



The following Motions and Documents were considered by the Board of Governors at its February 10, 2012 meeting:

Agenda Title: Student Consultation Process Regarding Tuition, Residence and Mandatory Non-Instructional Fees

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the 'Church/Minsos' Board-approved Motion of May 5, 2000 regarding the Indexing of Mandatory Non-Instructional Fees; and

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

Final Item: 4.1

Agenda Title: Physical Activity and Wellness Centre – Capital Expenditure Authorization Request

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve an additional supplemental expenditure of fifty-three million seven hundred and fifty thousand dollars (\$53,750,000) in Canadian funds for a total revised project cost of fifty-seven million (\$57,000,000), for the construction of the Physical Activity and Wellness (PAW) Centre.

Agenda Title: Physical Activity and Wellness Centre – Borrowing Resolution

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, execute a Borrowing Resolution requesting approval of mortgage financing for the design and construction of the Physical Activity and Wellness Centre project for a total borrowing amount not to exceed Thirty Million Dollars (\$30,000,000) in Canadian funds for a term of not more than thirty-five (35) years at an interest rate of not more than six and one quarter percent (6.25%).

Agenda Title: Unitized Endowment Pool (UEP) Spending Policy

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Investment Committee, approve the revised UEP Spending Policy, as set forth in Attachment 1 to the agenda documentation.

Final Item: 5.1

Agenda Title: **Proposal for a Master of Coaching (MCoach) Offered by the Faculty of Physical Education and Recreation**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee, approve the proposed (new) Master of Coaching (MCoach) degree program, as set forth in Attachment 1, to take effect in September, 2012.

Final Item: 6.1

OUTLINE OF ISSUE

Agenda Title: **Student Consultation Process Regarding Tuition, Residence and Mandatory Non-Instructional Fees**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the ‘Church/Minsos’ Board-approved Motion of May 5, 2000 regarding the Indexing of Mandatory Non-Instructional Fees; and

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

Note: The ‘Church/Minsos’ Motion cited in the above-noted Motion is set forth in Attachment 2.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Carl Amrhein, Provost and Vice President (Academic), and Phyllis Clark, Vice President (Finance and Administration)
Presenter	Carl Amrhein, Provost and Vice President (Academic), and Phyllis Clark, Vice President (Finance and Administration)
Subject	Student consultation process regarding tuition, residence, and mandatory non-instructional fees.

Details

Responsibility	Provost and Vice President (Academic)
The Purpose of the Proposal is (please be specific)	To: <ol style="list-style-type: none"> 1. respond to a letter from the Students’ Union requesting a set of principles regarding the introduction of any new Mandatory Non-Instructional Fees (MNIF) 2. respond to the request by the Minister of Advanced Education and Technology to provide information by February 1, 2012 on the consultation process with students regarding MNIF 3. rescind the’ Church/Minsos’ Motion of May 5, 2000 4. approve a Motion that allows for a regular annual increase to MNIF of up to and including the Alberta Consumer Price Index (CPI) unless a greater increase is approved by the Board by separate Motion in a given year 5. <u>receive for information</u> the University’s proposed consultation process with students regarding changes to tuition fees, residence fees, and mandatory non-instructional fees as reflected in the attached committee terms of reference.
The Impact of the Proposal is	To bring consistency to the consultation process with students regarding tuition and fee increases and ensure that the University’s governance approval processes for tuition and fees are consistent with Provincial legislation and University policy and procedure.
Replaces/Revises (eg, policies, resolutions)	The ‘Church/Minsos’ Motion approved by the Board of Governors on May 5, 2000 regarding the Indexing of MNIF.
Timeline/Implementation Date	For final approval by the Board of Governors at its meeting of February 10, 2012.
Estimated Cost	n/a

Item No. 4.1

Sources of Funding	n/a
Notes	n/a

Alignment/Compliance

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. The <i>Post-Secondary Learning Act (PSLA)</i> Section 60 states: “60(1) The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance with its mandate[.]” 2. The <i>Post-Secondary Learning Act (PSLA)</i> Section 61 states: “61(1) The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution (2) The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre (a) must be set in accordance with the regulations[.] [..]” 3. The <i>Post-Secondary Learning Act (PSLA)</i> Section 78 states: “Business plans 78(1) Each year a board must prepare and approve a business plan that includes (a) the budget, and (b) any other information required by the Minister. (2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the Minister.” 4. The <i>Public Post-secondary Institutions’ Tuition Fee Regulation</i> states: “3(1) A board shall (a) provide to the institution’s students’ council each year a statement of anticipated tuition fee increases for a 4-year period, and (b) establish with the students’ council a mechanism for holding consultations to discuss increases in tuition fees and to allow for ongoing input by that council to the budget process relative to the determination of tuition fees. 3(2) The consultation mechanism referred to in subsection (1)(b) must, at least, (a) include an outline of the process for communications and the holding of consultations, and (b) provide for at least 2 meetings per year[.]”

5. The ***Alberta Public Agencies Governance Act*** Section 3 states:
“3(1) Every public agency must, within 3 months of its establishment or continuation, have a Mandate and Roles Document that is jointly developed by the public agency and its responsible Minister [...].”
6. The ***University of Alberta Board of Governors Mandate and Roles Document***, as approved July 17, 2009, states:
“The Board is accountable for ensuring that the public funds appropriated for the support of institutions are used effectively and appropriately. The Board approves annual operating and capital budgets and regularly review expenditures, investments and borrowings.”
7. The ***University Calendar*** Section 22.2 states:
“Fee Payment Guide

The *Post-Secondary Learning Act* of Alberta grants authority to approve tuition and fees for students to the Board of Governors. Fees are approved by the University’s Board of Governors and may change without notice. University policy regarding fee regulations, fee rates, and fee deadlines is established by the Board of Governors and is final. Students pay their fees at the rates that are in effect at the time of payment. Fees included in your fee assessment are exempt from the federal Goods and Services Tax (GST). Current fees information is available at www.registrar.ualberta.ca/fees.”
8. **Board of Governors General Terms of Reference, Section 1 (b):**
“The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee’s defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”
9. The ***Board Finance and Property Committee (BFPC) Terms of Reference***, Section 3. c., states that the Committee shall “[...] review and recommend to the Board the annual and other budgets and major issues of policy related to budgets[.]”

Section 3(d) states:

“3. Without limiting the generality of the foregoing, the Committee shall:
[. . .]
d) review and recommend to the Board tuition and other like fees[.]”

