent of Department
Advanced Methods/Stats 1	LING 515		LING 205, 309 (formerly 209), and 310 (formerly 210) or consent of Department.
Advanced Methods/Stats 2	LING 400		Any two of LING 308, 309 or 310.
Capstone or Internship	LING 475		LING 375 and Consent of Instructor.

Native Studies Majors

Native studies majors would have to take one introduction to statistics courses and one advanced methods/stats class outside their major.

Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210		SOC 100 or consent
Methods 1	NS 390	Yes	NS 110, 111 and 290 or consent of Faculty
Advanced Methods/Stats 1	SOC 418 or 456		SOC 418: SOC 210 or consent SOC 456: SOC 100 or consent
Advanced Methods/Stats 2	NS 490		NS 390
Capstone or Internship	NS 498, 499		NS 390 for both

Women's and Gender Studies

Women's and Gender Studies majors would need to take three course -- one introduction to social statistics and two advanced methods/statistics class -- outside their major.

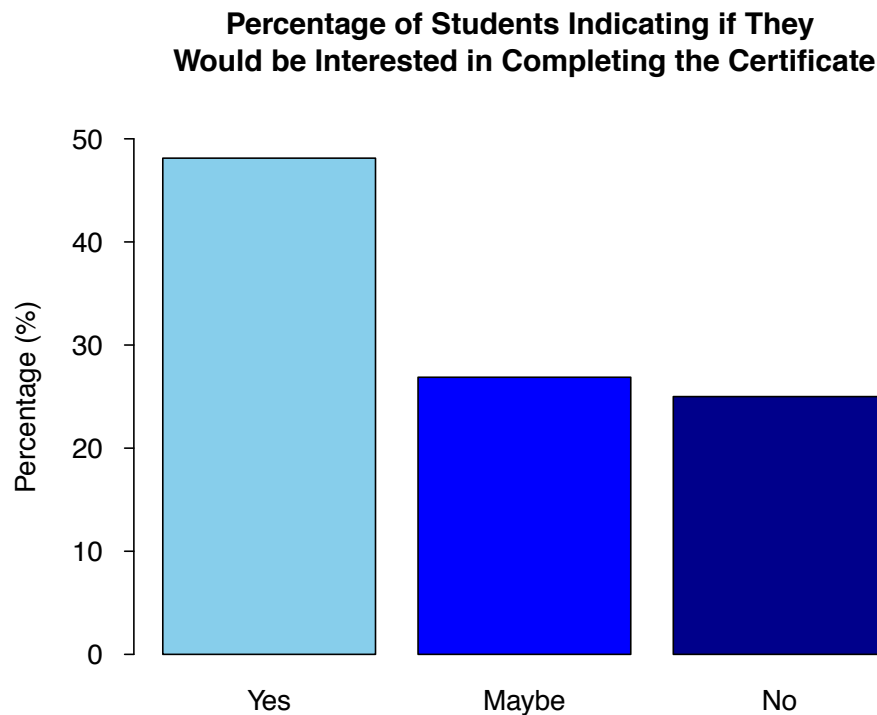
Certificate Requirement	Possible Courses	Required for major?	Any Pre-requisite?
Statistics 1	SOC 210		SOC 100 or consent
Methods 1	WGS 302	Yes	Any 100 or 200 level WSG or WST course, or departmental consent.
Advanced Methods/Stats 1	SOC 418		SOC 210 or consent
Advanced Methods/Stats 2	SOC 456		SOC 100 or consent
Capstone or Internship	WGS 402		WGS 302.

Appendix C. Demand Analysis

Student Survey Regarding the Proposed Certificate in Applied Social Science Research

To gauge student interest in the Certificate in Applied Social Science Research, we surveyed undergraduate students in a variety of second and third year sociology, political science, human ecology, and psychology courses. The survey was distributed across 14 courses in two waves in April 2017 and September 2017. In total, 160 students enrolled in courses in Sociology, Psychology, Political Science, and Human Ecology responded to the four-question survey. The results, which show a strong demand for such a certificate, appear below.

Figure C1. Survey Question Q1 -- Would you be interested in completing a Certificate in Applied Social Science Research at the University of Alberta?



As shown in Figure C1, among the 160 students answering the survey, 74% responded "Yes" or "Maybe" to a question asking if they would be interested in completing a Certificate in Applied Social Science Research at the University of Alberta. Students who responded "Yes" to the survey cited the relevance of such a certificate for the job market and graduate studies (53%), the importance of research opportunities and experience (38%), and the overall skills provided (11%) as key reasons for their interest in pursuing this Certificate. Many students also noted that they already completed many of the requirements for the Certificate and it would not be too difficult to add to their degrees.

Examples of more detailed responses among students who indicated that they would be interested in pursuing the Certificate include the following:

"I believe that it would be a way to stand out from my peers when entering the workforce. Also, with the requirements, it would not require an extreme amount of additional work as most of the requirements are already part of my program requirements."

"I believe this kind of certificate would help students such as myself enter the work force after completing a degree. I think it would also give students an opportunity to get some more hands on experience which would be very valuable to me."

"I think it would be beneficial to me to gain this certificate since it would allow me to gain a competitive edge in the job market. It would potentially allow me to more readily acquire a job after graduation and allow me to gain more skills that are becoming increasingly more relevant in the job market."

"It provides a platform to apply and practice invaluable tools of research and affords the opportunity to pupils whom aspire on getting involved in those fields; I'm one of those students very interested in such an experience and who would cherish research in social policy through the scope of Economics, Statistics, Sociology and Political Science."

Most of the students who responded "No" to this question did so because the Certificate was outside of their area (31%) or because they were at a point in their degree where they would not be able to complete a certificate (18%). Additionally, 28% of students also indicated that their fear of statistics would likely prevent them from completing the Certificate. We acknowledge that the certificate might not be fitting for all students. It will, however, be beneficial to those students willing to complete the requirements.

Examples of more detailed responses include the following:

"I've basically finished my degree. Otherwise I would be interested."

"It is a lot of additional courses because I am not in a social science program."

"I'm absolutely horrid at statistics and I'm not the least bit interested in research."

All detailed responses for students who responded to Q1 are also included in the tables on the following pages.

Detailed Responses from Students Who Responded to Q1

Responses from students who indicated "Yes" to Q1

- Doing a stats minor as social science major takes a disproportionately long amount of time. This would allow us to get the same learning experience without taking the long way around. Also, we can't double major in Statistics for whatever godforsaken reason so this is a good compromise.
 - I think having that on your resume would be awesome.
 - I would be interested in getting more certifications for future job opportunities.
 - Pursuing research at graduate level studies would mean a thorough understanding of statistics and it's nuances
 - To gain research experience before applying for grad schools
 - Yes because I feel like it would be a good learning experience that would be acknowledged
 - I enjoys statistics. Arts students cant do a math/stats minor.
 - As a sociology major I wan to cover all my basis and I feel like there isn't as much opportunity for research to usez
 - I want to know the more information about it
 - While I'm close to graduating myself, I think this would be an extremely interesting and valuable certificate to offer students. I think the research aspect of sociology is applicable to a wide number of fields.
 - I think it's really relevant to grad school in terms of having research experience, as well as with future employers.
 - It would provide a structured approach to obtaining valuable research skills. This would also provide a succinct proof on resumes/CVs of one's research experience for employers to actively recognize.
 - I like the idea of being able to show that I have a certificate in what I learned (Social Science and Applied Research)
 - Although I am in the faculty of business, I believe having a mix of studies is extremely beneficial. I was personally looking for something like this for the past year and could not find anything so created my own independent research opportunities instead.
 - During my four years in a SOC degree at the University of Alberta, I always felt that the best learning experiences were in courses where the information we learned could be directly applied to the real world. A research-specific certificate would provide incentive to not only further develop an understanding of sociological issues of interest, but also see how those issues can connect to the lived experiences of others. Being able to work on a research project in the SOC department at the U of A was an incredibly fulfilling job and I would encourage others to do it as well.
 - it would look good to have research experience
 - To beef up the ol' resume, and it sounds interesting.
 - I have most of these requirements already
 - Relevant research experience that will be an asset post grad
 - As I am contemplating graduate studies, this could give me a leg-up on any sort of research I could potentially do in the future.
 - It seems like a very interesting certificate, great idea with the hands on application, really gets you relevant experience.
 - Seems more practical than most courses
 - It seems like a good research experience opportunity.
 - Hands in experience
 - There aren't many additional courses that I would need to add to my degree because I've already taken most of them. Additionally, the new applied research course sounds very interesting and I believe it will give great experience.
 - First, I major in Psychology and minor in Sociology, and I already took some of those required courses for this certificate. Second, I am planning to apply graduate school after I finish my BA degree and I am more interested in working on research projects. With this certificate, I think I can get greater opportunities to engage in researches.
 - It's an amazing opportunity. We don't see enough opportunities for the social sciences.
-

- I believe that it would be a way to stand out from my peers when entering the workforce. Also, with the requirements, it would not require an extreme amount of additional work as most of the requirements are already part of my program requirements.
 - It sounds like it would help finding gainful employment after finishing my degree
 - The practical experience
 - emphasize my research skills and open up my opportunities
 - I believe the experience will be helpful to find a job later
 - It might be helpful in finding a job.
 - I think it would be a good set of skills to have.
 - It would be useful to find a job in the future.
 - Valuable for future employment
 - Would be beneficial when seeking employment.
 - Gaining access to practical skills, recognition in the job market
 - It gives an upper hand when applying for a job.
 - Opportunity to do research and gain work experience.
 - This would create an opportunity to develop tangible skills for employment beyond theoretical "classroom knowledge". It would provide an opportunity to become more prepared for grad school.
 - I believe this kind of certificate would help students such as myself enter the work force after completing a degree. I think it would also give students an opportunity to get some more hands-on experience which would be very valuable to me.
 - I believe that it will be useful for my application to law school and for gaining experience in my field.
 - I am interested in pursuing graduate studies in a social science program, so I feel like this certificate program would be useful for me.
 - It allows a larger variety of job opportunities
 - Could help with Law
 - it seems like good experience
 - I think it would be beneficial to me to gain this certificate since it would allow me to gain a competitive edge in the job market. It would potentially allow me to more readily acquire a job after graduation and allow me to gain more skills that are becoming increasingly more relevant in the job market.
 - I am interested in graduating with more than just a degree and i feel like this certificate could give me a competitive edge in the workforce in my field (politics)
 - To obtain marketable skills relevant to my field.
 - It has huge applicability to creating a competitive CV.
 - Completing the certificate would aid me with graduate school and my future career. Also interest and a want to do research in this field would lead to me to pursue this certificate.
 - To succeed by understanding politics, one should know how to work with statistical numbers to back up information.
 - It seems like something that could differentiate me from other graduates. Furthermore, I feel that these courses offer invaluable knowledge to someone who intends on working with social sciences research.
 - I find that we get little research experience in the undergrad program as arts students.
 - It provides a platform to apply and practice invaluable tools of research and affords the opportunity to pupils whom aspire on getting involved in those fields; I'm one of those students very interested in such an experience and who would cherish research in social policy through the scope of Economics, Statistics, Sociology and Political Science.
 - It's a great opportunity to learn research skills hands on
 - I already need to take half of those for my degree so an extra certificate would be nice
 - This certificate would be applicable to a political science degree
 - Well, I'm an alumni but I think this is amazing. I wish it existed during my time to qualify my research and analytical skills better, which is a huge issue in trying to find work.
 - This type of opportunity is something many undergraduate students need in order gain research experience for grad school. This would be especially helpful for those who have chosen not to pursue a BA (hon.) but would still like to do potentially interdisciplinary research.
 - It provides valuable research experience needed for grad school. Plus a good way to receive recognition for research without doing honours.
-

- I think this would make me more employable, and help me to focus on my career after my degree. I think it would also be a great prep course for students pursuing a masters degree that is research based.
- Wanting to go to graduate school this would give me good experience
- Completing a research certificate would give me an advantage over other applicants when applying a job. It would also give me an opportunity to expand my social circle.
- I like the idea of getting practical experience early on in a social science setting

Responses from students who indicated "Maybe" to Q1

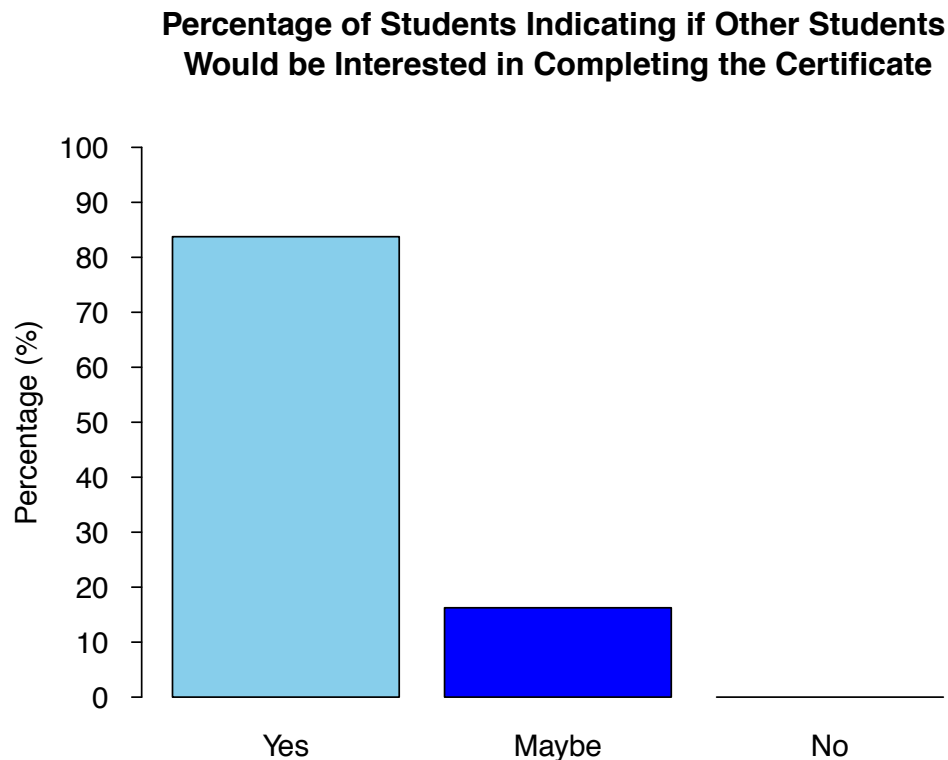
- Like statistics
- It would be a good course to have a background knowledge in.
- It is something I would be interested in, but I'm not sure I would have time to complete it given that I am half done my degree and the certificated hasn't yet been implemented.
- I am interested because I would like to go to grad school, but I'm worried I don't have room in my course schedule for the courses.
- I really like the idea behind the certificate. I think it would be a great opportunity for the students that are interested in an opportunity such as this.
- Focus of my degree is not in social sciences, but perhaps one day, if this were available, then it could be an option to get started in social sciences.
- The advanced statistics course seems daunting
- Could be good experience that would put me ahead of the field.
- Don't know enough about it
- If it would not delay my degree and could coexist with my current studies, I would consider it, but only if I thought it would be truly beneficial in the long term.
- I'm not very good in statistics
- If I could line my classes up so that I could fit these within my degree I would take this. I'd enjoy getting an additional certificate out of certain classes I already have to take.
- My major is economics.
- It could prove useful for certain jobs in the future.
- Maybe once I have worked in my field for a few years.
- my major not includes these requirements
- Stats scares me
- It could have some career benefit for me. Though I'm not sure how much of a priority it is for me.
- I would have to take extra courses to my degree that I may not have space for and taking a 400 level stats is frightening. Also, not sure yet if this certificate will help with what I will do in the future.
- Beneficial/hands-on learning opportunity
- To get a start on my Grad degree in Psychology
- I don't know if I want to take an advanced Statistics course
- I'm a psychology student and I'm already near the end of my degree (two years left). It also requires some more technical courses that might not be the most fun. However, it looks like a really cool opportunity.
- Not sure about career choice yet.
- Considering Graduate School.
- Sounds really beneficial after degree completion, however I'm almost finished my degree and don't have time to complete requirements.
- I'm not sure yet what I want to pursue and if I will remain in social sciences
- If I was not in my last year, I would be interested in participating. The timing is the factor that would lead me to not participating.
- Offers more of a practical real life experience which is very beneficial
- high req's of 400 levels. too many.
- I don't yet know at this point in time. The required courses are far greater than what I am taking right now.
- Yes. However, the certificate should still be accessible to political science students not in the honours program.
- Im not in Arts - so it would take more time for me
- While I have interest, the requirements might be beyond my program
- I'm worried about my lack of math skills affecting my graduating gpa.

- I love the idea of this and am interested in social science research. However, social sciences are not part of my degree right now. I am considering a Poli Sci minor depending on how my Poli Sci course next term goes as well as a variety of factors in my life/academic planning. This certificate would incentivize me to more seriously consider a social sciences concentration in my degree.
-

Responses from students who indicated "No" to Q1

- not my area of interest
 - I am not interested to further persue statistics.
 - I'm in my 4th year in education
 - I have no interest in research
 - Im working towards an education major
 - last year student
 - Lack of interest in the field
 - I graduate this year
 - I do not have an aptitude for statistics
 - no reason
 - Because my major is Economics instead of sociology
 - I don't like statistics
 - I graduate this year
 - I'm not quite interested because I don't think I would enjoy the courses offered.
 - I am not interested in research and statistics.
 - i hate math
 - This is not my field of study
 - I not interested in research
 - Going into nursing/med not interested in stats/soc research
 - While I like the idea of the class, it would not be possible because I am already doing a bachelor's in Education
 - I definitely would have but I graduate this year, so it's not an option for me now.
 - I have other certificate programs that I would rather pursue
 - Because of the stats requirements
 - I've basically finished my degree. Otherwise I would be interested.
 - Not taking those SOC courses
 - It sounds interesting but, I don't enjoy statistics
 - I am not in the social sciences I am in Human Ecology, but I do think this is very helpful for social science majors!
 - It would give me an advantage in the future in the service world
 - It is a lot of additional courses because I am not in a social science program.
 - Does not apply to my degree
 - I am in the bachelor of Ed program
 - Does not apply to my degree
 - I hate statistics
 - Too many required courses that involve math/ stats for my liking.
 - I'm absolutely horrid at statistics and I'm not the least bit interested in research.
 - Because it seems like too much extra coursework, I would prefer to do the honours program which gives a good grounding in research
 - Not relevant to my interests and social statistics is not something I want to take
 - The necessity of having to do a statistics course. I also would have to take pre-requisite courses for the advanced statistics course.
 - Taking an advanced statistics course would murder my gpa, so although I think the idea of the certificate is great, I would never enroll in it.
-

Figure C2. Survey Question Q3 -- Do you think that other students would be interested in completing a Certificate in Applied Social Science Research at the University of Alberta?



In addition to asking students if they would be interested in the Certificate, we also asked if they thought other students (besides themselves) would have an interest. The responses to this question appear in Figure C2. Among the 160 students answering the survey, 83.8% responded "Yes" and 16.2% responded "Maybe" to a question asking if *other* students would be interested in completing a Certificate in Applied Social Science Research at the University of Alberta. No students responded "No" to this question. Qualitative responses about the potential for a certificate were very positive again, with responses mirroring those from the first question.

Detailed responses include the following:

"Social sciences is one of the growing areas today. Many students would jump at the opportunity of gaining a certificate that they can show to their employers."

"I think many students have passion for contemporary issues like gender inequality, Islamophobia, and other social justice-related topics. Being able to use research as a mechanism for improving our understanding of those topics is an enticing option."

"This gives another aspect to our university experience that helps round out our time on campus without adding a large stress to our current workload."

Detailed Responses from Students Who Responded to Q3

Responses from students who indicated "Yes" to Q3

- Getting experience in the field is important and others may enjoy the stats part of it.
 - Data analysis seems like a widely applicable skill set for one's professional future, as well as being intrinsically interesting.
 - It's straight forward and it would involve research and independent work
 - It gives a more applicable skill set to students in humanities theory-heavy majors.
 - If students are interested in statistics I think this would be a great option for them to do.
 - Because it gives them an edge.
 - many students would find these skills beneficial for their future career
 - If a student is interested in social science research I think that it would be a great opportunity for the student.
 - Useful knowledge
 - It sounds like a good way to give students real life experience in their chosen field
 - It is a great opportunity
 - It would make students more employable.
 - They find it interesting
 - It seems useful.
 - Social sciences is one of the growing areas today. Many students would jump at the opportunity of gaining a certificate that they can show to their employers
 - I think there will always be someone interested in an opportunity that they perceive as being an advantage in the future.
 - It's a good opportunity
 - Yes because I have friends who are interested in research and want to learn in a more hands on environment
 - Again, it adds something positive to their resume and many would be taking courses such as those listed anyway.
 - A chance to do hands on research
 - Looks good on an application
 - It would be a good idea for people who are interested in participating.
 - lots of people like math
 - It is a great asset to students
 - It can be a great tool when finding internships or later on career jobs.
 - Gain experience
 - Sounds like a really interesting opportunity
 - Because it can help the get a job after graduating
 - Sounds practical, like it may actually help students work in real life situations, outside academia
 - Good opportunity to get experience and make connectors with people already in the field
 - Maybe it is an good opportunity for them to know know some important things
 - Yes! So long as students understand the value of the certificate (research methods and statistics), how it will benefit them in the future, and of course, if the opportunity is well advertised, I think lots of people would sign up! :)
 - I think it's a little hard to engage with profs to get a research project going, so through this certificate, it would be a lot easier, I think.
 - Because often students discover, at a later stage, that most classes at university are more informative than skill oriented. Without obtaining skills in research, data interaction and working with professionals would be experiences not widely available.
 - Students are already completing most of these courses as part of their sociology degrees and other areas of study and it doesn't reflect alone when one says they 'majored in sociology' and this would be a distinct way to show that students have these skills.
 - Great experience and addition to a resume
 - Research and data analysis skills are incredibly valuable, especially when searching for employment.
-

- I think many students have passion for contemporary issues like gender inequality, Islamophobia, and other social justice-related topics. Being able to use research as a mechanism for improving our understanding of those topics is an enticing option.
 - certificates and diplomas are great to get quick credentials while pursuing a degree.
 - It would be easier to get into grad school
 - Lots of students want to go into research
 - Because it could be very beneficial for people to have more experience with this.
 - Anyone interested in social science research would surely find it relevant to their interests.
 - If you are going to graduate studies, it would be helpful.
 - I took 2 research methods courses through (NS 290 and 390) and think it would really appeal to students who took those classes as well, as I find them very similar to SOC315.
 - I know people in sociology who would really like to do some applied research.
 - It would be cool
 - Yes, because many people come to university to mainly do research so I'm sure students would like an extra accreditation with their main degree to do something they were already going to do in the first place.
 - I have many friends that have already told me how much they want this to become a reality. They fear employment after graduation so with this opportunity, hopefully they feel more secure and confident in their abilities.
 - It would look good on a resume for future employment.
 - Those in Sociology would be, others not so much
 - Again, gives us an opportunity to advance our skills
 - Some people enjoy these things
 - Other students may be interested in research specifically and want to gain any advantages from it.
 - It is good work experience for students and provides us with more knowledge on research.
 - Most students and myself included would find things that would look good on resumes and give them experience in the field that would help their career
 - It seems like a useful program to, again, build skills and practical skills.
 - It's a good addition to your resume and provide valuable skills.
 - Could help get an job after degree as well as gaining some actual experience and developing a network with professionals.
 - It seems like a great opportunity to expand experiences
 - This gives another aspect to our university experience that helps round out our time on campus without adding a large stress to our current workload.
 - Would look great on a resume!
 - Everyone wants to be the best candidate for a job
 - I believe a lot of students would find this useful to have.
 - They have a better chance of securing a job.
 - Again, the more practical approach is very beneficial
 - Would be a pathway in finding a career
 - Would have lots of benefits for after graduating
 - Marketable skills are in high demand, students are looking to diversify their skills.
 - The job market is becoming increasingly competitive.
 - Opportunity to do research and gain work experience. Looks good on resume.
 - This would increase employment prospects for students with social science degrees. This also would prepare students for graduate school.
 - It sounds like a program that would be beneficial for all students completing a degree
 - I believe that this is going to be a big opportunity for all students involved in the social sciences who can use this experience.
 - I think that any opportunity for students to add a certificate to their resume and to get hands-on experience in research through the applied research course is often well received.
 - Because research is an important skill in most fields
 - experience
 - I'm sure this certificate is up some people's alleys.
-

- It would give students who didn't necessarily want to pursue a heavily focused honours program an option to get a strong basis in research skills
 - I believe many students would feel the same way as I do and would agree with the reasons that I have stated above.
 - I genuinely believe that people enjoy learning and researching the "whys" of people
 - Political science is all about applied research. Allowing students to be involved in supervised research at an undergraduate level, outside of an honours program, would be a huge sell.
 - This certificate will allow students to understand how research is to be done for future purposes
 - It is difficult to find opportunities to gain research experience.
 - An amazing opportunity for them. There are so many benefits from being able to learn and apply these skillsets.
 - Yes. Being able to demonstrate that they have a certificate in research will help in future job searches.
 - As above, Aldo great for your cv
 - It's not that difficult to complete
 - It is a great way to get something on your resume that shows you actually can do research. Engineering and Business, for example, somewhat have a stranglehold on public perception on being able to do research.
 - I've spoken to other undergraduate students in the sociology program this week who are mainly interested in acquiring quantitative research skills and they've said they would also like the opportunity to participate in this type of program during their final year.
 - It's an easy addition onto a degree - more opportunity
 - I think a lot of students would benefit from this.
 - It sounds like a wonderful opportunity
 - Others who read the email agreed with me
-

Responses from students who indicated "Maybe" to Q3

- never say never
 - If they're interested in the subject or could use it in their career
 - It would depend on how the students liked the Stats courses they need to take.
 - They could be interested in research
 - I think the lack of room in their course schedule for another subject may prove to be an issue.
 - Many people refuse to take statistics, or just do the minimum entry level.
 - Other students may find this certificate useful and therefore may want to apply for this certificate.
 - Could be interesting
 - Possibly for the same reason I have given, or they are just interested in it.
 - I do not know if other students major in social science and whether or not other students are interested in applied research. But I think this certificate is appealing to those who want to work on this area.
 - Probably, for the same reason as I. The only difference would be how much additional work student's perceive as being involved in this certificate.
 - Most people I know in Arts hate Statistics, or they like Statistics but not the Social Sciences.
 - I can't really speak for other people but I do think it would offer a great opportunity for those who are within the arts faculty
 - If they want to research might be beneficial
 - I can't speak for other students.
 - Stats is difficult for a lot of people, and methods courses are brutally dull.
-

Appendix D. Outline for New Research Internship Course

Course Description

In this course, students, supervised by the course instructor(s), will participate as a research team to conduct research for a local non-profit, business, social service organization, or government agency. The scope of the research project will be determined through a collaborative process between the course instructors, partnering organization/agency, and students. Examples of the type of work students will be engaged in may include, but will not be limited to, conducting a needs assessment survey for clients to inform service delivery, performing a literature reviews of best practice to help with programming decisions, or conducting focus group discussions with clients to inform the partnering organization's decision-making processes. In addition to conducting supervised research activities for the organization, students will also engage in professionalization activities, including developing skill-based CVs/resumes, researching potential job opportunities for social science graduates, and meeting with social scientists working outside of academia to discuss their employment pathways and the nature of their work. In-class seminars will also be dedicated to discussing the challenges, opportunities, role, and promises of applied social science research in contemporary society.

Course Rationale

This course meets a curricular need for more research-based learning and professionalization opportunities for undergraduate students in sociology and related social science programs in the Faculty of Arts. While students have the option to complete capstone honors thesis courses, few courses offer students opportunity to engage in practical, hands-on, and applied social research that will have a direct impact on their local communities. Furthermore, few courses provide undergraduate social science students with opportunities to develop their professional skills and competencies as applied social researchers, even though research and data analysis skills are growing in demand among employers and policymakers. This course adopts best practice in social science education and meets the University of Alberta's commitment to providing undergraduate students with opportunities for experiential learning.

Appendix E. Guidelines for Approved Capstone Courses

The *Certificate in Applied Social Science Research* requires students to engage in hands-on research to fulfill its requirements. This can be done through the completion of a *Research Internship or Placement* course or an *Independent Study Capstone* course. In order to ensure that each of these fulfill the requirements for research-based hands-on learning students will have to submit information about these courses to the Advisor of the *Certificate in Applied Social Science Research* prior to the Certificate being conferred as part of their degree.

Students will provide this information by completing an Intention to Complete form during the fall of their intended year of graduation. This form will outline the courses they have completed thus far and the courses they intend to enroll in during the upcoming academic year, which will signal progress toward certificate completion. Students will also describe their plans for completing the experiential learning components, either through a *Research Internship or Placement* course or an *Independent Study Capstone* course.

Programs in the Faculty of Arts offer an array of final year capstone courses for undergraduate students. Many of these courses include intensive research-based activities, such as those in which students work directly with a professor on a research project or complete a final year honors thesis. Because capstone courses might involve student work in which research is not a primary activity, students must demonstrate that the capstone course involved their participation includes research-related activities.

Students will be required to demonstrate their participation in research-related activities by submitting a copy of an undergraduate thesis, final research paper, or a letter from a supervising professor attesting to the research work performed by the student. Students will also be required to present their research findings in conjunction with students completing SOC 415.



DEPARTMENT OF WOMEN'S AND GENDER STUDIES
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womens@ualberta.ca
www.womensstudies.ualberta.ca

October 3, 2017

To Whom It May Concern:

I am writing to express the full support of the Department of Women's and Gender Studies (WGS) for the proposed **Certificate in Applied Social Research**.

This certificate program will offer an important additional qualification and experience for students at the UofA and Faculty of Arts students more specifically. The Department of Women's and Gender Studies currently offers annually WGS 302 Feminist Research and Methodology as a 3 * course. This course is one in a suite of mandatory courses that students in WGS take. Our course explores feminist modes of research, feminist ethics in research, and critiques of traditional disciplinary approaches to research. Students gain some practical research skills. Quantitative methods are discussed, but students wanting to develop further their skills and pursue research involving quantitative research methods would stand much to gain from the proposed **Certificate in Applied Social Research** and especially the research opportunities that it makes available to them.

Sincerely,

A handwritten signature in cursive script that reads "S. Luhmann".

Susanne Luhmann, Ph.D.
Associate Professor & Chair

**DEPARTMENT OF ANTHROPOLOGY**

13-15 HM Tory Building
Edmonton, Alberta, Canada T6G2H4
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anthropo@ualberta.ca
www.anthropology.ualberta.ca

27 September 2017

Re: Department of Anthropology's support of the proposed Certificate in Applied Social Science Research

To Whom It May Concern,

On September 8, 2017, I received a letter from Dr. Michelle Maroto asking to gauge the Department of Anthropology's support for a new Certificate in Applied Social Science Research at the University of Alberta. As proposed, the interdisciplinary certificate is aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience.

After reviewing the proposal, our department believes that it is a worthwhile certificate area from which our students can benefit. Our department offers courses in social research. However, the possibility of enrolling in a certificate program to enhance their knowledge of and practical experience with social research will benefit our students in terms of their preparation for future work in the community, as well as for future graduate studies.

Therefore, please accept this letter as support for the Certificate in Applied Social Science Research.

Sincerely,

Jean DeBernardi, Ph.D.
Professor and Acting Chair
Department of Anthropology



Human Geography Program
Earth and Atmospheric Sciences
Faculty of Science



October 4, 2017

RE: Proposed Certificate in Applied Social Science Research

We received a request on September 11, 2017 from Dr. Michelle Maroto and Dr. Gillian Stevens of the Department of Sociology to review their proposed certificate in Applied Social Science Research. As proposed, the interdisciplinary certificate is aimed at developing students' research skills in the social sciences through a combination of course work and hands-on experience. We reviewed the proposal with a particular focus on what BA Majors and Honors students in the Human Geography Program may gain from taking the certificate.

We appreciate both the intent of the certificate and the approach set out in the proposal. We strongly agree that undertaking the certificate will strengthen students' marketable skills and preparation for further study. We also believe the concept of a capstone research project - to be achieved via an internship or a supervised directed study/honors thesis - is valuable and important. This capstone is consistent with best practice in social science education, and with the University of Alberta's commitment to offering undergraduate students opportunities for experiential learning and participation in research. We appreciate the flexibility that allows students to meet the capstone requirement in a range of ways.

Therefore, please accept this letter as our support, on behalf of the Human Geography Program (within the Department of Earth & Atmospheric Sciences, Faculty of Science), for the Certificate in Applied Social Science Research.

Damian Collins, PhD

Associate Professor of Human Geography

damian.collins@ualberta.ca

Tara McGee, PhD

Professor of Human Geography

tmcgee@ualberta.ca



Earth and Atmospheric Sciences
Faculty of Science



Sandeep Agrawal, PhD, AICP, MCIP
Inaugural Director, Urban and Regional Planning Programs
1-26 Earth Sciences Building

<http://planning.eas.ualberta.ca>
sagrawal@ualberta.ca
Edmonton, Alberta, Canada T6G 2E3

Phone: 780.492.1230
Fax: 780.492.2030

October 05 2017

Re: Certificate in Applied Social Science Research

To Whom It May Concern,

On October 3, 2017, I received a letter from Drs. Michelle Maroto and Gillian Stevens to gauge my support as the Inaugural Director of Urban and Regional Planning Programs in the Department of Earth and Atmospheric Sciences for their proposed Certificate in Applied Social Science Research at the University of Alberta. As proposed, the interdisciplinary certificate is aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. Please accept this letter as support for the Certificate in Applied Social Science Research. I believe that it is a worthwhile certificate from which our students can benefit both in terms of developing marketable competencies and skills, as well as for future graduate studies.

Sincerely,

A handwritten signature in black ink that reads "Sandeep Agrawal". The signature is written in a cursive style with a long horizontal line extending to the right.

Sandeep Agrawal, PhD, AICP, MCIP
Professor and Director



DEPARTMENT OF HUMAN ECOLOGY

302 Human Ecology Building
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www.hecol.ualberta.ca

October 10, 2017

Drs. Michelle Maroto & Gillian Stevens
Department of Sociology
University of Alberta

Dear Drs. Maroto & Stevens,

Thank you for sharing the proposal for an undergraduate Certificate in Applied Social Science Research. Some of my colleagues in Human Ecology and I have reviewed it, and believe that it will be a valuable addition to programming for students in social science programs at the University of Alberta. Although we do not anticipate that a lot of Human Ecology students will be interested in pursuing the certificate, we expect that some will. The certificate will extend opportunities that Human Ecology students typically have to develop statistics and research-related knowledge and skills. Students who complete the certificate will be well prepared for job opportunities involving research and/or graduate studies.

In sum, the Department of Human Ecology is pleased to support the proposed Certificate in Applied Social Science Research.

Sincerely,

A handwritten signature in cursive script, appearing to read "Deanna Williamson".

Deanna Williamson, PhD
Chair & Associate Professor



UNIVERSITY OF
ALBERTA

Department of Political Science
Faculty of Arts

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5 October 2017

Re: *Certificate in Applied Social Science Research*

To Whom It May Concern,

On September 8, 2017, I received a letter from Dr. Michelle Maroto and Dr. Gillian Stevens of the Department of Sociology requesting that I gauge the Department of Political Science's support for a new Certificate in Applied Social Science Research at the University of Alberta. The proposed interdisciplinary certificate aims to develop students' research skills through a combination of course work and hands-on research experience. By doing so, it will help students in their preparation for future work in the community, as well as for future graduate studies.

After discussing the proposal with the Political Science Executive Committee members (Chair, Assistant Chair and Associate Chairs), we believe that there would likely be interest from our undergraduate students in the certificate program. Political Science has a healthy honors program, with 35 students enrolled on an annual basis, and these students are keen to learn more about research methods, approaches and strategies. While our majors are exposed to original research projects in upper-level courses, be it through simulations, group work or individual engagement in data collection and analysis, they too express a desire for more training. Therefore, please accept this letter as enthusiastic support for the Certificate in Applied Social Science Research.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Linda Trimble".

Linda Trimble, Professor
Acting Associate Chair, Undergraduate



UNIVERSITY OF
ALBERTA

Faculty of Native Studies

2-31 Pembina Hall
Edmonton, Alberta, Canada T6G 2H8

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nativest@ualberta.ca

Tel: 780.492.2991
Fax: 780.492.0527

October 8, 2017

Dr. Michelle Lee Maroto
Assistant Professor
Department of Sociology
6-23 Tory Building
University of Alberta
T6G 2H4

Re: Faculty of Native Studies' Support of the proposed Certificate in Applied Social Science Research

To Whom It May Concern,

On September 11, 2017, I received a letter from Dr. Michelle Maroto asking to gauge the Faculty of Native Studies' support for a new Certificate in Applied Social Science Research at the University of Alberta. As proposed, the interdisciplinary certificate is aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience.