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	<p>10. The Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning. GFC has thus established an Academic Planning Committee (GFC APC), as set out in Section 3 of the GFC Policy Manual. GFC delegates its power to recommend to the Board on the budget to the GFC APC.</p> <p>11. GFC Academic Planning Committee (APC) Terms of Reference, Section 3.4.b: GFC APC is “[t]o recommend to the Board of Governors on the annual budget [which includes all of the above-noted fees-related matters], excluding budgets for ancillary units [eg, residences, parking].”</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Non-BAC (Budget Advisory Committee) – for discussion (August 20, 2011, September 26, 2011, October 17, 2011, November 7 and 28, 2011, December 1 and 7, 2011, and January 4, 2012)
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – for recommendation (January 25, 2012); Board Finance and Property Committee – for recommendation (January 31, 2012); Board of Governors – for final approval (February 10, 2012)
Final Approver	Board of Governors

Attachments:

1. Student Consultation Process on Tuition, Residence and Mandatory Non-Instructional Fees (pages 1 - 3)
2. Appendix A – ‘Church/Mingos’ Motion (page 1)
3. Appendix B – Tuition Budget Advisory Committee Terms of Reference (pages 1 – 2) (For Information Only)
4. Appendix C – Residence Budget Advisory Committee Terms of Reference (pages 1 – 2) (For Information Only)
5. Appendix D – Mandatory Non-Instructional Fees Budget Advisory Committee Terms of Reference (pages 1 – 2) (For Information Only)

Prepared by: Philip Stack, Associate Vice-President (Risk Management Services), philip.stack@ualberta.ca

Student Consultation Process Regarding Tuition, Residence and Mandatory Non-Instructional Fees **Background**

The authority to set tuition including mandatory instructional and non-instructional fees is conferred upon the Board of Governors as outlined in the *Post-Secondary Learning Act (PSLA)*, the *Public Post-secondary Institutions' Tuition Fees Regulation*, the University's Mandates and Roles Document pursuant to the *Alberta Public Agencies Act*, and University policy and procedure as found in the Calendar of the University.

The University is committed to working cooperatively with students regarding tuition and fee discussions, as reflected in the long standing existence of the Budget Advisory Committee, established in 2000, and the Residence Budget Advisory Committee established in 2010. Both committee structures have been effective in informing students on related budget issues, understanding the concerns and needs of the students and discussing proposed changes to tuition and fees. The effectiveness of these committees was reflected most recently in comments made by both student association Presidents at the December 2011 Board meeting when proposed tuition increases were addressed.

As of May 2000 the University has operated under the Board approved Church/Mingos motion that addresses two matters dealing with increases to Mandatory Non-Instructional Fees (MNIF). The first part of the motion approved a regular annual adjustment up to the Alberta Consumer Price Index (CPI) for all existing MNIF. The second part of the motion deals with the requirement for a student referendum if the University introduced increases to MNIF greater than CPI. (see Appendix A)

There is no provision within the PSLA, the Tuition Regulation, the University's Mandate document or University policy and procedure that references the use of student referendum to approve student fees. To the contrary, the PSLA, Tuition Regulation, University Mandate document and University policy and procedure clearly state that the responsibility and mandate for approving mandatory university tuition and fees resides solely within the authority of the University's Board of Governors. Consequently, the use of student referendum to approve mandatory fees that impact the University's budget, the use of funds by the University, or the ability of the University to prepare a balanced consolidated budget would be non-compliant with provincial legislation and University policy and procedure.

On July 19th, 2011, the President of the Students' Union (SU) wrote to the Provost requesting that the University and the Student's Union agree on a set of principles and a framework for the development, approval and monitoring of Mandatory Non-Instructional Fees (MNIF). On November 21, 2011, the Minister of Advanced Education and Technology wrote to post-secondary institutions with a request that institutions submit to the ministry information on its formal policies regarding the establishment and/or revising of non-instructional fees, including how consultations with students and their respective representative organizations are carried out. The University is to provide this information to the Minister by February 1, 2012.

Through extensive consultations with the students, efforts were undertaken to agree on a process that would address the issues outlined in the SU President's letter of July 19th and respond to the Minister's request of November 21, 2011. During the consultation process, the SU argued that the Church/Mingos motion of 2000 on the indexing of mandatory non-instructional fees be expanded to also include the approval of any future MNIF that the University may propose.

At the end of the consultation process the University and the Student's Union were opposed on one fundamental issue – the role of a student referendum in approving mandatory non-instructional fees (MNIF) relative to the primacy of the Board and its responsibility to approve tuition and fees pursuant to legislation and University policy.

The University argued that subject to the legislation and University policy no current or future board should be encumbered in fulfilling its fiduciary responsibilities in approving MNIF as part of the institutional budget by first requiring a student referendum. The students argued that even if the majority of students voted against a proposed fee increase through a referendum that this would not encumber a board's final decision to approve a new MNIF. It is on this fundamental point that the University and the Students' Union disagree.

Proposed Consultation Process

In response to the SU President's and Minister's letter the University is proposing that in addition to the existing Budget Advisory Committees on tuition and residence fees that a third committee be established to deal with MNIF. These three committees, the Tuition Budget Advisory Committee (T-BAC), the Residence Budget Advisory Committee (R-BAC), and the Mandatory Non-Instructional Fee Budget Advisory Committee (M-BAC) would represent the formal consultation process between the University and students in consulting, reviewing and discussing proposed changes to tuition, residence fees and MNIF.

Tuition Budget Advisory Committee (T-BAC)

The terms of reference for T-BAC (see Appendix B) would remain relatively unchanged. Amendments include an updating of the mandate to align with the definition of tuition as defined by the *Public Post-Secondary Institutions' Tuition Fees Regulation* and updating the committee name to align with the committee mandate.

Residence Budget Advisory Committee (R-BAC)

The terms of reference for R-BAC (see Appendix C) are unchanged with the exception of editorial changes to bring consistency to the terms of reference for all three committees.

Mandatory Non-Instructional Fees Budget Advisory Committee (M-BAC)

This new committee (see Appendix D) will address the majority of points raised in the SU President's letter of July, 2012 regarding MNIF. This committee would be responsible for consulting, reviewing, considering and discussing any University proposal to establish a new MNIF or any proposal to increase existing MNIF at a rate above the Alberta CPI. To achieve enhanced transparency regarding the revenue collected from MNIF, the committee would receive and review a newly developed MNIF annual report that would include total annual revenue collected by MNIF type, the published budgets of the units supported by MNIF revenue, and examples of the services provided by those units supported by MNIF revenue.

Church/Mingos Motion

In addition to the University's enhancements to the student consultation process, the University is proposing that the Church/Mingos motion of 2000 be rescinded in relation to that section of the motion that requires a student referendum for proposed increases to MNIF above CPI. This is being recommended as the PSLA, University Mandate document and University policy and procedure clearly state that the responsibility and mandate for approving mandatory university tuition and fees resides solely within the authority of the University's Board of Governors. Requiring any increase in existing MNIF in excess of the CPI to be approved through student referendum is inconsistent with both government legislation and University policy.