I presented the proposed Certificate in Applied Social Research to my administrative team for review. The administrative team reviewed the proposal and believes it to be a worthwhile certificate area from which students in the Faculty of Native Studies will benefit. Our students are already required to take 6 credits of courses in social science-based methodology. However, the possibility of enrolling in a certificate program to enhance their knowledge of and practical experience with social research has the potential to benefit them in terms of their preparation for future work in community, as well as for future graduate studies.

Therefore, please accept this letter as support for the Certificate in Applied Social Science Research.

Pishshapmishko,

A handwritten signature in black ink, appearing to be 'C Andersen', written over a horizontal line.

Dr. Chris Andersen
Professor and Dean
2-31 Pembina Hall
University of Alberta
Edmonton, AB
T6G 2H8
Royal Society of Canada's New College of Scholars, Artists and Scientists (member)

10/12/2017

University of Alberta Mail - Re: letter of support



Erwin Selimos <selimos@ualberta.ca>

Re: letter of support

1 message

Sara Dorow <sdorow@ualberta.ca>

Thu, Oct 12, 2017 at 9:21 AM

To: R Szostak <rszostak@ualberta.ca>

Cc: Erwin Selimos <selimos@ualberta.ca>, Michelle Maroto <maroto@ualberta.ca>

Thank you, Rick, for your indication of support. We'll keep you posted!

Best,
Sara

On Thu, Oct 12, 2017 at 9:19 AM, R Szostak <rszostak@ualberta.ca> wrote:

Dear Sara; On behalf of my Department I am happy to support the proposal from your Department for a new certificate in applied research. We are not quite sure what the best title for the certificate is, but like the idea and structure of the certificate very much. We thank your Department for all of the work that has gone into this. We think that some of our students would pursue and benefit from such a certificate.

Yours Sincerely,

Rick Szostak
Chair of Economics

--

Sara Dorow
Associate Professor and Chair
Department of Sociology
University of Alberta
sdorow@ualberta.ca
(780) 492-0471

From: Christopher Sturdy csturdy@ualberta.ca
Subject: Re: Developing a Certificate in Applied Social Science Research
Date: November 17, 2017 at 12:11 PM
To: Erwin Selimos selimos@ualberta.ca
Cc: Michelle Maroto maroto@ualberta.ca, Peter Hurd phurd@ualberta.ca, Jan Boulter jan.zielinski@ualberta.ca, Gillian Stevens gasteven@ualberta.ca, psych.chair@ualberta.ca, Kim Noels knoels@ualberta.ca



Dear Erwin and Michelle,

Apologies for the very late reply. The Department of Psychology is happy to support this proposal. It seems very worthwhile and will add another area of student training that will enhance their overall experience and qualifications when they enter the workforce or postgraduate work.

Sincerely,
Chris

--

Christopher B. Sturdy, Ph.D.
 Professor and Chair
 Department of Psychology
 University of Alberta
 P-217 Biological Sciences Building
 T6G 2E9

telephone (Psychology): (780) 492-7843
 facsimile (Psychology): (780) 492-1768
 telephone (Chair): (780) 492-5299

sturdy url: <https://www.cms.ualberta.ca/science/about-us/contact-us/faculty-directory/christopher-sturdy>

lab url: <http://songbirdneuroethologylab.weebly.com/>

twitter: <http://twitter.com/cbsturdy>

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The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

On Tue, Oct 3, 2017 at 2:06 PM, Erwin Selimos <selimos@ualberta.ca> wrote:

Dear Dr. Sturdy, Dr. Hurd, and Dr. Boulter,

My name is Erwin Selimos and I am working with Dr. Michelle Maroto and Dr. Gillian Stevens on the proposed Certificate in Applied Social Science Research. I am emailing as a follow up to the a previous email about the certificate program. We were wondering if you have had the opportunity to review the proposed certificate and if there is any support for such a certificate from the Department of Psychology? We aim to submit the proposal for review in mid-October and would like to include the letters of support in that application.

Sincerely,

Erwin

On Fri, Sep 8, 2017 at 1:25 PM, Michelle Maroto <maroto@ualberta.ca> wrote:

Dear Chris, Peter, and Jan,

We would like to gauge your support for a new Certificate in Applied Social Research at the University of Alberta. We are proposing an interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. This certificate will be open to undergraduate students across faculties, but it will primarily be geared toward those enrolled in the Faculty of Arts.

The course requirements for the certificate program will include a grounding in quantitative analysis, an overview of methods often used in social science research to gather data and to design research projects, and an in-depth study of at least one methodological approach used in the social sciences. Students will also gain hands-on experience in social science research through a placement in an ongoing research project led by faculty members, government departments, or community organizations. Completion of the certificate will provide students with marketable skills in data gathering and analysis and strong preparation for graduate study in the social sciences.

preparation for graduate study in the social sciences.

To ensure a broad background in quantitative skills and research methods, the certificate will require 15 credits that include one introductory statistics course, one advanced statistics course, one overview social research methods course, and one advanced social science research and methods course. The final three credits will come from an experiential learning component. Students will obtain these credits through participation in either an internship course or a capstone research course. Internship course credit can be gained by participating in a course administered by the Sociology Department or through an equivalent internship placement. The capstone research course will be taken as an independent study or honors thesis course in the student's home department.

We expect potential participation from students in Sociology, Political Science, Anthropology, Human Geography and Planning, Economics, Women's and Gender Studies, Psychology, Human Ecology, and Native Studies.

A preliminary demand analysis, conducted in April, indicated a high student interest in such a program among students enrolled in methods and statistics courses in Sociology. This fall we will be extending the demand analyses to also gauge interest among students in other courses, which we expect to be significant as well.

As part of the consultation phase for implementation of a new certificate at the University of Alberta, we request a brief letter of support from your department. We have attached to this email a draft copy of the proposal for the Certificate in Applied Social Research for your review. We are happy to answer any questions that you have. We would also be happy to set up a meeting to further discuss the components of the certificate.

Sincerely,

Michelle & Gillian

~~~~~  
Michelle Lee Maroto, PhD  
Assistant Professor  
Department of Sociology  
6-23 Tory Building  
University of Alberta T6G 2H4  
[780.492.0478](tel:780.492.0478)  
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**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Department of Sociology

**Check one of these boxes:**

**Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

**Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

| <b>CURRENT</b>                                                  | <b>PROPOSED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calendar Section Number (\$) <b>Enter the calendar URL here</b> | Calendar Section Number (\$) <b>Enter the calendar URL here</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| New Certificate Program                                         | <p><u>The Certificate in Applied Social Science Research is an interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. Completing the certificate allows students to develop their research skills and to gain professional experience by participating in an applied social science research project. Students may pursue the Certificate while fulfilling existing requirements in their discipline by choosing courses (see below) for ★15.</u></p> <p><b><u>Certificate Requirements</u></b><br/> <u>*15 as follows:</u></p> <p><u>*3 introductory statistics course from</u></p> <ul style="list-style-type: none"> <li>• <u>SOC 210: Introduction to Social Statistics</u></li> <li>• <u>SCI 151: InSciTE: Scientific Inquiry and Data Analysis</u></li> <li>• <u>STAT 151: Introduction to Applied Statistics I</u></li> </ul> <p><u>*3 introductory overview course in social science methodology from</u></p> <ul style="list-style-type: none"> <li>• <u>SOC 315: Introduction to Social Methodology</u></li> <li>• <u>HGP 399: Research Methods in Human Geography and Planning</u></li> <li>• <u>PSYCO 212: Introduction to Research Methods in Psychology</u></li> </ul> |

- SCI 101: Foundations of Science
- NS 390: Research Methods in Native Studies
- WGS 302: Feminist Research and Methodologies
- LING 375: Linguistic Directed Research I
- LING 523: Introduction Statistics for Linguistic Data

\*6 advanced methods or statistics courses from

- SOC 402: Topic in Sociology: Demographic Methods
- SOC 418: Qualitative Methods in Social Research
- SOC 456: Data Analysis and Research
- ANTHR 401: Ethnographic Methods
- ANTHR 424: Visual Anthropology
- ANTHR 495: Archaeological Methods
- HECOL 473: Clothing and Materials for Sport and Safety
- HECOL 465: Material Culture, Methods and Identities
- HGP 470: Geographical Information Systems and Advanced Cartography for Social Science
- PSYCO 325: Applied Research in Developmental Psychology
- PSYCO 412: Quantitative Methods in Sociocultural Psychology
- PSYCO 415: Qualitative Methods in Sociocultural Psychology
- POL S 399: Third-Year Honors Seminar
- NS 490: Community-based Research
- HIST 290: Introduction to Historiography
- STAT 252: Introduction to Applied Statistics II
- ECON 497: Econometric Methods
- ECON 299: Quantitative Methods in Economics
- ECON 399: Introductory Econometrics
- LING 400/500: Psycholinguistics
- LING 455/555: Speech Perception
- LING 512: Acoustic Phonetics
- LING 515: Field Methods
- LING 519: Corpus Linguistics



- LING 520: Computational Linguistics

One of:

\*3 participation in SOC 415: Applied Research Internship

OR

\*3 Capstone social science research project involving either a research internship or research-based honors thesis/individual study, usually with a faculty member in the student's home department or program.

- SOC 403: Individual Study
- SOC 401: Honors Individual Study
- SOC 407: Honors Essay 1
- SOC 408: Honors Essay 2
- SOC 499: Advanced Field Placement in Criminology
- HECOL 490: Independent Investigation in Human Ecology
- HGP 497/8: Directed Study in Human Geography or Planning I/II
- HGP 499: Practical Study in Human Geography and Planning
- HGP 495: Planning Studio
- PSYCO 398: Individual Study I
- PSYCO 498: Individual Study II
- LING 475: Linguistics Directed Research II
- SOC 401: Honors Individual Study
- HGP 496: Undergraduate Thesis
- ANTHR 499: Honors Seminar and Research Project
- PSYCO 399: Honors Thesis I: Research Apprenticeship
- PSYCO 490: Honors Thesis II: Thesis Research
- LING 502: Honors Project
- WGS 402: Honors Seminar and Project
- POL S 499: Honors Essay: Fourth-Year Honors Political Science
- NS 498: Honors Paper or Project
- NS 499: Research Project

- ECON 400: Honors Essay: Fourth-Year Honors Economics

Please note:

- To obtain credit for the certificate, students are expected to submit an Intention to Complete form by the fall of their intended year of graduation. The form is available from the Certificate Advisor.
- All students completing the certificate during the specified year will be required to present their projects at the end of the winter semester with their cohort.
- Students may apply for other courses to count toward the Certificate, with the approval of the Certificate Advisor.
- Any course outside of SOC 415: Applied Research Internship that is being used to satisfy the capstone or research internship course must be signed off by the Certificate Advisor. Students are advised to get approval before commencing the capstone or internship.
- Linguistic majors may use a combination of three 300 or 400 level Linguistics classes to meet the credit requirements of the introductory overview course in social science methodology. Students, however, should consult with the advisor of the certificate.
- Course offerings are subject to change.

**Justification:**

In response to the growing demand for experiential research-based learning opportunities at the university, we are proposing a new *Certificate in Applied Social Science Research* implemented through the Faculty of Arts and the Department of Sociology. Considering the absence of an interdisciplinary research certificate in the social sciences, the new *Certificate in Applied Social Science Research* will fill a growing interest in research skill development and experiential learning within the Faculty of Arts. The certificate's experiential component provides hand-on learning experiences through which students can develop practical research and critical thinking skills that are increasingly in demand among employers and policymakers. As such, it offers a unique

opportunity for students to develop competencies that are highly valued in a variety of workplaces, and to do so with an understanding of ethical practice and social responsibility.

Furthermore, certificates will become increasingly important as students look to find pathways within the more flexible BA recently introduced through the Faculty of Arts BA Renewal program.<sup>1</sup> The *Certificate in Applied Social Science Research* will allow students to benefit from the various strengths in shared methodological approaches in the social science departments in the Faculty of Arts. Although each department in the University of Alberta appears to focus on a few approaches, all approaches are found and used across social science disciplines. Allowing students to take methods and statistics courses spread across the disciplines will encourage them to broaden their skills and flexibility in social science research beyond the limited number of approaches found in any one department.

The proposed certificate also aligns with the Faculty of Arts' call for Experiential Learning in the Arts, which aims to improve student engagement and professional development through structured opportunities that include research, community service, work, and travel.<sup>2</sup> Experiential learning—including the integration of research and experiential learning, ethical engaged citizenship, and interdisciplinary collaboration—is also a key priority identified in the Faculty of Arts 2017-22 draft Academic Strategic Plan.<sup>3</sup>

The coursework also supports and expands on the goals of the University of Alberta's Undergraduate Research Initiative, which aims to create a culture in which every undergraduate student has opportunities to engage in research and creative activities, both in and outside of the classroom. Importantly, the *Certificate in Applied Social Science Research* directly addresses the five areas—build, experience, excel, engage, and sustain—described in *For the Public Good*, the University of Alberta's Strategic Plan for 2016-2021:

- Within the *build* area, the Certificate will enhance the visibility of the University of Alberta through its collaborative projects that involve faculty, students, and organizations.
- The Certificate and the research internship course promote *experience* through its experiential learning components.
- The Certificate will help students to *excel* through the many training and professional development activities offered.
- As part of the *engage* area, the Certificate will support interdisciplinary research that brings students into all aspects of the research process.
- The Certificate will support the *sustain* area by facilitating the continued development of student analytical and research skills.

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<sup>1</sup> For more information on the BA Renewal program please see: <https://www.ualberta.ca/arts/about/ba-renewal>.

<sup>2</sup> Experiential Learning in the Arts: <https://www.ualberta.ca/arts/programs/experiential/experiential-about>

<sup>3</sup> <https://cloudfront.ualberta.ca/-/media/arts/about/phase2aspstrategicgoalsfinal.pdf>

|                                             |                                              |       |
|---------------------------------------------|----------------------------------------------|-------|
| Submitted by:<br><b>Dr. Michelle Maroto</b> | Signature of Department<br>Chair or Designee | Date: |
|---------------------------------------------|----------------------------------------------|-------|

**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018

**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Department of Sociology

**Check one of these boxes:**

**Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017  
 January 11, 2018  
 March 15, 2018  
 April 12, 2018

**Check one of these boxes:**

**Type of Change:**  Program Regulation  Admission Requirements  
 New Course  Course Change  
 Course Deletion  Editorial

| <b>CURRENT</b>                                                 | <b>PROPOSED</b>                                                                                                                                                                         |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calendar Section Number (§) <b>Enter the calendar URL here</b> | Calendar Section Number (§) <b>Enter the calendar URL here</b>                                                                                                                          |
| New Course                                                     | SOC 415 – Applied Research Internship<br>★3 (fi 6) (either term, 0-3-0) Supervised applied research experience and seminar sessions.<br>Prerequisite: SOC 315 or consent of instructor. |
|                                                                |                                                                                                                                                                                         |

**Justification:**

In this course, students, led by the course instructor(s), will participate as a research team to conduct research for a local community organization, business, or government agency. In addition to conducting supervised research activities for the organization, students will also engage in professionalization activities and discuss the challenges, opportunities, role, and promises of applied social science research in contemporary society.

This course meets a curricular need for more research-based learning and professionalization opportunities for undergraduate students in sociology and related social science programs in the Faculty of Arts. Although students in these programs have the option to complete capstone honors thesis courses, few courses offer opportunities to engage in practical, hands-on, and applied social research that will have a direct impact on their local communities. In addition, few courses provide undergraduate social science students with opportunities to develop their professional skills and competencies as applied social researchers, even though these skills are growing in demand among employers and policymakers.

Furthermore, the Department of Sociology is currently developing a *Certificate in Applied Social Science Research*. The Certificate in Applied Social Science Research will be an interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. To ensure a broad background in quantitative and qualitative skills and research methods, the certificate will require \*15 credits that include one introductory statistics course, one advanced statistics course, one overview methods course, and one advanced social science research and methods course. The final three credits come from an experiential learning component. Students will obtain these credits through participation in either an internship course (the topic of application) or a research-focused capstone course.

Until the certificate is fully implemented, we will pilot a version of the Internship Research course

beginning in the Winter 2018. In this course, students, led by the course instructor, will participate as a research team to conduct research for a local community organization or government agency that will meet the specific needs of the partnering organization. In addition to conducting supervised research activities for the organization, students will engage in professionalization activities and discuss the challenges and promises of applied social science research. Feedback from instructor, students, and the partnering organization will be used to modify the course so it is ready when the full certificate program is implemented.

|                                             |                                              |       |
|---------------------------------------------|----------------------------------------------|-------|
| Submitted by:<br><b>Dr. Michelle Maroto</b> | Signature of Department Chair<br>or Designee | Date: |
|---------------------------------------------|----------------------------------------------|-------|

**SUMBIT** completed, signed pdf **and** word versions to [google drive](#).

**2017-18 Academic Affairs Committee Schedule:**

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for a new non-credit Occupational Health and Safety Professional Diploma, Faculty of Extension**

**Motion:** THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed Occupational Health and Safety Professional Diploma (non-credit) as submitted by The Faculty of Extension, and as set forth in attachment 1, to take effect Fall Term, 2018

**Item**

|                  |                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation                                                                       |
| Proposed by      | Dr. Katy Campbell, Dean, Faculty of Extension                                                                                                              |
| Presenters       | Dr. Fay Fletcher, Associate Dean, Academic and Student Affairs, Faculty of Extension.<br>Christie Schultz, Assistant Dean (Academic), Faculty of Extension |

**Details**

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility                                      | Provost and Vice-President (Academic)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| The Purpose of the Proposal is (please be specific) | The proposed Occupational Health and Safety Professional Diploma (non-credit) is designed to provide an opportunity for both emerging and established health and safety professionals to advance their skills and knowledge at the (non-credit) diploma level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The Impact of the Proposal is                       | <p>The proposed professional diploma (non-credit) is being introduced to address a change in the educational requirements associated with the Board of Canadian Registered Safety Professionals (BCRSP)'s Canadian Registered Safety Professional (CRSP) designation. Effective July 1, 2018, the minimum educational requirement for those wishing to achieve the designation will be a Bachelor's degree (4-year) in any field OR a 2-year (credit or non-credit) diploma or certificate (900-hour equivalent) in occupational health and safety or a closely related field from a recognized academic institution. The proposed professional diploma builds upon the Faculty of Extension's existing Occupational Health and Safety Certificate program, which will ladder into the proposed professional diploma program.</p> <p>The Faculty of Extension has been working closely with industry stakeholders, the OHS program advisory committee, and the BCRSP to ensure that the proposed program will meet the needs of industry, society, and the professional body which oversees the CRSP designation.</p> <p>The proposed professional diploma program will require students to successfully complete the courses of the OHS Certificate (347 hours), plus nine diploma core courses (261 hours) and additional elective courses (220 hours). The BCRSP recognizes each of the 12 core and core elective courses (39 hours or 3-credit instructional hour equivalent) in the certificate and diploma programs as fulfilling 45 hours of the educational requirement, equivalent to an additional 72 hours (6*12=72) of recognized instructional hours for BCRSP educational recognition purposes. (University of Alberta transcripts will show 828 hours of completed coursework in total.)</p> |

Item No. 7

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | As per attachment 4, the BCRSP supports the proposed program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Replaces/Revises (eg, policies, resolutions)                | New program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Timeline/Implementation Date                                | Fall Term 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Estimated Cost and funding source                           | Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. Sources of funding: Tuition; possible grants from the Alberta Government OHS I&E Momentum Grant to support development of two new courses (application submitted Fall 2017).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Next Steps (ie.: Communications Plan, Implementation plans) | <p>Following the program's approval by ASC, we will:</p> <ul style="list-style-type: none"> <li>• Design and develop the 2 new courses associated with the proposed diploma. Both courses will be delivered in the 2018-19 academic year.</li> <li>• Communicate with stakeholders including: OHS certificate program students; instructors; the Board of Canadian Registered Safety Professionals; the program's advisory committee; and Extension faculty and staff. <ul style="list-style-type: none"> <li>○ Upon approval, communication will be sent electronically advising stakeholders of the newly approved program.</li> <li>○ Current students of the OHS certificate program will also receive information about the diploma program when Fall/Winter courses are released for registration in the Spring.</li> </ul> </li> </ul> |
| Supplementary Notes and context                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Engagement and Routing** (Include meeting dates)

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> > | <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Faculty of Extension staff have been informed that the program has been proposed. (Ongoing)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                                                                                    | <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Occupational Health and Safety Certificate Program Advisory Committee - November 16, 2016</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                    | <p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• The Faculty of Extension General Program Policy Review Committee - May 20, 2017</li> <li>• The Faculty of Extension Council - Vote to approve program, including general course and program outline. June 15, 2017</li> <li>• The Faculty of Extension Council - Vote to approved amended proposal, incorporating specific course mapping (see Attachment 3) and BCRSP support letter (Attachment 4) - December 22, 2017</li> <li>• Phone meetings with BCRSP representatives - March 21, 2017; October 30, 2017 - Letters of support based on proposal reviews</li> </ul> |
| Approval Route (Governance) (including meeting dates)                                                                                                                                                              | Faculty of Extension General Program Policy Review Committee - May 20, 2017<br>Faculty of Extension Council - June 15, 2017<br>Faculty of Extension Council - December 22, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



Item No. 7

|                |                                                                                                                           |
|----------------|---------------------------------------------------------------------------------------------------------------------------|
|                | ASC Subcommittee on Standards (for discussion) – February 1, 2018<br>GFC Academic Standards Committee – February 15, 2018 |
| Final Approver | GFC Academic Standards Committee                                                                                          |

**Alignment/Compliance**

|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alignment with Guiding Documents                                                                                                                        | In the University of Alberta’s institutional strategic plan, <i>For the Public Good</i> , the University establishes the objective to “Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is one example of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2).                                                                                                                     |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers) | <p>1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</p> <p>2. <b>PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>GFC Academic Standards Committee (ASC) Terms of Reference</b></p> <p><b>“F. Faculty of Extension Courses and Programs: Approval Route</b></p> <p>i. GFC delegated to ASC the authority to approve new non-credit programs and program expansions in the Faculty of Extension. Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to the GFC Academic Planning Committee (APC).”</p> |

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Program Approval Template Non-Credit Certificates: Occupational Health and Safety Professional Diploma
2. Attachment 2: Letters of support provided to June 2017. (Also serves as Appendix A for Attachment 1.)
3. Attachment 3: OHS Course Listing and Instructional Content Mapping (Also serves as Appendix B for Attachment 1.)
4. Attachment 4: Letter of support from the Board of Canadian Registered Safety Professionals (November 2017), referencing OHS Course Listing and Instructional Content Mapping (Attachment 3). (Also serves as Appendix C for Attachment 1.)

*Prepared by:* Fay Fletcher, Professor, Faculty of Extension, fay.fletcher@ualberta.ca and Christie Schultz, Assistant Dean (Academic), Faculty of Extension

**Program Approval Template  
Non-Credit Program**

This template is to be used for proposals calling for the establishment of new University of Alberta non-credit program. Non-credit programs are offered and administered largely by a Faculty or Department. (Example: Certificate in Human Resources offered by the Faculty of Extension)

Governance: Non-credit programs are reviewed by the appropriate Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS) and GFC ASC. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

|                                                                                   |                                                                                                                                                                                                                                                      |                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section A: Basics</b>                                                          |                                                                                                                                                                                                                                                      |                                                                                                                                                                                       |
| <b>Program Name</b>                                                               | Occupational Health and Safety Professional Diploma                                                                                                                                                                                                  |                                                                                                                                                                                       |
| <b>Sponsoring Faculty/<br/>Academic Unit</b>                                      | Faculty of Extension                                                                                                                                                                                                                                 |                                                                                                                                                                                       |
| <b>Contact information</b>                                                        | Name and Title                                                                                                                                                                                                                                       | Fay Fletcher, Professor<br>Thomas Barker, Professor<br>Christie Schultz, Assistant Dean (Academic)<br>Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment, and Planning) |
|                                                                                   | Phone                                                                                                                                                                                                                                                | 780-492-2283<br>780-492-7651<br>780-492-6702<br>780-492-8924                                                                                                                          |
|                                                                                   | Email                                                                                                                                                                                                                                                | fay@ualberta.ca<br>ttbarker@ualberta.ca<br>christie.schultz@ualberta.ca<br>ndua@ualberta.ca                                                                                           |
| <b>Program Synopsis</b><br>Provide a brief description of the non-credit program. | The proposed Occupational Health and Safety Professional Diploma (non-credit) will provide an opportunity for both emerging and established health and safety professionals to advance their skills and knowledge at the (non-credit) diploma level. |                                                                                                                                                                                       |

|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section B: Rationale, Implications and Impacts</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Rationale for Introduction of Program</b><br>Outline the rationale for the proposed non-credit program. | <b>Background: University of Alberta Occupational Health and Safety (OHS) Certificate Program</b><br>The Faculty of Extension's Occupational Health and Safety (OHS) Certificate Program was launched in 1970 to address the training needs of health and safety professionals. Evolving to meet the needs of learners, this part-time program enables practising and aspiring health and safety professionals to advance their skills and work to improve safety performance in their organizations. Since its launch, over 3500 students have graduated with the Occupational Health and Safety Certificate. |

The current OHS Certificate Program (non-credit) is comprised of six core courses, 78 hours of elective courses and 35 hours of enrichment seminars, totalling 347 hours of instructional time. The program can be completed in one to three years (within a six-year completion window); most students complete the program within two years.

Graduates of the program are recognized for completing educational requirements by the Board of Registered Safety Professionals (BCRSP), the Canadian Registration Board of Occupational Hygienists (CRBOH), and the American Board of Industrial Hygiene (ABIH). The Faculty of Extension's graduate survey results indicate that 75% of students registered in the OHS Certificate Program aspire to earn their Canadian Registered Safety Professional (CRSP) designation.

#### **Current CRSP Professional Designation Educational Requirements**

The current OHS Certificate Program meets the educational requirements for those who wish to pursue their CRSP professional designation.

The current CRSP minimum eligibility requirements are as follows:

- Education: One (1) year OHS college or university certificate or diploma program OR Two (2) year non-OHS college or university diploma or degree program.
- Professional Development: Demonstrate professional development activities.
- Experience: Minimum of three years of continuous OHS experience and current employment (minimum 50% of time spent in OHS) at a professional level.

#### **Forthcoming CRSP Professional Designation Educational Requirements**

The CRSP Eligibility Criteria is changing on July 1, 2018. Applications for the CRSP certification received *on or after July 1, 2018* will be required to have the following:

- A minimum of a Bachelor's degree (4-year) in any field OR a 2-year (credit or non-credit) diploma or certificate (900-hour equivalent) in occupational health and safety or a closely related field from a recognized academic institution.
- At least four (4) years of experience where occupational health and safety is at least 50%, preventative, professional level with breadth and depth of health and safety duties.

Recognizing professional pathways and the International Network of Safety & Health Practitioner Organisations (INSHPO) framework, the BCRSP is developing a new certification in addition to the Canadian Registered Safety Professional (CRSP) designation. The new designation will be introduced for the OHS Technician and will be known as the Canadian Registered Safety Technician (CRST).

**Implications for the University of Alberta OHS Program**

The BCRSP sets certification standards for occupational health and safety professionals in Canada. For this reason, we are responding to the changes to the educational requirements set out by the BCRSP.

The Faculty of Extension is well-positioned to meet the needs of the new CRSP professional designation educational requirement by creating a new program that builds upon the existing Faculty of Extension courses. The new, 900-hour-equivalent program will combine OHS-specific learning with OHS-applicable management and leadership courses, thereby preparing the OHS professional for work in areas such as disability management, human resources, risk management, leadership, communication, strategic and change management, and budgeting and finance.

The Faculty of Extension is therefore retaining our current OHS Certificate Program and proposing that it form part of a pathway to a 900-hour-equivalent OHS Professional Diploma Program. The current OHS Certificate Program (347 hours) will satisfy the educational requirements of the new Canadian Registered Safety Technician (CRST) designation; the proposed OHS Professional Diploma Program (900-hour-equivalent) will satisfy the educational requirements for the CRSP professional designation. (Letter of support provided by the BCRSP in November 2017.) The Faculty of Extension therefore proposes to offer both the OHS Certificate Program and the OHS Professional Diploma Program concurrently.

The proposed professional diploma program will require students to successfully complete the courses of the OHS Certificate (347 hours), plus nine core courses (261 hours) towards the professional diploma and additional elective courses (220 hours).

The BCRSP recognizes each of the 12 core and core elective courses (39 hours or 3-credit instructional hour equivalent) in the certificate and diploma programs as fulfilling 45 hours of the educational requirement, equivalent to an additional 72 hours ( $6 \times 12 = 72$ ) of recognized instructional hours for BCRSP educational recognition purposes. (University of Alberta continuing education transcripts will show 828 hours of completed coursework in total.)

| <b>Program Overview Table<sup>1</sup></b>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Current OHS Certificate Program                                                                                                                                                                                      | Proposed OHS Professional Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 347 hours <ul style="list-style-type: none"> <li>● 6, 39-hour core courses (234 hours)</li> <li>● 78 hours of electives</li> <li>● 35 hours of enrichment seminars</li> </ul>                                        | 900 hours (or equivalent) <ul style="list-style-type: none"> <li>● OHS certificate, i.e. 347 hours (laddering from OHS certificate)               <ul style="list-style-type: none"> <li>○ 6 core courses (234 hours)</li> <li>○ 78 hours of OHS electives</li> <li>○ 35 hours of OHS enrichment seminars</li> </ul> </li> <li>● 4, 39-hour core courses and 5, 21-hour core courses (261 hours)</li> <li>● 220 elective hours (or equivalent) drawn from designated Extension courses, including:               <ul style="list-style-type: none"> <li>○ OHS-specific courses (i.e. additional elective/seminar courses)</li> <li>○ Management courses</li> <li>○ Human Resources courses</li> <li>○ Leadership courses</li> <li>○ Wellness Leadership courses</li> <li>○ Environmental Resource Management courses</li> </ul> </li> </ul> |
| Intended to meet educational requirements for the new 2018 CRST designation.                                                                                                                                         | Intended to meet educational requirements for the new 2018 CRSP professional designation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resource Implications</b><br>Identify the resource implications of the proposed program. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation. | Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff: <ul style="list-style-type: none"> <li>● Community, government, professional association, and industry consultation: HSEP team lead (Nimmi Dua)</li> <li>● Program development and design: HSEP team lead (Nimmi Dua); Extension Learning Engagement Office</li> <li>● Program administration: HSEP program team; Extension Student Services Office (ESSO) team</li> <li>● Program development oversight: Christie Schultz</li> <li>● Academic oversight: Thomas Barker</li> <li>● Marketing support: Extension Marketing and Strategic Initiatives team</li> </ul>                     |

<sup>1</sup> This table has been updated in December 2017 to reflect information provided by the BCRSP in November 2017.

|                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Consultation</b><br/>Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p> | <p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> <li>● Board of Canadian Registered Safety Professionals (BCRSP)</li> <li>● OHS Certificate Program Advisory Committee</li> </ul> <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> <li>● Service unit processes will be consistent with those existing for all Faculty of Extension programs.</li> </ul> <p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> <li>● Management and Leadership Programs</li> <li>● Extension Student Services Office (ESSO)</li> <li>● Extension Marketing and Strategic Initiatives team</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Appendices</b></p>                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p> | <ul style="list-style-type: none"> <li>● Appendix A: Letters of Support (to June, 2017)</li> <li>● Appendix B: OHS Course Listing and Instructional Content Mapping</li> <li>● Appendix C: Letter of support from the Board of Canadian Registered Safety Professionals (November 2017), referencing OHS Course Listing and Instructional Content Mapping.</li> </ul> |



**Board of Canadian Registered Safety Professionals**  
**Conseil canadien des professionnels en securite agrees**

6700 Century Avenue, Suite 100, Mississauga, ON L5N 6A4  
Tel: 905-567-7198 Toll Free 1-888-279-27 77 www.bcrsp.ca info@bcrsp.ca

May 19, 2017

Nimmi Dua  
Team Lead Health, Safety, Environment &  
Planning Faculty of Extension  
University of Alberta

Via Email: nduarcfualberta.ca

Ms. Dua:

The Board OF Canadian Registered Safety Professionals (BCRSP) supports the development or the University of Alberta's existing certificate program to a diploma in occupational health and safety.

This program enhancement initiative supports the advancement of the OHS professional who is expected by employers, government, workers, and other stakeholders to possess the necessary skills, knowledge and abilities to effectively manage workplace health and safety.

Diploma

programs focused on delivering OHS specific education provide the foundational knowledge that individuals need to possess to address increasingly complex workplace needs.

We look forward to formally reviewing the University of Alberta's diploma program curriculum to evaluate it for eligibility requirements for the CRSP®/PSAC® certification that will come into effect July 1, 2018.

Sincerely,

BOARD OF CANADIAN REGISTERED SAFETY PROISSIONALS

David Turner.  
CRSP Chair  
Governing  
Board

**Accreditations**

ISO/IEC 17024 (Certification Body for Persons)  
ISO 9001 (Quality Management System)

**Memberships & Affiliations**

Canadian Network of National Associations of Regulators (CNNAR)  
Institute for Credentialing Excellence (ICE)  
International Network of Safety and Health Practitioner Organisations (INSHPO)





The Safety Association for Canada's  
Upstream Oil and Gas Industry

May 23, 2017

New Diploma Program OHS

Nimmi Dua  
Team Lead  
Health, Safety, Environment and Planning  
Faculty of Extension  
University of Alberta

Good afternoon Nimmi,

After reviewing the outline provided to me for the New *Professional Diploma in Health and Safety* I am pleased to provide support for this much needed course. As an alumni of the U of A OHS Cert. program, I believe this is a necessary and welcomed addition to the Health and Safety Professional Course offerings here in Western Canada and beyond.

Sincerely,

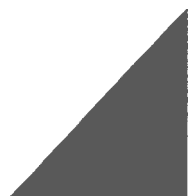
**Gordon Walsh, CRSP**  
**Senior Manager, Health and Safety Training**  
**ENFORM**  
P 403.516.8087 | C 403-999-8160  
[Gordon.Walsh@enform.ca](mailto:Gordon.Walsh@enform.ca) | [www.enform.ca](http://www.enform.ca)

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**Mark Allan Greene**

2118 - 90A Street SW, Edmonton, AB, T6X 0P4  
Tel: 780-540-1701, Email: magreene@ualberta.ca

---

May 25, 2017

Nimmi Dua  
Team Lead  
Health, Safety, Environment and Planning  
Faculty of Extension  
University of Alberta

Dear Ms. Dua:

**Re: Proposed UofA OHS Diploma Program**

Thank you for providing me with a copy of the Program Approval Document for the Proposed OHS Diploma Program. I have reviewed the document from the perspective of both an instructor within the current UofA OHS Certificate Program and a lawyer practicing in the area of occupational health and safety.

I am pleased to provide my support for the proposal. I believe that the new educational requirements will strengthen the competency of practitioners who hold the CRSP designation.

Implicit to the proposal, there is still work to be done to determine the makeup of the 553 additional credit hours of instruction. I am confident that the UofA will create a program that not only meets the new BCRSP requirements, but also provides students with the educational foundation to effectively practice in this important profession and contribute to its growth.

Please contact me if you require anything further.

Sincerely,



Mark Allan Greene



May 25, 2017

Nimmi Nayyer-Dua, Program Team Lead  
Health Safety and Environment  
Faculty of Extension  
University of Alberta

Re: University of Alberta - OHS Professional Diploma proposal

Good afternoon Ms. Dua:

I have been given the opportunity to review the proposed changes to the U of A certificate program, and am happy to provide my support to this proposal and input into the matters both as a long term practicing CRSP member, and from the perspective of a Manager of Regulatory issues within OHS in Alberta.

As a member of the BCRSP since 2001, and actively involved in OHS matters in Alberta since 1995, it is refreshing that the University has seen fit to explore the idea of elevating the educational provisions available in the province to a level befitting the Universities mandate of higher learning.

OHS Legislation has evolved immensely since the introduction of the OHS Certificate program in 1970's. The expectation of industry to have a highly educated person capable of providing both technical and practical knowledge in health and safety, to an audience that will vary from field staff to a court room, has necessitated the need for locally available advanced level education that is delivered by a recognized educational institution.

Health and safety has evolved to so much more than field level technical knowledge. Leadership, legal interpretation, due diligence/ risk management, ethics, professional writing and human resources are all topics that today's health and safety professional are expected to have knowledge of and be competent to deliver at a professional level.

Congratulations on striving to fill a much needed void in the education of our future health and safety professionals. I look forward to seeing the fruits of the University's labour in this important field.

Regards

A handwritten signature in black ink that reads "Michael C. Rappel". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

**MIHEAL C. RAPPEL, CRSP, EMT-P(RET)**  
MANAGER INVESTIGATIONS AND MINING  
OCCUPATIONAL HEALTH AND SAFETY



## Professional Diploma in Occupational Health and Safety Course Listing and Instructional Content Mapping

Based on the Faculty of Extension's detailed mapping of the knowledge categories in the *International Network of Safety & Health Practitioner Organisations (INSHPO) OHS Professional Capability Framework* these courses address the knowledge requirements for the OHS Professional role, and are considered to embody theoretical, critical, and strategic approaches beyond the needs of the OHS Practitioner role. The professional diploma consists of the following courses (Table 1) in addition to the courses in the current OHS certificate program (Table 2).

The proposed professional diploma program will require students to successfully complete the courses of the OHS Certificate (347 hours), plus nine diploma core courses (261 hours) and additional elective courses (220 hours). The BCRSP recognizes each of the 12 core and core elective courses (39 hours or 3-credit instructional hour equivalent) in the certificate and diploma programs as fulfilling 45 hours of the educational requirement, equivalent to an additional 72 hours (6\*12=72) of recognized instructional hours for BCRSP educational recognition purposes. (University of Alberta transcripts will show 828 hours of completed coursework in total.)

**Table 1: Diploma (second-year) courses**

| Core (9 of 9) | Elective (220 hrs) | Course Code and Name of Course                                   | Mapping to INSHPO Framework                         |
|---------------|--------------------|------------------------------------------------------------------|-----------------------------------------------------|
| 39            |                    | EXOS 46xx Ethics and Professional Practice ( <b>new course</b> ) | C-14, C-18, D-20                                    |
| 39            |                    | EXOS 46xx Information Systems for OHS ( <b>new course</b> )      | A-4, B-9, C-17, C-12, C-16, C-19, E-21, E-23, E-25  |
| 39            |                    | EXMGT 5515: Financial Management and Budgeting                   | C-17, C-19, E-25                                    |
| 39            |                    | EXOS 4625 Risk Management and Communications                     | B-9, C-15, C-17, C-18, C-19, D-20                   |
| 21            |                    | EXDLR 5620: Leadership Fundamentals                              | C-13, C-18, D-20                                    |
| 21            |                    | EXLDR 5621: Leadership Communications                            | C-18, C-19, E-24, D-20                              |
| 21            |                    | EXBA 5687 Business and Strategy Analysis                         | B-6, C-16, C-17, E-25                               |
| 21            |                    | EXLDR 5624: Leading Strategic Planning                           | C-18, E-24, F-27, F-28                              |
| 21            |                    | EXLDR 5623: Change Leadership                                    | C-19, C-18, E-24                                    |
|               | 21                 | EXOS 4640: Psychological Health and Safety                       | A-1, A-5, B-11, C-14, C-15, E-22, E-23              |
|               | 21                 | EXOS 4641 Workplace Wellness Strategies and Processes            | A-1, B-11, C-13, C-17, C-18, C-19, E-21, E-22, F-27 |
|               | 21                 | EXOS 4642: Leading Workplace Wellness                            | A-1, B-11, C-13, C-17, C-18, C-19, F-28, E-21, E-22 |
|               | 14                 | EXMGT 5427: Project Management Essentials                        | F-28, C-12, C-13, C-14, C-15                        |
|               | 14                 | EXMGT 5444: Project Management From Communication to Closure     | C-18, C-15, C-16, C-17, C-18, C-19                  |
|               | 14                 | EXMGT 5443: Project Management Risk and Resourcing               | F-28, C-15, F-27                                    |
|               | 14                 | EXOS 4635: Business Continuity Planning                          | B-6, B-10, C-13, C-18, D-20, F-27                   |
|               | 24                 | EXERM 4250 Ecosystems and Environmental                          | A-3, A-5,                                           |
|               | 39                 | EXMGT 5601 Strategic Human Resources                             | C-13, C-17, F-29                                    |
|               | 39                 | EXMGT 5682 Strategic Management                                  | B-9, C-16, C-17, F-29                               |
|               | 21                 | EXMGT 5440: Managing People Through Change                       | C-13, C-18, F-27, E-24                              |
|               | 21                 | EXLDR 5626: Stakeholder Relationships                            | C-18, F-27, F-30, E-24                              |

Table 2: Current (first-year) OHS Certificate Program

| Core (6 of 6) | Core Elective (2 of 5) | Elective (35 hrs) | Course Code and Name of Course                              | Mapping to INSHPO Framework                                      |
|---------------|------------------------|-------------------|-------------------------------------------------------------|------------------------------------------------------------------|
| 39            |                        |                   | EXOS 4620 Introduction to Health and Safety Systems         | A-2, B-9, C-19, D-20, E-21, F-27                                 |
| 39            |                        |                   | EXOS 4621 Management of Health and Safety Systems           | A-4, B-6, B-9, C-12, C-13, C-16, C-18, C-19                      |
| 39            |                        |                   | EXOS 4622 Fundamentals of Occupational Hygiene              | A-5, B-8, D-20, E-22, E-21, E-25, E-26                           |
| 39            |                        |                   | EXOS 4624 Health and Safety Law                             | A-5, B-9, B-10, C-14, D-20                                       |
| 39            |                        |                   | EXOS 4609 Safety Hazard Recognition, Evaluation and Control | A-4, A-5, B-6, B-7, B-8, B-9, C-14, C-16, C-18, C-19, E-26, F-27 |
| 39            |                        |                   | EXMGT 5587 Organizational Behaviour                         | C-13, C-16, C-18, C-19, D-20, E-21, E-23, E-24, F-27             |
|               | 39                     |                   | EXOS 4631 Effective Safety Training                         | B-9, C-14, C-18, C-19, D-20, E-23, E-24                          |
|               | 39                     |                   | EXOS 4575 Fundamentals of Auditing                          | C-12, C-13, C-14, C-15, C-16, C-19, D-20                         |
|               | 39                     |                   | EXOS 4576 Fundamentals of Ergonomics                        | B-7, B-8, C-19, E-22, E-23                                       |
|               | 39                     |                   | EXOS 4601 Fundamentals of Disability Management             | A-1, B-7, B-8, B-11, C-16                                        |
|               | 39                     |                   | EXOS 4625 Risk Management and Communications                | B-9, C-15, C-17, C-18, C-19, D-20, E-23, F-27                    |
|               |                        | 21                | EXOS 4641 Workplace Wellness Strategies and Processes       | A-1, A-5, B-11, C-14, C-15, E-22, E-23                           |
|               |                        | 21                | EXOS 4642: Leading Workplace Wellness                       | A-1, B-11, C-13, C-17, C-18, C-19, E-21, E-22, F-27              |
|               |                        | 21                | EXMGT 5427: Project Management Essentials                   | A-1, B-11, C-13, C-17, C-18, C-19, F-28, E-21, E-22              |
|               |                        | 14                | EXOS 4603: Behaviour Based Safety                           | B-6, C-13, C-23, C-24, E-23, E-24, E-25                          |
|               |                        | 14                | EXOS 4560: Conflict and Confrontation                       | C-13, C-18, C-19, D-20, E-24                                     |
|               |                        | 14                | EXOS 4568 Emergency Management                              | B-6, B-9, B-10, C-13, C-15, C-18                                 |
|               |                        | 14                | EXOS 4637: Human Factors in Safety                          | B-6, B-7, B-8, B-9, C-19, D-20, E-23, E-24                       |
|               |                        | 14                | EXOS 4579: Incident Investigation                           | B-6, C-15, C-16, C-17, E-25                                      |
|               |                        | 14                | EXOS 4584: Managing Contractor Safety Performance           | B-9, C-12, C-13                                                  |
|               |                        | 7                 | EXOS 4633: Accident Causation Theory                        | A-2, B-6, C-15, C-19, E-25                                       |
|               |                        | 7                 | EXOS 4629: Noise and Hearing Conservation                   | A-5, B-6, B-8, E-22, E-26                                        |
|               |                        | 7                 | EXOS 4628: Toxicology, Effects and Hazards                  | A-5, B-6, B-8, E-22, E-26                                        |
|               |                        | 7                 | EXOS 4634: Avoiding a wrong with two rights                 | A-5, C-14, D-20                                                  |
|               |                        | 7                 | EXOS 4562: Coping with stress                               | A-1, A-5, C-18, E-22                                             |
|               |                        | 7                 | EXOS 4636: Fatigue Risk Management                          | A-1, A-5, B-6, B-8, B-9, E-22, E-23                              |
|               |                        | 7                 | EXOS 4594: Shiftwork, Safety and Sanity                     | A-5, B-6, B-8, B-9, E-22                                         |
|               |                        | 7                 | EXOS 4578: Health and Safety Committees                     | C-14, C-15, C-18, C-19, D-20, E-21, F-27                         |





**Board of Canadian Registered Safety Professionals**  
**Conseil canadien des professionnels en sécurité agréés**

6700 Century Avenue, Suite 100, Mississauga, ON L5N 6A4  
Tel: 905-567-7198 Toll Free 1-888-279-2777 www.bcrsp.ca info@bcrsp.ca

November 13, 2017

Christie Schultz  
Assistant Dean (Academic)  
Faculty of Extension, University of Alberta  
Via Email : Christie Schultz <christie.schultz@ualberta.ca>

Ms Schultz:

Thank you for the recent information regarding the Professional Diploma in Occupational Health and Safety. Based on the information provided on November 2, 2017, the professional diploma will be recognized by the Board of Canadian Registered Safety Professionals (BCRSP) as an eligible diploma for applicants applying for the Canadian Registered Safety Professional (CRSP) certification under the new eligibility criteria that takes effect July 1, 2018.

Sincerely,

BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS

Paul Andre, CRSP  
Chair, Governing Board

**Accreditations**

ISO/IEC 17024 (Certification Body for Persons)  
ISO 9001 (Quality Management System)

**Memberships & Affiliations**

Canadian Network of National Associations of Regulators (CNNAR)  
Institute for Credentialing Excellence (ICE)  
International Network of Safety and Health Practitioner Organisations (INSHPO)

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Admission/Transfer and Academic Standing Regulations for a new course-based Master of Arts in Policy Studies in the Department of Political Science.**

**Motion:** THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the Admission/Transfer and Academic Standing regulations for a new course-based MA in Policy Studies in the Department of Political Science, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1.

**Item**

|                  |                                                                                                                                                                                          |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation                                                                                                     |
| Proposed by      | Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research<br>Lesley Cormack, Dean, Faculty of Arts                                                                |
| Presenter        | Jared Wesley, Professor, Department of Political Science<br>Lois Harder, Chair, Department of Political Science<br>Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research |

**Details**

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility                                      | Provost and Vice-President (Academic)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| The Purpose of the Proposal is (please be specific) | Proposing admission/transfer and academic standing regulations for a new course-based Master of Arts program in Policy Studies (MA-PS), offered through the Department of Political Studies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The Impact of the Proposal is                       | <p>The proposed MA would establish a rigorous graduate program in applied policy studies, designed to attract, educate, and engage the country's top policy researchers, ensuring they are both critical consumers and consummate producers of policy knowledge, able to establish and accomplish personal research objectives, and work effectively with colleagues to achieve common research goals.</p> <p>The mission of the proposed program is as follows: Our graduates will be fully equipped to conduct leading research in public policy and advance the development and implementation of informed policy solutions throughout, across, and beyond government systems.</p> <p>Two routes are available through this course-based MA: a) a practicum-based MA and b) a course-only MA (based on previous relevant work experience) for both full- and part-time students. A mandatory Indigenous knowledge and engagement component has been incorporated into the core introductory course, and a new course on Indigenous Engagement, Governance, and Policy is being created.</p> <p>The Department will seek accreditation through the Canadian Association of Programs in Public Administration (CAPPA) and Network of Schools of Public Policy, Affairs, and Administration (NASPAA).</p> |