Conclusion

The University has a long established commitment to openness and transparency with students regarding the establishment of the University's academic priorities, tuition and fees and the University's operating budget. The existing structure and mandate of T-BAC and R-BAC and the addition of M-BAC not only meets but exceeds the requirements for student consultation on tuition as outlined in the *Public Post-Secondary Institutions' Tuition Fees Regulations*. The proposed amendments before the Board enable the University to ensure that Board motions are in compliance with provincial legislation and University policy.

Appendix A

Church/Minsos Motion May 5, 2000

Indexing of Mandatory Non-Instructional Fees -- Motion:

Moved by Mr. Minsos and seconded by Ms. Church: "that the Board of Governors approve the proposal that, effective September 1, 2000, there will be a regular annual adjustment to the Mandatory Non-Instructional Fees (MNIF) [i.e.: the University Health Services Fee; the Registration and Transcript Fee; the Student Services Fee; and the Athletics and Recreation Fee.] This increase will be equal to 0% or the Alberta Consumer Price Index (CPI) in the previous year, whichever is greater.

Any request for an extraordinary increase in the MNIF, beyond the Alberta CPI, will be presented to the Council of Students' Union and the Graduate Students' Council. Should the Councils approve the request, the new fee will be incorporated into the normal budget process. Should either the Students' Union Council or the Graduate Students' Council reject the request for an extraordinary fee increase, the proposal may be withdrawn or go forward to a student referendum during the next available election process. Approval would require a majority (50% + 1) of the votes cast in the two elections combined and the subsequent approval of the Board of Governors.

In the event of a surplus of revenue over expenditure exceeding 10% in any of the four areas, the issue will be brought to the attention of the Academic Planning Committee. At the recommendation of the Academic Planning Committee to the Administration, an appropriate portion of the surplus funds will be applied to scholarships and/or student financial aid or debt reduction of the unit in question."

CARRIED

Appendix B



UNIVERSITY OF
ALBERTA

Office of the
Provost and Vice-President (Academic)

Student/University Administration – Tuition Budget Advisory Committee (T-BAC) Terms Of Reference

1. Purpose

The Student/University Administration – Tuition Budget Advisory Committee (T-BAC) is the student and senior administrative committee that ensures open and effective communication between the students and senior administration, in relation to *Dare to Discover, Dare to Deliver*, the University's budgeting process and those budgeting issues that have a direct impact on students

2. Committee Mandate

The Student/University Administration – T-Budget Advisory Committee will:

- Consult, review, consider and discuss issues affecting the University's budget planning and development process as they relate to tuition as defined by the *Public Post-Secondary Institutions' Tuition Fees Regulation*.
- Assist students and senior administration in developing common strategies in approaching government on matters relating to the University's operating funding and students.
- Ensure the effective communication between the organizations and offices represented on the Committee.

3. Committee Composition

The committee shall consist of the following standing and resource members:

Standing Members

Provost and Vice-President (Academic), **Chair**
Vice-President (Finance and Administration)
Vice-Provost and Associate Vice-President (Academic)
Vice-Provost and Dean of Students
Dean, Faculty of Graduate Studies and Research
President, Graduate Students' Association (GSA), plus one additional executive member of the GSA
President, Students' Union (SU), plus one additional executive member of the SU

Resource Personnel

Vice-Provost and University Registrar
Senior Administrative Officer, Office of the Provost and Vice-President (Academic)
Director, Academic Budget and Planning, Office of the Provost and Vice-President (Academic)
Director, Resource Planning
Director, Strategic Analysis



Director, Government Relations

4. Committee Meetings

The Student/University Administration – T-BAC will meet at the call of the Chair with meetings to coincide with the budget planning cycle of the University.

Meetings of T-BAC are supplemented by meetings of the Provost with stakeholders. Additionally, the Dean of Students meets regularly with COSA and the FGSR Dean meets regularly with the FGSR Council.

5. Secretariat

The Office of the Provost and Vice-President (Academic) will provide secretariat support to the committee.

Official records of the committee's deliberations will be held by the Office of the Provost and Vice-President (Academic). The records of the Committee will be subject to the provincial FOIPP legislation and comply with the records retention schedule of the Office of the Provost and Vice-President (Academic).

Approved by EPC June 30, 2000

Revised (standing members): September 11, 2001

Revised (resource personnel): September 12, 2003

Revised (resource personnel): August 26, 2004

Revised (adding that discussions could relate to all student-related fees): September 17, 2007

Revised (committee mandate): July, 2008 [BAC adopted Sept. 17, 2008]

Revised (committee mandate, standing members): February, 2010 [BAC adopted Feb 10, 2010]



**Student/University Administration -
Residence Budget Advisory Committee
(R-BAC)
Terms of Reference**

1. Purpose

The Student/University Administration – Residence Budget Advisory Committee (R-BAC) is the student and senior administrative committee that ensures open and effective communication between the students and senior administration, in relation to Residence Services budgeting process and those budgeting issues that have a direct impact on student rent.

2. Committee Mandate

The Student/University Administration – R-BAC will:

- Consult and discuss proposals with consideration to the institution’s guiding documents e.g. Dare Discover, Dare to Deliver.
- Consult, review, consider and discuss issues affecting Residence Services’ budget planning and development process as they relate to student rents.
- Assist the students and senior administration in developing common strategies in approaching government on matters relating to the availability of student housing.
- Ensure the effective communication between the organizations and offices represented on the Committee.

3. Committee Composition

The committee shall consist of the following standing and resource members:

Standing Members

- Vice President, Facilities and Operations, *Chair*
- Vice-Provost and Dean of Students or designate
- Dean, Faculty of Graduate Studies and Research or designate
- President, Graduate Students’ Association (GSA) or designate from executive
- Vice-President, Student Life, GSA
- President, Students’ Union (SU) or designate from executive
- Vice-President, Student Life, SU



President, Augustana Students' Union or designate from executive
President, Residence Hall Association

Resource Personnel

Executive Director, Ancillary Services
Director, Residence Services
Director, Operations, Ancillary Services
Director, Finance, Facilities and Operations
Finance Supervisor, Ancillary Services

4. Committee Meetings

The Student/University Administration – R-BAC will meet at the call of the Chair with meetings to coincide with the budget planning cycle of the University.

Meetings of R-BAC are supplemented by meetings of the Vice President, Facilities and Operations, the Dean of Students, the Director, Residence Services and the Executive Director, Ancillary Services with stakeholders.

5. Secretariat

The Office of the Vice-President, Facilities and Operations will provide secretariat support to the committee.

Official records of the committee's deliberations will be held by the Office of the Vice-President, Facilities and Operations. The records of the Committee will be subject to the provincial FOIPP legislation and comply with the records retention schedule of the Office of the Vice-President, Facilities and Operations.