| Replaces/Revises (eg, policies, resolutions)        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Timeline/Implementation Date                        | September 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                             |                                                                                                                                                   |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Estimated Cost and funding source                           |                                                                                                                                                   |
| Next Steps (ie.: Communications Plan, Implementation plans) |                                                                                                                                                   |
| Supplementary Notes and context                             | The department currently offers a Master of Arts in Political Studies (both course-based and thesis-based) as well as a PhD in Political Studies. |

**Engagement and Routing** (Include meeting dates)

|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Participation:<br/>(parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p> | <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                 | <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• university partners within the University of Alberta, across Campus Alberta, and the broader Canadian academic community</li> <li>• over 40 external stakeholder organizations</li> <li>• support from Australian National University</li> <li>• Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</li> <li>• Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters</li> <li>• Edith Finczak, Director, Academic Budgeting and Programming</li> <li>• Dr Thomas Spalding, Associate Dean (Graduate Studies), Faculty of Arts</li> <li>• Rose Yu, Director, Strategy, Initiatives, Facilities and Finance in the Faculty of Arts</li> </ul> |
|                                                                                                                                                                                                                                 | <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Jared Wesley, Professor, Department of Political Science</li> <li>• Lois Harder, Chair, Department of Political Science</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Approval Route (Governance) (including meeting dates)</p>                                                                                                                                                                    | <p>Department of Political Science Graduate Committee (October 6, 2017)<br/>           Political Science Department Council (October 12, 2017)<br/>           Arts Academic Affairs Committee (October 25, 2017)<br/>           Arts Faculty Council (AFC) (November 23, 2017)<br/>           Faculty of Graduate Studies and Research Council (January 10, 2018)<br/>           GFC ASC Subcommittee on Standards (February 1, 2018)<br/>           GFC Academic Standards Committee (February 15, 2018)<br/>           GFC Academic Planning Committee</p>                                                                                                                                                                                                                                                                                                                                                          |
| <p>Final Approver</p>                                                                                                                                                                                                           | <p>GFC Academic Planning Committee</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Alignment/Compliance**

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Alignment with Guiding Documents</p> | <p>Institutional Strategic Plan - <i>For the Public Good</i><br/> <b>EXCEL</b><br/>           GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.<br/>           OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. i) Foster, encourage, and support innovation and</p> |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                | <p>experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p><b>ENGAGE</b></p> <p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>OBJECTIVE 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.</p> <p><b>BUILD</b></p> <p>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>OBJECTIVE 6: Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta’s local, national and international story, so that it is shared, understood, and valued by the full University of Alberta community and its many stakeholders.</p> <p><b>EXPERIENCE</b></p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>OBJECTIVE 7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> |
| <p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p><b>2. PSLA:</b> The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p><b>5. UAPPOL Admissions Policy:</b><br/>“Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In</p>                                                                                                                                                                                    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p><b>6. GFC Academic Standards Committee (ASC) Terms of Reference:</b><br/>ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which ... are part of a proposal for a new program” (3.A.ii). Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)</p> <p><b>7. GFC Academic Planning Committee (APC) Terms of Reference (Establishment/Termination of Academic Programs):</b><br/>“ 3.8 a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Attachments (each to be numbered 1 - <>)

1. Proposal for course-based MA in Policy Studies, Templates A and B1 with appendices and Calendar change

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

## New Degree Proposal Template (Part A: System Coordination Review)

### **Basic Information**

|                                     |                                                                   |
|-------------------------------------|-------------------------------------------------------------------|
| <b>Institution</b>                  | <b>University of Alberta,<br/>Department of Political Science</b> |
| <b>Program/specialization title</b> | <b>Policy Studies</b>                                             |
| <b>Credential awarded</b>           | <b>Master of Arts</b>                                             |
| <b>Proposed Implementation Date</b> | <b>Fall 2019</b>                                                  |

### **SECTION 1: PROGRAM OVERVIEW**

#### **1.1 Type of Initiative**

*New degree program; or new specialization(s) in existing program.*

This is a new specialization within an existing degree program. At present, the institution offers a Master of Arts (MA) in Political Science from the Department of Political Science. This program would be a second MA offered by the department in the field.

#### **1.2 Program Description**

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

Edmonton is one of few provincial capitals without a graduate program devoted exclusively and comprehensively to the study of public policy. This is a lost opportunity with regard to scholarship, governance, and public service in the province.

The mission of the proposed program is as follows: Our graduates will be fully equipped to conduct leading research in public policy and advance the development and implementation of informed policy solutions throughout, across, and beyond government systems.

The proposed MA would establish a rigorous graduate program in applied policy studies, designed to attract, educate, and engage the country's top policy researchers, ensuring they are both critical consumers and consummate producers of policy knowledge, able to establish and accomplish personal research objectives, and work effectively with colleagues to achieve common research goals. This requires the development of skills and a clear understanding of policymaking, with a particular focus on how government operates with an emphasis on policy development, implementation, evaluation, and the entire policy cycle. Students will gain experience with policy in a variety of settings, including the public, private, Indigenous, and non-profit sectors, and all orders and levels of government. A proposed expansion of our partnership with Australian National University would also provide UofA students with exclusive access to that institution's Commonwealth Parliamentary Internships.

Led by established and new Political Science faculty, core courses will include the following learning content: Policy Studies; Canadian Government & Politics; Indigenous Governance, Politics and Policy; Political Economy and Public Finance; Research Methods and Practices; Public Sector Leadership; Public Engagement; and various Policy Fields (energy and environment, diversity and inclusion, health, social policy, immigration, trade, diplomacy, development and foreign aid, etc.). Electives will feature courses offered within the Department of Political Science and other University of Alberta units, including those offered through programs like the MA in Sociology, MA in Gender and Social Justice, Master of Business Administration, Master of Public Health (Health Policy and Management), MA in Native Studies, MA in Community Engagement, and Master of Education Policy Studies. See Appendix A1 for a detailed program framework, including curriculum design and a list of courses.

To assist with the post-degree career transition, no-fee, optional, non-credit professional development workshops will also be developed and delivered for MA in Policy Studies students (and their fellow graduate students in Political Science). Developed in partnership with, and delivered by, IPAC Edmonton and delivered by policy experts from across Canada, these sessions will focus on career development skills, core competency training, and networking. These workshops will be open to University of Alberta students in other programs, for a nominal fee (cost recovery). As part of the first program review (5 years after establishment), the Department will explore transforming these workshops into a formal certificate to accompany the proposed MA in Policy Studies.

The Department will seek accreditation through the Canadian Association of Programs in Public Administration (CAPPA) and Network of Schools of Public Policy, Affairs, and Administration (NASPAA) (See Section 7.1 of Part B.)

### 1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:

- If program implementation will occur over a number of years, provide data for each year to full implementation.

If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.

To ensure proper student supports are in place and refined with a more manageable cohort, the proposed program will be phased in over three years.

The initial admission of six (6) MA in Policy Studies (MA-PS) students in Fall 2019 would increase the size of the Department's MA student intake by just under 50 percent. In 2017, the Department of Political Science admitted thirteen (13) full-time students into its MA in Political Science (MA-POLS) program -- a relatively high number compared to previous years (which averaged around 10). A rough balance between the number of MA-POLS and MA-PS students admitted to their respective programs is sought by Year 3 (ten in each program).

Some internal reallocation of student enrollment is expected, but this will be offset over time by the attraction of new students to the MA-PS program. Most MA-POLS students pursue research in the realm of conventional political science, not policy studies (or related fields like public administration, public management, or public policy). While some University of Alberta MA-POLS students' research interests have involved a policy component, the structure of the MA-POLS program has not allowed many to specialize in policy studies. As a result, most prospective MA students seeking a focused degree in policy studies have opted to apply to other universities. The establishment of the proposed MA-PS program would thus appeal to students with a predisposition to study at the University of Alberta, as well as those who, to this point, have not considered the UofA due to its lack of advanced policy study options. These students would have different learning interests, needs, and expectations than MA-POLS students.

The proposed MA-PS program is designed to take 20 months to complete. Anticipating some students may shift to part-time studies (0.2 FLE) and/or take longer to complete their field placement and capstone projects, it is estimated that up to half of each cohort may remain in the program in Year 3; this estimate is halved in Year 4 and again in Year 5. These estimates align with recent attrition rates in the MA-POLS program.

| Proposed Enrolment      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Annual Ongoing |
|-------------------------|--------|--------|--------|--------|--------|----------------|
| <b>Total head count</b> | 0      | 0      | 0      | 0      | 0      | 0              |
| • Full-Time Year 1      | 6      | 8      | 10     | 10     | 10     | 10             |
| • Full-Time Year 2      | 0      | 6      | 8      | 10     | 10     | 10             |
| • Full-Time Year 3      | 0      | 0      | 3      | 4      | 5      | 6              |



|                                     |   |   |     |     |     |     |
|-------------------------------------|---|---|-----|-----|-----|-----|
| • Full-Time Year 4                  | 0 | 0 | 0   | 1   | 2   | 3   |
| <b>Total FLE</b>                    | 0 | 0 | 0   | 0   | 0   | 0   |
| • FLE Year 1                        | 6 | 8 | 10  | 10  | 10  | 10  |
| • FLE Year 2                        | 0 | 6 | 8   | 10  | 10  | 10  |
| • FLE Year 3                        | 0 | 0 | 0.6 | 0.8 | 1   | 1   |
| • FLE Year 4                        | 0 | 0 | 0   | 0.2 | 0.4 | 0.6 |
| <b>Anticipated No. of Graduates</b> | 0 | 3 | 6   | 7   | 8   | 10  |

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

Across Canada, most graduate programs in public policy receive many more applications than they can accommodate. According to Dr. Kathy Brock, president of the Canadian Association of Programs in Public Administration, these programs have seen a 20-25 percent increase in applications with the election of the Liberal party in Ottawa.<sup>1</sup> Many, including Queen’s University, are considering increasing the size of their programs in the coming years to accommodate the demand.

An original survey was developed to assess the level of student demand for a policy studies graduate program at the University of Alberta. Deployed in August/September 2017, targeting current students and recent graduates at the University of Alberta (Political Science and Sociology, in particular) as well as political science students at the University of Lethbridge and Mount Royal University, it reveals very high demand among prospective students in the proposed program (N=170 as of September 12, 2017). Eighty-four (84) percent of survey respondents indicated that they would be likely to enrol in the program at the University of Alberta; crucially, prospective students expressed much less interest in enrolling in a similar program elsewhere in the province (37 percent) or elsewhere in Western Canada, including BC, Saskatchewan, or Manitoba (39 percent). This suggests there is specific demand for a program at the University of Alberta.

The survey results also demonstrate that distinctive aspects of the program’s proposed curriculum appeal to students. Students found particularly attractive opportunities to work with policy professionals as mentors (81 percent), for-credit work experience (85 percent), professionals as instructors (68 percent), and the availability of paid internships (88 percent). A separate prospective employer survey--the results of which are discussed in Section 2.2 below--suggests high complementarity between the interests of students and employers in these areas.

Prospective students--the vast majority of whom had a background in political science or other social sciences--indicated moderate to high interest in courses on the following topics: governance in Canada (95 percent), provincial/territorial governance (95 percent), intergovernmental relations (91 percent), health and social policy (91 percent), public opinion analysis (89 percent), foreign affairs (87 percent), energy and the environment (87 percent), immigration policy (87 percent), and gender and public policy (72 percent). Discussed in Appendix A1, these are existing strengths of the Department of Political Science.

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<sup>1</sup> Ireton, Julie. 2016. “Public policy schools across Canada buoyed by Liberal ‘sunny ways’.” *CBC News*. May 11. <http://www.cbc.ca/news/canada/ottawa/public-service-school-interest-increase-1.3576058>

## 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/'help wanted' advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

As evidenced by the volume and content of the letters of support appended to this application (see Appendix A1), we have received very positive feedback from senior officials, human resource consultants, and policy professionals throughout the public and non-profit sectors. (Please see §2.3.)

Labour force projections suggest that the number of public service jobs is expected to remain relatively constant through 2020, maintaining a flatline trend that has persisted in Alberta since the late-1990s.<sup>2</sup> Increasingly, however, applicants wishing to enter the public service and those wishing to be promoted within it are requiring graduate degrees in public policy; interviews with human resource professionals in the Government of Alberta and City of Edmonton confirm this trend in the Edmonton region. Thus, while the number of public service positions may hold constant for the foreseeable future, the succession of retiring workers will require more educated replacements. This creates demand for the proposed graduate program in policy studies.

To better evaluate the job market prospects for graduates of the proposed program, a survey of prospective employers was designed and deployed in August/September 2017. Survey participants included a large number (n=88 as of September 12, 2017) of officials with between two and twenty years' experience in policy, nearly half of whom serve as executive or senior managers. The survey revealed very high levels of support for the proposed MA program in Policy Studies; indeed, a number survey respondents expressed a willingness to contribute directly to the program in a variety of capacities, from hosting practicum students and interns, to mentoring students engaged in capstone projects, to accommodating flexible instruction times in the event their own employees decide to enroll in the proposed program. A full two-thirds of respondents estimated that members of their current staff would be interested in enrolling in the program.

When asked which topics were "somewhat important" or "very important" for recent graduates to succeed in a policy-studies career, respondents valued knowledge of the following topics: governance in Canada (98 percent), public engagement (98 percent), provincial/territorial governance (97 percent), health and social policy (95 percent), public opinion analysis (95 percent), indigenous governance (91 percent). These areas of focus align well with students' interests (Section 2.1).

In commenting on skills valuable for a policy career, survey participants prized employees with excellent written communication skills, the ability to work in a team and "to understand systems," and clear verbal communication, including "public speaking skills" and the ability "to synthesize and clearly convey information." There was also a strong emphasis on the importance of competency development, building so-called "soft skills" like collaboration.

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<sup>2</sup> Government of Alberta. 2017. *Alberta Occupational Demand Outlook, 2016-2020*.  
<http://work.alberta.ca/documents/occupational-forecast-alberta.pdf>

The prospective employer and student surveys also align in terms of preferred programmatic elements that help to bridge the divide between academic instruction and the “real-world” of policy work. Eighty (80) percent of prospective employers thought on-the-job experience should be part of their employees’ post-secondary experience; 81 percent of students liked the idea of working with professionals as mentors and 85 percent saw for-credit work experience as attractive. Instruction by working professionals from outside the university was also seen as beneficial by 93 percent of respondents on the Prospective Employer Survey, and viewed as attractive by 68 percent respondents on the Student Interest Survey.

## 2.3 Support

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

Throughout 2017, the Department of Political Science formally engaged with over 40 external stakeholder organizations in the development of this proposal, marking the most expansive engagement processes in the history of the Department. Feedback from the public, private, Indigenous, and non-profit sectors was overwhelmingly supportive. A full list endorsements, along with letters of support, is found in Appendix A2.

According to their letters of support, many partners are prepared to support the program in a variety of ways, including:

- welcoming students in practicum placements (paid);
- welcoming graduates into paid internships upon completion of the program;
- welcoming faculty and students into their workplaces to conduct research and teaching; and/or
- providing senior and executive officials to assist with teaching the program (guest lectures, course consultants, co-instructors, full instructors).

As indicated in their letters, most are prepared to enter into a formal agreement with the Department of Political Science to facilitate and formalize this collaboration.

Feedback gained from university partners within the University of Alberta, across Campus Alberta, and the broader Canadian academic community was also exceedingly positive. In addition, the proposal has gained support from Australian National University, which has committed to working under its existing partnership agreement with the University of Alberta to facilitate graduate student exchanges. This would allow University of Alberta MA in Policy Studies students to take courses and accept practicum placements in Canberra, including exclusive access to ANU’s Australian National Internships Program with the Parliament of Australia. These exchanges would also see Australian students contribute new perspectives to classrooms and workplaces in Alberta.

## 2.4 Clinical or Work Experience

*If clinical or work experience is an essential part of program delivery:*

*Provide evidence that the placements will be available when needed.*

- *Describe the student's role in securing placements.*
- *Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*
- *Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

Successful completion of a practicum placement is required for all students, with exemptions being granted based on previous relevant work experience. The proposed program is positioned to be the only one in Canada to *guarantee* its students both for-credit practicum placements as well as paid internships upon graduation.

Per the various letters of support (§2.3, Appendix A2), a number of public, private, Indigenous, and non-profit organizations have indicated a willingness to host students during their practicum placements. A number, including the Government of Alberta, City of Edmonton, and Institute of Public Administration of Canada (IPAC), have also committed to guarantee seats in their paid internship programs for graduates of the proposed MA in Policy Studies. These commitments mean that the Department of Political Science can leverage existing resources and will not need to set up a new internship program to serve its students.

Pending approval of this program, the Department of Political Science would engage these partners in the negotiation of Memoranda of Agreement to formalize their commitments to practicum and internship placements. Based on the strength and number of support letters, we are confident that up to ten (10) students will have guaranteed practicum *and* internship opportunities once the program is launched. (While placements will be made available, students must meet employer standards and qualifications before hiring.)

Students in the proposed MA in Political Studies program will be required to apply for practicum and internship placements on a competitive basis. The Department of Political Science will work with community partners to create opportunities for students. Students are also encouraged to work with the Department to approach potential hosts in fields of interest.

The Graduate Student Internship Program (GSIP) (FGSR) and the Arts Work Experience (AWE) Office will assist with administering practicum placements. This support includes: collating and posting positions received from community partners; collecting applications from students, and scheduling interviews (if requested by the employer); promoting the establishment of clear learning objectives between the student and the employer; scheduling site visits with the employer to discuss the student's learning, progress, performance, and experience; and administering a work experience evaluation.

To ensure each practicum placement contributes to the professional development of the student, the proposed program will employ the University of Alberta's [Individual Development Plan \(IDP\)](#)<sup>3</sup> to select appropriate supervisors and track progress toward meeting learning objectives. In collaboration with GSIP and AWE, the

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<sup>3</sup> All graduate students at the University of Alberta are required to submit an individualized professional development plan (IDP) to their department within 12 months of the program's commencement for master's students. The IDP is a critical part of graduate student professional development, and is a tool to assist with career planning.

Department of Political Science will screen potential practicum supervisors prior to placing students with their organization. The Department will also organize orientation sessions for community-based supervisors and students before each placement, to align expectations and ensure a common understanding of the requirements of the program. The Department will work with GSIP and AWE to conduct site visits twice throughout each six-month placement.

Memoranda of Agreement already exist with many potential practicum and internship hosts, detailing how each organization will deal with issues of liability. These agreements will be used as templates for arrangements with other organizations.

## SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

### 3.1 Institutional Strategy

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The proposed program advances the University of Alberta's key strategic priorities, embodied in its strategic plan, [For the Public Good](#). In particular, the proposed program provides a bridge between the University of Alberta and its community partners (creating *reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations*), while preparing graduates and positioning faculty to contribute directly to the development of policy solutions to some of the most challenging issues facing our city, province, country, and world. As stated in the university's strategic plan:

*We seek knowledge. We educate citizens. We ask the big questions. We push the limits of human understanding and knowledge. We engage with partners and communities close to home and around the world to lead positive change. We empower creative people to take risks and make imaginative leaps towards as yet undetermined futures. Why? The answer is simple: We are a public university acting for the public good. When we act, we provide meaningful educational experiences, promote innovative thinking, and develop original and compelling solutions that matter. When we lead, we tackle the most important local, national, and global challenges. When we excel, our work sparks and feeds widespread social, cultural, and economic benefits for others—indeed for the uplifting of the whole people (5).*

The proposed program will also help *demonstrate and enhance the University of Alberta's local, national, and international story* by engaging with *all levels and orders of government and other key stakeholders, and identify and demonstrate how university activities intersect with their goals and strategies* (For the Public Good, Objective 6; see also Objectives 16 and 18).

Furthermore, the proposed program embraces the University of Alberta's embrace of experiential learning (For the Public Good, Objective 7), promoting the development of both knowledge and skills among its students through innovative course designs, optional professional development programming, a mandatory practicum, and post-graduation internship opportunities. The program will also engage learners currently employed in public service, providing professional education opportunities while connecting the *knowledge-mobilization*

*activities of the university's faculty members to the needs of diverse learner communities* (Objective 10). Overall, these approaches will enhance the student experience, helping to attract and retain top students in the field of policy studies. This is in alignment with a key priority of the University of Alberta's 2016 Comprehensive Institutional Plan (CIP, 7).

Indeed, the proposed program will be at the forefront of the university's objective to *inspire, model, and support excellence in teaching and learning* (Objective 14), particularly in the development of core competencies for public policy researchers through hands-on learning. As stated in the CIP,

*Teaching and learning practices have shifted away from traditional lecture-style presentations to a greater breadth of learner styles and more opportunities to co-create and engage with knowledge, by focusing on emerging technologies to reach beyond classrooms and to enhance classroom activities. More hands-on experiences are also provided to bridge the theory-to-practice gap. The university endeavours to more strongly embrace these shifts and to better support professors who want to change the way they teach* (7).

These innovative teaching approaches will extend to the establishment of professional development, mentorship, and leadership programming for students and graduates of the proposed program (For the Public Good, Objective 15).

By incorporating a mandatory Indigenous knowledge and engagement component into the core introductory course, the program is also aligned with the principles of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's Calls to Action (especially number 57, which states "We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism").

### 3.2 Institutional Programs

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

Leaders from a number of cognate disciplines were engaged in the development of this proposal to ensure alignment and avoid overlap and duplication. Per their letters of endorsement, the proposed program fits well with existing programs on offer, enhancing (not detracting or competing with) their development, recruitment, or delivery.

The Alberta School of Business offers a [public policy specialization](#) as part of its Masters of Business Administration (MBA) program. Most of these students are mid-to-late career public servants seeking an MBA as a means of career progression (e.g., to senior or executive management). This demographic does not match the target audience of the proposed MA in Policy Studies, which includes recent undergraduates, early-career

professionals, and so-called “policy wonks” interested in understanding and influencing policy outcomes (versus career advancement). Much like an MPM, the MBA (Public Policy) program prioritizes a subset of management skills, especially those related to leadership and fiscal and economic policy. The proposed MA in Policy Studies would complement this focus by providing its students with grounding in social policy and skills involved in policy research. In sum, while the MBA (Public Policy) affords its students valuable education in the leadership and economic side of public policy, the proposed MA in Policy Studies is designed to produce researchers and practitioners with a capacity to research, critically analyze, and execute policy innovation in a variety of fields and sectors.

Policy specializations also exist within the Masters of Public Health ([Health Policy and Management](#)), and programs offered by the [Department of Educational Policy Studies](#). Each is designed to train professionals in a specific field of public policy (e.g., nursing and teaching), with students drawn predominantly from those fields. The proposed MA in Policy Studies would apply a broader lens to the study and practice of public policy.

Policy themes are also prevalent in graduate programs offered by Economics, Sociology, Native Studies, and the Faculty of Extension (especially the [MA in Community Engagement](#)).

There is tremendous opportunity to build cross-campus bridges between these programs. Beyond encouraging students to take electives in each other’s departments, co-teaching and cross-listing courses could bring together students from a variety of disciplines to collaborate on common policy challenges and enrich the classroom experience.



### 3.3 Internal Review and Approval

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

The proposal has been submitted for review, feedback, and approval (date) of the following bodies:

- Department of Political Science Graduate Committee (October 6, 2017)
- Political Science Department Council (October 12, 2017)
- Arts Academic Affairs Committee (October 25, 2017)
- Arts Faculty Council (AFC) (November 23, 2017)
- Faculty of Graduate Studies and Research Council (FGSR Council) (January 10, 2018)
- Academic Standards Committee - Subcommittee on Standards (ASC-SOS)
- Academic Standards Committee (ASC)
- Academic Planning Committee (APC)

### 3.4 Campus Alberta Programs/Initiatives

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The University of Calgary’s School of Public Policy offers the only graduate program in Alberta devoted comprehensively and exclusively to the study of public policy. The proposed MA in Policy Studies aligns well with Calgary’s [Master of Public Policy \(MPP\)](#), provides limited competition in terms of student recruitment, and expands upon the educational and career pathways available to graduate students in the province. The following table outlines the core differences between the two programs:

|                                                      | University of Calgary,<br>Master of Public Policy<br>(existing)                                                                         | University of Alberta,<br>MA in Policy Studies<br>(proposed)                                                                                |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Duration (full-time)                                 | 12 months                                                                                                                               | 20 months                                                                                                                                   |
| Streams                                              | one stream (course-based)                                                                                                               | two streams: course-only,<br>practicum                                                                                                      |
| Student Work Experience and Professional Development | predominantly in private sector<br><br>optional paid internship<br><br>professional development workshops (required as part of program) | predominantly in public and non-profit sectors<br><br>optional paid internship<br><br>professional development workshops (FGSR requirement) |

|                         |                            |                                                              |
|-------------------------|----------------------------|--------------------------------------------------------------|
|                         |                            | mandatory, for-credit practicum placement (practicum stream) |
| Unique Program Strength | economic policy            | social / environmental policy                                |
| Total Courses           | Thirteen (13)              | Course-Only: nine (9)<br>Practicum: eight (8)                |
| Administration          | by School of Public Policy | by Department of Political Science                           |

The University of Calgary offers a 12-month intensive MPP degree that is professionally focused and has an optional internship component. According to the program website, “The goal of the Master of Public Policy Program is to train policy professionals who will find leadership positions in government and the private sector. Our students pursue careers in the civil service and areas of the private sector that involve public policy analysis. This includes corporate and private government relations experts, media, public relations experts, analysts for non-governmental organizations (NGOs), private consultants, pollsters, etc.” While its four areas of focus include social and environmental components, core courses and faculty strengths are predominantly focused on economic models of policy and the policy perspectives that make use of such models. The MPP is a 12-month program primarily designed for full-time study. Students are normally required to complete two preparatory courses, a block week course on effective writing and research skills, eight core courses (one of which involves completion of a capstone project in which they apply the skills they have learned to a well-defined issue of public policy) and two elective courses. The University of Calgary maintains a Joint MBA/MPP and Joint JD-MPP Program.

The proposed MA in Policy Studies is designed to provide its students with a unique academic and work experience. Its objective -- to develop Canada’s top policy researchers -- is purposeful in terms of exposing students to a variety of career paths, in academia and beyond. Spreading the program over a twenty-month period, involving fewer courses, allows students to delve more deeply into the content of course material and develop the research skills and networks necessary to succeed as policy researchers regardless of their chosen field. In addition to mandatory practicum placements (practicum stream) and optional internships, the provision of a practicum stream allows students to pursue career and professional development as part of their formal program. Lastly, the administration of the proposed program will allow for synergy between Political Science and Policy Studies students, who will share the same campus and many of the same courses.

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

The Department consulted the following partners in Campus Alberta in the development of his proposal:

- University of Calgary (see §3.4)
- University of Lethbridge
- Athabasca University
- Mount Royal University

There is broad support among these partners when it comes to the proposed MA in Policy Studies. Several, including the University of Lethbridge, would promote laddering opportunities for graduates of their BA programs.

The Department also engaged with scholars from other Canadian institutions offering programs in public policy:

- University of Toronto
- University of Saskatchewan
- University of Winnipeg
- Dalhousie University

### 3.6 Learner Pathways

3.6.1 *Identify potential pathways from work to school (where applicable).*

Students returning to school from work would enjoy:

- accommodative course scheduling, in the form of evening and intensive (“block week”) offerings;
- mentorship and career coaching opportunities; and
- a Pracademic Workshop Series, featuring professional development activities (skill and career development training).

In addition to those benefits, students entering the proposed MA program directly from their undergraduate degree and/or without significant work experience in the field of public policy would benefit from the following advantages:

- a practicum stream, featuring a six-month, for-credit placement;
- paid internship opportunities upon graduation;

Graduates of University of Alberta bachelor’s programs with political science backgrounds could apply into the proposed programs (or pursue a qualifying year). The closest cognate disciplines include Economics, Sociology, Native Studies, Human Ecology, Environmental Studies, Planning, Human Geography, and Women’s and Gender Studies.

Campus Alberta partners offering bachelor’s programs in political science or public policy could also provide prospective students for the proposed program. These include MacEwan University, Mount Royal University, the University of Calgary, and the University of Lethbridge.

Discussions with community partners -- particularly in the municipal sector -- suggest that many public servants trained in the natural and applied sciences (e.g., engineering) would see value in pursuing the proposed MA in Policy Studies as a top-up degree to enhance their capacity to work in the world of public policy. In most instances, a qualifying year would be required of students matriculating from programs outside the political science / public policy field; this could add between eight (8) and twelve (12) months to their program.

Graduates of the proposed program would be well-positioned to pursue a PhD in Political Science at the University of Alberta or the University of Calgary, in addition to other Canadian and international institutions.

3.6.2 *Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

Not applicable.

3.6.3 *Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

We estimate that the proposed MA in Policy Studies would be the terminal degree for ninety percent (90%) of our students. Those seeking to pursue an academic career are most likely to complete an MA in Political Science (versus Policy Studies, which tends to draw more professionally-minded students). This said, graduates of the proposed program may seek further graduate training at one of the three (3) PhD programs in Canada devoted specifically to the study of public policy (Ryerson, Queen's, and Carleton).

## **SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY**

### **4.1 Annual Budget and Funding Sources**

*Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.*

*(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:*

1. *The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.*
2. *Overall enrolment capacity in the program is maintained.*

*Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)*

| <b>Masters in Policy Studies</b>                                                   | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  |
|------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| <b>EXPENDITURES</b>                                                                |                |                |                |                |                |
| <i>Academic Salaries (including benefits)</i>                                      |                |                |                |                |                |
| Professoriate                                                                      | 91,699         | 183,398        | 183,398        | 183,398        | 183,398        |
| Faculty Service Officers                                                           | -              | -              | -              | -              | -              |
| Administrative Professional Officers                                               | 1,759          | 3,517          | 3,517          | 3,517          | 3,517          |
| <b>Total Academic Costs</b>                                                        | <b>93,457</b>  | <b>186,915</b> | <b>186,915</b> | <b>186,915</b> | <b>186,915</b> |
| <i>Service Teaching Costs (including benefits)</i>                                 |                |                |                |                |                |
| Service Teaching Costs                                                             | 11,220         | 22,440         | 22,440         | 22,440         | 22,440         |
| <b>Total Service Teaching Costs</b>                                                | <b>11,220</b>  | <b>22,440</b>  | <b>22,440</b>  | <b>22,440</b>  | <b>22,440</b>  |
| <i>Graduate Assistants (including benefits)</i>                                    |                |                |                |                |                |
| Other Academic Staff                                                               | -              | -              | -              | -              | -              |
| <b>Total GA Costs</b>                                                              | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       |
| <i>Non-Academic Salaries (including benefits)</i>                                  |                |                |                |                |                |
| Support Staff                                                                      | 6,617          | 13,234         | 13,234         | 13,234         | 13,234         |
| <b>Total Non-Academic Costs</b>                                                    | <b>6,617</b>   | <b>13,234</b>  | <b>13,234</b>  | <b>13,234</b>  | <b>13,234</b>  |
| <i>Non-Salary Costs</i>                                                            |                |                |                |                |                |
| Non-Salary Costs (supplies, sundries, communications, etc.)                        | 2,771          | 5,541          | 5,541          | 5,541          | 5,541          |
| <b>Total Non-Salary Costs</b>                                                      | <b>2,771</b>   | <b>5,541</b>   | <b>5,541</b>   | <b>5,541</b>   | <b>5,541</b>   |
| <i>Other Operating Costs</i>                                                       |                |                |                |                |                |
| Faculty Overhead (accounting, human resources, communications)                     | 2,986          | 5,972          | 5,972          | 5,972          | 5,972          |
| Institutional Space Costs                                                          |                |                |                |                |                |
| Institutional Costs (central fin & HR, registrar, libraries, facility costs, etc.) | 42,490         | 84,979         | 84,979         | 84,979         | 84,979         |
| <b>Total Other Costs</b>                                                           | <b>45,475</b>  | <b>90,951</b>  | <b>90,951</b>  | <b>90,951</b>  | <b>90,951</b>  |
| <b>Gross Operating Costs</b>                                                       | <b>159,540</b> | <b>319,081</b> | <b>319,081</b> | <b>319,081</b> | <b>319,081</b> |
| <b>REVENUES</b>                                                                    |                |                |                |                |                |
| Annual Domestic Tuition - 18 students per year (27 credits)                        | 28,828         | 58,675         | 69,796         | 73,187         | 73,187         |
| International Tuition - 2.0 students (27 credits)                                  | -              | -              | 10,056         | 15,967         | 15,967         |
| Other : Grants                                                                     |                |                |                |                |                |
| Other: Endowment Proceeds                                                          |                |                |                |                |                |
| Internal Reallocation of Campus Alberta                                            |                |                |                |                |                |
| Operating Grant                                                                    | 130,713        | 260,406        | 239,229        | 229,927        | 229,927        |
| <b>Total Revenues</b>                                                              | <b>159,540</b> | <b>319,080</b> | <b>319,080</b> | <b>319,080</b> | <b>319,080</b> |
| <b>NET PROFIT/LOSS</b>                                                             | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       | <b>-</b>       |

## Notes:

1. Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).
2. Identify the source and duration of internal funding.

3. *Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.*
4. *Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.*

#### Budget Assumptions:

- 0% inflation
- Per student tuition:
  - Course based:
    - Domestic student: 1st year: \$5,160, 2nd year: \$2,996, Total: \$8,156
    - International student: 1st year: \$10,056, 2nd year: \$5,911, Total:\$15,967
  - Practicum based:
    - Domestic student: 1st year: \$4,734, 2nd year: \$3,391, Total:\$8,125
    - International: 1st year: \$8,930, 2nd year: \$6,306, Total:\$15,236
- Source of internal funds: Ongoing funds were reallocated at the institutional level and through the optimization of existing Faculty and Department resources.
- Faculty salary assumption 50% of salary is for research and 50% is for teaching in the program. Includes cost of two teaching release to fund ongoing program coordination.
- Proportion of administrative positions based on assumption 50% allocation to teaching of which 50% is for graduate students and allocated to the MPS program on the basis of graduate student FLEs in the department.
- Indirect faculty costs were easily identified as the Faculty of Arts maintains separate departments that relate to the provision of faculty wide services (student services, HR, finance, communication, etc.).
- Indirect faculty costs based on 5% of total administrative faculty overhead is dedicated to graduate students (as majority graduate activity and expenses are supported by the departments) and proportion of MPS students of total graduate FLEs in the Faculty of Arts.
- Institutional overhead is calculated as 36.3% of total costs in the Department and Faculty.

| <b>One-time expenditures</b>          | <b>Amount</b> | <b>Revenue Source</b>                                   | <b>Details</b>                                                                                |
|---------------------------------------|---------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Facilities                            | \$0           |                                                         |                                                                                               |
| Equipment and IT                      | \$50,000      | Donation                                                | Through fundraising                                                                           |
| Curriculum Development                | \$25,500      | Donation & existing Faculty of Arts operational funding | \$8,500 donation<br>\$17,500 one-time operational surplus allocated to develop the curriculum |
| Marketing and Promotion               | \$2,500       | Existing Faculty of Arts and Department funding         | Allocation of one-time operational surplus                                                    |
| Faculty Recruitment and Establishment | \$20,000      | Existing Faculty of Arts funding                        | Allocation of one-time operational surplus                                                    |
| Library Enhancements                  | \$            |                                                         |                                                                                               |
| Other                                 | \$            |                                                         |                                                                                               |

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

The proposed program has the following tuition structure:

- Domestic student: 1st year: \$5,160, 2nd year: \$2,996, Total: \$8,156
- International student: 1st year: \$10,056, 2nd year: \$5,911, Total:\$15,967

The only comparable program in Campus Alberta is the University of Calgary's Master of Public Policy, which has the following tuition structure:

- Domestic student: Annual Full-Time Fee: \$20,493 (one year program)
- International student: Annual Full-Time Fee: \$30,739 (one year program)

### 4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The proposed program is designed to minimize the financial impact on students by providing them with paid practicum placements during their degree, and dedicated positions in existing paid internship programs, post-graduation. Upon graduation, students will be eligible for positions that carry an annual salary range of between \$50,000 and \$100,000 per year. The table below lists representative positions for which our graduates would be eligible and competitive:

|                                                        | Annual Salary |
|--------------------------------------------------------|---------------|
| Government of Canada,<br>Program Management 2          | \$51,538      |
| Government of Alberta,<br>Program Services 2           | \$58,743      |
| City of Edmonton,<br>Market Planner 1                  | \$61,166      |
| Alberta Union of Public<br>Employees, Research Officer | \$102,791     |

### 4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Funding for this extension of an existing program, including two new tenure track positions that will support up to twenty additional students, is derived from existing budget resources reallocated at the institutional level and the optimization of existing Faculty and Department resources. See above budget table for a justification of the net zeros costs of implementation. We anticipate no resulting institutional impact in other units.



**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

## Appendix A1: Program Framework and Courses

The proposed MA in Policy Studies is an academically rigorous, 20-month program involving coursework, an optional internship / community service placement, and a research capstone project.

### Overall Approach

The term “Policy Studies” was chosen deliberately, to distinguish the proposed program from those on offer by other institutions in Alberta and beyond. Programs in public administration (MPA) tend to focus on the study and practice of implementing public policy, preparing students for careers in the civil service. Most public management programs (MPM) integrate a leadership dimension, helping to train tomorrow’s public sector managers and executives. Conversely, many public policy programs (MPP) are less concerned with the administration, and more with the development, of public policy. These are generalizations, of course; in reality, most MPA, MPM and MPA programs focus to varying degrees on the study and practice of public policy.

Grounded in a social scientific approach to political life, the proposed program approaches the study of policy from an analytical perspective. Students will be expected to identify, assess and apply a range of theoretical perspectives and methodologies as they investigate the process and outcomes of policy-making. They will be expected to situate their analyses of public policy within broader historical, political and socio-economic contexts, distinguishing our approach from more traditional public administration programs which tend to focus on the skills required of public servants (versus policy researchers). Further, the program explicitly advances norms of social justice and democratic engagement.

Our aim is for graduates to find meaningful employment, predominantly in the public sector (broadly conceived) in which they can bring strong analytical skills to bear, devise and advance policy options that are attentive to social equity and ameliorating inequality. To prepare its students to practice in the field of public policy upon graduation, the proposed program will combine an academically rigorous social science education with workplace experience in the public, private, Indigenous, and/or non-profit sectors. Given the University of Alberta’s location in the provincial capital, students will have the benefit of classroom interaction with public servants at all levels and orders of government.

### Program Structure

The proposed MA in Policy Studies is a full-time or part-time program focused on preparing students for the study and practice of public policy. The program consists of two (2) streams: a course-only stream (designed for students currently employed in the policy sector) and a practicum stream (for students with little to no professional experience in public policy). Students in both streams will be required to complete twenty-seven credit hours (\*27), including required courses in:

- Power, Politics, and Policymaking in Canada (\*3)
- Indigenous Engagement, Governance, and Policy (\*3)
- Policy Studies Capstone Seminar (\*3)

The Power, Politics, and Policymaking in Canada course will offer an introduction to the study and practice of public policy. It establishes a firm theoretical, ethical, methodological, and knowledge foundation for the remainder of the program. It will contain core modules including (but not limited to):

- Federal, provincial, and municipal institutions;
- Indigenous governance and the role of public policy in reconciliation;
- policy analysis and communication;
- policy implementation and evaluation;
- diversity, inclusion and gender-based analysis plus;
- public finance; and
- labour relations in the public sector.

Practicum students will be required to complete a six-month job placement (\*6). All students will be permitted to take up to two courses (\*6) outside the department (e.g., in Business, Public Health Policy, Education Policy, Sociology etc.) but subject to department approval.

Typical students' programs will unfold as follows:

| <b>Timeline</b>       | <b>Course-Only Stream</b> | <b>Practicum Stream</b> |
|-----------------------|---------------------------|-------------------------|
| Fall (months 1-4)     | Three courses (*3 x 3)    | Three courses (*3 x 3)  |
| Winter (months 5-8)   | Three courses (*3 x 3)    | Three courses (*3 x 3)  |
| Spring (months 9-10)  |                           |                         |
| Summer (months 10-11) |                           | Practicum (*6)          |
| Fall (months 12-15)   | Two courses (*3 x 2)      |                         |
| Winter (months 16-19) | Capstone course (*3 x 1)  |                         |

## Course Offerings

Courses will encompass a wide range of policy themes, topics, and approaches, drawing on the strengths of no fewer than nineteen (19) existing faculty members in the Department of Political Science. Qualified practitioners – with academic and/or professional experience – are also available to teach as instructors and co-instructors. To provide the necessary flexibility, the program will make use of “Topics” courses, allowing the Department to deliver instruction of specific subject matter on a regular, rotating, or episodic basis.

| Course Number | Course Title & Description                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POLS 540      | <p><b>Topics in Public Policy (*3)</b></p> <p>Examples of courses:</p> <ol style="list-style-type: none"> <li>1. Politics and Policy of the North</li> <li>2. The Legalization of Marijuana</li> <li>3. The Opioid Epidemic</li> <li>4. Free Trade in North America</li> </ol>                                                                                                                                                                                   |
| POLS 565      | <p><b>Topics in Foreign Policy Analysis (*3)</b></p> <p>Current approaches to the study of foreign policy that focuses the explanations upon factors within the state.</p> <p>Examples of courses:</p> <ol style="list-style-type: none"> <li>1. Canadian Foreign Policy</li> <li>2. American Foreign Policy</li> <li>3. Modern International Diplomacy</li> </ol>                                                                                               |
| POLS 579      | <p><b>NGO Governance and Management (*3)</b></p> <p>Organizational features, actor/stakeholder relationships, and management challenges contemporary NGOs face.</p>                                                                                                                                                                                                                                                                                              |
| POLS 527**    | <p><b>Power, Politics, and Policymaking in Canada (*3) REQUIRED</b></p> <p>An introduction to the competencies and ethics expected in Policy Studies as an academic discipline and professional practice in Canada. The institutions, processes, and dynamics involved in developing public policy in Canada. The intersection between Westminster institutions, the concentration of authority within bureaucracies, and the demands of modern governments.</p> |
| POLS 529**    | <p><b>Politics, Policy, and Governance in Alberta I (*3)</b></p> <p>The interface between the political system, policy development, and implementation of public policy in Alberta.</p>                                                                                                                                                                                                                                                                          |
| POLS 530**    | <p><b>Politics, Policy, and Governance in Alberta II (*3)</b></p> <p>Current debates in Alberta politics and public policy. Prerequisite: POLS 529 or consent of Department.</p>                                                                                                                                                                                                                                                                                 |
| POLS 531**    | <p><b>Law and Policy (*3)</b></p> <p>The management of policymaking processes amid legal and political pressures.</p>                                                                                                                                                                                                                                                                                                                                            |
| POLS 524**    | <p><b>Health Policy (*3)</b></p> <p>Examining public policy making structures and processes.</p>                                                                                                                                                                                                                                                                                                                                                                 |
| POLS 504**    | <p><b>Policy Studies: Theories and Approaches (*3)</b></p> <p>Empirical, practical, and critical perspectives on the study of public policy.</p>                                                                                                                                                                                                                                                                                                                 |
| POLS 545**    | <p><b>Selected Fields of Public Policy (*3)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                              |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p>In-depth examination of a selected public policy domain; content may vary from year to year.</p> <p>Examples include:</p> <ol style="list-style-type: none"> <li>1. Economic Policy and Political Economy</li> <li>2. Energy and Environment Policy</li> <li>3. Social Policy</li> <li>4. Health Policy</li> <li>5. Ethnicities and Multicultural Policy</li> <li>6. Citizenship and Immigration Policy</li> <li>7. Human Rights Policy</li> <li>8. Urban Policy</li> <li>9. Gambling Policy</li> <li>10. Corrections Policy</li> <li>11. Trade Policy</li> <li>12. Higher Education Policy</li> <li>13. Petroleum Politics and Policy</li> <li>14. Family Policy</li> </ol> |
| POLS 528** | <p><b>Topics in the Politics of Public Administration (*3)</b><br/>Selected topics in the practice of public administration; content may vary from year to year.</p> <p>Examples include:</p> <ol style="list-style-type: none"> <li>1. Public Sector Crisis Management</li> <li>2. Systemic Design and Public Policy</li> <li>3. Public Engagement &amp; Deliberative Democracy</li> <li>4. Political Acumen</li> <li>5. Intergovernmental Relations</li> <li>6. Diplomacy</li> <li>7. Political Economy &amp; Public Finance</li> <li>8. Accountability (Failure) in the Public Sector</li> </ol>                                                                             |
| POLS 559** | <p><b>Topics in Comparative Public Policy (*3)</b><br/>Selected topics and approaches in comparative public policy; content may vary from year to year.</p> <p>Examples include:</p> <ol style="list-style-type: none"> <li>1. Policymaking in the United States</li> <li>2. EU-Canada Policy</li> <li>3. Comparative Provincial Public Policy</li> <li>4. International Migration</li> </ol>                                                                                                                                                                                                                                                                                   |
| POLS 532** | <p><b>Indigenous Engagement, Governance, and Policy (*3) *REQUIRED</b><br/>The study and practice of public policy by, and as it relates to, Indigenous peoples.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| POLS 901** | <p><b>Directed Study in Policy Studies (*3)</b><br/>Analysis of selected research problems and design of research projects in policy studies, planned by the student in consultation with the instructor. Prerequisite: consent of Department.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| POLS 902   | <p><b>Policy Studies Capstone Seminar (*3) REQUIRED</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Project demonstrates an ability to integrate and synthesize public policy concepts, principles, and theories and apply critical thinking and communication skills in a project of relevance to the study and practice of policy studies. Seminar gathers all students together to work on their projects. Prerequisite: consent of Department.                                                                                                                                                                                                         |
| POLS 803**<br>POLS 804** | <b>Policy Studies Practicum I &amp; II</b> (*3 & *3)<br>Hands-on learning experience in a public policy work setting, requiring the integration and synthesis of theory and practice through application and critical assessment. Students contribute to a community or organization’s capacity to critically assess public policy issues, and design, implement and evaluate policy initiatives, while gaining confidence and skills as public policy researchers. POL S 803/804 is graded on a pass/fail basis. Prerequisite: consent of Department. |

\*\*Courses are in the process of being added to the University Calendar

Students from the MA in Political Science program will be encouraged to take policy studies courses and vice versa (see “Electives” below). Most graduate courses in the Policy Studies program will be split with 400-level undergraduate courses. This will provide undergraduates with exposure to the graduate program, while ensuring adequate course sizes and maximizing faculty teaching resources.

## Course Design Principles

In developing and delivering these courses, the program employs five curriculum design principles, the combination of which will establish a unique learning experience for students:

1. As an academically-rigorous and career-focused program, it moves beyond the scholarship/practice dichotomy found in most graduate policy programs to embrace a **“pracademic” approach** to student development. Faculty will partner with community partners throughout students’ coursework, practicums, and capstone research projects, fully-integrating knowledge-building and skill development, rather than treating them as separate pursuits.
2. The proposed program takes a **multi-modal approach**, moving instruction beyond the classroom by embracing the “70-20-10” model of learning and development. According to decades of research and replication, human beings learn only 10 percent of what they know through formal learning, including traditional lectures and readings. They require the remainder of their knowledge through a combination of relational (20 percent) and experiential learning (70 percent) -- that is, by interacting with others (e.g. through mentorship or coaching) and through in-the-field activities. Accepting this reality, in addition to traditional coursework, the proposed program will pair students with community mentors and engage them in field experiences, including practicums and community service learning (CSL) placements and a post-graduation internship program. Instructors in the program will work closely with CSL, CTL, and Professional Development Instructional Design Specialists (in FGSR) in the development of their courses. And the Department of Political Science will organize a national symposium on experiential learning in public policy, and an annual Pracademic Workshop Series, consisting of hand-on professional development sessions for students and early-career policy professionals.
3. Feedback from internal and external surveys reveals graduate student performance, productivity, and satisfaction increase with the opportunity to work through their programs with their peers. For this reason, the proposed MA in Policy Studies takes a **cohort-based approach**, uniting students within the program and connecting them with those in other fields through common classes, professional

development workshops, and networking opportunities. With time, this community-building will also involve MA in Policy Studies alumni.

4. The proposed program will target both **traditional and nontraditional students**, i.e., those matriculating directly from undergraduate programs and those presently in the workforce. This will mean adjusting course offerings to accommodate work schedules, through intensive “block week”, online, and evening courses, and building inclusive course environments that welcome students of all levels of policy experience.
5. Many public policy graduate programs focus on connecting graduates to careers in government, with a particular focus on either the provincial or federal level. The proposed MA in Policy Studies takes a **broader approach to the policy community and “public service”**, inviting instructors, mentors, coaches, project supervisors, and partners from all orders of government (federal, provincial, territorial, municipal, Indigenous) as well as the arms-length, non-profit, knowledge, and private sectors. This broader approach will enhance the policy capacity of the Edmonton region, Alberta, and Western Canada. In this, the Department of Political Science benefits from a close relationship with the Institute of Public Administration of Canada and its Edmonton Regional Group, who have developed cross-cutting programs and strong networks in these areas. This transgovernmental approach also extends beyond the domestic realm to embrace the international policy community, through its focus on international relations and comparative public policy, its partnerships with international institutions like Australian National University, and its work experience opportunities with programs like University of Alberta International and the European Union Study Tour. This broad definition of public policy will expose students to multiple career pathways.

## Experiential Learning

Most public policy programs offer at least some experiential learning opportunities, often in the form of cooperative education and/or internship placements, professional development workshops, and certificate programs. The proposed MA in Policy Studies offers these conventional opportunities, per below. Yet, it is also purposeful in building experiential learning into the courses offered in the program, including required experiential components in each of its required courses. It does so by transforming its classrooms into laboratories for policy innovation, and opening up workplaces as classrooms for its students. A pair of examples help illustrate these dual approaches.

### Classrooms as Laboratories

As a former practitioner, Dr. Jared Wesley (Associate Professor, Political Science) has been opening his POL S 440/540 class (Intergovernmental Relations in Canada) to officials from various levels and orders of government. These officials have helped design the course outline, selecting topics and readings; they have attended as guest lecturers, seminar leaders, and workshop facilitators; and they have served as “premiers” and “prime ministers” in simulated First Ministers Meetings (with students serving as their public service officials). In Fall 2017, Dr. Wesley’s course simulated the drafting of a Council of the Federation report on marijuana legalization, requiring students to play real-life roles representing each province and territory working in real-time, parallel to actual officials.

## Workplaces as Classrooms

Dr. Catherine Kellogg (Professor, Political Science) received a teaching and learning education fund (TLEF) grant to attend Inside-Out Prison Exchange Training at Graterford Maximum Security Prison in Pennsylvania in the summer of 2017. This training, largely directed by 15 men who are incarcerated the prison, is designed to teach university professors how to teach courses that include both university students (outside students) in a prison with students who are incarcerated (or inside students). This training will inform the development of an Inside-Out course in a correctional facility in the Edmonton area for the first time in the fall of 2018. This pilot will have obvious and clear implications for anyone who is interested in the policy surrounding corrections, from the formal level (CSC) or John Howard, Elizabeth Fry, to the more informal (working with people who are released).

## Practicums

The proposed MA in Policy Studies will offer a six-month practicum placement for students enrolled in its Practicum Stream. These placements will align with the student's academic interests and post-degree employment goals. Existing employment programs will be leveraged to defray costs to employers (e.g., the Graduate Student Internship Program, the Summer Temporary Employment Program (STEP), and Student Summer Employment Registration Service). Placements will be secured by the close of the students' first semester in the program, allowing them to work with their prospective supervisors as mentors throughout as much of their program as possible. Students will be paid employees of the host organization, and will receive \*6 for successful completion (POLS 803 and 804, which are graded on a pass/fail basis).

## Internships

Upon approval of the proposed MA in Policy Studies, the Department of Political Science will lead negotiations with partnering organizations to secure guaranteed, annual paid internships for every graduate of the program seeking employment and meeting employer qualifications. For clarity, these internships would be post-graduate placements (not for credit), and would be made available within twelve (12) months of completion; final placement would be subject to employer approval. To avoid duplication and reduce administrative burden, these guaranteed placements would be sought within existing internship programs (e.g., Mitacs, the Alberta Public Service Commission's Policy Internship Program, the Alberta Municipal Affairs Municipal Internship Program, IPAC's Public Service Graduate Internship Program, and the European Union Study Tour).

## Professional Development Workshops

Upon approval of the proposed MA in Policy Studies, the Department of Political Science will work with IPAC Edmonton in the development and delivery of professional development training for Policy Studies students. These optional, but highly recommended, workshops will be of zero cost IPAC members (including students who purchase an \$80 annual membership), and bring together students and practitioners to learn crucial skills in policy development, implementation and evaluation, as well as public administration. These include, but are not limited to: effective communication, systems thinking, developing collaborative environments, strategic planning, developing agility, creative problem solving, change management, negotiation, and program evaluation. As part of the first program review (5 years after establishment), the Department will explore transforming these workshops into a formal certificate to accompany the proposed MA in Policy Studies.



## Certificate Programs

In addition to these experiential learning opportunities, students of the proposed MA in Policy Studies would benefit from several existing certificate programs at the University of Alberta, and the proposed program aligns well with these offerings. These include, but are not limited to: Certificate in Military Leadership (Arts), Certificate in Engaged Leadership and Citizenship in Arts and Science (Arts), Certificate in Community Engagement Service Learning (Arts), Certificate in the Economics and Management of Energy and the Environment, Certificate in Municipal Management and Leadership Program (Executive Education), the Indigenous Partnership Development Program (Executive Education), and the proposed Certificate in Applied Social Science Research (Sociology).

## Electives Within Political Science

|                                                                      |                                                                 |
|----------------------------------------------------------------------|-----------------------------------------------------------------|
| POL S 505 - Democratic Theory                                        | POL S 558 - Gender Politics and Mass Media                      |
| POL S 514 - Topics in Contemporary Political Philosophy              | POL S 560 - Topics in International Relations                   |
| POL S 515 - Topics in Political Philosophy                           | POL S 561 - International Relations of the Middle East          |
| POL S 517 - Philosophical Issues of Human Rights                     | POL S 565 - Topics in Foreign Policy Analysis                   |
| POL S 520 - Topics in Canadian Politics                              | POL S 566 - Topics in International Political Economy           |
| POL S 522 - Canadian Federalism                                      | POL S 571 - Topics in Comparative Politics: Comparative Dev't   |
| POL S 526 - Selected Topics in Urban Politics                        | POL S 578 - Asian Systems                                       |
| POL S 542 - The Canadian State and Identity Politics                 | POL S 580 - European Politics                                   |
| POL S 543 - Globalization, Ethnic Politics and the Nation-State      | POL S 596 - Topics in Gender and Politics                       |
| POL S 544 - Global Critical Race Theory                              | POL S 598 - The Work of Politics                                |
| POL S 551 - Topics in Comparative Politics: Industrialized Countries | POL S 599 - Introduction to the Discipline of Political Science |

## Electives External to the Department

Students in the proposed MA in Policy Studies will be permitted to take up to \*6 (normally two, 3\* courses) outside the Department, by approval of the departments involved. Potential electives could be drawn from several other departments and faculties, including (but not limited to):

### Department of Women's and Gender Studies

GSJ 501 Praxis Workshop  
 GSJ 503 Approaches to Gender & Social Justice Studies  
 GSJ 505 Gendering Development  
 GSJ 506 Feminist Legal Studies  
 GSJ 520 Law and Feminism in Canada  
 GSJ 599 Special Topics in Feminist Theory

### Department of Anthropology

ANTHR 511 Ethnographic Field Methods  
 ANTHR 585 Advanced Topics in Social, Cultural and/or Linguistic Anthropology

### Department of Economics

ECON 550 Public Expenditure  
 ECON 553 Economics of Taxation  
 ECON 557 Health Economics  
 ECON 566 Environmental Economics  
 ECON 572 The Economics of Regulation

### Department of Sociology

SOC 515 Quantitative Methods in Social Research  
 SOC 518 Qualitative Methods in Social Research  
 SOC 525 Seminar in Criminal Justice  
 SOC 549 Social Movements  
 SOC 585 Cities and Suburbia  
 SOC 622 Topics in Criminology and Deviance  
 SOC 656 Topics in Environmental Sociology  
 SOC 670 Sociology of Gender and Family  
 SOC 672 Social Structure and Public Policy

### School of Public Health: MPH Health Policy and Management

SPH 500 Introduction to Health Policy and Management  
 SPH 501 Determinants of Health  
 SPH 550 Introduction to Health Care Finance  
 SPH 570 Introduction to Health Care Economics  
 SPH 580 Management and Design of Health Care Organizations

SPH 581 Basics of Public Health Leadership  
SPH 601 Comparative Health Systems  
SPH 605 - Health Law and Administration (\*3)

**Department of Educational Policy Studies**

EDPS 511 Evolving Concepts in Educational Administration and Leadership  
EDPS 513 Educational Policy and Reform  
EDPS 514 Gender Issues in Educational Administration  
EDPS 520 Adult Education, Popular Movements and NGOs in the Global South  
EDPS 523 Education and Development Theory  
EDPS 525 Globalization, Global Education and Change  
EDPS 526 Race, Racialization and Education  
EDPS 535 Indigenous Research Methodologies  
EDPS 541 Organizational Learning and Change  
EDPS 567 Education and Community  
EDPS 656 Politics of Education II  
EDPS 680 Policy Research and Education

**Alberta School of Business: MBA with spec in Public Policy and Management**

SMO 643 Strategic Management in the Public Sector  
BUEC 510 Macroeconomics, Public Economics and Public Policy  
BUEC 678 Managing Business-Government Relations in Canada  
SMO 639 The Process of Making Public Policy  
SMO 640 Implementing Public Policy  
SMO 644 Public Sector Leadership  
SMO 637 Managing Not-For-Profit Organizations

**Faculty of Native Studies: MA in Native Studies**

NS 590/591 Community-Based Research  
NS 593 Social Survey Design and Analysis for Aboriginal Communities

**Urban and Regional Planning**

PLAN 500 Planning for Resilient Cities and Regions

PLAN 501 Planning for Northern Regions and Resource Communities

PLAN 515 Community Planning and Engagement

**Faculty of Agricultural, Life and Environmental Sciences (ALES)**

ENCS 673 Environmental and Conservation Policy  
HECOL 640 Development and Analysis of Family Policy  
RSOC 500 Quantitative Social Research Methods  
RSOC 516 Collaborative and Participatory Research Methods  
RSOC 543 Resilience and Global Change  
RSOC 559 States, Social Movements and the Environment  
RSOC 560 Perspectives on Traditional Knowledge

**Faculty of Extension: MA in Community Engagement**

MACE501 The Practice of Community Engaged Scholarship  
MACE502 Theoretical Foundations of the Scholarship of Engagement  
MACE503 Methods of Community Based Research  
MACE597 Topics in Community Engagement

**Faculty of Extension**

EXLGP8200 Local Government  
EXLGP8201 Public Administration Professionalism  
EXLGP8202 Municipal Law  
EXLGP8203 Organizational Behaviour and Leadership  
EXLGP8204 Local Government Finance  
EXLGP8205 Organizational Design and Management  
EXLGP8207 Financial Management  
EXLGP8209 Citizen Engagement and Consultation  
EXLGP8211 Policy Planning and Program Evaluation  
EXLGP8212 Sustainable Communities  
EXLDR5620 Leadership Fundamentals  
EXLDR5623 Change Leadership  
EXLDR5624 Leading Strategic Planning  
EXLDR5626 Stakeholder Relationships

## Appendix A2: Letters of Support

As of November 8, 2017, the following organizations have reviewed the proposal and provided letters of endorsement in support of the proposed MA in Policy Studies:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Alberta Energy Regulator (AER)</li> <li>2. Alberta Gaming and Liquor Commission (AGLC)</li> <li>3. Alberta Health Services (AHS)</li> <li>4. Australian National University (ANU)</li> <li>5. Alberta Treasury Branches (ATB)</li> <li>6. Athabasca University</li> <li>7. Alberta Utilities Commission (AUC)</li> <li>8. Alberta Union of Public Employees (AUPE)</li> <li>9. City of Edmonton</li> <li>10. Canada West Foundation (CWF)</li> <li>11. Dalhousie University</li> <li>12. Edmonton Economic Development Corporation</li> <li>13. Government of Alberta (GoA),<br/>Public Service Commission</li> <li>14. GoA, Climate Change Office</li> <li>15. GoA, Economic Development and Trade</li> <li>16. GoA, Education</li> <li>17. GoA, Energy</li> <li>18. GoA, Environment and Parks</li> <li>19. GoA, Health</li> <li>20. GoA, Indigenous Relations</li> <li>21. GoA, Justice and Solicitor General</li> <li>22. GoA, Municipal Affairs</li> <li>23. GoA, Service Alberta</li> <li>24. GoA, Seniors and Housing</li> <li>25. GoA, Status of Women</li> <li>26. GoA, Treasury Board and Finance</li> </ol> | <ol style="list-style-type: none"> <li>27. Government of Canada (GoC), Public Service Commission</li> <li>28. GoC, OxyGEN</li> <li>29. GoC, Western Economic Diversification</li> <li>30. Government of Northwest Territories</li> <li>31. Institute of Public Administration of Canada (IPAC), Edmonton Regional Group</li> <li>32. City of Leduc</li> <li>33. Metis Settlements General Council (MSGC)</li> <li>34. Mount Royal University</li> <li>35. Parkland Institute</li> <li>36. PwC</li> <li>37. City of Red Deer</li> <li>38. City of St. Albert</li> <li>39. Strathcona County</li> <li>40. Treaty Eight</li> <li>41. University of Alberta (UA), Alberta School of Business</li> <li>42. UA, Community Service Learning</li> <li>43. UA, Educational Policy Studies</li> <li>44. UA, Extension</li> <li>45. UA, Native Studies</li> <li>46. UA, Political Science Students Association</li> <li>47. UA, School of Public Health</li> <li>48. University of Winnipeg</li> <li>49. Volunteer Alberta</li> </ol> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Several additional letters of support are forthcoming.

October 17, 2017

By email only

Dr. Jared Wesley, Adjunct Professor  
**Political Science, University of Alberta**  
11-15 HM Tory Building  
Edmonton, AB T6G 2H4

Email: [jared.wesley@ualberta.ca](mailto:jared.wesley@ualberta.ca)

**Jim Ellis**  
*President and  
Chief Executive Officer*  
[jim.ellis@aer.ca](mailto:jim.ellis@aer.ca)

**tel** 403-297-8404  
(Calgary)  
780-638-5658  
(Edmonton)  
**fax** 403-297-8326

**[www.aer.ca](http://www.aer.ca)**

### **Letter of Support for University of Alberta School of Public Studies Program**

Dear Dr. Wesley:

Please accept this formal letter of support from the Alberta Energy Regulator (AER) with respect to the establishment of a Policy Studies program at the University of Alberta.

The AER believes there is a strong need for a Policy Studies Program at the University of Alberta that can help further research on energy and environmental policy and expand our knowledge of energy regulation in jurisdictions outside of Alberta. The AER is confident that the creation of a Policy Studies Program can improve the quality of public energy related debates and the information used to shape the development of energy and environmental policy in Alberta.

Building linkages between the AER and academic institutions is an important part of the AER's engagement strategy and critical for the AER's long term goal of achieving regulatory excellence. As a result, the AER is supportive of providing our subject matter experts to take part in energy and environmental policy and regulatory workshops to help broaden public awareness of energy and environmental regulations.

Sincerely,



Jim Ellis  
President and CEO

October 30, 2017

8865

To whom it may concern:

I am writing in support of the establishment of a Master of Arts (MA) program in Policy Studies at the University of Alberta. I am advised that the proposed program would be of tremendous value to the Alberta Gaming and Liquor Commission (AGLC).

The proposed MA program's focus on practical, experiential learning and the integration that is envisioned with the public service will provide a valuable learning experience for students, equipping them with the skills and experience necessary for successful careers in public policy development. I also see great value in the linkages between the MA program and policy development in a unique regulatory environment like the AGLC's.

As an employer with several entry-to-mid-level policy positions, I envision that the MA program will provide opportunities for the AGLC's policy professionals to improve their ability to create effective policies. Having a rich educational program in the Alberta Capital Region will be both convenient and cost-effective for our organization and employees. Additionally, the incorporation of flexible scheduling of courses and workshops will promote greater involvement of senior staff in program content and delivery.

On behalf of the AGLC, I support the establishment of a MA Program in Policy Studies at the University of Alberta and I look forward to future opportunities to collaborate.

Yours sincerely,



Alain Maisonneuve  
Acting President & Chief Executive Officer

September 25, 2017

To whom it may concern:

I am writing in support of the establishment of a Master of Arts (MA) program in Policy Studies at the University of Alberta. I have reviewed the program summary and am pleased to endorse this initiative on behalf of Alberta Health Services (AHS).

The proposed MA program will provide a unique experiential learning environment for the students, who will then be well positioned to contribute to public sector employers like AHS. AHS has familiarity with experiential/action learning, and supports the approach as embedded in this proposal. As an employer, AHS is challenged to recruit and develop staff with multifaceted policy knowledge and experience. The proposed MA in Policy Studies will aid immensely in this regard, attracting top talent from across Canada who are likely to pursue careers in the Alberta public sector.

As the largest public sector employer in Alberta, AHS must be well positioned to understand and respond to public policies developed by the Government of Alberta, as well as develop, implement and maintain our own internal operational policies.

I am also pleased to see the flexibility of the proposed program when it comes to meeting the unique learning needs of students currently employed in the public sector. The incorporation of intensive and evening courses, as well as standalone professional development workshops, will accommodate the schedules of public sector employees seeking to upgrade their education. We welcome the proposed program as a learning and development opportunity not only for students but for faculty and practitioners.

As President and Chief Executive Officer of AHS, I support the establishment of the proposed MA Program in Policy Studies.

Sincerely,



Verna Yiu, MD, FRCPC  
President and Chief Executive Officer

10/10/2017

**Andrew C Banfield, PhD**  
Head of School

**School of Politics and International Relations  
Research School of Social Sciences  
College of Arts and Social Sciences**

**+61 2 6125 2679**  
andrew.banfield@anu.edu.au

Canberra ACT 0200 Australia  
[www.anu.edu.au](http://www.anu.edu.au)

CRICOS Provider No. 00120C

**RE: MA in Policy Studies at the University of Alberta**

To Whom It May Concern:

I am writing in full support of the establishment of an MA in Policy Studies at the University of Alberta. I have carefully reviewed the program summary and as the Head of the School of Politics and International Relations at the Australian National University, I endorse its creation.

The University of Alberta, located in the Edmonton the capital city, is the ideal place to locate this program. The program's innovative approach to both education and training will ensure that the graduates are well placed to be future leaders in public policy in Canada and beyond.

In particular, the programs focus on applied learning will ensure that the students who complete this program will have deep understanding of the 'real world'. The School of Politics and International Relations would be happy to explore possible exchange and international internship opportunities. Students from the Masters of Political Science at the ANU, and the Masters of Policy Studies at the U of A would have access to world class internships and work placements. This potential international component to the program would strengthen both the educational outcomes and the future employability of the graduates.

It is without reservation that I strongly endorse the creation of this program.

Yours sincerely,



Andrew Banfield  
Head of School  
School of Politics and International Relations

September 27, 2017

Jared Wesley PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta, Treaty Six Territory  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

Dear Jared,

I am writing in support of the University of Alberta's proposed MA in Policy Studies. Although ATB Financial is not a major employer of public policy graduates, we firmly appreciate the importance of ensuring high-quality academic and experiential training for current and future policymakers. Financial institutions – such as ATB Financial – are regulated by governments, operate in a market place that is heavily shaped by government decisions (e.g. through budgets, capital projects, and post-secondary funding initiatives), and rely on attracting skilled talent in a competitive market. All of these realities are shaped by the decisions of federal, provincial, and municipal policymakers. Establishing an MA with a unique experiential component would help to ensure that these decisions are made with appropriate insight into their complex impact.

Understanding the interconnectedness of public policy impact on government ministries, agencies, boards and commissions is no small challenge; it requires considerable academic learning, experiential opportunities and an innate ability to extrapolate the practical realities of politics and governance. Through a specialized program of instruction, the University of Alberta would be able to leverage its many strengths to provide graduate-level students with the training they will need to excel in public policy careers. The proposed MA in Policy Studies establishes this opportunity in Edmonton, Alberta's capital city.

For nearly eighty years, ATB Financial has been a champion of initiatives that strengthen our province and develop its workforce. As CEO/ President of ATB Financial, I am proud to continue this tradition by enthusiastically endorsing the creation of an MA in Policy Studies at the University of Alberta.

All the best,



**Dave Mowat**  
**President & CEO**





**Athabasca University**

FACULTY OF HUMANITIES & SOCIAL SCIENCES  
Centre for Social Sciences

Focused on the future of learning.

**To whom it may concern**

It gives me great pleasure to write this letter of support for the proposed Master of Arts program in Policy Studies at the University of Alberta. From the perspective of Athabasca University, I believe this new degree will be useful for a number of our undergraduate students within areas such as - Canadian Studies, Global Studies, Governance Law and Management, Human Services, Labour Studies, Political Economy, and the BA General degree. The interdisciplinary nature of this proposed Master's degree also makes it a good complement to the Master's in Integrated Studies (MAIS) at Athabasca University – particularly the streams in Work, Organization, & Leadership, and Global Change.

Please feel free to contact me if you have any questions.

Sincerely,

Dr. Meenal Shrivastava  
Professor & Chair,  
Centre for Social Sciences,  
Athabasca University

Email: [meenals@athabascau.ca](mailto:meenals@athabascau.ca)  
Phone: 778-426-2631  
Toll Free: 1-866-500-2924

**Willie Grieve, QC**  
*Chair*

October 2, 2017

To whom it may concern:

It is with great pleasure that I write this letter to recommend approval of the proposed Master of Arts degree in public policy at the University of Alberta. I have been involved in the development and implementation of public policy decisions for nearly thirty-five years in Canada and abroad, mostly in the competition law, telecommunications and public utility industries, including the transformation of industries from regulated monopoly to competition.

The proposed program at the University of Alberta is unique and very much needed. Few public policy programs provide adequate focus on the way in which policy decisions are made and, importantly, implemented. Terrific public policy decisions can fall away easily if implementation, operationalization and oversight or enforcement are not part of the policy decision making process. The University of Alberta program addresses this shortcoming by providing public administration and legal courses for participants to help them make these critical policy decisions.

The University of Alberta program will also provide opportunities for non-government participants to understand the public policy making processes so that they can provide meaningful input to public policy makers. Public policy making is a multi-disciplinary exercise. Many parties seeking to provide input into the policy debate focus too much on one objective or approach not understanding the complexities policy changes might have on other areas of government. This program will provide valuable insights and guidance for all public policy making participants.

Finally, I am excited that this program will prepare graduates for a career in research or practice, or both. Knowing how to do research and how to interpret and use research is critically important to the fact finding portion of public policy, a part of the process that is often informed less by strong facts than by political considerations. Understanding how to use and present research findings is critically important if unintended consequences are to be avoided.

All of which is respectfully submitted.



Willie Grieve, QC



Solidarity Place: 10451 -170 Street, NW  
Edmonton, Alberta, Canada T5P 4S7  
Telephone: (780) 930-3300, 1-800-232-7284  
Fax: (780) 930-3392, 1-888-388-2873 www.aupe.org

October 13, 2017

c/o Dr. Jared Wesley  
Associate Professor, Master's Program Coordinator  
Arts  
Political Science  
11-24 HM Tory Building

Dear Sirs and Mesdames,

I am writing in support of the proposed creation of a public policy graduate program at the University of Alberta.

The Alberta Union of Provincial Employees is Alberta's largest union, with a membership of over 90,000, and we represent members in a wide range of sectors from roughly 20,000 direct government employees across all departments and ministries, to staff of a variety of boards, agencies and commissions, to employees of separate school boards and many post-secondary institutions, and healthcare workers covering the full gamut of public, non-profit and private operators in acute, long-term and home care.

As such, the work we do in advocating for and representing our members touches on virtually all aspects of public policy at the provincial level. We therefore have a keen interest in seeing well trained and educated graduates with a strong policy background enter the Alberta workforce as well as in high caliber research produced by one of Canada's leading universities.

A program that builds on the University of Alberta's strengths in progressive and public sector focused research and its location in the capital city would provide additional perspectives and research currently missing from the provincial public policy landscape with the domination of private and energy sector in the work of the University of Calgary's policy department.

AUPE would be pleased to be an engaged partner with this program stream as we see many opportunities for mutual benefits between the union and the university. AUPE has a large Research department, which produces a range of economic, social, political and legal work for both internal and external use. With this significant capacity in house, we believe that mutual collaboration can lead to more professional or more in-depth research production. We also see opportunities for our own staff to participate in the program for professional and skills development. As an employer, we would encourage and support our staff to do so.

AUPE would also be very interested in hosting students in co-op, summer or internship placements or potentially as new hires upon graduation. The skills and knowledge this program is designed to produce are many of those we seek in our staff in multiple departments across the union. Furthermore, allowing future policy graduates and leaders a window into the broad range of work we do in representing our members and our interactions with policy and political processes would be beneficial to creating better informed policy decisions in the future.

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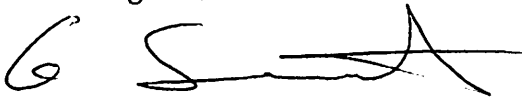
|                       |                                             |                              |                              |                            |                            |                             |
|-----------------------|---------------------------------------------|------------------------------|------------------------------|----------------------------|----------------------------|-----------------------------|
| G. Smith<br>President | J. Heistad<br>Executive Secretary-Treasurer | M. Dempsey<br>Vice-President | B. Gostola<br>Vice-President | G. Scott<br>Vice-President | S. Slade<br>Vice-President | K. Weiers<br>Vice-President |
|-----------------------|---------------------------------------------|------------------------------|------------------------------|----------------------------|----------------------------|-----------------------------|

Topics in labour relations remain a persistent gap in most post-secondary social science programs and we hope that with the advantages of this program's location in Edmonton, more exposure to unions and labour issues can be integrated into the policy discussions in this program. We understand that, in addition to potential co-op or internship placements, several courses and modules into relevant labour relations issues are being developed for this stream and we see this is as a very important element that is not currently offered by professional policy programs. Wherever they end up employed upon graduation, the provincial labour relations community would benefit from having trained policy leaders with a deeper understanding of our role in policy, government and broader society.

AUPE sees the establishment of a public policy graduate program at the University of Alberta as a significant opportunity for collaboration and as a positive development for the training and educating future policy leaders in skills and perspectives that are not currently nurtured in Alberta's post-secondary scene. We are therefore happy to offer our support to this program.

We thank you for the opportunity to provide this letter. Please do not hesitate to contact us to discuss any of the foregoing in further detail.

Best regards,

A handwritten signature in black ink, appearing to read 'Guy Smith', with a stylized flourish at the end.

Guy Smith  
President  
Alberta Union of Provincial Employees



September 27, 2017

To whom it may concern,

I am writing to support the creation of a Master of Arts in Policy Studies, in the Department of Political Science at the University of Alberta. As a Deputy City Manager with the City of Edmonton and as a former Deputy Minister with the Government of Alberta, I have seen first hand the need for a public policy studies program in the Edmonton region. With our large and diverse government sector, the Edmonton region needs a program to train future and existing public servants in public policy development.

Of particular importance is the proposed program's transgovernmental approach. Traditional policy programs have focused primarily on the provincial and federal governments, which have not equipped students to understand or support the variety of other actors in the public sector. This program takes a broader approach to the policy community and public service, equipping students as policy professionals for the territorial, municipal and Indigenous orders of government, as well as the non-profit, knowledge and private sectors which support government. This broader approach will enhance the policy capacity of the Edmonton region, which in turn supports regional economic development.

The City of Edmonton is committed to strengthening our partnership with the University of Alberta and this program is a great opportunity for both organizations. This program will transform classrooms into policy laboratories for partners like the City of Edmonton, which will be an invaluable tool in exploring and developing innovative solutions to real world problems. In return, City officials can help design courses, provide topics and case studies, present as guest lecturers, lead seminars, and facilitate professional development workshops. Students will be provided valuable practical knowledge and experience, and our officials will benefit from unique learning and development opportunities through teaching.

Considering the need for a policy studies program in the Edmonton region and the significant value this program will provide, I wish to offer my wholehearted support for the creation of a Master of Arts in Policy Studies at the University of Alberta.

Sincerely,

A handwritten signature in black ink, appearing to read "Carolyn Campbell", with a long horizontal line extending to the right.

Carolyn Campbell  
Deputy City Manager  
Communications and Engagement

**Officers**

Geoff Plant, Q.C.  
*Chair*

Martha Hall Findlay  
*President & CEO*

Charles Jago  
*Vice-Chair*

Charles Loewen  
*Vice-Chair*

Charles W. Fischer  
*Vice-Chair*

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Arthur J. E. Child  
Frederick C. Mannix, O.C.  
Hon. James A. Richardson

October 20, 2017

Jared Wesley  
Associate Professor  
MA Coordinator, Department of Political Science  
University of Alberta

RE: Master of Arts in Policy Studies – University of Alberta

The Canada West Foundation supports the creation of the Master of Arts in Policy Studies at the University of Alberta. As the only non-partisan, independent public policy organization based in western Canada with a mandate to focus on those issues of interest to western Canadians, we see the need for additional capacity in public policy analysis familiar with the west. There are a number of good programs in the west and certainly in Alberta. The University of Alberta program has the advantage of being located in the capital, with the opportunities that creates for experiential learning in a government context. This will provide great experience for anyone who wants a career in policy analysis in government, the private sector, a think tank or academia.

Its five core design principles will help produce graduates who can contribute to the policy community. Given the proposed mix of students, a cohort-based program will mean that students will learn as much from each other as they do from the faculty, as students work together over the course of the program. A solid core, with a broad range of electives available from other programs will not only help students to deepen their learning in substantive policy areas, but also broaden their network and exposure to the different ways of thinking of different disciplines.

The Canada West Foundation normally hires one-two practicum students per year to supplement our relatively small shop. We would consider these students as candidates for that opportunity. We would also be interested in working with capstone project students if there were a fit between our interests.

Good policy people are critical thinkers with strong, diverse toolkits and open minds. I have high expectations of the graduates of this program in this regard and strongly support its creation.

Sincerely

Martha Hall Findlay,  
President and CEO Canada West Foundation

Dr. Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
Treaty Six Territory  
11-24 HM Tory Building  
Edmonton, AB  
T6G 2H4

Subject: MA Policy Studies University of Alberta

Dear Dr. Wesley,

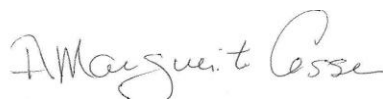
I have reviewed the documents you sent and have discussed your proposed program with you. On the basis of that and in response to your request, I offer the following comment.

Congratulations on your program proposal and curriculum design for the MA in Policy Studies. This program will be a very useful contribution to the landscape of public administration/public policy graduate programs in Canada. I consider one of the most pressing issues for public policy in Canada is the development of young professionals who can articulate academic/scholarly research to the public policy and governing processes. Your program promises to address this and the issues surrounding this directly and I highly endorse the content and approach of the program. I urge your university to adopt and fund the program.

The program idea is well differentiated from the MPA programs at the schools in Canada and will make an excellent contribution to public sector management and policy education and professional preparation for public service.

I wish you well in your venture and please be back in touch if we can add more comment, assist, support or collaborate in any way!

Sincerely,



Marguerite Cassin  
Associate Professor  
Acting Director  
Associate Director, Diversity







October 11, 2017

Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

Dear Professor Wesley,

**RE: Support for Creation of a Master of Arts in Policy Studies**

It is with pleasure and excitement that I write to you today, to express my strong support for the creation of a Master of Arts in Policy Studies (MA-PS) in the Department of Political Science at the University of Alberta (U of A).

I write today with a few 'hats' – as a Political Science Alumnus, as Chief of Staff at Edmonton Economic Development Corporation (EEDC), and as Vice-Chair of the U of A Senate and former Co-Chair of the Senate Task Force on Connecting Communities – and with each of these 'hats' I see both tremendous need and positive opportunity for such a program. The five principles upon which the MA-PS is based are the right ones, and I am confident it is well designed for success.

As an Alumnus of the U of A Political Science Department (BA '07), I have had opportunity to put my education to the test at Canada's Embassy in Washington, DC, on Parliament Hill in Ottawa, and in the streets of Kandahar City, Afghanistan. While my undergraduate degree certainly gave me strong foundations upon which to learn through experience and achieve early career success, I always wished I could have accelerated my career with a graduate program such as a MA-PS. I have come to learn through the past ten years that the challenges facing public policy decisions are only growing in their complexity, as the issues that dominate are increasingly transnational and as practical as they are theoretical. The potential impacts of policy decisions are only growing, and require those individuals developing and leading public policy to have as much practical experience as time in the classroom. The "pracademic" approach to the MA-PS is the correct approach.

As EEDC's Chief of Staff, I can say with certainty that there will be private sector demand for this program. The impact of public policy decisions on our city's economy cannot be understated. Edmonton's business and non-profit communities have always understood this, but the impact has been far more noticeable in recent years, as our economy goes through some structural shifts led largely by changes in, and to, the energy sector. There is a demand for talent such as the MA-PS seeks to produce, and there will be support for this effort as it becomes more widely known. In addition, as the "great crew change", based on a demographic shift in our country, begins to take hold in Alberta, our public service will be needing new policy experts to fill their ranks. A U of A MA-PS will help ensure there is a stream of graduates to fill those positions, and help lead Alberta's future.

Finally, in my roles with the U of A Senate, I am certain there is community demand for a MA-PS. As highlighted throughout all the pan-provincial focus groups we have conducted, Albertan communities are looking for opportunities to engage with students and work to develop innovative solutions to challenges they face. A U of A MA-PS will provide such an opportunity.

In closing, allow me to reiterate my support for the creation of a Master of Arts in Policy Studies at the University of Alberta. If I, or EEDC, may be of any support to this effort, please do let us know.

Best regards,

A handwritten signature in blue ink, appearing to read "ASweet", is written over a light blue horizontal line.

Adam Sweet  
Chief of Staff, EEDC  
Tel: +1.780.224.2566 | Email: [ASweet@edmonton.com](mailto:ASweet@edmonton.com)

September 1, 2017

To Whom it may concern:

I am writing in support of the establishment of an MA in Policy Studies at the University of Alberta. I have reviewed the program summary and am pleased to endorse this initiative on behalf of the Alberta Public Service (APS). I commend the program committee for its deep and broad engagement with leaders across and at all levels of our organization; the response from APS staff has been overwhelmingly positive, with many remarking that Alberta's capital city have a standalone graduate program devoted to training the policy leaders of tomorrow.

With its innovative pracademic approach, the proposed MA Program will provide a unique, experiential learning environment for its students who, when they graduate, will be well positioned to contribute meaningfully to employers like the Alberta Public Service. By building this knowledge and skill development into the proposed program, with excellent course offerings and using our own APS Competency Model as a foundation, the program committee has ensured a direct connection between the education of its students and the real-life practice of policy work in our province.

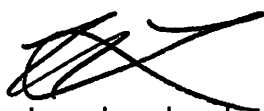
As an employer, the Alberta Public Service is challenged to recruit and develop the best and brightest new public servants. The proposed MA in Policy Studies will aid immensely in this regard, attracting top talent from across Canada and providing a feeder system for our various departments.