Approved by *insert approval body and date*



**Student/University Administration –
Mandatory Non-Instructional Fee Budget Advisory Committee
(M-BAC)
Terms Of Reference**

1. Purpose

The Student/University Administration – Mandatory Non-Instructional Fee Budget Advisory Committee (M-BAC) is the student and senior administrative committee that ensures open and effective communication between the students and senior administration, in relation to the establishment of new Mandatory Non-Instructional Fees (MNIF), any increase in existing MNIF above Alberta Consumer Price Index (CPI), and the annual reporting associated with existing MNIF.

2. Committee Mandate

The Student/University Administration – M-BAC will:

- Consult, review, consider and discuss issues concerning a University proposal to establish a new MNIF.
- Consult, review, consider and discuss issues concerning a University proposal to implement an increase to any existing MNIF above the Alberta CPI.
- Review the MNIF annual report as prepared by administration that will include total annual revenue collected by MNIF type, the published budgets of the unit(s), as per the University Data Book, that are supported in part by MNIF, and examples of the services provided by those units in benefit of the students.
- Ensure the effective communication between the organizations and offices represented on the Committee.

3. Committee Composition

The committee shall consist of the following standing and resource members:

Standing Members

Provost as delegated to the Vice-Provost and Associate Vice-President (Academic), **Chair**
Dean of Students or Designate
Vice President (Finance and Administration) as delegated to the Associate Vice President (RMS)
Director Academic Budget Planning Office of the Provost
President, Graduate Students' Association (GSA), plus one additional executive member of the GSA
President, Students' Union (SU), plus one additional executive member of the SU

Resource Personnel

As required

4. Committee Meetings

The Student/University Administration – M-BAC will meet in the fall of each year to review the MNIF annual report as prepared by University administration. Any additional meetings required to fulfill the committee's mandate will be at the call of the Chair.



Meetings of M-BAC may be supplemented by meetings of the Provost with stakeholders.

5. Secretariat

The Office of the Provost and Vice-President (Academic) will provide secretariat support to the committee.

Official records of the committee's deliberations will be held by the Office of the Provost and Vice-President (Academic). The records of the Committee will be subject to the provincial FOIPP legislation and comply with the records retention schedule of the Office of the Provost and Vice-President (Academic).

Approved by *insert approval body and date*

OUTLINE OF ISSUE

Agenda Title: **Unitized Endowment Pool (UEP) Spending Policy**

Motion: That the Board of Governors, on the recommendation of the Investment Committee, approve the revised UEP Spending Policy, as set forth in Attachment 1 to the agenda documentation.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mr. Bob Kamp, Chair, Board Investment Committee
Presenter	Mr. Bob Kamp, Chair, Board Investment Committee
Subject	UEP Spending Policy

Details

Responsibility	Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	To update the UEP Spending Policy. While the proposed changes can be described as “housekeeping” in nature, as recommended in the Auditor General’s Report, the policy should be clearer as to how endowment related expenditures are funded in years where endowment earnings are insufficient to meet approved spending allocations.
The Impact of the Proposal is	The proposed changes will document the presently established practice and will provide management with delegated authority in the matter.
Replaces/Revises (eg, policies, resolutions)	UEP Spending Policy as approved by the Board of Governors on January 29, 2010.
Timeline/Implementation Date	Commencing April 1, 2011
Estimated Cost	Estimated costs are not expected to increase over those contemplated by the UEP Spending Policy approved in 2010.
Sources of Funding	The endowed funds primarily represent the University’s endowments.
Notes	<p>In the Auditor General’s Report to the Audit Committee for the year ended March 31, 2011, in an appendix entitled “Other matters for discussion with management”, certain matters with respect to the UEP Spending Policy were raised.</p> <p>In summary it was noted that in years in which investment earnings are insufficient to fund total endowment spending the University’s practice has been to fund endowment related expenses from cumulative capitalized income and repay this encroachment over time, through future investment income. While the Post-secondary Learning Act provides the Board with this authority, the UEP Spending Policy is unclear and should be updated to reflect Board approval of this practice. As there is a strong likelihood this year that investment earnings will be insufficient to fund endowment spending, it is important that the UEP Spending Policy be updated.</p>

	<p>The proposed changes to the UEP Spending Policy now specifically document this established practice, and with Board approval of the policy, it will provide management with the delegated authority to effect such encroachments. The UEP Spending Policy will still be subject to an annual review by the Investment Committee for continued appropriateness and sustainability. If such a review determines that the encroachments are no longer temporary in nature, changes to the annual spending allocation and/or administrative assessment would be evaluated.</p> <p>Management plans to conduct a comprehensive asset-liability study for the endowments in 2012. The last such study was completed in 2009.</p>
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Alignment/Compliance

Alignment with Guiding Documents	<p>Dare to Discover Cornerstone - Transformative Organization and Support Enables the development of an endowment comparable to the best public research universities in the world</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>Investment Committee Terms of Reference, Section 4 , Limitations on Delegation by the Board states:</p> <p>The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Committee shall bring to the Board for final approval or information:</p> <p>(a) The approval of Investment Policies for the University.</p> <p>(b) The approval of the Endowment objectives and spending policy of the University.</p> <p>(c) The establishment of broad investment risk tolerances within which the University should operate in the area of Investments. Such tolerance levels shall be defined in terms of broad allocation to debt and equity within the investment pool, the level of desired diversification and the broad quality levels of investments to be made.</p> <p>In addition, the Board may, with or without recommendations from the Committee, establish investment policy matters with respect to matters of social responsibility.</p> <p>The Post-Secondary Learning Act (PSLA) Section 76 on Pooled Trust Fund states:</p> <p>(1) In this section, “pooled trust fund” means a fund that consists of a trust fund and one or more other funds combined for the purpose of investment and that allocates to each trust an amount computed by reference to the value of that trust’s proportionate</p>

	<p>interest in the assets of the fund.</p> <p>(2) A board may</p> <p>(a) provide for the establishment, management, investment and winding-up of a pooled trust fund,</p> <p>(b) alter the terms and conditions of a trust to allow the trust to participate in a pooled trust fund,</p> <p>(c) alter the terms and conditions of a trust to enable income earned by the trust to be withheld from distribution to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the trust,</p> <p>(c.1) alter the terms and conditions of a trust to enable the board to encroach on the capital of the trust to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the trust if, in the opinion of the board, the encroachment benefits the public post-secondary institution and does not impair the long-term value of the fund, and</p> <p>(d) provide for remuneration for the trustee of a pooled trust fund and the trusts that participate in the pooled trust fund out of the income earned by the pooled trust fund.</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	
Approval Route (Governance) (including meeting dates)	Board Investment Committee, December 8, 2011 Board of Governors, February 10, 2012 - for approval
Final Approver	Board of Governors, February 10, 2012

Attachments

1. Attachment 1 – Draft University Funds Spending Policy
2. Attachment 2 – Draft University Funds Spending Policy (track changes version)
3. Attachment 3 – University Funds Spending Policy (as approved on January 29, 2010)
4. Attachment 4 – Excerpt from Auditor General's Report to the Audit Committee for March 31, 2011

Prepared by: Ron Ritter
 Director, Investments & Treasury
 492-9987
Ron.ritter@ualberta.ca

Unitized Endowment Pool (UEP) Spending Policy

Office of Accountability:	Vice-President Finance and Administration
Office of Administrative Responsibility:	Financial Services
Approved By:	Board of Governors

Overview

The Unitized Endowment Pool (UEP) is intended to support current and future beneficiaries in perpetuity. The UEP Spending and University Funds Investment policies are interrelated and designed to maintain the real value of the UEP over time in order to preserve the future purchasing power of the assets. The investment goal of the UEP is to achieve a long-term Rate of Return that in Real terms shall equal or exceed the Effective Rate of Spending established in the UEP Spending Policy, and to do so at an acceptable level of risk. Both the University Funds Investment Policy and the UEP Statement of Investment Principles and Beliefs state that strategies should be pursued that offer the opportunity to increase the Real value of the fund provided there is strong and stable support for the current generation of beneficiaries.

A prudent level of spending is one that reflects an investment Rate of Return achievable with acceptable levels of risk. The current expected Real investment Rate of Return is between 5.00% and 5.50%. The annual review of the UEP Spending Policy is designed to ensure that it remains appropriate with respect to the UEP's overall goals and objectives.

Purpose

The purpose of this Spending Policy in conjunction with the University Funds Investment Policy is to preserve and to grow the Real value of endowment assets over time, while maintaining a strong and stable level of support to the current generation of beneficiaries.

POLICY

Spending from the UEP shall be in accordance with the following procedures effective fiscal years commencing April 1, 2011:

1. Endowment contributions purchase units in the UEP based on the Unit Market Value (UMV) at the beginning of the month in which the contribution is received.
2. The Annual Spending Allocation is distributed to endowment holders on a monthly basis.
3. For the fiscal year commencing April 1, 2011 the Annual Spending Allocation shall be based on the number of units held by each endowment multiplied by a spending rate of 4.25% and the average UMV for the 36 months ending December 31, 2010, subject to sections 6 and 7 of this policy.
4. For the fiscal year commencing April 1, 2012, and all subsequent fiscal years, the Annual Spending Allocation shall be based on the number of units held by each endowment multiplied by the Base Unit Spending Amount, adjusted annually by the percentage change in Total CPI (Consumer Price Index) for the prior calendar year, subject to sections 6 and 7 of this policy. The minimum annual CPI adjustment shall be 0.00% and the maximum shall be 5.00%. If the market value of the UEP does not exceed the UEP Inflation Tracking Target by at least 10.0% for the previous calendar year end, the inflation adjustment shall be 0.00%.

5. The fund shall be subject to such Administrative Assessments as may be approved by the Board from time to time. This Administrative Assessment shall be in addition to Annual Spending Allocation and Direct Costs associated with the endowment investment program. The administrative assessment rate is presently 0.50% and shall be calculated in accordance with sections 3 and 4 of this policy.
6. Effective April 1, 2011 the total of the Annual Spending Allocation, the Administrative Assessment and the Direct Costs will be subject to a minimum 4.0% floor and a maximum 6.0% ceiling of the average UMV for the previous calendar year multiplied by the total number of units outstanding. If the 6.0% ceiling is breached, the Annual Spending Allocation and the Administrative Assessment will be proportionately reduced to ensure that total spending, including Direct Costs equals 6.0%. If the 4.0% floor is breached, the Annual Spending Allocation and the Administrative Assessment will be proportionately increased to ensure that total spending, including Direct Costs equals 4.0%, subject to section 7 of this policy.
7. The minimum total spending of 4.0% will only apply in fiscal years where the market value of the UEP exceeds the UEP Inflation Tracking Target by at least 15.0% for the previous calendar year end.
8. In any particular fiscal year should the Rate of Return be less than the Effective Rate of Spending whereby Investment Earnings are insufficient to fund total spending, encroachment of Endowment Principal will be used to fund the deficiency, with the expectation that such amounts will be recovered from future Capitalized Investment Earnings. If pursuant to the review in section 9 of this policy it is determined that the encroachment is no longer temporary, an adjustment will be made to the Annual Spending Allocation and/or the Administrative Assessment.
9. The Board Investment Committee shall review this spending policy on an annual basis for continued appropriateness. As outlined in the Board Investment Committee's Terms of Reference any required changes will be presented to the Board of Governors for approval.

DEFINITIONS

These terms and definitions apply to this policy with no implied or intended institution-wide use.

Administrative Assessment	Indirect cost recovery for centrally funded goods and services that support the activities of the endowed programs.
Annual Spending Allocation	Amount allocated to fund the activities of the endowed programs.
Base Unit Spending Amount	The average Unit Market Value (UMV) for the 36 months ending December 31, 2010 multiplied by a spending rate of 4.25%.
Capitalized Investment Earnings	The excess of Investment Earnings less total spending which includes the Annual Spending Allocation, the Administrative Assessment and Direct Costs. Capitalized Investment Earnings will be permanently endowed.
Direct Costs	All expenditures that are directly attributable to the Unitized Endowment Pool's investment program, including but not limited to; external investment manager costs, custodial bank charges, consulting fees and the costs of the Investment & Treasury unit within Financial Services.
Effective Rate of Spending	The total of the Administrative Assessment, Annual Spending Allocation, and Direct Costs expressed as a percentage of the market value of the assets in the Unitized Endowment Pool.

Endowment Principal	The total of endowment contributions and cumulative Capitalized Investment Earnings.
Inflation Tracking Target	Total cumulative endowment contributions indexed by Total CPI.
Investment Earnings	The total of realized and unrealized investment earnings and losses on the assets of the UEP for any given fiscal year; where realized investment earnings and losses are typically made up of interest, dividends, rents and capital gains/losses arising from the sale of investments; unrealized investment earnings and losses represent the change in fair value of assets held.
Rate of Return	The percentage change in the value of an asset, including interest and dividends, over an evaluation period.
Real	Used in conjunction with asset values and rates of return and restates these nominal amounts for movements in the consumer price index.
Total CPI (Consumer Price Index)	A Statistics Canada index of retail prices for goods and services. Increases in the CPI are also referred to as increases in the cost of living and are directly correlated to increases in inflation. As published by the Bank of Canada at: http://www.bank-banque-canada.ca/en/cpi.html
Unit Market Value	The value of one unit in the Unitized Endowment Pool, calculated monthly by taking the market value of the assets held in the UEP and dividing that amount by the number of units outstanding.
Unitized Endowment Pool (UEP)	The pooling of investment assets accumulated by or donated to the University for endowment purposes to facilitate investment management and administration of the funds.