Upon approval of this program by the Ministry of Advanced Education, the Public Service Commission will enter into negotiations with the University of Alberta to establish a Memorandum of Agreement (MOA) to advance various components outlined in this proposal. The MOA should include commitments concerning cooperative education placements for students, teaching opportunities for Alberta Public Service staff, guidelines for policy research by faculty and students, common professional development priorities, and other areas that help strengthen the relationship between our two organizations and ensure that the needs of each are clearly communicated to the other. As part of this agreement, I also aspire to draw direct connections between the proposed initiative and the Policy Internship Program maintained by the Public Service Commission, providing a set number of guaranteed, annual, paid employment placements for graduates of the MA program.

I am also pleased to see the flexibility of the proposed program when it comes to meeting the unique learning needs of students currently employed in the public sector. The incorporation of intensive (block week) and evening courses, as well as standalone professional development workshops, will accommodate the schedules of public servants seeking to upgrade their education; this creative scheduling will also permit more of our senior and executive leaders to contribute meaningfully to the design and delivery of courses, as guest lecturers and (co)instructors. We welcome the proposed program as a learning and development opportunity not only for students, but for faculty and practitioners.

As Public Service Commissioner, I wholeheartedly support the establishment of the proposed MA Program in Policy Studies. As evidenced by the many letters of endorsement from my Deputy Minister colleagues, this support extends across the Alberta Public Service as we look forward to the contributions the students and faculty members will make to our province, country, and internationally.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lana Lougheed', written over a horizontal line.

Lana Lougheed  
Deputy Minister

89495

To whom it may concern:

I am writing today to express my support for the implementation of a Master of Arts program for Policy Studies at the University of Alberta.

The proposed program is well-designed, with a format that will accommodate students both with and without experience working in public policy. Current government employees have the opportunity to benefit from a program like this. At the same time, it will usher in individuals who are new to policy – students who can take a novel and creative approach to making policy. This is crucial, especially for an office like the Alberta Climate Change Office, where the willingness to consider new, innovative methods is a key asset. In addition, the program's modern approach to scheduling will serve today's students well, allowing for a wider breadth of uptake in the program than traditional classes might permit.

The world is changing both physically and culturally. The study of public policy is essential for ensuring the future of governance in our province is in hands that are well-equipped to deal with the challenges to come. I believe this program is an important step towards making sure Alberta is prepared to meet the future head-on, and continue to lead the way in terms of setting policy.

This is an exciting time because we have an opportunity to take a fresh, forward-looking approach to ensure we are building the best future possible for Alberta. I look forward to seeing this program help make that future a reality.

Sincerely,



Eric Denhoff  
Deputy Minister

Jared Wesley PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

November 1, 2017

Dear Dr. Wesley:

Re: Master of Arts in Policy Studies

I am writing to express my unreserved support for the creation of an MA in Policy Studies at the University of Alberta. I have reviewed the program proposal and am pleased to endorse this program on behalf of Alberta Education.

Edmonton, as Alberta's capital city, is a logical place to locate the province's newest graduate program devoted to the study of policy. The MA in Policy Studies program will serve as a complement to existing graduate programs in Edmonton, like the MA in Education Policy Studies, and allow our region to expand its capacity for the study of education policy. The program's innovative approach to education and training will ensure its graduates are well placed to be future leaders throughout the policy community, in Edmonton and beyond.

In particular, the program's pracademic approach will provide its students with an opportunity to engage in experiential learning, and afford Alberta Education staff the opportunity to work directly with students on some of our most timely and complex policy challenges. To that end, we appreciate the program's intention to turn our workplaces into classrooms for students. Alberta Education is happy to provide MA in Policy Studies instructors and students access to Studio 44, our department's state-of-the-art collaborative space. We are also eager to host paid practicums and internships, as finances allow.

I also appreciate how the program is designed to be adaptive and flexible to meet the needs of students currently working in the public sector. Alberta Education staff would greatly benefit from being able to further their education without taking extended leaves to attend classes out of province or online, as is presently the case. Furthermore, this commitment to creative scheduling will permit our many policy experts – several with PhDs – to serve as lead and co-instructors in the program.

By bringing faculty, students, and practitioners together on both "sides of the river," this program will provide students with 'hands on' experience as well as expose our staff to the newest approaches to policy design, ultimately increasing our department's capacity to design and deliver effective programs and services to Albertans.

For these reasons, I strongly support the establishment of the MA Program in Policy Studies. As evidenced by the support of many of my colleagues across the policy community, Alberta would greatly benefit from such a program.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Clarke', written in a cursive style.

Curtis Clarke, PhD  
Deputy Minister



**Deputy Minister**

13th floor, Commerce Place  
10155 - 102 Street NW  
Edmonton, Alberta T5J 4G8  
Canada

Telephone 780-415-0900

Fax 780-415-6144

www.economic.alberta.ca

AR 67581

October 6, 2017

To Whom It May Concern,

I am pleased to provide this letter of support for the proposed Master of Arts in Policy Studies program at the University of Alberta. Alberta Economic Development and Trade welcomes this innovative program designed to attract, educate, and engage the country's top students in the field of policy studies.

I am confident the Master of Arts in Policy Studies program will contribute to developing global thinkers and will ensure students are prepared to take on the challenging task of developing, implementing and evaluating policy in complex and changing environments. I am pleased to learn that academic staff will have the expertise in international relations, comparative politics, and diplomacy, among other areas. This will make the program unique and attractive to prospective students.

I wish you success in your continued efforts to develop this innovative program.

Sincerely,

A handwritten signature in blue ink that reads "Jason Krips".

Jason Krips  
Deputy Minister



Office of the Deputy Minister  
Petroleum Plaza, NT, Floor 8  
9945 – 108 Street  
Edmonton, Alberta, T5K 2G6  
Canada  
Telephone: 780-415-8434  
Fax: 780-427-7737  
Email: [Coleen.Volk@gov.ab.ca](mailto:Coleen.Volk@gov.ab.ca)  
[www.alberta.ca](http://www.alberta.ca)

October 2, 2017

To whom it may concern:

I support the proposed Master of Arts in Public Policy program at the University of Alberta. After reviewing the program proposal, I am pleased to endorse this initiative on behalf of Alberta Energy.

I believe that the proposed program will provide students with important skills which will allow them to become effective public servants. I find it interesting how few policy professionals have academic training in policy studies, and I believe that the proposed program will help fill that gap. Housing the program in Edmonton will help build policy capacity provincewide, considering the connections government has with partners throughout Alberta.

This program will allow students to deal with a variety of problems and case studies. The Alberta Public Service can provide real-life case studies for student reflection. This will provide students with experiential learning, while also providing the Alberta Public Service with important insights and lessons learned.

The hands-on approach to support co-op placements and internships in the proposed program is crucial to ensure that students and employers benefit from the program. This element of the program will aid in ensuring that the Alberta Public Service can recruit the best and brightest.

As the Deputy Minister of Alberta Energy, I support the establishment of the proposed Master of Arts in Public Policy program.

Sincerely,

A handwritten signature in black ink, appearing to read "Coleen Volk".

Coleen Volk  
Deputy Minister

cc: Lana Lougheed  
Deputy Minister of the Public Service Commission



90116

October 31, 2017

To Whom it May Concern:

I am pleased to provide a letter of support for the University of Alberta's proposed Master of Arts program in Policy Studies. I endorse the program as an investment in graduates who will contribute to the future development of policy solutions to some of the most challenging issues facing our province.

As government policy is always in transition due to our ever-shifting environment, we rely on a public service that can research, critically analyze and execute policy innovation in a variety of fields and sectors. The Master of Arts program in Policy Studies meets this challenge by ensuring graduates have a clear understanding of the entire policy cycle, as well as the institutions, processes and dynamics involved in developing public policy.

With the Government of Alberta's commitment to understanding and addressing barriers that might limit Indigenous peoples from fully participating in Alberta's economy, we also support the program's transgovernmental approach to policy in all orders and levels of government, as well as Indigenous organizations, the non-profit sector and the international community.

I am also heartened to see the proposed professional development workshops, that are developed in tandem with the Institute of Public Administration of Canada, include core competencies, an integral part of the Alberta Public Service's hiring practices. Finally, the Practicum Stream will undoubtedly open up opportunities for Environment and Parks to partner with the program.

I appreciate the opportunity to lend my support to this important initiative. The Master of Arts program in Policy Studies is a timely, yet wholly unique, addition to the Political Science faculty that will meet a real need in Alberta's public policy arena.

Sincerely,

  
Andre Corbould  
Deputy Minister

cc: Lana Lougheed, Deputy Minister of the Public Service Commission

September 27, 2017

To Whom it may concern:

I am writing in full support of the establishment of a Master of Arts (MA) in Policy Studies at the University of Alberta. I have reviewed the program summary and am pleased to endorse this initiative on behalf of Alberta Health.

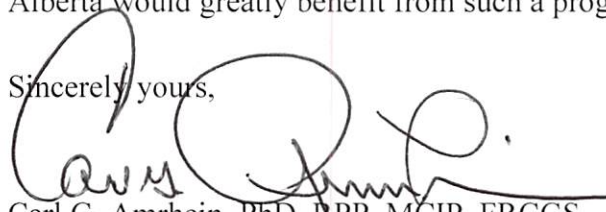
Edmonton, as Alberta's capital city, is a logical place to locate the province's newest graduate program devoted to the study of policy. The program's innovative approach to education and training will ensure its graduates are well placed to be future leaders throughout the policy community, in Edmonton and beyond.

In particular, the program's pracademic approach will provide its students with an opportunity to engage in experiential learning, and afford Alberta Health staff the opportunity to work directly with students on some of our most timely and complex policy challenges. Whether in campus-based classrooms, downtown boardrooms, or in the field, these interactions will improve students' understanding of the 'real world' of policy and increase our department's capacity to design and deliver effective programs and services to Albertans.

I also appreciate how the program is designed to be adaptive and flexible to meet the needs of students currently working in the public sector. Alberta Health staff would greatly benefit from being able to further their education without taking extended leaves to attend classes out of province, as is presently the case. The proposed program's structure, offering intensive and evening courses, provides staff with this opportunity.

As Deputy Minister of Health, I strongly support the establishment of the MA Program in Policy Studies. As evidenced by the support of many of my colleagues across the policy community, Alberta would greatly benefit from such a program.

Sincerely yours,



Carl G. Amrhein, PhD, RPP, MCIP, FRCGS  
Deputy Minister

**Deputy Minister**  
19th floor, Commerce Place  
10155 - 102 Street NW  
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[www.indigenous.alberta.ca](http://www.indigenous.alberta.ca)

October 2, 2017

Dr. Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, Alberta  
T6G 2H4

*Jared*

Dear Dr. Wesley:

Thank you for your email of September 18, 2017 providing me with the proposed Master of Arts in Policy Studies program at the University of Alberta. I am pleased to provide my endorsement of this proposed program.

I would like to recognize in particular the inclusion of both mandatory and supplemental Indigenous educational content provided within the design of the Public Policy designation. Purposeful inclusion of course content in Indigenous engagement, governance, traditional knowledge and policy, as well as the role of public policy in the reconciliation process, is not only crucial to the educational ethos of Canadian institutions, it is critical to the just functioning of a modern, democratic and multicultural society.

I would also like to acknowledge the effort the program has made to reach beyond thoughtful intention to conscientious design by providing real world experience and labour market relevant skills to students. In particular, the inclusion of internship placements within Indigenous organizations provides a unique and underserved opportunity for Canadian students. Furthermore, we recognize and support the participation of Indigenous communities within the program's structure, providing Indigenous communities opportunities to participate both as instructors and as students,

The inclusion of Indigenous content, instructors, students, and internship opportunities within the program's design is in alignment with the significant commitments the province of Alberta has made to the United Nations Declaration on the Rights of Indigenous Persons.

Dr. Jared Wesley  
Page Two

The Alberta Public Service Competency Model upholds the value of building collaborative environments and supports the development of systems thinking and creative problem solving. I am honoured to recognize the University of Alberta's contributions in these areas and to provide my support to this historic educational endeavour in recognition of our shared values.

Sincerely,

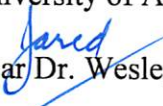
A handwritten signature in blue ink that reads "Donavon Young". The signature is written in a cursive style with a large initial 'D' and a long, sweeping underline.

Donavon Young  
Deputy Minister

October 13, 2017

Dr. Jared Wesley  
Associate Professor and Master's Program Coordinator  
Department of Political Science  
University of Alberta

By e-mail: [jwesley@ualberta.ca](mailto:jwesley@ualberta.ca)

  
Dear Dr. Wesley:

I would like to extend my support for the establishment of a Master of Arts program in Policy Studies at the University of Alberta. I believe that the program would provide valuable opportunities for students to learn about the development of public policy in Alberta and beyond.

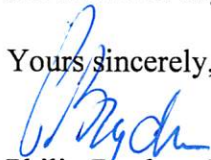
I am particularly excited about the proposed combination of a practicum stream for students with little or no experience in public policy and a course-based stream for policy professionals who wish to improve their research capacities. If this is of interest to you, Alberta Justice and Solicitor General would be prepared to discuss the possibility of creating practicum opportunities within our Ministry.

Currently, a number of employees of Alberta Justice and Solicitor General are teachers at the University of Alberta, including a number of our lawyers who teach as sessional lecturers at the Faculty of Law. We would be open to exploring the possibility of our staff getting involved in an instructional capacity with the Policy Studies program, if it would be mutually beneficial to do so.

Finally, I was pleased to see that municipalities have been engaged in the development of the proposal, given the significant growth and increasing complexities that they are currently experiencing. Graduates of this program would be well-positioned to make valuable contributions to Alberta's public sector employers, at both the provincial and municipal level.

If I can be of any further assistance, please do not hesitate to contact me.

Yours sincerely,



Philip Bryden, Q.C.  
Deputy Minister of Justice and  
Deputy Solicitor General

September 29, 2017

AR91529

Dr. Jared Wesley  
Associate Professor and MA Coordinator, University of Alberta  
11-24 HM Tory Building  
Edmonton AB T6G 2H4

Dear Dr. Wesley:

*Jared*

I am writing to confirm my support for the proposed establishment of a Master of Arts in Policy Studies, at the University of Alberta.

Policy related positions within Municipal Affairs (MA) generally do not require a master's degree (as per the minimum recruitment standards); however, as an employer assessing potential candidates for employment, such an educational background would certainly be viewed favorably, and may be considered an asset when meeting those qualifications required for relevant positions in our ministry with a public policy focus.

The Government of Alberta (GOA) also actively supports current employees in continuous learning, professional development and in accessing ongoing educational opportunities. I am therefore encouraged to note your proposed program demonstrates flexibility in offering enrollment options for existing public servants. As described in the Program Design Principles, this program may potentially allow for our employees who encumber intermediate and senior leadership positions to participate in the design and delivery of program content, further strengthening their own professional expertise.

Of note, the GOA itself supports a strong internal Policy Intern program. Graduates of the program you have proposed may find a suitable competency alignment and natural career pathing should they seek to access our internal policy program.

I would appreciate if you could please keep me informed as this program proposal advances and I thank you for providing the opportunity to lend my support on behalf of Municipal Affairs.

Sincerely,



Brad Pickering  
Deputy Minister of Municipal Affairs

September 29, 2017

To Whom it may concern:

I am writing to support the establishment of the Master of Arts (MA) in Policy Studies program at the University of Alberta.

The timing of this proposal is excellent. Because the program is structured not just as a public-sector school, future graduates would benefit both the Government of Alberta by developing current and future employees, and the University of Alberta, by attracting or retaining graduate-level students in policy research. Focusing on policy implementation in addition to research would ensure applicability in practice beyond academia. On a broader scale, the activities of this program would enrich the trans-governmental policy community in general.

Every year, Service Alberta hires approximately 60 summer students, and up to 10 policy interns are placed per year (of 20 to 40 government-wide), so we are well-positioned to accept students from this proposed program. These placements would expose students to timely issues, which would require faculty and practitioners to communicate in order to anticipate current learning opportunities. In addition, the lab format for this program would allow students to freely discuss policy and create a “safe space” for innovation and creativity.

Service Alberta has benefited significantly from our summer student program, and I look forward to welcoming MA Policy Studies students and their contributions to government in the future.

Sincerely,



David Morhart  
Deputy Minister  
Service Alberta

September 25, 2017

Mr. Jared Wesley, PhD  
Associate Professor and MA Coordinator  
Department of Political Science, University of Alberta  
Treaty Six Territory, 11-24 HM Tory Building  
Edmonton, AB T6G 2H4  
Email: [jwesley@ualberta.ca](mailto:jwesley@ualberta.ca)

Dear Mr. Wesley:

I am writing in support of the establishment of an MA in Policy Studies at the University of Alberta. I have reviewed the program summary and am of the view that it is comprehensive and innovative. I am particularly impressed by and excited about the pracademic, cohort-based approach that embraces multi-modal learning.

Of particular interest to me, the value of the proposed program to Seniors and Housing extends beyond recruiting students as staff. Additionally, it is in the concept of using classrooms as policy laboratories. Our Co-lab is an example of the current commitment to alternative ways to consider policy development. Further, providing senior and executive managers the chance to teach provides a professional development opportunity for our staff.

I look forward to watching this program unfold and continue to develop.

Sincerely,



Kimberly Armstrong  
Deputy Minister



October 27, 2017

Dr. Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

Dear Dr. Wesley:

On behalf of Alberta Status of Women, I am pleased to provide this letter of support for the proposed Master of Arts program in Policy Studies. It is encouraging to see a program designed to ensure a practical link between the Government of Alberta and the students and faculty at the University of Alberta.

The Government of Alberta is committed to advancing gender equality in the province. The skill sets for those working in public policy are evolving as we foster the use of gender and intersectional lenses in policy development and implementation.

Following our discussion and review of the draft program proposal, I'm pleased to see that the proposed program would provide mutual benefit in developing the skills required to meaningfully advance gender equality. As we discussed, a deliberate focus in the program on applied concepts in policy-making such as power, diversity, inclusion and gender-based analysis, is important in this context. I commend your attention to these issues and to the need to work across institutions to address their complexity.

In particular, I see great value in coursework focused on key areas of work at Status of Women, such as Gender-Based Analysis Plus (GBA+), the policy areas of Women's Economic Security, Preventing and Addressing Violence Against Women and Girls, and Women in Leadership and Democratic Participation. I will be happy to explore where the staff at Status of Women can assist in co-developing these topics where appropriate. Further, we support and see great benefit in having practicum students join our team with this background, primed to contribute and to add to our ongoing learning and development as a ministry.

I am excited for the opportunities to transfer applied knowledge from the work of Status of Women to the classroom, as well as to prepare students to better meet necessary skill sets for careers with the Alberta public service.

We look forward to working with you.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Susan Taylor', with a large, stylized initial 'S'.

Susan Taylor  
Deputy Minister  
Status of Women

cc: Lana Lougheed  
Deputy Minister  
Public Service Commission

46649

October 19, 2017

Dr. Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

Dear Dr. Wesley:

I am pleased to provide this letter of support for the proposed Masters of Arts in Public Policy program to be offered through the Department of Political Science at the University of Alberta.

I believe the value of the proposed program lies in its emphasis on broad-based training in public policy for students. The proposed program with its intended focus on policy as its own field will improve the policy capacity of public servants, particularly those trained in other disciplines, such as economics. The interdisciplinary approach of the program, which would provide students with the opportunity to take available courses in economics, anthropology, sociology, and other fields, will be a tremendous benefit to preparing students for the practice of public policy. As well, the combination of an academically rigorous social science education with workplace experience will further enhance the preparation of students for meaningful employment in the public sector.

As we've discussed, experts in the field of public finance, as distinct from economics, are limited. A program that seeks to deliver professional development workshops, course modules, or courses that support the development of these skills would be beneficial. To this end, please do not hesitate to connect with us for input.

Sincerely,



Lorna Rosen  
Deputy Minister



BREATHING NEW LIFE INTO  
THE FEDERAL PUBLIC SERVICE

Dr. Jared Wesley  
Associate Professor  
Department of Political Science, Faculty of Arts  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB  
T6G 2H4

Dear Jared,

We are excited to learn of the proposal for a **Masters of Arts in Policy Studies** graduate program at the University of Alberta. As the co-chairs of the OXYGEN Alberta Federal Youth Network, we know that both our members and the broader public sector will benefit from such an opportunity. We are particularly impressed with the program design principles being proposed, which include models to better engage students and consider non-traditional approaches to policymaking.

We look forward to hearing more about this great initiative and seeing its positive impacts on the public policy community.

Sincerely,

A handwritten signature in black ink that reads 'Matt Whitson'.

Matthew Whitson

A handwritten signature in black ink that reads 'Elizabeth Lapp'.

Elizabeth Lapp

Co-Chairs, OXYGEN Alberta Federal Youth Network

*About **OXYGEN**: We are a network for new & young federal public servants, as well as the Alberta affiliate for the national Federal Youth Network (FYN). We organize a variety of learning and networking events for members and collaborators across different federal departments and agencies.*



Mr. Jared Wesley, PhD  
Associate Professor, Master's Program Coordinator Arts  
University of Alberta  
11-24 HM Tory Building  
116 Street and 85 Avenue  
Edmonton, Alberta, T6G 2R3

Dear Mr. Wesley:

This correspondence follows the receipt of the University of Alberta's proposal for the *Master of Arts in Policy Studies* program. The Public Service Commission (PSC) recognizes that this program meets the needs of the Federal Public Service in terms of renewal and diversity. Designed to attract, educate and engage top graduates in policy research from all across the country, this program would certainly complement the Recruitment of Policy Leaders program and provide opportunities for young Canadians to work on Government of Canada priorities.

We encourage you to submit your proposal to the appropriate authorities and we fully support the initiative. Once it is recognized, we invite you to register into the PSC CO-OP/Internship Program database to allow Federal Public Service hiring managers to promote employment opportunities to talented graduates to staff positions in the policy field.

While the PSC maintains the CO-OP/Internship Program database, the responsibility of staffing is decentralized to the hiring departments' Deputy Heads.

Should you wish to explore available support and possible partnerships, I invite you to contact Ron Parker, Deputy Minister University Champion for the University of Alberta and President of Shared Services Canada, Rachel Wernick and Neil Bower, Co-chairs of the Policy Community, and Claudia Sperling, President of Canadian Association for Co-operative Education. Please refer to the contact information provided in attachment to this correspondence.

My organisation would be happy to work in partnership with you to facilitate the promotion of your program in departments. David Morneau, Team Leader, Student Recruitment Programs will contact you shortly to provide more information about the PSC recruitment programs and share lessons learned.

Thank you for your interest in our programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patrick Borbey', written over a large, light-colored oval shape.

Patrick Borbey  
President

Enclosures:

- Contact List
- Master of Arts in Policy Studies - Preliminary Program Proposal

c.c.: Mr. Ron Parker, President of Shared Services Canada, and  
Deputy Minister University Champion for the University of Alberta

Ms. Rachel Wernick, Senior Assistant Deputy Minister, Skills and  
Employment Branch, Employment and Social Development Canada, and  
Co-chair of the Policy Community

Mr. Neil Bouwer, Assistant Secretary, Treasury Board Secretariat and Co-chair of  
the Policy Community

Ms. Claudia Spring, President of Canadian Association for  
Co-operative Education

## CONTACT LIST

**Mr. Ron Parker**

President, Shared Services Canada, and  
Deputy Minister University Champion for the University of Alberta  
Telephone number: 613-670-1777  
Email: [Ron.Parker@canada.ca](mailto:Ron.Parker@canada.ca)

**Ms. Rachel Wernick**

Associate Assistant Deputy Minister, Skills and Employment Branch  
Employment and Social Development Canada, and  
Co-Chair of the Policy Community  
Telephone number: 819-654-5991  
Email: [Rachel.Wernick@hrsdc-rhdcc.gc.ca](mailto:Rachel.Wernick@hrsdc-rhdcc.gc.ca)

**Mr. Neil Bouwer**

Assistant Secretary, Treasury Board Secretariat and  
Co-chair of the Policy Community  
Telephone number: 613-369-9568  
Email: [Neil.Bouwer@tbs-sct.gc.ca](mailto:Neil.Bouwer@tbs-sct.gc.ca)

**Ms. Claudia Sperling**

President  
Canadian Association for Co-operative Education  
Telephone number: 250-721-8812  
Email: [csperlin@uvic.ca](mailto:csperlin@uvic.ca)



Western Economic  
Diversification Canada

Assistant Deputy Minister  
Alberta Region

15th Floor, Canada Place  
9700 Jasper Avenue  
Edmonton, Alberta  
T5J 4H7  
Telephone: (780) 495-4164  
Facsimile: (780) 495-4557

Diversification de l'économie  
de l'Ouest Canada

Sous-ministre Adjoint  
Région de l'Alberta

15 étage, Place du Canada  
9700, avenue Jasper  
Edmonton (Alberta)  
T5J 4H7  
Tél: (780) 495-4164  
Télééc: (780) 495-4557

November 2, 2017

Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
Email: [jwesley@ualberta.ca](mailto:jwesley@ualberta.ca)

Dear Dr. Wesley,

I am writing to provide my support and endorsement of the proposed Master of Arts program in Public Policy in the Department of Political Science at the University of Alberta. I am pleased to support this program that will play a key role in developing our province's top policy studies professionals.

The program will assist government departments and other organizations in Alberta recruit and retain public policy staff, better informing and guiding Alberta and Western Canada and improving our society, economy and place in the world. Education at the graduate level will be valuable for future public policy professionals to deal with the increasing complexity of public policy issues governments and societies are attempting to address.

My organization looks forward to tapping into the new talent that will be created and will be able to support students in the program through summer student and co-op placements.

Best regards,



Jim Sanderson





Mr. Jared Wesley, PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM TORY BUILDING  
EDMONTON AB T6G 2H4

JAN 25 2018

Dear Mr. Wesley:

**Masters in Policy Studies – Letter of Support**

The Government of the Northwest Territories' (GNWT) Department of Education, Culture and Employment is writing this letter in support of the establishment of the University of Alberta's Department of Political Science's MA in Policy Studies.

The proposed program is both broad and flexible, and will, as a result, appeal to undergraduate learners as well as current public servants seeking to upgrade their skills through professional development opportunities. It will provide students with a fulsome learning experience in Canadian public policy. As the policy leaders of tomorrow, the graduates of this career-focused and academically rigorous program will be uniquely placed to work in a public service field.

I commend you and your team for your innovative approach to program development. The pracademic approach to student development that you are suggesting as part of this MA program will allow for full integration of the student's knowledge-building and skill development. The multi-modal approach will pair students with community mentors and fully engage them in experiential learning experiences, including practicums and community service placements. The combination of academically rigorous social science education with workplace experience in the public, private, Indigenous and/or non-profit sectors will prepare students to practice in the field of public policy in a very real way.

As an employer, the GNWT offers a range of exciting employment opportunities and we are committed to creating and maintaining a highly competent public service workforce.

.../2

I wholeheartedly support this endeavor, and look forward to the positive contributions that potential graduates could make to the GNWT's public service.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sylvia Haener', written in a cursive style.

Sylvia Haener  
Deputy Minister  
Education, Culture and Employment

- c. Mr. Andy Bevan  
Assistant Deputy Minister  
Labour and Income Security  
Education, Culture and Employment



September 26, 2017

To Whom it may concern:

I am writing in full support of the establishment of an MA in Policy Studies at the University of Alberta. I have reviewed the program summary and am pleased to endorse this initiative on behalf of the Institute of Public Administration of Canada (IPAC), Edmonton Regional Group. Edmonton, and the University of Alberta, are perfectly situated for Alberta's newest policy studies program. The innovative approach to education and training embodied in the program proposal will ensure its graduates are well placed to be future leaders throughout the policy community, in Alberta and beyond.

IPAC Edmonton is committed to ensuring the success of the proposed program and its graduates, and to that end will work with the University of Alberta to allow Policy Studies students to access the IPAC U Professional Development series for free of charge. These sessions will provide students with career development skills, core competency training, and networking. These workshops will be open to University of Alberta students in other programs, for a nominal fee (cost recovery).

Additionally, IPAC Edmonton will reserve a minimum of two (2) placements in our Public Sector Graduate Internship (PSGI) Program for co-op students in the MA in Policy Studies program. This unique 12-month internship provides students with experience in two different public sector organizations - one at the provincial level, one in another order or level. We hope this experience will serve as a bridge into long-term employment in the public or nonprofit sector. As Chair of IPAC Edmonton, I strongly support the establishment of the MA in Policy Studies program at the University of Alberta. As outlined above, IPAC is committed to supporting the professional development of the program's students, and looks forward to seeing how its graduates impact public policy in Alberta and across Canada.

Sincerely,

A handwritten signature in black ink, appearing to read "Curtis Clarke".

Curtis Clarke, PhD  
Chair

[contact@ipac-edmonton.ca](mailto:contact@ipac-edmonton.ca)

[www.ipac-edmonton.ca](http://www.ipac-edmonton.ca)



**OFFICE OF THE CITY MANAGER**

October 18, 2017

Jared Wesley, PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta

Letter sent via email: [jwesley@ualberta.ca](mailto:jwesley@ualberta.ca)

Dear Mr. Wesley:

Subject: Letter of Support for Proposed Master of Arts in Public Policy

It was a pleasure speaking with you on September 5, 2017. I truly appreciated the opportunity to discuss your proposed Master of Arts in Public Policy program.

As someone who has had a lengthy career in municipal government administration I welcome the focus on transgovernmentalism. As an example, on issues of economic development, the proposed program is positioned to empower students and partner organizations to drive the agenda.

We are facing record numbers of employees who are retiring, taking with them countless years of knowledge and experience. Classrooms should be a place where governments come together to teach students and learn from others.

On a daily basis we must balance our budgets against the needs and wants of our stakeholder groups in an increasingly complex and challenging world. The Master of Arts in Policy Studies would provide the appropriate environment for experimentation and innovation – something that does not always occur within our public sector organizations.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Benedetto", with a long horizontal flourish extending to the right.

Paul Benedetto, CLGM  
City Manager

/llg



Department of Economics, Justice, and Policy Studies  
4825 Mount Royal Gate SW, Calgary, AB, Canada T3E 6K6

mtroyal.ca/ejps

**To:** Jared Wesley, Associate Professor and MA Coordinator, Department of Political Science, University of Alberta, Edmonton, Alberta

**From:** Duane Bratt, Chair, Department of Economics, Justice, and Policy Studies, Mount Royal University, Calgary, Alberta

**Date:** September 26, 2017

**Subject:** Letter of Support for the University of Alberta's proposed MA in Policy Studies

I have reviewed the application for a new Master of Arts in Policy Studies at the University of Alberta. The proposal was also sent to all my fulltime faculty colleagues who teach in the Policy Studies Bachelor of Arts program at Mount Royal University. On behalf of the Department of Economics, Justice, and Policy Studies at Mount Royal University I wholeheartedly endorse this application.

I am the chair of the only undergraduate program in policy studies. Much of the design of the University of Alberta's program resembles ours. For example, the emphasis on multi-disciplinary approaches: political science, economics, policy studies, and other disciplines. It offers an embedded practicum (ours is called an internship). It focuses not just on public policy (all orders of government), but also private and non-profit. As we say, policy is everywhere! This is why I also endorse the fact that the University of Alberta calls its program "Policy Studies" instead of the more common term "Public Policy."

Currently, there is only one MA program in policy studies in Alberta. It is the University of Calgary's School of Public Policy. The province is big enough for competition. Having a second MA program in Alberta means that Mount Royal graduates have a choice of programs if they want to pursue graduate studies in the province. Plus, Edmonton is the only capital city in Canada without

a policy studies program. This is crucial to providing practicums to the students, offering professional development to provincial civil servants, an opportunity for guest lectures (or even entire courses) by senior civil servants, and offering public policy advice to the provincial government.

In addition, while the University of Calgary's School of Public Policy has many benefits and the experience of our alumni who have pursued MAs there has been largely positive, it has some weaknesses. First, the School has a bit of reputation as being overly conservative both in ideology, but also in a partisan makeup of its faculty (many with strong ties to the provincial and federal Conservative parties). Second, the School seems more focused on the economic aspects of policy studies. In contrast, while economic analysis is an important part of the University of Alberta's proposal, there is an even stronger political analysis component.

Thus, the University of Alberta's proposed MA in policy studies does not just offer competition to the University of Calgary, it clearly differentiates from it. This benefits prospective students, such as those from Mount Royal University.



Department of Economics, Justice, and Policy Studies  
4825 Mount Royal Gate SW, Calgary, AB, Canada T3E 6K6

[mtroyal.ca/ejps](http://mtroyal.ca/ejps)

If you have any further questions please contact me at either 403-440-6540 or [dbratt@mtroyal.ca](mailto:dbratt@mtroyal.ca)

Sincerely,

A handwritten signature in black ink that reads 'Duane Bratt'. The signature is written in a cursive style with a large initial 'D'.

Duane Bratt, PhD

Professor, Political Science

Chair Department of Economics, Justice, and Policy Studies

Mount Royal University

Calgary, Alberta



## Metis Settlements General Council

October 12, 2017

Dr. Jared Wesley  
Associate Professor & MA Coordinator  
Department of Political Science, University of Alberta

Dear Dr. Wesley,

Please accept this letter as the Metis Settlements General Council's statement of support for the proposed Master of Arts program in Policy Studies. As you are aware, Alberta's Metis Settlements and *Metis Settlements Act (1990)* are unique in Canada; the Settlements are the only legislated, land-based Metis communities in the country. As such, they represent an exceptional cultural, legislative, and policy approach to community building and governance, about which there is limited public awareness and understanding.

By providing our support and partnering with the University of Alberta's Department of Political Science in this program, we look forward to having an opportunity to introduce ourselves and our communities to your students. It is important that we raise our profile in the academic community and beyond in order to promote our communities and generate new perspectives on our unique governance model.

The central governing authority of the Metis Settlements – the Metis Settlements General Council – serves an important political function, engaging with regional, provincial, and federal partners. Our structure also creates distinct policy challenges that would provide interesting and dynamic opportunities for Political Science MA-Policy Studies students to learn about while potentially working with us to address them. Bringing students into our communities through internships, research projects, and grant-funded practicums would be a rich learning environment for students and potentially enhance capacity within the Settlements or General Council. In addition to student placements and research, we would be pleased to make our leadership and staff available as speakers, for curriculum support, and professional development sessions.

Overall, we feel this program will provide a mutual benefit to both the Metis Settlements and the University of Alberta's Department of Political Science. We were pleased to be consulted and we look forward to developing this relationship further.

Sincerely,

Gerald Cunningham  
President  
Metis Settlements General Council



To: Dr. Lois Harder, Department Chair,  
Political Science, University of Alberta

From: Dr. Trevor W. Harrison, Director, Parkland Institute  
and Professor of Sociology, University of Lethbridge

September 20, 2017

Re: Proposal for a Master of Arts in Public Policy

Dear Dr. Harder (Lois),

I am writing to you offering whole-hearted support for the proposal of an MA in Public Policy as put forward by Dr. Jared Wesley. I have read the proposal thoroughly and am impressed with the thought that has gone into it. The proposed program fills a genuine need within the province's (and country's) academic offerings. It blends a solid theoretical base with an equally solid adoption of hands-on work through a practicum. Unlike similar programs elsewhere, the proposal also promises to bring into conversation the roles of a wide variety of sectors, including the public, private, Indigenous, and non-profit sectors.

My support for this proposal is two fold, based on the two hats that I currently wear.

My first hat is that of a professor of sociology who over many years has taught political sociology, social problems, and public policy to hundreds of undergraduate students at the universities of both Alberta and Lethbridge. I can well imagine many of my students wishing to pursue just such an MA were it offered.

My second hat is that of director of Parkland Institute that, as you know, has a mandate of conducting public policy research that brings together both the academic and non-academic communities. The proposal is very much in keeping with that mandate. Such an MA program could have mutual benefits for both the institute and the university. On the one hand, Parkland Institute would potentially benefit from graduates able to take on employ with the institute. On the other hand, Parkland could play a role in the teaching and mentoring of students, for example, in providing guest lectures or being a site for student practicums.

To reiterate, therefore, the institute and myself offer our full support for this proposal.

Yours truly,

Trevor Harrison



October 26, 2017

Jared Wesley, PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

**Re: Master of Arts program in Policy Studies, University of Alberta**

Dear Dr. Wesley,

Further to our exchange of emails and our telephone conversation regarding the Master of Arts program in Policy Studies, we submit that professionals entering the work force would benefit from training in policy studies. Further, we anticipate that a program in Edmonton would be especially valuable as service providers continue to focus on developing their public service practice areas with the goal of servicing all three levels of government in this market.

I am advised that in the past many public policy programs have placed too much emphasis on theory or economics; however, this proposed program's focus will be on practical experience. This intersection between politics and policy would be welcomed by our industry.

Therefore, I am pleased to support the University of Alberta's proposal for its Master of Arts in Policy Studies devoted to the study of public policy with a focus on practical experience.

I trust you will find the foregoing to be in order; however, if you have any questions or if you would like to discuss this further, please do not hesitate to contact me.

Yours very truly,

A handwritten signature in black ink, appearing to read "David J. Bryan", with a horizontal line extending to the right.

David J. Bryan  
Partner, Consulting and Deals  
PricewaterhouseCoopers LLP

---

*PricewaterhouseCoopers LLP*  
10088 – 102 Avenue NW, Suite 1501, Edmonton, Alberta T5J 3N5  
T: +1 780 441 6701, F: +1 780 441 6776, [www.pwc.com/ca](http://www.pwc.com/ca)

"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership, which is a member firm of PricewaterhouseCoopers International Limited, each member firm of which is a separate legal entity.



**OFFICE OF THE CITY MANAGER**

October 12, 2017

Jared Wesley, Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

**RE: Proposed Master of Arts in Public Policy Program Letter of Support**

I am pleased to provide my letter of support for the proposed Master of Arts in Public Policy program at the University of Alberta.

The combination of an academically rigorous social science education with workplace experience in the public, private, Indigenous, and/or non-profit sectors would prepare graduates to contribute directly to the development of policy solutions to some of the most challenging issues facing our cities, province and country.

I especially feel that the included areas of diversity and inclusion as well as Indigenous awareness are integral themes for internal training and development. The mandatory Indigenous awareness component of the program is well aligned with the principles of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's Calls to Action in which federal, provincial, territorial, and municipal governments are called upon to provide education to public servants on the history of Aboriginal peoples.

I strongly feel that this program will help to meet the needs of the broad policy community in our Province.

Sincerely,

Craig Curtis  
City Manager  
The City of Red Deer



City Manager's Office  
Phone: 780-459-1607  
Fax: 780-459-1591

5 St. Anne Street  
St. Albert, AB T8N 3Z9  
www.stalbert.ca

File: H10

October 16, 2017

Mr. Jared Wesley PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta, Treaty Six Territory  
11-24 HM Tory Building  
Edmonton AB T6G 2H4

SENT BY EMAIL  
jwesley@ualberta.ca

Dear Mr. Wesley:

**Re: Letter of Support for Proposed Master of Arts in Policy Studies**

I would like to provide this letter of support for the proposed Master of Arts in Policy Studies at the University of Alberta.

There is a need for training in Municipal Governance and Intergovernmental Relations. The proposed Policy Studies program includes these crucial elements and should aim to build political acumen, communications, agility and local governance into its core courses and/or standalone courses.

The City of St. Albert accepts Municipal Internship Students and appreciates that the proposed Policy Studies program would work through existing internship programs like the Municipal Internship Program offered by Alberta Municipal Affairs.

I feel that this program will help to provide the necessary training that individuals will need to have a successful career in municipal government and public policy and in turn build the management capacity of Alberta's municipal governments.

Sincerely,

Kevin Scoble  
City Manager

October 17, 2017

Jared Wesley  
University of Alberta  
Department of Political Science  
Treaty Six Territory  
11-24 HM Tory Building  
Edmonton, AB  
T6G 2H4

Dear Dr. Wesley,

I am pleased to provide this letter of support for the proposed Master of Arts in Policy Studies program. Based on my experience in working with various levels of government and especially with local governments, I believe that this program would help prepare students for careers in the field of municipal government. At Strathcona County, summer students have made meaningful contributions to our various projects and ongoing initiatives. We have benefited from the research and perspective of these students and feel that co-operative placements are worthwhile.

In particular, I was appreciative of the focus on municipal governance, intergovernmental relationships, and Indigenous relations. Moreover, I appreciated the acknowledgement that legislation, bylaws, policies, and sound governance practices are important facets of local governments. I believe that graduates from such a program would be strong candidates for departments such as ours as well as in other municipal administrative departments.

Sincerely,



Mavis Nathoo  
Director, Legislative and Legal Services  
Strathcona County



# Treaty 8 First Nations of Alberta

*To Protect, Promote, Bring to Life, Implement, and Sustain the True Spirit and Intent of Treaty No. 8 as long as the sun shines, the grass grows, and the waters flow.*

c/o Santa Fe Plaza  
18178 – 102 Avenue  
Edmonton, Alberta T5S 1S7  
Telephone: (780) 444-9366 Fax: (780) 484-1465  
[www.treaty8.ca](http://www.treaty8.ca)

October 23, 2017

To Whom it May Concern:

I am writing to express my full support for the establishment of a Master of Arts (MA) in Policy Studies at the University of Alberta. I have reviewed the program summary and am pleased to endorse this initiative on behalf of Treaty 8 First Nations of Alberta (T8FNA).

First Nations in Northern Alberta would greatly benefit from the establishment of a policy program at the University of Alberta. Graduates of the program would increase and improve the policy capacity of organizations like Treaty 8 First Nations of Alberta. The T8FNA staff would benefit from pursuing an MA in Policy Studies that would support our ongoing efforts to build internal policy capacity and enhance our trans-governmental relationships.

I especially appreciate the program's focus on expanding students' knowledge and understanding of Indigenous issues. Making the course on Indigenous Engagement, Politics and Governance mandatory gives us comfort in supporting this proposed new program.

We appreciate your Department of Political Science taking the initiative to engage T8FNA early in the design process, and cooperate with the University of Alberta Faculty of Native Studies to ensure this new program is complementary to Native Studies' existing efforts.

Treaty 8 First Nations of Alberta would be happy to, funds permitting, place co-op students from the MA in Policy Studies in our offices.

In closing, I reiterate my full support for the establishment of an MA in Policy Studies program at the University of Alberta. I believe the program fills a noticeable gap, and will ensure that future public servants in Alberta have a deeper understanding of and appreciation for the complexities and opportunities involved in working with Alberta's Indigenous communities.

I look forward to working with you and other stakeholders to continued collaboration on this worthwhile endeavor.

  
Joseph Jobin  
Chief Operating Officer  
Treaty 8 First Nations of Alberta

**HEAD OFFICE**  
Tallcree Tribal Government  
P.O. Box 100  
FORT VERMILLION, Alberta T0H 1N0  
Telephone: (780) 927-3727 Fax: (780) 927-4375

October 13, 2017

Jared Wesley, PhD  
Associate Professor, Master's Program Coordinator Arts  
Political Science  
11-24 HM Tory Building  
University of Alberta

**RE: Dr. Wesley, Letter of Recommendation for Master of Arts in Public Policy Proposal**

Dear Dr. Wesley,

I am providing this letter in support of the proposed Master of Arts in Public Policy proposal. The proposed program will provide students with an enhanced understanding of the theory and application of public policy; particularly for those with relatively little work experience. The practicum aspect of the program will provide important job skills for entry into the public service.

While the Alberta School of Business currently offers a Public, Policy and Management (PPM) Specialization within our MBA degree program, we do not feel that this will duplicate our programming to any great extent. Our existing MBA program requires at least two years of work experience for admission to our program, while there is no such requirement for the proposed Master of Arts degree. Most of the students in our MBA PPM Specialization program have over five years of experience in public service and are at the mid-to senior management level, so we genuinely feel that we are serving a different segment of the population. We would also look forward to potential synergies in our programs by allowing students in the MBA program to take courses in public policy within the Faculty of Arts and vice-versa.

Sincerely,



Michael Maier, PhD, CPA, CGA  
Associate Dean, Masters Programs

Dr Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
Faculty of Arts, 11-24 HM Tory Building  
University of Alberta  
Edmonton, Alberta, Canada T6G 2E6

September 18, 2017

Dear Jared,

Community Service-Learning (CSL) is pleased to write to support the proposed Master of Arts Program in Policy Studies.

CSL is a form of experiential learning in which students, during academic courses taught across a number of faculties at UAlberta, work and serve for between 20-30 hours over the term in not-for-profit and social enterprises in the Edmonton community, on community identified projects that match the learning goals of the course. We currently partner approximately 60 courses, 1500 students and 160+ community-based organizations to both deepen student engagement in academic learning as well as build the capacity of our partner organizations.

CSL and Policy Studies are a natural fit. We know this from experience from our partnership with the Indigenous Governance Master's program in Native Studies, where students work, serve and learn in Indigenous-led organizations. We see the current MA in Policy Studies as *offering further opportunities* for our students who have connected with CSL in their undergrad program to find new community engaged pathways of study and employment in the social sector and government. We also see CSL as offering valuable opportunities for graduate students to understand policy processes *in situ*, and from the perspective of those organizations often responsible for policy enactment and advocacy.

The proposal's 'transgovernmental' approach to policy study also dovetails well with CSL's experience that policy enactment is never a straightforward and linear process, and that many non-state actors (NGO's, policy entrepreneurs etc.) both contribute to policy formation as well as policy enactment and evaluation. Concrete experience with the work of Edmonton NGO's, mediated by CSL partnership assistance and critical reflection strategies, will strengthen the students' appreciation of the work and scope of policy practices. CSL also assists collaborating instructors with syllabus design and assessment strategies so as to better integrate the experiential and theoretical elements in a course, deepening both student understandings and, in this case, assisting community partners become better networked into the policy community.



400 Arts & Convocation Hall

Edmonton, Alberta, Canada T6G 2E6

780.492.9557

CSL looks forward to working with you, Jared, and your department as you progress this program. We believe you are adding something very valuable to both students and the social sector here in Edmonton and beyond.