RELATED LINKS

Should a link fail, please contact the policy's Office of Administrative Responsibility (see header).

[Endowment Procedures](#)

[Legal and Administrative Aspects of Endowments](#)

[Statement of Investment Principles and Beliefs](#)

[Unitized Endowment Pool Investment Guidelines](#)

[Unitized Endowment Pool Spending Allocation Estimator](#)

[University Funds Investment Policy](#)

Approved:

December 8, 2011 by Board Investment Committee

February 10, 2012 by Board of Governors

Unitized Endowment Pool (UEP) Spending Policy

Office of Accountability:	Vice-President Finance and Administration
Office of Administrative Responsibility:	Financial Services
Approved By:	Board of Governors

Overview

The Unitized Endowment Pool (UEP) is intended to support current and future ~~operations of the University beneficiaries~~ in perpetuity. The UEP Spending and University Funds Investment policies are interrelated and designed to maintain the real value of the UEP over time in order to preserve the future purchasing power of the assets. The investment goal of the UEP is to achieve a long-term Rate of Return that ~~in~~ Real terms shall equal or exceed the Effective Rate of Spending established in the UEP Spending Policy, and to do so at an acceptable level of risk. Both the University Funds Investment Policy and the UEP Statement of Investment Principles and Beliefs state that strategies should be pursued that offer the opportunity to increase the Real value of the fund provided there is strong and stable support for the current generation ~~of beneficiaries~~.

A prudent level of spending is one that reflects an investment Rate of Return achievable with acceptable levels of risk. The current expected Real investment Rate of Return is between 5.00% and 5.50%. The annual review of the UEP Spending Policy is designed to ensure that it remains appropriate with respect to the UEP's overall goals and objectives.

~~For the fiscal year commencing April 1, 2009 the percentage spending rate was temporarily reduced to 3.50% to help restore the Real value of the UEP in response to a decline in the market value of its assets.~~

Purpose

The purpose of this Spending Policy in conjunction with the University Funds Investment Policy is to preserve and to grow the Real value of endowment assets over time, while maintaining a strong and stable level of support to the current ~~operations of the University generation of beneficiaries~~.

POLICY

Spending from the UEP shall be in accordance with the following procedures effective fiscal years commencing April 1, ~~2010~~2011:

1. Endowment contributions purchase units in the UEP based on the Unit Market Value (UMV) at the beginning of the month in which the contribution is received.
2. The Annual Spending Allocation is distributed to endowment holders on a monthly basis.
- ~~3. For the fiscal year commencing April 1, 2010 the Annual Spending Allocation shall be based on the number of units held by each endowment multiplied by a spending rate of 3.80% and the average UMV for the 36 months ending December 31, 2009, subject to sections 7 and 8 of this policy.~~
- ~~4.3.~~ For the fiscal year commencing April 1, 2011 the Annual Spending Allocation shall be based on the number of units held by each endowment multiplied by a spending rate of 4.25% and the average UMV for the 36 months ending December 31, 2010, subject to sections ~~7-6~~ and ~~8-7~~ of this policy.
- ~~5.4.~~ For the fiscal year commencing April 1, 2012, and all subsequent fiscal years, the Annual Spending Allocation shall be based on the number of units held by each endowment multiplied by the Base Unit Spending Amount, adjusted annually by the percentage change in Total CPI (Consumer Price Index) for the prior calendar year, subject to sections ~~7-6~~ and ~~8-7~~ of this policy. The minimum annual CPI

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adjustment shall be 0.00% and the maximum shall be 5.00%. If the market value of the UEP does not exceed the UEP Inflation Tracking Target by at least 10.0% for the previous calendar year end, the inflation adjustment shall be 0.00%.

~~6-5.~~ The fund shall be subject to such Administrative Assessments as may be approved by the Board from time to time. This Administrative Assessment shall be in addition to Annual Spending Allocation and Direct Costs associated with the endowment investment program. The administrative assessment rate is presently 0.50% and shall be calculated in accordance with sections ~~3-43~~ and ~~5-4~~ of this policy.

~~7-6.~~ Effective April 1, ~~2040-2011~~ the total of the Annual Spending Allocation, the Administrative Assessment and the Direct Costs will be subject to a minimum 4.0% floor and a maximum 6.0% ceiling of the average UMV for the previous calendar year multiplied by the total number of units outstanding. If the 6.0% ceiling is breached, the Annual Spending Allocation and the Administrative Assessment will be proportionately reduced to ensure that total spending, including Direct Costs equals 6.0%. If the 4.0% floor is breached, the Annual Spending Allocation and the Administrative Assessment will be proportionately increased to ensure that total spending, including Direct Costs equals 4.0%, subject to section ~~8-7~~ of this policy.

~~8-7.~~ The minimum total spending of 4.0% will only apply in fiscal years where the market value of the UEP exceeds the UEP Inflation Tracking Target by at least 15.0% for the previous calendar year end.

~~9-8.~~ In any particular fiscal year should the Rate of Return be less than the Effective Rate of Spending whereby Investment Earnings are insufficient to fund total spending, encroachment of Endowment Principal will be used to fund the deficiency, with the expectation that such amounts will be recovered from future Capitalized Investment Earnings. If pursuant to the review in section 9 of this policy it is determined that the encroachment is no longer temporary, an adjustment will be made to the Annual Spending Allocation and/or the Administrative Assessment.

~~10-9.~~ The Board Investment Committee shall review this spending policy on an annual basis for continued appropriateness. As outlined in the Board Investment Committee's Terms of Reference any required changes will be presented to the Board of Governors for approval.

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Direct Costs All expenditures that are directly attributable to the Unitized Endowment Pool's investment program, including but not limited to; external investment manager costs, custodial bank charges, consulting fees and the costs of the Investment & Treasury unit within Financial Services.

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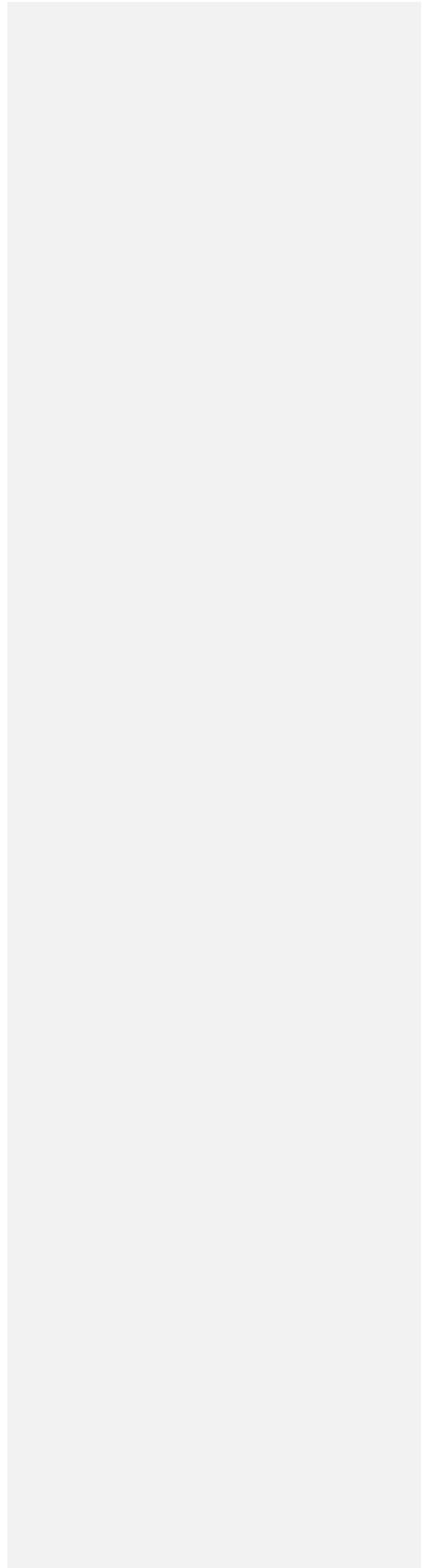
[University Funds Investment Policy](#)

Approved:

December ~~9, 2009~~, 2011 by Board Investment Committee

~~January 29, 2010~~ February 10, 2012 by Board of Governors

DRAFT



Unitized Endowment Pool (UEP) Spending Policy

Office of Accountability:	Vice-President Finance and Administration
Office of Administrative Responsibility:	Financial Services
Approved By:	Board of Governors

Overview

The Unitized Endowment Pool (UEP) is intended to support current and future operations of the University in perpetuity. The UEP Spending and University Funds Investment policies are interrelated and designed to maintain the real value of the UEP over time in order to preserve the future purchasing power of the assets. The investment goal of the UEP is to achieve a long-term Rate of Return that in Real terms shall equal or exceed the Effective Rate of Spending established in the UEP Spending Policy, and to do so at an acceptable level of risk. Both the University Funds Investment Policy and the UEP Statement of Investment Principles and Beliefs state that strategies should be pursued that offer the opportunity to increase the Real value of the fund provided there is strong and stable support for the current generation.

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for the prior calendar year, subject to sections 7 and 8 of this policy. The minimum annual CPI adjustment shall be 0.00% and the maximum shall be 5.00%. If the market value of the UEP does not

exceed the UEP Inflation Tracking Target by at least 10.0% for the previous calendar year end, the inflation adjustment shall be 0.00%.

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7. Effective April 1, 2010 the total of the Annual Spending Allocation, the Administrative Assessment and the Direct Costs will be subject to a minimum 4.0% floor and a maximum 6.0% ceiling of the average UMV for the previous calendar year multiplied by the total number of units outstanding. If the 6.0% ceiling is breached, the Annual Spending Allocation and the Administrative Assessment will be proportionately reduced to ensure that total spending, including Direct Costs equals 6.0%. If the 4.0% floor is breached, the Annual Spending Allocation and the Administrative Assessment will be proportionately increased to ensure that total spending, including Direct Costs equals 4.0%, subject to section 8 of this policy.
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[University Funds Investment Policy](#)

Approved:

December 9, 2009 by Board Investment Committee

January 29, 2010 by Board of Governors

Excerpt from Auditor General's Report to the Audit Committee for March 31, 2011

The following is an excerpt from the Auditor General's report to the Audit Committee for the year ended March 31, 2011:

1.1 Endowment spending policy

Background

The University had about \$717 million of endowment funds at March 31, 2010. Earnings from endowment investments support student awards, research and teaching. Each year, the University limits spending of endowment earnings to a percentage set out in its Endowment Spending Policy. Investment managers manage the endowment funds in accordance with the University's policies and investment objectives. The Board Investment Committee approves these policies. The University's investment policy states the objective is to protect and grow the real value of endowment investments.

The Post-secondary Learning Act allows a board to alter the terms and conditions of a trust to withhold income from distribution or to encroach on the capital of the trust to avoid fluctuations in the amounts distributed, as long as it does not impair the long-term value of the fund. Thus, in years of investment losses or when endowment investment earnings are insufficient to cover the endowment related expenses, the University must make two separate but related decisions:

- How much to spend—this includes reviewing the spending rates.
- How to fund the endowment related expenses—While the Post-secondary Learning Act allows the University to temporarily encroach on endowment investments to maintain the level of spending, the University may also decide to fund some expenses from operations, request additional contributions from donors or pay some expenses from a fund established specifically to use in years of investment losses, without possibly encroaching on endowments. We noted that Alberta post-secondary institutions implemented, for various reasons, different policies based on these options.

Observations

We reviewed the University's investment committee policy manual, the statement of investment principles and beliefs, and the statement of investment policies and procedures. We also reviewed the University's processes to document the analysis, decisions and approval related to how the spending will be funded. We found that the University:

- Annually calculates the current state of the endowment pool showing original donations and the comparative inflation adjusted amount.
- Provides sensitivity analysis based on different spending rate scenarios, and their effect on the endowment pool.
- Has a process to bring forward spending rate decisions to the board.

However, the University's Unitized Endowment Pool spending policy do not address the University's policy on funding endowment-related expenses in years of investment losses or years of insufficient endowment-related earnings. We recognize that the University analyzes the spending rates and budgets for the endowment-related expenses as part of the annual budgeting processes. However, the University's policies and processes are unclear about if, when and how it should consider options such as funding from operations or new donations, and if so, what approvals it requires for the chosen options if the actual results significantly differs from the budget. Also, if the University decides to encroach on

endowments in year of insufficient investment income, it is unclear what approvals are required to encroach.

The University's past practice has been to fund the endowment-related expenses from cumulative capitalized income and repay this encroachment over time, through future investment income. While the Post-secondary Learning Act provides the Board the authority to alter the terms and conditions of endowments, it does not provide management with the approval to do so. Without clear policies, it is unclear what approvals are required from the Board.