Yours Sincerely,



David Peacock, PhD  
Executive Director  
Community Service-Learning  
Faculty of Arts  
#412c Arts & Convocation Hall  
University of Alberta  
ph: [1-780-554-6709](tel:1-780-554-6709)  
e: [peacock1@ualberta.ca](mailto:peacock1@ualberta.ca)

7-104 Education North, 11210 - 87 Avenue  
Edmonton, Alberta, Canada T6G 2G5  
Tel: 780.492-2769 | Fax: 780.492-2024  
[www.ualberta.ca/educational-policy-studies/](http://www.ualberta.ca/educational-policy-studies/)

October 3<sup>rd</sup>, 2017

Dear Dr. Jared Wesley,

I am writing this letter of support for the *Master of Arts in Policy Studies* on behalf of the Department of Educational Policy Studies. The graduate program in Educational Policy Studies is comprised of four specializations, and the curriculum of each provide students with a balance of theory, practice, and policy analysis with an educational focus within inter-cultural and community contexts. I believe the statement you provide in page 7 of the proposal addresses a potential area of concern. You stated:

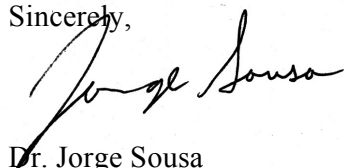
*Policy specializations also exist within the Masters of Public Health (Health Policy and Management), and programs offered by the Department of Educational Policy Studies. Each is designed to train professionals in a specific field of public policy (e.g., nursing and teaching), with students drawn predominantly from those fields. The proposed MA in Policy Studies would apply a broader lens to the study and practice of public policy.*

It is my informed opinion that the aforementioned statement did much to alleviate my initial concerns. I have circulated the proposal to my department colleagues, and no one expressed concern that there was any overlap with the work that we do. In fact, many of my colleagues expressed clear support for the new program. One person wrote the following in an email to me:

*This proposed program is focused on policy analysis in general and will, if we are to believe the attached information, attract students whose educational backgrounds consist of BAs in Political Science or Policy Studies. I see no mention of attracting students who are interested in and focused on Educational Policy Studies. What distinguishes our center of attention from those offered by other Faculties and Departments across the University is the focus on Education.*

Thank you for the opportunity to review and comment on your proposal. I hope that there will be opportunities to partner with your program in the future. I personally believe that it can be quite beneficial for both our students to attend courses from either program. It is an innovative program that I feel should be supported by the University. Please contact me if you have any questions or require further comment.

Sincerely,



Dr. Jorge Sousa  
Associate Professor  
Associate Chair/Graduate Coordinator  
Department of Educational Policy Studies

Enterprise Square  
10230 Jasper Avenue NW  
Edmonton, Alberta, Canada T5J 4P6  
Tel: 780.492.8162  
Fax: 780.492.6735  
Katy.campbell@ualberta.ca  
www.extension.ualberta.ca

October 2, 2017

Dr. Jared Wesley  
Political Science  
11-15 HM Tory Building

Dear Dr. Wesley,

On behalf of the Faculty of Extension, it is my pleasure to provide this letter of support for the proposed Master of Arts in Policy Studies (MAPS) at the University of Alberta. The development of this program presents exciting opportunities to build synergistic relationships with the Faculty of Extension's new Master of Arts in Community Engagement (MACE), which could benefit students in both of our programs.

There are increasingly prevalent linkages between public engagement and policy development in democratic processes and systems of governance. Engagement with stakeholder agencies and community members is now routinely incorporated across a wide range of policy areas. Graduate programs on community engagement and policy studies can reflect this complementary relationship; having these two programs at the University of Alberta would provide students with a greater range of options for learning about these two topics and their interrelatedness. For example, students in the MACE program would benefit from the introduction of new graduate level courses offered through the MA in Policy Studies program focused specifically on policy development and analysis. Similarly, students in Policy Studies with a strong interest in community and public engagement would benefit from the courses offered through the MACE program. Students in both programs would gain from being in the same classroom – learning from each other's perspectives; exchanging and building knowledge; potentially collaborating on a CSL project; and additionally, may choose to become involved in extracurricular activities together. Both MACE and the proposed MAPS program combine theory and practice, providing students with the opportunity to apply and build upon the skills and knowledge gained in the classroom in a real life, experiential learning situation.

In short, an MA in Public Policy is an important and timely addition to the University of Alberta and I fully support this well-conceived proposal for its development. The approval of this program would build institutional capacity in educating students in policy development and research and there are significant opportunities for collaboration between this and the MACE program.

Sincerely,



Katy Campbell, PhD  
Dean



October 11<sup>th</sup>, 2017

Jared Wesley PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta

RE: new Master of Arts program in Policy Studies

Dear Jared,

I am writing on behalf of the Faculty of Native Studies, in my capacity as Dean, to offer my full support of the establishment of an MA in Policy Studies at the University of Alberta.

I offer this support for a number of reasons, not the least of which is its proposed focus on Indigenous relations, both in the context of understanding the important role of policy in the ongoing projects of reconciliation in Canada, and through the course's mandatory program. Indeed, I know of no other public policy graduate programs in Canada that offer such a course. Likewise, the proposed program touches on several elements of the University of Alberta's Institutional Strategic Plan ("For the Public Good") that relate to the importance of engaging ethically with Indigenous communities. A large part of the mandate of our Faculty is to ensure the graduation of students who are able to work with Indigenous communities, and we hold this same wish for all students across the University of Alberta. The proposed MA in Policy Studies represents a solid step in that direction and we wish you every success in its creation and implementation.

Pishshapmishko,

---

Dr. Chris Andersen  
Professor and Dean  
Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB  
T6G 2H8  
Royal Society of Canada's New College of Scholars, Artists and Scientists (Member)



January 10, 2018

Jared Wesley, PhD  
Associate Professor and MA Coordinator  
Department of Political Science, University of Alberta

Re: Master of Arts in Policy Studies

Dear Jared,

It is my pleasure to write you on behalf of the Political Science Graduate Students' Association, in my capacity as President, to provide this letter of support for the proposed Master of Arts in Policy Studies. Having been present for the final presentations to the Department of Political Science for this program, I see where the strengths of the Department will be clearly on display as students make their way through. University of Alberta is uniquely situated in that there exists a working relationship with internship partners in Government of Canada, City of Edmonton, and Government of Alberta. Furthermore faculty expertise in experiential learning, pracademia, Indigenous governance, and critical policy studies solidify this program as being set apart from others in Canada.

As someone who has been interested in and worked in government throughout most of my Post-Secondary Education, I applaud the course curriculum for maintaining a critical, analytical focus to policy, as well as drawing out the policy relevance of the many research areas our Department has strength in. What truly sets this apart from competing programs, to my knowledge, is the focus on more critical aspects of policy studies, like Indigenous relations, diversity, inclusion, and gender. Following the TRC Calls to Action it is increasingly important to approach public policy with the lens of colonialism.

Considering the course curriculum, experiential learning, as well as the work experience, there is no doubt in my mind that this program will produce strong candidates for a future in the public service, policy advocacy, and perhaps most importantly citizens with a critical eye on governments' decisions. The program will give students an opportunity to become more aware of their potential career options and clarify their work-related interests before making a commitment to pursue a particular path.

Sincerely,

Megan Aiken  
President, Political Science Graduate Students' Association  
Department of Political Science, University of Alberta

3-300 Edmonton Clinic Health Academy  
11405 - 87 Ave  
Edmonton, Alberta  
Canada T6G 1C9  
Tel: 780.492.8211  
Fax: 780.492.0364  
@UofAPublicHlth  
[www.publichealth.ualberta.ca](http://www.publichealth.ualberta.ca)

September 26, 2017

Jared Wesley, PhD  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, AB T6G 2H4

Re: Proposal for Master of Arts in Policy Studies

Dear Jared:

On behalf of the School of Public Health, I am happy to provide this letter of support for your proposed Master of Arts in Policy Studies. Thank you for sharing your proposal, and for personally meeting with Drs. Arto Ohinmaa (Program Lead, Health Policy and Management) and Jeffrey Johnson (Associate Dean – Education). Your proposal and summary presentation were also shared with other faculty members in our Health Policy and Management stream (Drs. Menon, Montesanti, Hyska, Paulden).

There was unanimous agreement that your proposed program is well planned out, and will provide an excellent, and practical, training opportunity for graduate students interested in developing and evaluating public policy. Moreover, there was recognition that your proposed program would present tremendous opportunities for several of the proposed courses to serve as potential electives for our students in the course-based Master of Public Health in Health Policy and Management, as well as our thesis-based students in Health Services and Policy Research. As you are well aware, public health is an important consideration in almost all aspects of government policy, and provincially at least, health continues to consume the largest proportion of our governments' budgets. As such, we would be happy to support training opportunities for your future students in this program in the area of healthy public policy, such as offering opportunities for electives or collaborative teaching.

Please accept this letter as an indication of our strong support for this proposal. Best of luck as you take it through the University's governance approval processes.

Sincerely,



Faith Davis, PhD, FACE  
Professor & Vice-Dean  
School of Public Health  
University of Alberta



THE UNIVERSITY OF  
WINNIPEG

Department of Political Science  
Département de science politique

October 12, 2017

Dr. Jared Wesley  
Associate Professor and MA Coordinator  
Department of Political Science  
University of Alberta  
11-24 HM Tory Building  
Edmonton, Alberta  
T6G 2H4

Dear Dr. Wesley:

This letter is an enthusiastic endorsement of your department's proposal to establish a new Master of Arts in Public Policy.

I am of the mind that in Western Canada, there is a general dearth in programs which offer a focused, academic program in the study and practice of public policy. The proposed MA, structured as an applied policy studies program, will not only contribute important skills building of potential policy experts and public administrators, it is a program that will assist with students shifting into employment across multiple sectors. It is certainly well-known that in modern, complex democracies (with multi-layers of governments and closely linked state-society relations), that policy issues are often formidable, but which can be addressed through considered, novel discussion in a university setting which supports the engagement of the "art of the possible".

Moreover, through the new MA's partnership with ANU, students in the program will have a unique opportunity to glean policy lessons and wrestle with ideas from a jurisdiction which has confronted public issues like those which are often debated in Canada, the Western region and Alberta.

I am also confident that the program will be a great success. The implementation and transition plan is comprehensive, especially regarding nesting the new MA within an existing master program. Students will greatly benefit from expert, experienced faculty who work in a well-organized and established administrative environment.

If the opportunity arises, I look forward to discussions about potential partnerships between our graduate programs.

With Regards,

Joan Grace  
Professor  
Chair, MPA Program  
[j.grace@uwinnipeg.ca](mailto:j.grace@uwinnipeg.ca)

E: [politicalscience@uwinnipeg.ca](mailto:politicalscience@uwinnipeg.ca)

October 12, 2017

Jared Wesley PhD  
Associate Professor and MA Coordinator  
Department of Political Science, University of Alberta  
11-24 HM Tory Building  
Edmonton, AB  
T6G 2H4

**Re: Letter of Support- Proposed Master of Arts in Policy Studies**

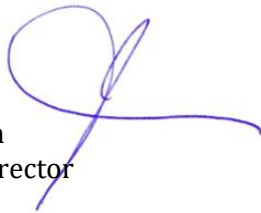
Volunteer Alberta is pleased to support the proposed University of Alberta Master of Arts in Policy Studies and believe this program will support, meet needs and advance the work of the policy community in Edmonton, Alberta, and beyond. Volunteer Alberta works collaboratively with other nonprofit capacity building organizations provincially and nationally. We participate in an emerging Pan Canadian collaborative on public policy and work to advance legislation and regulation that will support the nonprofit/ voluntary sector (NPVS).

The NPVS in Alberta struggles with access to data to support advocacy and public policy work and requires sector research support to measure and assess their own impact. Students could provide valuable contributions to this work. (e.g., with jurisdictional scans). In addition, the MA, Policy Studies program would help increase policy capacity. In Alberta, the NPVS has few nonprofits with internal public policy capacity, which limits our influence. Access to a student body we could engage in this work would advance public policy and influence social outcomes.

The NPVS in Alberta is a significant economic driver with over 120,000 employees, and government investment of over \$1Billion. Within this sector, there is opportunity for experiential learning, CSL, coops and internships, which would not only benefit students and the faculty but also provide knowledge transfer pathways for University/community research. The MA, Public Policy could also be a hub for intersectoral research on key social issues. This program could also convene a series of policy laboratories where officials from the public and nonprofit sectors gather.

I look forward to the many opportunities that the proposed MA Policy studies evokes and hope Volunteer Alberta can be engaged in this program. If you have any questions please contact me at 7804823300 ext. 227.

Sincerely,



Jann Beeston  
Executive Director



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## Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

### SECTION 5: PROGRAM SPECIFICS

#### 5.1 Program Structure and Learning Outcomes

5.1.1 *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

In support of the overarching objective of educating Canada's top policy researchers, the learning outcomes of the program were developed through collaboration among Political Science faculty, prospective employers, and community partners. Combining content knowledge, skills, and behavioural competencies, the following model is based on a common learning and development approach among public, nonprofit, and private sector organizations, including the Government of Canada, Government of Alberta, and City of Edmonton.<sup>1</sup> This approach also aligns with the accreditation requirements of the Canadian Association of Programs in Public Administration (CAPPA), the country's gold standard for public policy programs.<sup>2</sup>

<sup>1</sup> This list of competencies based on analysis by IPAC Edmonton, which convened a daylong workshop on March 7, 2016, to determine the top competencies expected of tomorrow's public sector leaders. The resulting model built explicitly on competency models employed by the Government of Canada, Government of Alberta, and City of Edmonton.

<sup>2</sup> The CAPPA standards measure students in terms of: "the ability to analyze and think critically about public sector problems; the ability to lead and manage within public organizations; knowledge and understanding of the tools and techniques required to engage stakeholders in policy and governance processes; an appreciation of the purpose of public service and associated standards of ethical behaviour; a capacity to communicate and interact both professionally and productively with a diverse and changing citizenry."

**Program Mission:** Our graduates will be fully equipped to conduct leading research in public policy and advance the development and implementation of informed policy solutions throughout, across, and beyond government systems.

**Learning Objective 1: Analysis**

Students will be consummate producers and critical consumers of policy research.

| Content Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Behavioural Competencies                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Policymaking environment:</b><br/>Students will navigate the complex, integrated structure of politics and policymaking at the federal/provincial/territorial, municipal, and global levels, including relationships with the private and nonprofit sectors.</p> <p><b>Role of policy in reconciliation:</b><br/>Students will understand and practice the obligations and responsibilities of governing as Treaty people.</p> <p><b>Methodological awareness:</b><br/>Students will develop literacy in a variety of methods, including Indigenous research methodologies, allowing them to critically assess policy research.</p> | <p><b>Critical thinking:</b> Students will collect and consider a breadth of information to identify ways of improving complex systems to better develop and achieve policy objectives.</p> <p><b>Analytic thinking:</b> Students will explain patterns and trends when studying complex fields of political information to arrive at reasoned conclusions; this includes literacy in a variety of methodological approaches.</p> <p><b>Problem-solving:</b> Students will evaluate underlying issues when proposing solutions to policy challenges.</p> <p><b>Communication:</b> Students will convey ideas effectively verbally and in various written formats.</p> | <p><b>Systems Thinking:</b> Students will demonstrate an appreciation for how their research is part of a complex, integrated policy environment.</p> <p><b>Creativity:</b> Students will demonstrate policy imagination by approaching research with an openness and passion for generating new ideas.</p> |

| <b>Learning Outcome 2: Autonomy</b><br>Students will develop intellectual independence, personal responsibility and initiative; be self-directed; and assemble and manage resources to achieve research results.                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content Knowledge                                                                                                                                                                                                                                                                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Behavioural Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Theories and models of public policy:</b> Students will understand and apply a variety of theoretical frameworks and practical models for analyzing public policy.</p> <p><b>Self-awareness:</b> Students will develop a firm sense of their strengths, weaknesses, beliefs, and motivations as they apply to the study and practice of public policy.</p> | <p><b>Project planning:</b> Students will learn how to set goals, plan for success, manage time, and prioritize work to achieve results in their research.</p> <p><b>Adaptive learning:</b> Students will grasp and employ new and diverse ideas, and respond positively to feedback and direction</p> <p><b>Self-regulation:</b> Students will set and modify their own goals; seek clarification or assistance when necessary; and assess and meet own development needs.</p> | <p><b>Agility:</b> Students will adapt their research to the emergence of new ideas, changing information, and evolving environments.</p> <p><b>Resilience:</b> Students will demonstrate perseverance in achieving long-term research goals.</p> <p><b>Responsibility:</b> Students will fulfill commitments and assume accountability for their individual performance.</p> <p><b>Initiative:</b> Students will demonstrate a readiness and ability to catalyze solutions and drive for results.</p> |
| <b>Learning Objective 3: Collaboration</b><br>Students will work effectively with colleagues to develop and achieve common research goals.                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Content Knowledge                                                                                                                                                                                                                                                                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Behavioural Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Ethics:</b> Students will develop a high degree of ethical awareness, and develop strategies to deal with ethical obligations and challenges associated with policy research.</p> <p><b>Theories and models of collaboration:</b> Students will learn and apply different approaches to working with various members of the policy community.</p>          | <p><b>Active listening:</b> Students will concentrate on what is being communicated, then comprehend, reflect, and respond appropriately.</p> <p><b>Teamwork:</b> Students will work effectively in large and small research teams.</p> <p><b>Change Leadership:</b> Students will promote positive outcomes by identifying issues and facilitating discussion to constructively resolve challenges arising from changing circumstances.</p>                                    | <p><b>Collegiality:</b> Students will contribute to the conditions that allow people to work together to develop and achieve common objectives.</p> <p><b>Inclusiveness:</b> Students will share ideas and encourage input from diverse perspectives when conducting policy research.</p>                                                                                                                                                                                                              |

Content knowledge will be learned and assessed through coursework, and skills will be developed and evaluated in course-based assignments. Learning outcomes in these areas will be explicitly identified in course syllabi, and form the foundation of grading in each course.

Behavioral competencies will be developed through work experience (practicum placements for practicum-stream students and optional professional development workshops for all students), and assessed holistically using 360-degree feedback assessments at various points throughout the program.<sup>3</sup> The initial competency self-assessment will be conducted in the first semester of the program, as part of the required Power, Politics, and Policymaking in Canada course (POLS 527). Students will be encouraged to include peer and supervisor assessments as part of this 360-degree process. The results of this initial assessment will inform the development of the students' [Individual Development Plans](#) (IDPs), as required by the Faculty of Graduate Studies. Practicum students will undertake a pair of mid-program 360-degree assessments at the mid-point and close of their practicum placement (POL S 803 and 804); course-based students will be encouraged to do so before the final semester of their program, in collaboration with peers, supervisors, and instructors. All students will complete a final 360-degree assessment at the close of their program, as part of the Capstone Seminar (POL S 902).

This focus on behavioural competency development is rare among public policy programs across Canada.<sup>4</sup> It not only aligns with employer demands, but with an academic objective of liberal arts education: namely, the formation of well-rounded researchers and citizens.

5.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the [CDOF](#)). Describe the academic culture that will nurture and support student scholarly and creative activity.*

The proposed MA in Policy Studies provides students with rigorous experience in both basic and applied research. Given their integration into the policy community through coursework and other experiential learning opportunities, students will be at the forefront of scholarly inquiry into some of Canada's most challenging policy issues. Through a wide array of courses -- ranging from social to economic policy, theory to public administration -- they will gain a systematic understanding, critical awareness, and humility at the complexity of the policy environment in Canada and beyond. Course-based research activities also will also develop students' literacy in a variety of research methodologies. These experiences will train students to design, create, interpret, and evaluate knowledge about the policy environment, and to develop original insights and appropriate responses to so-called "wicked problems." Students will also learn to apply this knowledge to formulate viable options and persuasive policy recommendations, communicating effectively to specialist and non-specialist audiences in various written forms (from short briefs to longer options papers) and verbally (through seminar discussions and formal presentations).

Field training for practicum students will refine these skills for on-the-ground application, including working under tight time, data, and resource constraints. Graduates will have the knowledge, skills, and competencies

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<sup>3</sup> A 360-degree assessment tool will be developed in collaboration with the University of Alberta Centre for Teaching and Learning (CTL) and the Alberta Public Service Commission, drawing on leading-edge research in the field of learning and development evaluation. The tool will combine self-assessments with those of the student's supervisors, peers, and 'followers' (in projects where the student has assumed a leadership role).

<sup>4</sup> To our knowledge, only the University of Victoria's MPA program stresses competency development, theirs with a focus on strategic awareness, analytical thinking, engagement and communication, and professionalism and leadership.

necessary to engage in further academic study in political science and policy studies (e.g., a PhD) and/or professional employment (e.g., policy analysis).

5.1.3 *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC’s Expectations for Design and Structure of Undergraduate Degrees.*

Not applicable.

5.1.4 *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

**Program structure**

| Component                                                                   | Courses (credits)                              |                            |
|-----------------------------------------------------------------------------|------------------------------------------------|----------------------------|
|                                                                             | Course-only Stream                             | Practicum Stream           |
| Required courses in Policy Studies                                          | 3 courses (*9)<br>(including capstone seminar) | 3 courses (*9)             |
| Practicum Placement                                                         | n/a                                            | 1 course (*6)              |
| Electives within Department of Political Science (including Policy Studies) | 4 to 6 courses (*12 to *18)                    | 2 to 4 courses (*6 to *12) |
| Electives outside Department of Political Science                           | 0 to 2 courses (*0 to *6)                      | 0 to 2 courses (*0 to *6)  |
| Total                                                                       | 9 courses (*27)                                | 9 courses (*27)            |

**Typical Student Program - Practicum Stream**

| <b>FALL (Year 1)</b>              |                                                                        |                        |                |
|-----------------------------------|------------------------------------------------------------------------|------------------------|----------------|
| <b>Course number</b>              | <b>Course title</b>                                                    | <b>Role in program</b> | <b>Credits</b> |
| POL S 527                         | Power, Politics, and Policymaking in Canada                            | Required               | 3              |
| POL S 532                         | Indigenous Engagement, Governance, and Policy                          | Required               | 3              |
| POL S 522                         | Canadian Federalism                                                    | POL S Elective         | 3              |
| <b>WINTER (Year 1)</b>            |                                                                        |                        |                |
| POL S 545                         | Selected Fields in Public Policy: Petroleum Politics and Policy        | POL S Elective         | 3              |
| POL S 520                         | Topics in Canadian Politics: Political Economy of Canadian Development | POL S Elective         | 3              |
| POL S 526                         | Selected Topics in Urban Politics: Metropolitan Government             | POL S Elective         | 3              |
| <b>SUMMER &amp; FALL (Year 2)</b> |                                                                        |                        |                |
| POL S 803 & 804                   | Policy Studies Practicum                                               | Required               | 6              |
| <b>WINTER (Year 2)</b>            |                                                                        |                        |                |
| POL S 902                         | Policy Studies Capstone Seminar                                        | Required               | 3              |

**Typical Student Program - Course-only Stream**

| <b>FALL (Year 1)</b>   |                                                                        |                        |                |
|------------------------|------------------------------------------------------------------------|------------------------|----------------|
| <b>Course number</b>   | <b>Course title</b>                                                    | <b>Role in program</b> | <b>Credits</b> |
| POL S 527              | Power, Politics, and Policymaking in Canada                            | Required               | 3              |
| POL S 532              | Indigenous Engagement, Governance, and Policy                          | Required               | 3              |
| POL S 579              | NGO Governance and Management                                          | POL S Elective         | 3              |
| <b>WINTER (Year 1)</b> |                                                                        |                        |                |
| POL S 522              | The Canadian State and Identity Politics                               | POL S Elective         | 3              |
| NS 590                 | Community-Based Research                                               | External Elective      | 3              |
| POL S 526              | Selected Topics in Urban Politics: Metropolitan Government             | POL S Elective         | 3              |
| <b>FALL (Year 2)</b>   |                                                                        |                        |                |
| POL S 529              | Politics, Policy, and Governance in Alberta                            | POL S Elective         | 3              |
| POL S 545              | Selected Fields of Public Policy: Ethnicities and Multicultural Policy | POL S Elective         | 3              |
| <b>WINTER (Year 2)</b> |                                                                        |                        |                |
| POL S 902              | Policy Studies Capstone Seminar                                        | Required               | 3              |

## 5.2 Criteria / Requirements for Admission and Academic Progression

*State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).*

Two routes are available through this course-based MA: a) a practicum-based MA and b) a course-only MA for both full- and part-time students.<sup>5</sup>

For the practicum-based MA, normally ★18 of graduate-level courses, a practicum placement (registering in ★6 of practicum registrations), and a capstone seminar (★3) are required. For the course-only MA, ★24 of graduate-level courses and capstone seminar (★3) are required.

There is no language requirement for the MA degree.

The minimum period of residence for full-time programs is two four-month terms of full-time attendance at the University of Alberta.

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The time required to complete the MA will vary with the program and candidate. Full-time students in the MA practicum-based program and the MA course-only program will normally complete the program within 20 months. A part-time MA student must maintain continuous registration and complete the program in four years.

Admissions requirements will mirror those of the existing Master of Arts in Political Science, namely:

Applicants who have completed the equivalent of a Bachelor's degree will be considered for admission to the proposed MA program. Degrees in Political Science, Public Policy, or close cognates are strongly preferred; applicants with other undergraduate majors should normally have at least 30 graded credits of coursework in Political Science or Public Policy. Applicants must have a minimum grade point average (GPA) of at least 3.3 (when converted to the University of Alberta's grading scale) or equivalent in the last 60 graded credits of academic studies.

Students whom the admissions committee considers promising but insufficiently prepared for graduate work in Political Science may be considered for admission to the MA after completing a qualifying year. Qualifying year students normally complete four undergraduate courses a term (although the requirement will vary depending on the student's background) and must maintain a grade point average of at least 3.3. These credits do not count toward the MA.

Please note that these minimums do not guarantee admission to the program. A department recommendation of admission with or without funding is determined by the Graduate Studies Committee, who discuss and rank all applicants. Official offers of admission to the university are extended by the Faculty of Graduate Studies and Research. Admission is highly competitive and is based on the quality of materials submitted in the admissions

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<sup>5</sup> In making determinations to admit students and allow them to change their streams mid-program, the Department will be guided by the principle that students without relevant paid work experience in the policy community should be excluded from the Course-Only stream. Based on initial estimates of demand and discussions with program administrators at other universities, it is expected that approximately 75 percent of students enrolled in the program will pursue the practicum stream; the remaining 25 percent will pursue the Course-Only stream.

package: statement of intent, writing sample, letters of recommendation, CV, application form, English as a Second Language scores (if applicable) and transcripts.

The department welcomes applications from graduate students who intend to come to the University of Alberta for one year, either as part of a formal exchange program or as non-exchange visitors, whereby they receive credit at their home institution for coursework completed at U of A. These applications are evaluated by the Graduate Studies Committee and admitted using the same criteria for likely academic success as our own graduate student admissions.

### 5.3 Engaged and Active Learning / Delivery Methods

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

The proposed program embraces a multi-modal approach to learning and development, emphasizing the value of blending formal, relational, and experiential opportunities within and across courses and field work. Formal learning approaches will be employed through assigned readings and conventional classroom seminars and lectures. That said, courses will be structured to avoid the pitfalls of so-called “sage on the stage” (“bore on the floor”) formats, which over-emphasize passive learning. Courses will be imbued with relational and experiential components, encouraging students to learn through others and through hands-on policy work. Policy practitioners will be invited to design and deliver course material, including case studies, simulations, and live-action projects, and will benefit from the support of co-instructors and faculty members in terms of instructional design.

5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

Research supporting the value of multi-modal learning dates back three decades, to landmark studies at the Centre for Creative Leadership (McCall, Eichinger, and Lombardo, 1996). The model holds that hands-on experience is the most beneficial for adult learners because it involves the application of knowledge and skills, helping to enhance and refine both. Their findings, and those of subsequent studies, suggest that up to 70 percent of what adults learn is through this experiential mode. Another 20 percent is through people, including activities like coaching, mentoring, and peer-to-peer interactions where knowledge can be exchanged and where feedback can be incorporated to build skills. The most surprising -- and oft-tested -- finding from the McCall, Eichinger, and Lombardo research concerned the notion that only 10 percent of learning takes place in formal (classroom) settings, through things like lectures and assigned readings.

Post-secondary institutions and public sector organizations have been slower to adapt to the realities of multi-modal learning compared to their counterparts in the private sector. Ironically, human resources professionals *within* universities have been among the first in the knowledge sector to adopt the 70:20:10 approach. Princeton University's "[Learning Philosophy](#)" for staff development specifically cites the McCall, Eichinger, and Lombardo formula, for instance; yet, the vast majority of its academic programs remain focused almost exclusively around formal learning. Public service commissions across Canada have yet to fully embrace the model, with the bulk of their learning and development offerings confined to in-class and online courses of the



passive learning variety. The Alberta Public Service Commission and City of Edmonton are leaders in this field, each having revamped their learning philosophies and policies to align with the multi-modal model.

In this context, the proposed MA program stands alongside the Alberta Public Service and City of Edmonton at the forefront of pracademic pedagogy in the field of policy studies.

## 5.4 Program Comparison

5.4.1 *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

The proposed Master of Arts in Policy Studies holds a unique objective among graduate programs in public policy across Canada. Masters of Public Administration (MPA) programs tend to focus more on training public servants in the implementation of public policy, and Masters of Public Management (MPM) programs on training bureaucrats in the practice of public sector leadership. Both MPA and MPM degrees are predominantly professionally-focused, in other words, aiming primarily to train public servants in the craft of public policy. The proposed MA in Policy Studies is a pracademic program, educating students to produce leading research in public policy *as well as* advance the development and implementation of informed policy solutions throughout, across, and beyond government systems.

Unlike other graduate programs in public policy, which are typically interdisciplinary in terms of governance, the proposed program will be housed within a single department. This carries several advantages. Logistically, aligning the program with existing infrastructure and a sister program (the MA in Political Science) results in significant resource efficiencies. Epistemologically, embedding the program in the Department of Political Science draws on the broad and deep strengths of the faculty, and results in a unique approach to the study and practice of public policy. Rather than divorcing the study and practice of public policy on one hand, or the politics and administration of policy on the other, the proposed program explores these intersections through the lens of political science, which emphasizes the intersection of state and society.

The proposed program is also unique in terms of its capacity to provide guaranteed practicum placements and dedicated internship opportunities for graduates. By virtue of preliminary commitments with public, private, and non-profit sector partners, and upon approval of the proposed program, the Department of Political Science is well-positioned to sign agreements that would ensure all practicum students have work experience placements upon admission and reserve seats in established internship programs for its graduates.

| Program                                             | Potential placements | Sectors                                 | Practicum (in program) | Interns (post-grad) |
|-----------------------------------------------------|----------------------|-----------------------------------------|------------------------|---------------------|
| Mitacs Accelerate Internship Program*               | >20                  | Private, non-profit, quasi-governmental | ◆                      |                     |
| Australian National Internship Program*             | 6                    | Australian legislature                  | ◆                      |                     |
| Summer Student Program                              | >50                  | Provincial                              | ◆                      |                     |
| Municipal Internship Program (MIP)*                 | >20                  | Municipalities                          | ◆                      | ◆                   |
| IPAC Public Sector Graduate Internship (PSGI)*      | 12                   | Public (FPM), non-profit                | ◆                      | ◆                   |
| UAlberta Graduate Student Internship Program (GSIP) | >20                  | All sectors                             | ◆                      | ◆                   |
| Post-Secondary Co-op / Internship Program           | >12                  | Federal                                 | ◆                      | ◆                   |
| Policy Internship Program (PIP)*                    | >40                  | Provincial                              |                        | ◆                   |

\*potential for agreement on dedicated placements

The tables below summarize the unique features of the proposed program compared to MPP, MPA, and MPPA programs across Canada.

|                                    |                                                                                                                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                     |                                                                                                                                                          |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution                        | University of Alberta,<br>Department of Political Science                                                                                                                                                                                                         | University of Toronto,<br>School of Public Policy and Governance                                                                           | University of Calgary, School of<br>Public Policy                                                                                   | University of Saskatchewan /<br>University of Regina,<br>Johnson-Shoyama School of Public Policy                                                         |
| Name of Credential                 | <b>Proposed Master of Arts in Policy<br/>Studies</b>                                                                                                                                                                                                              | Master of Public Policy                                                                                                                    | Master of Public Policy                                                                                                             | Master of Public Policy                                                                                                                                  |
| Entrance<br>Requirements           | - 4 year Bachelor's in Political Science or<br>Policy Studies<br>- CGPA of 3.3 in last 60 graded credits<br>- statement of intent, writing sample,<br>letters of recommendation, CV,<br>application form, ESL score                                               | - 4 year Bachelor's degree.<br>- CGPA of a B (3) and a minimum GPA of<br>a B+ (3.3) standing in the final year of<br>undergraduate studies | - 3.3 GPA in last two years of study<br>- resume<br>-personal statement                                                             | - Average above 80% (lower first class)<br>(~3.3 GPA)                                                                                                    |
| Areas of Study /<br>Curriculum     | -The politics of public policy, including<br>federal, provincial/territorial, municipal<br>government; private and non-profit<br>sectors; Indigenous engagement, politics<br>and governance; and selected topics and<br>fields (social, economic, environmental). | - Required economics and analytics<br>courses, also an increased focus on<br>program evaluation and innovation than<br>other programs      | - Social Policy and Health<br>- Energy and Environmental Policy<br>- Fiscal and Economic Policy<br>- International Policy and Trade | - Social Policy and Inequality<br>- Governance<br>- Innovation,<br>Science and Technology Policy<br>- Fewer analytical courses required than the<br>MPA. |
| Streams                            | Practicum or Course-Only                                                                                                                                                                                                                                          | n/a                                                                                                                                        | n/a                                                                                                                                 | n/a                                                                                                                                                      |
| Graduation<br>Requirements         | 27 credit hours, including 2 required<br>courses and a capstone project/seminar<br>(3 credit hours each)                                                                                                                                                          | 8 full course equivalents, 6.5 required and<br>1.5 electives                                                                               | 8 core courses, 2 electives and a<br>capstone project                                                                               | 15 credit hours, additional seminar series                                                                                                               |
| Total Courses /<br>Work Experience | Practicum stream: 8 one-semester<br>courses, 1 two-semester practicum<br>placement<br><br>Course-Only stream: 9 one-semester<br>courses                                                                                                                           | 18 one-semester courses, plus a<br>mandatory 10-week internship                                                                            | 11 one-semester courses                                                                                                             | 10 one-semester courses                                                                                                                                  |

|                                    |                                                                                                                                                                                                                                                                   |                                                                                                                             |                                                                                                                                                                  |                                                                                                                                         |                                                                                                                                            |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Institution                        | University of Alberta,<br>Department of Political Science                                                                                                                                                                                                         | University of Saskatchewan<br>/ University of Regina<br>Johnson-Shoyama School<br>of Public Policy                          | University of Winnipeg/<br>University of Manitoba                                                                                                                | University of Victoria, School of<br>Public Administration                                                                              | Dalhousie University, School of<br>Public Administration                                                                                   |
| Name of Credential                 | <b>Proposed Master of Arts in Policy<br/>Studies</b>                                                                                                                                                                                                              | Master of Public<br>Administration                                                                                          | Master of Public<br>Administration                                                                                                                               | Master of Public Administration                                                                                                         | Master In Public Administration                                                                                                            |
| Entrance<br>Requirements           | - 4 year Bachelor's in Political Science or<br>Policy Studies<br>- CGPA of 3.3 in last 60 graded credits<br>- statement of intent, writing sample,<br>letters of recommendation, CV,<br>application form, ESL score                                               | - Average above 75%<br>(upper second class) (~3.3<br>GPA)                                                                   | - Competitive GPA is<br>above 3.5, however<br>admissions are holistic<br>and individuals with lower<br>grades (or even without a<br>degree) may be<br>considered | -Undergraduate degree with a<br>minimum B+ average (~3.3 GPA)<br>in the last two years (30 units).<br>- resume<br>- statement of intent | - Bachelor's degree with a<br>minimum B+ average (~3.3<br>GPA)<br>- resume<br>- statement of intent<br>- reference letters                 |
| Areas of Study /<br>Curriculum     | -The politics of public policy, including<br>federal, provincial/territorial, municipal<br>government; private and non-profit<br>sectors; Indigenous engagement, politics<br>and governance; and selected topics and<br>fields (social, economic, environmental). | - Focused on management<br>and administration in the<br>public sector, some<br>required courses in<br>governance and ethics | - Heavily focused on<br>policy analysis and<br>quant/qual methods.<br>Some specific emphasis<br>on public sector<br>leadership, as well.                         | - A number of courses shared with<br>dispute resolution program;<br>courses have an emphasis on the<br>non-profit sector.               | - Very much focused on public<br>management, including a<br>required course in human<br>resources. A few mandatory<br>PD courses, as well. |
| Streams                            | Practicum or Course-Only                                                                                                                                                                                                                                          | n/a                                                                                                                         | n/a                                                                                                                                                              | Project or Thesis                                                                                                                       | n/a                                                                                                                                        |
| Graduation<br>Requirements         | 27 credit hours, including 2 required<br>courses and a capstone project/seminar<br>(3 credit hours each)                                                                                                                                                          | 11 core courses, two<br>electives                                                                                           | 8 core courses, 4<br>electives, plus capstone<br>project                                                                                                         | 8 required courses, 2 electives,<br>summer co-op placement, plus<br>project or thesis                                                   | 10 required courses, 8<br>electives                                                                                                        |
| Total Courses /<br>Work Experience | Practicum stream: 8 one-semester<br>courses, 1 two-semester practicum<br>placement<br><br>Course-Only stream: 9 one-semester<br>courses                                                                                                                           | 12 one-semester courses                                                                                                     | 12 one-semester courses                                                                                                                                          | 10 one-semester courses                                                                                                                 | 18 one-semester courses                                                                                                                    |

|                                    |                                                                                                                                                                                                                                                                   |                                                                                                                                            |                                                                                                                                                |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution                        | University of Alberta,<br>Department of Political Science                                                                                                                                                                                                         | Carleton University, School of<br>Public Policy and Administration                                                                         | Concordia University, Department<br>of Political Science                                                                                       |