Management's comments

Management agrees and will clarify the following in the applicable policies:

- *The approvals required.*
- *Guiding principles in determining the funding options.*

OUTLINE OF ISSUE

Agenda Title: **Proposal for a Master of Coaching (MCoach) Degree Program Offered by the Faculty of Physical Education and Recreation**

Motion: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee, approve the proposed (new) Master of Coaching (MCoach) degree program, as set forth in Attachment 1, to take effect in September, 2012.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; and Kerry Mummery, Dean, Faculty of Physical Education and Recreation; and Stewart Petersen, Associate Dean (Graduate Programs), Faculty of Physical Education and Recreation
Presenters	Carl Amrhein, Provost and Vice-President (Academic)
Subject	Proposed Master of Coaching (MCoach) Degree Program to be Offered by the Faculty of Physical Education and Recreation

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To offer a MCoach degree to students seeking high-quality graduate education in sport coaching and related topic areas.
The Impact of the Proposal is	To develop coaches well prepared for careers in the field of advanced and professional sport coaching, primarily at post-secondary institutions and within the amateur sport system.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2012.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i> and <i>Dare to Discover</i> values: enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	Post-Secondary Learning Act (PSLA): 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). 2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning

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(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).

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

4. **PSLA:** 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)).

5. **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.”

6. **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*). [...]

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.”

7. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature.

Item No. 6.1

ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (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)

8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):

"NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.

- a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions. (3.8.)"

9. Board Learning and Discovery Committee (BLDC) Terms of Reference:

"3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:
[...]

- c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.] [...]

4. LIMITATIONS ON DELEGATION BY THE BOARD

This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...]

- b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree)."

Item No. 6.1

	10. PSLA: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Faculty of Physical Education and Recreation Faculty Council (September, 2011)
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Council (for recommendation) – November 16, 2011; GFC Academic Standards Committee (for recommendation on proposed admission/transfer requirements) – December 15, 2011; GFC Academic Planning Committee (for recommendation) – January 11, 2012; Board Learning and Discovery Committee (for recommendation) – January 23, 2012; Board of Governors (for final approval) – February 10, 2012
Final Approver	Board of Governors

Attachments:

1. Proposed Master of Coaching Degree Program to be offered by the Faculty of Physical Education and Recreation – Template C (with GFC ASC-Recommended Proposed Admission/Transfer Requirements (Highlighted in Yellow)) (pages 1 – 25)

Prepared by: René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research,
rene.poliquin@ualberta.ca

Revised: 2/10/2012

Program Approval Template C

Program changes are essential to program viability and maintenance of program quality and service to both the student and society. They flow from institutional vigilance and continued review of the needs of society and students. They are also carefully monitored for quality through established institutional processes (see *Quality Assurance at Alberta's Universities*).

This Template is a common form that will be used for central vetting and approval at Alberta's public universities, submitted to the Minister of Alberta Advanced Education for system coordination review and subsequent referral to the Campus Alberta Quality Council (CAQC) for its review and recommendation. Council will also expect the University's request and rationale for a fully-expedited review (in advance or at the same time as the system coordination submission). If the Ministry and/or Council determines that more information is required and/or a partially-expedited review is necessary, that will be communicated to the University as soon as possible. Note that individual universities will develop their own version of the Template, which may list additional questions after the set of common ones.

This Template applies to

- New degree programs in a new discipline or level that involve new program structures and/or significant faculty, course offerings, or other resource expansion (eg, BA in German at Athabasca University).

Basic Information

1. Title of the program: Master of Coaching (MCoach)
2. Proposed start date: September 2012
3. Length of the program (years): Two years if full-time, up to six years if part-time
4. University and academic unit: University of Alberta, Faculty of Physical Education and Recreation (FPER)
5. Collaborating partners at other institutions: NA
6. Contact person, with telephone and e-mail address: Stewart Petersen, Associate Dean (Graduate), 780-492-0996, stewart.petersen@ualberta.ca
7. Completed/proposed approval path: Faculty Council (FPER), Faculty of Graduate Studies and Research (FGSR) Council, Academic Standards Committee (ASC) Sub-committee on Standards (SOS), Full ASC, Academic Planning Committee, Board Learning and Discovery Committee
8. Attach proposed program and course University Calendar descriptions, overall program structure and requirements, and other supporting documentation.

8.1 Proposed Calendar Description

Please refer to Appendix A for full and detailed changes to section 150 (Physical Education and Recreation) and section 205 (Faculty of Graduate Studies and Research) of the UA Calendar resulting from this degree.

Calendar section 150 (Faculty of Physical Education and Recreation)

In this section of the UA Calendar, only minor changes are made to include the MCoach degree as an option for graduate study in the Faculty of Physical Education and Recreation. Other minor changes include addition of the faculty website and updating some language to be consistent with current terminology.

Calendar section 205 (Faculty of Graduate Studies and Research)

In this section of the UA Calendar, reference to the MCoach program is included in various sections as an option for graduate study in the Faculty of Physical Education and Recreation.

Matters such as entrance requirements and financial assistance are consistent with our other masters' degrees.

Under a new section entitled The Degree of MCoach, there is a full description of the degree. It is a course-based degree, distinguished by the requirement to complete a coaching practicum under the supervision of a mentor coach.

Students entering the MCoach program must possess a bachelor's degree. An undergraduate degree in physical education, kinesiology or related field is recommended.

The requirements of the degree include the completion of 30 credits (*30), including *18 of required courses and *12 of optional courses. The required courses include one of two courses in research methodology, a graduate seminar on coaching issues, the coaching practicum and the capping exercise.

MCoach students may choose, as optional courses, relevant graduate courses offered by other faculties. All optional courses must be approved by the academic supervisor.

There is no residency requirement for the MCoach degree program. The time required to complete the program will vary according to factors such as the previous training of the applicant, the availability of courses and the nature of the project undertaken. Normally a minimum of two years is required to complete the program. MCoach candidates must complete all the requirements within six years of the term in which they first register.

8.2 Course Descriptions (with explanatory notes enclosed in [])

8.2.1 Required Courses (*18)

PERLS 580 (*3) Scientific Inquiry and Quantitative Research Methodology

(either term). A study of basic philosophical issues, methodology and methods used by researchers in physical activity, sport, recreation and leisure. The emphasis of this course will be on quantitative inquiry.

[this course was formerly PEDS 580. The new course title and description will appear in the 2012-2013 UA Calendar]

Or

PERLS 581 (*3) Scientific Inquiry and Qualitative Research Methodology

(either term). An examination of philosophical issues and contemporary research methodologies in the fields of physical activity, sport, recreation, and leisure. The emphasis of this course will be on qualitative inquiry.

[the course title and description were recently changed and will appear as above in the 2012-2013 UA Calendar]

PEDS 572 (*6) Coaching Practicum

(two term, variable). Students will be required to coach for a complete season as head coach or assistant coach with major responsibilities in High Performance program approved by the student's Coaching Mentor. The purpose of the practicum is to provide students with practical experience of running their own High Performance program for an entire duration