| Name of Credential                 | <b>Proposed Master of Arts in Policy<br/>Studies</b>                                                                                                                                                                                                              | Master of Public Policy and<br>Administration                                                                                              | Master of Arts in Public Policy and<br>Public Administration                                                                                   |
| Entrance<br>Requirements           | - 4 year Bachelor's in Political Science or<br>Policy Studies<br>- CGPA of 3.3 in last 60 graded credits<br>- statement of intent, writing sample,<br>letters of recommendation, CV,<br>application form, ESL score                                               | - Bachelor's degree with a minimum<br>B+ average (~3.3 GPA)<br>- writing sample<br>- statement of intent<br>- CV<br>- letters of reference | - an undergraduate honours degree<br>or equivalent with a minimum B<br>average (~3.0 GPA)                                                      |
| Areas of Study /<br>Curriculum     | -The politics of public policy, including<br>federal, provincial/territorial, municipal<br>government; private and non-profit<br>sectors; Indigenous engagement, politics<br>and governance; and selected topics and<br>fields (social, economic, environmental). | - Policy Analysis<br>- Public Management<br>- Innovation, Science and<br>Environment<br>- International Development                        | - A few analytics courses specific to<br>students in the program, but the<br>degree heavily leverages courses<br>offered in political science. |
| Streams                            | Practicum or Course-Only                                                                                                                                                                                                                                          | Co-op or Course-based                                                                                                                      | Internship or Course-based                                                                                                                     |
| Graduation<br>Requirements         | 27 credit hours, including 2 required<br>courses and a capstone project/seminar<br>(3 credit hours each)                                                                                                                                                          | 10 core courses, 4 electives                                                                                                               | 3 core courses, 8 electives, plus<br>either major paper or internship                                                                          |
| Total Courses /<br>Work Experience | Practicum stream: 8 one-semester<br>courses, 1 two-semester practicum<br>placement<br><br>Course-Only stream: 9 one-semester<br>courses                                                                                                                           | 14 one-semester courses, optional<br>2-semester co-op program                                                                              | 11 one-semester courses                                                                                                                        |

The entrance and graduation requirements of the proposed program are in line with those of similar programs across Canada. The curriculum and courseload requirements of the proposed program involve a fewer number of courses compared to other programs, particularly those in public administration. This reflects the unique, dual focus of the proposed program on basic (pure) and applied research, and its commitment to multi-modal learning. Delving deeply into policy matters to explain root causes, interact with policy practitioners in the field, and develop sound solutions is time-intensive. This is why the proposed courseload aligns more closely with that of the existing MA in Political Science than more professional-focused programs on offer throughout Canada. Many MPA programs, for instance, focus more exclusively on skill development (e.g., quantitative methods), which is more conducive to short course formats and allows full-time students to take more courses than would be possible in a research-intensive program like the one being proposed.

5.4.2 *If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.*

The proposed program aligns well with cognates elsewhere in the University of Alberta, creating opportunities to expand the University's capacity for research and teaching in public policy. Policy specializations exist within the Masters of Public Health ([Health Policy and Management](#)), and programs offered by the [Department of Educational Policy Studies](#). Each is designed to train professionals in a specific field of public policy (e.g., nursing and teaching), with students drawn predominantly from those fields. The School of Business offers a [public policy specialization](#) as part of its Masters of Business Administration (MBA) program. Most of these students are mid-to-late career public servants seeking an MBA as a means of career progression (e.g., to senior or executive management). The proposed MA in Policy Studies would apply a broader lens to the study and practice of public policy, recruiting students from the field of political science (and related disciplines). Policy themes are also prevalent in graduate programs offered by Economics, Native Studies, and the Faculty of Extension (especially the [MA in Community Engagement](#)).

As outlined in Part A (Appendix A1), students in the proposed program would be encouraged to pursue courses in these other programs, upon consent of the department/faculty involved. The Department of Political Science would also welcome students from other programs into their classes, with approval from the student's department or faculty.

## 5.5 Other elements affecting quality

*Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).*

Not applicable.

## SECTION 6: IMPLEMENTATION AND RESOURCES

### 6.1 Program Implementation Plan

*Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.*

Dr. Jared Wesley was hired as an Associate Professor in the Department of Political Science in July 2017 to build the proposed program. He would serve as the Coordinator of the proposed program in its first three years. With his experience and network, Jared is uniquely positioned to implement the plans outlined in this proposal. Jared is a pracademic -- a practicing political scientist and former public servant -- whose career path has included senior management positions in the Alberta Public Service (APS). While in Alberta's Executive Council, he gained valuable experience in the development of public policy and intergovernmental strategy. He also served as Director of Learning and Development in the Alberta Public Service Commission, establishing policies and curriculum to train public servants at all levels of the APS. He is also Vice-Chair of IPAC Edmonton, in which capacity he has developed a broad and deep network of colleagues in all sectors of the public service (broadly defined).

The proposed program would be phased in over a period of three years, gradually increasing the intake cohort from six (6) to ten (10) students. The structure of the program will remain stable over this period; for clarity, all components, including practicum placements and internships, will be in place for Year 1. Smaller cohorts in earlier years will allow program administrators to streamline placement processes, 'getting it right' before the program grows.

The three-year phase-in period will also allow for a smoother integration of the new Policy Studies students and curriculum into the broader Department of Political Science graduate program. In particular, it will allow the program coordinator and Graduate Committee to guide and monitor the alignment of the two programs in terms of class sizes and composition, professional development, and career pathing. Experiences at other universities provide valuable lessons in this regard. Coordinators at several institutions with interdisciplinary programs were consulted on this point, and they warned against segregating policy studies and political science students into separate classes and 'career tracks'. In their experience, it has resulted in decreased student comradery, divisions among faculty, and -- in many cases -- the cannibalization of so-called "purely academic" programs (like Masters in Political Science) in favor of "professional" programs that promise students clearer paths to employment. This bifurcation of students and curriculum into pure and applied streams is antithetical to the pracademic vision of the proposed program.

This is a key advantage of housing the program within a single department: it permits a more controlled approach to integrating practice and scholarship, and political science and policy development and implementation. Students in both MA programs will benefit from interaction with one another, and faculty teaching in and across the two programs will, as well.

There is significant and important overlap between the two modes of research, which may be defined generally as follows:

## Political Science

Politics is about power, and political science understands the processes, ideas, and institutions through which power is structured, as well as power's effects. Thus, faculty and students in political science look at subjects that range from Canadian elections and political parties to the ethics of war and post-conflict management, from the political economy of the global South to theories of justice and citizenship, and from environmental movements to gender relations. As a base, students study power – where does it come from, how is it organized, what can it do, how can it be limited or expanded, who has it, why does it work, does it change over time and why?

## Policy Studies

Policy studies involves understanding the translation of power into a procedural or institutional form of action. Policy researchers aim to explain what key political decision-makers choose to do (or not to do), and why. They also study how political directions are operationalized to address given challenges across a wide range of areas, from domestic (social, economic, environmental) to foreign (trade, defense, aid, diplomacy). Students build and apply research skills to develop, implement, and evaluate policy proposals and initiatives.

Administrative stability and efficiencies are also achieved by housing the program within a single department. As captured in her letter of support (see Appendix A2), an MPA program director at another university with an inter-institution program remarked, “Students will greatly benefit from expert, experienced faculty who work in a *well-organized and established administrative environment*” (emphasis added).

## 6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

At present, teaching capacity exists within the department to teach all required and recommended courses in the program. Many of the proposed additions to the course Calendar are not “new” courses, but are rather being re-titled, revised, or repurposed to make their connection to “policy studies” more explicit.

Instructors will be encouraged to pursue team-teaching, with an established Departmental credit system in place to ensure fairness and recognition. External (donated) funds will be sought to support sessional instruction by policy practitioners, increasing the breadth of courses on offer to students without drawing on existing teaching resources.

Courses listed below will be offered on rotation, with the complement differing from year to year to allow flexibility in faculty course responsibilities, enhance student choice, and (when paired with recruitment) align best with student demand. In addition, course assignment and scheduling decisions will be made to ensure policy studies courses are populated with MA in Policy Studies as well as Master and senior Bachelor of Arts students in Political Science. This, in turn, will ensure that the Department makes optimal use of its teaching resources, while also facilitating cross-field learning and internal progression for undergraduate students.



New and replenishment recruitment will be conducted with an eye to ensuring the sustainability of all graduate and undergraduate programs in the Department of Political Science, including the proposed MA in Policy Studies. This will mean hiring faculty with the capacity to teach the intersection between politics and policy.

Unless otherwise noted, all instructors have received a PhD with a specialization in Political Science.

| Courses                                                             | Names                                                                                                                                                                                                          |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POL S 540<br>Topics in Public Policy                                | Epp, Roger<br>Church, John<br>Wesley, Jared                                                                                                                                                                    |
| POL S 565<br>Topics in Foreign Policy Analysis                      | Anderson, Greg<br>Knight, Andy                                                                                                                                                                                 |
| POL S 527<br>Power, Politics, and Policymaking in Canada            | Church, John<br>Patten, Steve<br>Wesley, Jared                                                                                                                                                                 |
| POL S 529, 530<br>Politics, Policy and Governance in Alberta I & II | Adkin, Laurie<br>Urquhart, Ian<br>Wesley, Jared                                                                                                                                                                |
| POL S 531<br>Law and Policy                                         | Harder, Lois                                                                                                                                                                                                   |
| POL S 524<br>Health Policy                                          | Church, John                                                                                                                                                                                                   |
| POL S 504<br>Policy Studies: Theories and Approaches                | Church, John<br>Patten, Steve                                                                                                                                                                                  |
| POL S 545<br>Selected Fields of Public Policy                       | Abu-Laban, Yasmeen<br>Adkin, Laurie<br>Altamirano-Jimenez, Isabel<br>Anderson, Greg<br>Church, John<br>Harder, Lois<br>Kahane, David<br>Kellogg, Catherine<br>Nicoll, Fiona<br>Smith, Malinda<br>Urquhart, Ian |
| POL S 528<br>Topics in the Politics of Public Administration        | Anderson, Greg<br>Church, John<br>Kahane, David<br>Knight, Andy                                                                                                                                                |

|                                                            |                                                                 |
|------------------------------------------------------------|-----------------------------------------------------------------|
|                                                            | Wesley, Jared                                                   |
| POL S 559<br>Topics in Comparative Public Policy           | Abu-Laban, Yasmeen<br>Thorlakson, Lori<br>Wesley, Jared         |
| POL S 532<br>Indigenous Engagement, Governance, and Policy | Altamirano-Jimenez, Isabel<br>Gaudry, Adam<br>Wildcat, Matthew* |
| POL S 901<br>Directed Study in Policy Studies              | Various Instructors                                             |
| POL S 902<br>Policy Studies Capstone Seminar               | Patten, Steve<br>Wesley, Jared                                  |
| POL S 803, 804<br>Policy Studies Practicum                 | Various Supervisors                                             |

\*in the process of completing his PhD (ABD)

6.2.3 Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.

**Proposed four year teaching rotation for required courses in the major/specialization**

| Fall Year 1                                                     | Instructor | Winter Year 1                                                                                             | Instructor                   |
|-----------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------|------------------------------|
| POL S 527: Power, Politics, and Policymaking in Canada          | Patten     | POL S 545: Selected Fields: Petroleum Politics and Policy                                                 | Urquhart                     |
| POL S 532: Indigenous Engagement, Governance, and Policy        | Wildcat    | POL S 559: Selected Topics in Comparative Public Policy: European Union Politics and Policy               | Thorlakson                   |
| POL S 524: Health Policy                                        | Church     | POL S 559: Topics in Comparative Public Policy: Public Policy in the Canadian Provinces and Territories   | Wesley                       |
| POL S 545: Selected Fields of Public Policy: Corrections Policy | Kellogg    | POL S 528: Selected Topics in the Politics of Public Administration: Political Economy and Public Finance | Practitioner Sessional (TBD) |

| <b>Fall Year 2</b>                                                                                        | <b>Instructor</b>          | <b>Winter Year 2</b>                                                                                     | <b>Instructor</b> |
|-----------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------|-------------------|
| POL S 527: Power, Politics, and Policymaking in Canada                                                    | Patten                     | POL S 902: Policy Studies Capstone Seminar                                                               | Wesley            |
| POL S 532: Indigenous Engagement, Governance, and Policy                                                  | Altamirano-Jimenez         | POL S 528: Topics in the Politics of Public Administration: Public Engagement and Deliberative Democracy | Kahane            |
| POL S 531: Law and Policy                                                                                 | Harder                     | POL S 524: Health Policy                                                                                 | Church            |
| POL S 545: Selected Fields of Public Policy: Ethnicities and Multicultural Policy                         | Abu-Laban                  | POL S 529: Politics, Policy and Governance in Alberta                                                    | Wesley            |
| POL S 545: Selected Fields of Public Policy: Economic Policy and Political Economy                        | Anderson                   | POL S 559: Topics in Comparative Public Policy: European Union Politics and Policy                       | Thorlakson        |
| <b>Fall Year 3</b>                                                                                        | <b>Instructor</b>          | <b>Winter Year 3</b>                                                                                     | <b>Instructor</b> |
| POL S 527: Power, Politics, and Policymaking in Canada                                                    | Wesley                     | POL S 902: Policy Studies Capstone Seminar                                                               | Patten            |
| POL S 532: Indigenous Engagement, Governance, and Policy                                                  | Gaudry                     | POL S 528: Topics in the Politics of Public Administration: Diplomacy                                    | Knight            |
| POL S 545: Fields of Public Policy: Energy and the Environment                                            | Adkin                      | POL S 545: Fields of Public Policy: Gambling Policy                                                      | Nicoll            |
| POL S 528: Selected Topics in the Politics of Public Administration: Political Economy and Public Finance | Sessional Instructor (TBD) | POL S 531: Law and Policy                                                                                | Harder            |
| POL S 545: Selected Fields: Petroleum Policy and Politics                                                 | Urquhart                   | POL S 524: Health Policy                                                                                 | Church            |

| Fall Year 4                                                                                               | Instructor                 | Winter Year 4                                                                                          | Instructor |
|-----------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------|------------|
| POL S 527: Power, Politics, and Policymaking in Canada                                                    | Wesley                     | POL S 902: Policy Studies Capstone Seminar                                                             | Patten     |
| POL S 532: Indigenous Engagement, Governance, and Policy                                                  | Wildcat                    | POL S 528: Topics in the Politics of Public Administration: Public Engagement & Deliberative Democracy | Kahane     |
| POL S 545: Fields of Public Policy: Energy and the Environment                                            | Adkin                      | POL S 545: Fields of Public Policy: Corrections Policy                                                 | Kellogg    |
| POL S 540: Selected Topics in the Politics of Public Administration: Political Economy and Public Finance | Sessional Instructor (TBD) | POL S 531: Law and Politics                                                                            | Harder     |
| POL S 545: Fields of Public Policy: Ethnicities and Multicultural Policy                                  | Abu-Laban                  | POL S 524: Health Policy                                                                               | Church     |

\*This table does not contain graduate POL S courses with a political science focus; MA Policy Studies students will be encouraged to take those courses, as well.

6.2.4 For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master’s committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.

**Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty**

| Name                        | Earned Credential <sup>1</sup> | Graduate teaching experience | Master’s committee work / supervision |
|-----------------------------|--------------------------------|------------------------------|---------------------------------------|
| Abu-Laban, Yasmeen          | PhD                            | Yes                          | Sup/Com                               |
| Adkin, Laurie               | PhD                            | Yes                          | Sup/Com                               |
| Altamirano- Jimenez, Isabel | PhD                            | Yes                          | Sup/Com                               |
| Anderson, Greg              | PhD                            | Yes                          | Sup/Com                               |
| Church, John                | PhD                            | Yes                          | Sup/Com                               |
| Epp, Roger                  | PhD                            | Yes                          | Sup/Com                               |
| Harder, Lois                | PhD                            | Yes                          | Sup/Com                               |

|               |     |     |         |
|---------------|-----|-----|---------|
| Kahane, David | PhD | Yes | Sup/Com |
| Knight, Andy  | PhD | Yes | Sup/Com |
| Patten, Steve | PhD | Yes | Sup/Com |
| Wesley, Jared | PhD | Yes | Sup/Com |

All CVs of core academic staff teaching in the program, and key administrators, are provided in Appendix B1.

### 6.3 Scholarly and Creative Activity

6.3.1 *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).*

Faculty members in the Department of Political Science engage in advanced research in various subfields of political science, including Canadian Politics (including provincial, municipal, and Indigenous politics), Comparative Politics, Gender and Politics, International Relations, and Political Theory. The proposed MA in Policy Studies will draw on these strengths in a way that integrates research, scholarly work, practice, and teaching:

- Faculty members teach in areas of well-established research expertise, bringing their research into the classroom and training students to develop research projects and programs of their own;
- Students attend talks in the annual Department Speakers Series and participate in the discussion that follows the presentation of research papers by scholars from across campus and elsewhere;;
- Student proposals for capstone projects are developed in a workshop format (POL S 902: Policy Studies Capstone Seminar) with feedback from peers as well as faculty members and practitioners;
- Students who hold Graduate Teaching Assistantships receive training, mentoring, and classroom teaching experience of their own;
- Students who hold Graduate Research Assistantships receive training, mentoring, and research experience of their own;
- Practitioners who participate in the program as (co)instructors will contribute to research and scholarship in their field of practice;
- Faculty will gain a closer connection to the practitioner community, with greater potential to co-create policy research and professional development programs and outputs, e.g., inside the classroom or through relationships created during students' work experience placements(e.g., options papers, policy briefs, workshops).

### 6.4 Physical and Technical Infrastructure

*Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.*

As this program will align with the existing MA in Political Science (with shared classes) and will feature split undergraduate/graduate courses, it is anticipated that existing facilities will be adequate to meet the needs of this program.

## 6.5 Information Services

*Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.*

It is not anticipated that additional library resources will be required. The University of Alberta has extensive library resources and supports the research interests and teaching requirements of academic teaching and research in policy studies. See Appendix B2.

Student access to additional government information resources will be explored as part of the negotiation of a Memorandum of Agreement with the Government of Alberta.

## SECTION 7: CONSULTATION AND ASSESSMENT

### 7.1 Program Evaluation

*Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.*

The proposed program will be evaluated primarily by the extent to which it achieves the learning objectives outlined in Section 5.1.1, employing the methods outlined therein. The proposed MA in Policy Studies will be part of the regular, 7 year review of Quality Assurance Suite Activities required of all University of Alberta programs.

The primary indicator of success for the proposed program will be achieving accreditation from the Canadian Association of Programs in Public Administration (CAPPA). This application will be submitted at the close of the third year of the program, per CAPPA guidelines for new programs. CAPPA accreditation is awarded on the basis of mission-based standards (alignment between goals and outcomes) and student competencies (“skills and values that are suitable for success within a changing public sector environment”).

The proposed program will also seek accreditation from the American-based Network of Schools of Public Policy, Affairs, and Administration (NASPAA); achieving this standard would make the University of Alberta NASPAA’s first accredited school in Canada.

### 7.2 Consultation / Accreditation or Regulatory Approval

*7.2.1 Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

In addition to the detailed information contained in Section 2.3, the program design has been largely influenced by the requirements of the CAPPa accreditation process.

*7.2.2 If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

According to the CAPPa website, “The accreditation process is overseen by a five-person Accreditation Board, whose members are chosen by the board of directors of CAPPa. The Accreditation Board operates at arm’s-length from CAPPa. It establishes rules for the process, chooses three-person panels (including at least one academic and one practitioner) for each program under consideration for accreditation, adjudicates any potential conflicts of interest, makes decisions on the recommendations of the review panels, and reports annually to the CAPPa board.

....

#### *First Phase*

The first phase is to alert the Chair of the Accreditation Board of your interest in being accredited. The Chair in discussion with his or her Accreditation committee will determine the eligibility of a particular program for CAPPa accreditation and will indicate what might be done to ensure that you are eligible.

#### *Second Phase*

Once you have alerted the Chair, you will be instructed to begin your self-study. The Chair of the Accreditation Board will provide you with a template and will guide you through this phase. If you need assistance, the Accreditation Board will assign a mentor to help guide you through this process.

#### *Final Phase*

After you have submitted the self-study the Chair of the Accreditation Board and the Program Director of the applicant program will arrange for a site visit. Once the visit is complete the site visit team will submit a report to the Chair of the Accreditation Board who will prepare a final decision in conjunction with the members of the Accreditation Board. The Chair will provide two letters: one a decision on accreditation; the other a set of recommendations to the program director intended to strengthen the program in the future.”

*7.2.3 If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

Not applicable.

### **7.3 Reports of Independent Academic Experts**

*CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution’s response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must*

*provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).*



## **SECTION 8: OTHER**

### **8.1 Adverse Claims or Allegations**

*Disclose any adverse claims or allegations that might affect this application or be of concern to Council.*

Not applicable.

### **8.2 Statement of Institutional Integrity**

*Include a signed Statement of Institutional Integrity (see Council template on web site).*

### **8.3 Other documentation**

*Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).*

## Library Impact Statement

As per [GFC Policy 37.3.7](#), Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

### Library Contact:

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| Name:<br>Doris Wagner                              | Date:<br>November 7, 2017          |
| Library Unit:<br>Humanities and Social Science/Law | Email:<br>doris.wagner@ualberta.ca |

### Program Proposal Contact:

|                             |                                                  |
|-----------------------------|--------------------------------------------------|
| Name:<br>Jared Wesley       | Dept./School:<br>Department of Political Science |
| Faculty:<br>Faculty of Arts | E-mail:<br>jwesley@ualberta.ca                   |

### Proposed Program Changes:

|                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Master of Arts in Policy Studies (course-based, practicum)</i><br/>This is a new specialization within an existing program. At present, the institution offers a Master of Arts (MA) in Political Science. This program would be a second MA field.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Library Service or Resource                                                                         | Description of Library Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.) | <p>Instruction related to the course-based, practicum Master of Arts (MA) in Policy Studies (PS) will be useful for students in program. Information literacy instruction may include tours of the physical and virtual library, research data management, advanced information search/retrieval, and citation management.</p> <p>The Libraries offer a range of <a href="#">drop in research workshops</a> throughout the academic year to assist students with their research needs. In addition, <a href="#">online instructional guides</a> and <a href="#">tutorials</a> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <a href="#">subject librarian</a> to discuss.</p> |
| Reference assistance (e.g., ongoing one-on-one help)                                                | <p>The Political Science, Government Information and Law Librarians are available for one-on-one consultations for specialized assistance.</p> <p>General reference assistance is available at all University of Alberta Libraries <a href="#">service desks</a>. <a href="#">Ask us services</a> are also available via chat, email and phone.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

**2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:**

| Current                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Proposed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Graduate Programs</b></p> <p><b>Political Science [Graduate]</b><br/>[...]</p> <p><b>General Information</b><br/>The Department of Political Science offers programs leading to the Master of Arts and Doctor of Philosophy degrees.</p> <p>The following fields of specialization are offered in the master's and doctoral programs: Canadian politics, comparative politics (Developing or Industrialized), gender and politics, international relations and political philosophy/theory.</p> <p><b>Entrance Requirements</b></p> <p>The Department's minimum admission requirements are an undergraduate degree with an average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and</p> <p>a TOEFL score of 100 (Internet-based) or 600 (paper-based) where applicable (see Aboriginal Applicants).</p> | <p><b>Graduate Programs</b></p> <p><b>Political Science [Graduate]</b><br/>[...]</p> <p><b>General Information</b><br/>The Department of Political Science offers programs leading to the Master of Arts and Doctor of Philosophy in Political Science, and the Master of Arts in Policy Studies.</p> <p>The following fields of study are offered in the master's and doctoral programs: Canadian politics, comparative politics, gender and politics, international relations, political philosophy/theory.</p> <p><b>Entrance Requirements</b></p> <p>The Department's minimum admission requirements are an undergraduate degree with an average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution.</p> <p><u>For all programs, an undergraduate degree in Political Science or close cognates such as International Relations or International Political Economy is strongly preferred. Applicants with other undergraduate majors should normally have at least equivalent to ★30 graded credits of coursework in Political Science.</u></p> <p><u>For the MA in Policy Studies, an undergraduate degree in Public Policy is also acceptable. For the MA in Policy Studies course-based route, relevant work experience in the policy community is required.</u></p> <p><u>A TOEFL score of 100 (Internet-based) or 600 (paper-based) or an equivalent score on a test acceptable to FGSR is required</u> where applicable.</p> <p><u>A statement of intent, a writing sample, and a CV are also required.</u></p> |

### **Financial Assistance**

A number of graduate assistantships are available for qualified students.

### **Graduate Program Requirements**

[NEW]

For more information on the University's commitment to the recruitment, retention, and graduation of Aboriginal students see [Aboriginal Applicants](#).

### **Financial Assistance**

A number of graduate assistantships are available for qualified students.

### **Graduate Program Requirements**

#### **The Degree of MA in Policy Studies (Political Science) [Graduate]**

#### **Program Requirements**

Students are admitted to either the practicum-based MA route or the course-only MA and may register full-time or part-time.

For both routes ★27 of graduate-level courses are required as follows:

#### **Practicum-based route**

##### **Required courses (★ 15):**

- POL S 527(★3)
- POL S 532(★3)
- POL S 803 (★3) (Practicum Placement I)
- POL S 804 (★3) (Practicum Placement II)
- POL S 902 Capstone seminar (★3)

##### **Electives (\*12)**

Students are permitted to take up to ★6 (2 ★3 courses) from outside the department, subject to departmental approval

#### **Course-only route**

##### **Required courses (★9):**

- POL S 527(★3)
- POL S 532(★3)
- POL S 902 Capstone seminar (★3)

##### **Electives (\*18)**

Students are permitted to take up to ★6 (2 ★3 courses) from outside the department, subject to departmental approval

#### **Language Requirement**

There is no language requirement.

**Residency Requirement**

The minimum period of residence for full-time programs is two four-month terms of full-time attendance at the University of Alberta.

**Length of Program**

The time required to complete the program will vary with the program and candidate. Full-time students in the program will normally complete the program within 20 months.

Approved by: Arts Faculty Council Nov 9, 2017; FGSR Council January 10, 2018

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for Admission/Transfer and Academic Standing Regulations for a new combined Master of Business Administration/Doctor of Pharmacy (MBA/PharmD) program, the Faculty of Business and the Faculty of Pharmacy and Pharmaceutical Sciences**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority, Admission/Transfer and Academic Standing regulations for a new combined Master of Business Administration/Doctor of Pharmacy (MBA/PharmD) program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business, and as set forth in Attachment 1, to take effect upon approval.

**Item**

|                  |                                                                                                                                                                                                                            |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation                                                                                                                                       |
| Proposed by      | Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research<br>Joseph Doucet, Dean, Faculty of Business<br>Neal Davies, Dean, Faculty of Pharmacy and Pharmaceutical Sciences                         |
| Presenter        | Michael Maier, Associate Dean, Masters Programs, Faculty of Business<br>Dion Brocks, Associate Dean Faculty of Pharmacy & Pharmaceutical Sciences<br>John Nychka, Associate Dean, Faculty of Graduate Studies and Research |

**Details**

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility                                      | Provost and Vice-President (Academic)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The Purpose of the Proposal is (please be specific) | To approve the admission/transfer and academic standing of the proposed new MBA/PharmD degree.<br><br>The Faculty of Business and the Faculty of Pharmacy and Pharmaceutical Sciences are proposing a combined MBA/PharmD program to earn both the MBA and the PharmacyD degrees.<br><br>The students will be subject to the academic regulations of each existing program, which have already been approved. The MBA program requirements for the PharmD students are the same as those required by the BSc in Pharmacy students. |
| The Impact of the Proposal is                       | The new Doctor of Pharmacy (PharmD undergraduate program) is replacing the BSc in Pharmacy. The first 'direct-entry' students will be admitted in Fall 2018. The proposed combined MBA/PharmD will eventually replace the existing MBA/BScPharmacy program. The two combined programs will both be run until all the current students in the BSc in Pharmacy have graduated.                                                                                                                                                       |
| Replaces/Revises (eg, policies, resolutions)        | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Timeline/Implementation Date                        | Effective immediately upon final approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Estimated Cost and funding source                   | There are no resource implications of this program because both programs already exist and are resourced.                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Next Steps (ie.: Communications Plan,               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Item No. 9

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation plans)           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Supplementary Notes and context | <p>Highly qualified students currently in the BSc in Pharmacy are already allowed to transfer to the PharmD program after their third year. The new combined MBA/PharmD program will be available to both the students 'bridging' from the BSc in Pharmacy program, and the 'direct entry' students.</p> <p>It is desired to have program approved to enable 'bridging' students to be admitted into the combined MBA/PharmD program as early as September 1, 2018.</p> |

**Engagement and Routing** (Include meeting dates)

|                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participation:<br>(parties who have seen the proposal and in what capacity)                                                     | <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>• students, Faculty of Pharmacy and Pharmaceutical Sciences</li> </ul>                                                                                                                                                                                                                                                                           |
| <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> > | <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                 | <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Chris Lynch, Senior Director, Recruitment, Admissions, Marketing, Alberta School of Business - MBA Office</li> <li>• Jill Hall, Assistant Dean of Professional Programs, Faculty of Pharmacy and Pharmaceutical Sciences</li> <li>• Dallyce Bialowas, Director of Programs, Faculty of Pharmacy and Pharmaceutical Sciences</li> </ul> |
| Approval Route (Governance)<br>(including meeting dates)                                                                        | <p>Business Council – January 31, 2018 (approved)<br/>FGSR Council – February 14, 2018<br/>GFC Academic Standards Committee – February 15, 2018<br/>GFC Academic Planning Committee – March 14, 2018</p>                                                                                                                                                                                                                                   |
| Final Approver                                                                                                                  | <p>GFC Academic Standards Committee (Admission/Transfer and Academic Standing)<br/>GFC Academic Planning Committee</p>                                                                                                                                                                                                                                                                                                                     |

**Alignment/Compliance**

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alignment with Guiding Documents | <p>Institutional Strategic Plan - <i>For the Public Good</i></p> <p><b>EXCEL</b><br/>GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.<br/>OBJECTIVE 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.<br/>OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. i) Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p><b>ENGAGE</b><br/>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial</p> |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                | <p>learning experiences, research projects, partnerships, and collaborations.<br/> <b>OBJECTIVE 17:</b> Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. i) Identify and remove systemic barriers to interdisciplinary, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p><b>2. PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. PSLA:</b> The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p><b>5. UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)<br/> The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar.<br/> The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p><b>6. GFC Academic Standards Committee (ASC) Terms of Reference:</b></p> |

Item No. 9

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|  | <p>The proposal is deemed to be substantial as it is part of a proposal for a new program.</p> <p>“B.iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.”</p> <p><b>7. GFC Academic Planning Committee (APC) Terms of Reference:</b></p> <p>“8a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Attachments (1)

1. University of Alberta Internal Program Approval Template (page(s) 1 - 12)

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

## University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) ([peters3@ualberta.ca](mailto:peters3@ualberta.ca)) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies ([fgsrgov@ualberta.ca](mailto:fgsrgov@ualberta.ca)).

This Template is used for the following:

- Graduate specialization title changes (e.g. History to Historical Studies).
- Creation of a new graduate specialization (e.g. MSc in the Department of Swedish Fisheries to MSc in the Department of Swedish Fisheries with Specialization in Trout Fishing) – requires the enrolment appendix.
- Suspension/Termination of a graduate specialization.
- The addition of an Honours/Specialization stream to an existing undergraduate program.
- Creation of a new combined degree program.**

### Basic Information

1. Title of the Program:

**Combined MBA/PharmD (Master of Business Administration/Doctor of Pharmacy)**

2. Proposed effective date: September 1, 2018

3. Length of the program (years): minimum of 5 years

4. Faculty and Academic Unit: Alberta School of Business and the Faculty of Pharmacy and Pharmaceutical Sciences

5. Collaborating partners at other institutions (if any): n/a

6. Contact person, with telephone number and e-mail address:

Michael Maier, Associate Dean, Masters Programs, Alberta School of Business, [msmaier@ualberta.ca](mailto:msmaier@ualberta.ca)

Scot Simpson, Associate Dean, Research & Graduate Studies, Faculty of Pharmacy & Pharmaceutical Sciences [scot@ualberta.ca](mailto:scot@ualberta.ca)

7. Statement indicating completion of departmental and/or Faculty approval processes.  
Business Council, January 31, 2018.

8. Attach proposed Calendar program and/or course changes.

See attached. There are no new courses being created for the combined MBA/PharmD program.

9. Attach letters of support from the Deans of the Faculties (for graduate specialization proposals).

### Program Impact and Rationale

10. What is the rationale for the program proposal?

The new Doctor of Pharmacy (PharmD undergraduate program) is replacing the BSc in Pharmacy. The first 'direct-entry' students will be admitted in Fall 2018. The Faculty of Business and the Faculty of Pharmacy and Pharmaceutical Sciences are proposing a combined MBA/PharmD program to earn both the MBA and the

PharmacyD degrees. This will eventually replace the existing MBA/BScPharmacy program. The two combined programs will both be run until all the current students in the BSc in Pharmacy have graduated.

For the combined MBA/PharmD, the first three years are taken entirely within the PharmD program. The fourth year is entirely within the MBA program. The fifth year (final year) is then completed entirely in the PharmD program. The pharmacy portion of the program consists of the normal requirements of the PharmD program. The Business portion of the program consists of ★42. Upon the successful completion of the five-year program, (i.e., successful completion of the PharmD and the MBA degrees), candidates will receive both the PharmD and the MBA degrees. The MBA degree will not be conferred prior to the completion of the PharmD degree.

The students will be subject to the academic regulations of each existing program, which have already been approved. The MBA program requirements for the PharmD students are the same as those required by the BSc in Pharmacy students.

Here is a more detailed history:

The Faculty of Business and the Faculty of Pharmacy and Pharmaceutical Sciences currently offer a program of combined study that permits highly qualified students to earn both the MBA and the BSc in Pharmacy degrees in five years (MBA/BScPharm). Admission into each Faculty is determined by the same selection process and criteria as for other students. The first three years are taken entirely within the BSc in Pharmacy program, the fourth year entirely within the MBA program, the fifth year (final year) will be completed entirely in the BSc in Pharmacy program. The pharmacy portion of the program consists of the normal requirements of the BSc in Pharmacy program while the Business portion of the program consists of ★42. Upon the successful completion of the five-year program, (i.e., successful completion of both the BSc in Pharmacy and the MBA degrees), candidates receive both the BSc in Pharmacy and the MBA degrees. The MBA degree is not conferred prior to the completion of the BSc in Pharmacy. The first student was admitted to the MBA/BScPharm was in Fall 2012.

The BSc in Pharmacy program is being phased out. The last class was admitted in September 2017. The combined MBA/BSc in Pharmacy will be available to these students until the last student graduates (possibly in June 2021).

Highly qualified students currently in the BSc in Pharmacy are already allowed to transfer to the PharmD program after their third year. The first group of BSc in Pharmacy students were transferred to the PharmD program in May 2017 ('bridging' students, 50% of the BSc in Pharmacy students). These 'bridging' students share the same initial three years as the BSc in Pharmacy students, for whom admission into the combined MBA program is already occurring. These 'bridging' students have different requirements than the BSc in Pharmacy and non-'bridging' PharmD students once they return to complete their 4<sup>th</sup> year in Pharmacy (after their year in the MBA program). All the requirements for both the 'bridging' and the 'direct entry' Pharm D students have already been approved and can be found in the Calendar under the Faculty of Pharmacy and Pharmaceutical Sciences, Doctor of Pharmacy (PharmD).

The new combined MBA/PharmD program will be available to both the students 'bridging' from the BSc in Pharmacy program, and the 'direct entry' students.

It is desired to have program approved to enable 'bridging' students to be admitted into the combined MBA/PharmD program as early as September 1, 2018.

11. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment.

It is expected that 2 to 3 students will want to take part in the combined program each year.

12. Do you anticipate an enrolment (or other) impact on programs at other institutions or regulatory bodies? Describe any consultations that have occurred with other institutions and professional organizations.

No, since this new combined degree program is replacing an existing one there should be no impact on other institutions.

13. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

The FGSR and the Registrar's Office are working together to configure the new combined program in Campus Solution (the student database).

February 5, 2018

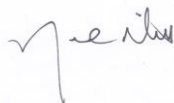
Dear All,

The BSc in Pharmacy program is being phased out. The last class was admitted in September 2017. The combined MBA/BSc in Pharmacy will be available to these students until the last student graduates (possibly in June 2021).

The new Doctor of Pharmacy (PharmD undergraduate program) is replacing the BSc in Pharmacy. The first 'direct-entry' students will be admitted in Fall 2018.

I am fully supportive of having a combined MBA/PharmD offering.

Sincerely,



Neal Davies  
Dean and Professor

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 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

**2018-2019 University of Alberta Proposed Calendar Graduate Program Changes:**

| Current                                                                                                  | Proposed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Business [Graduate]</b><br/>           [...] Graduate Program Requirements</p> <p><b>[NEW]</b></p> | <p><b>Business [Graduate]</b><br/>           [...] Graduate Program Requirements</p> <p><b><u>The MBA/Doctor of Pharmacy Combined Degrees Program (Business) [Graduate]</u></b></p> <p><u>The Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business offer a program of combined study that permits highly qualified students to earn both the Doctor of Pharmacy (PharmD) and the MBA degrees in five years.</u></p> <p><u>Each student must first be admitted to the PharmD, Faculty of Pharmacy and Pharmaceutical Sciences. Students that have completed the second year of the regular Pharmacy degree program are eligible to apply to the Faculty of Graduate Studies and Research for the Combined Degrees program, and must indicate on their online graduate application that they are applying to the combined MBA/PharmD program.</u></p> <p><b><u>Entrance Requirements</u></b><br/> <u>Acceptance by the Faculty of Business (for admission into the MBA program) and by the Faculty of Pharmacy and Pharmaceutical Sciences (for admission into the PharmD program) separately are prerequisites for admission into the MBA/PharmD Combined Degrees program. Admission into each Faculty will be determined by the same selection process and criteria as for other students. In addition, each student must be admitted into the Combined Degrees program, admission will be</u></p> |

determined by a selection committee composed of representatives of the Faculty of Pharmacy and Pharmaceutical Sciences and the Faculty of Business. Because this is a special program, particular attention in the selection process will be given to:

1. The student's past academic achievement; and
2. The student's maturity, interest and a rationale of how such a combined program will enhance the student's career and professional skills (University of Alberta Calendar, The Degree of MBA (Business))

### **Program Requirements**

The first three years are taken entirely within the PharmD program. The fourth year is entirely within the MBA program. The fifth year (final year) is then completed entirely in the PharmD program. The pharmacy portion of the program consists of the normal requirements of the PharmD program. The Business portion of the program consists of ★42.

MBA courses: students who obtain a grade of less than C+ or who fail to complete one of the MBA courses may, upon the recommendation of the Associate Dean (MBA), with the approval of the Faculty of Graduate Studies and Research, retake the course(s) or take an alternate course(s). Students repeating or taking an alternate course(s) must obtain a minimum grade of C+ and must maintain a cumulative grade point average of 2.7 (University of Alberta Calendar, Minimum Faculty Requirements).

Upon the successful completion of the five-year program, (i.e., successful completion of the PharmD and the MBA degrees), candidates will receive both the PharmD and the MBA degrees. The MBA degree will not be conferred prior to the completion of the PharmD degree.

Inquiries regarding the combined MBA/PharmD Combined Degrees program may be directed to the Assistant Dean for Professional Programs in the Faculty of Pharmacy and Pharmaceutical Sciences, or the Masters Programs Office in the



Faculty of Business.

**Academic Standing**

A student is subject to the academic standing regulations and routes of appeal for grades and for academic standing of the Faculty in which the student is registered.

If a student withdraws from the MBA programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the PharmD degree program, the student may be permitted to continue provided the student retains good academic standing in that program.

**Length of Program**

Students enrolled in the combined program on a full-time basis can complete the program in five calendar years. The duration of the total program must not exceed six consecutive calendar years.

Justification: Pharmacy has admitted their last class to the BScPharm program this past Fall 2017 and will launch the PharmD (Doctor of Pharmacy) in Fall 2018; however, they have also implemented a bridging program in Summer 2017 that will enable a portion of the graduates in 2018, 2019, 2020, and 2021 to graduate with a PharmD instead of the BScPharm degree that they started in.

They need language in the calendar that enables students to receive either a MBA/BScPharm or MBA/PharmD until 2021. Thereafter, it will be all MBA/PharmD and the BScPharm section can be removed.

Approved by: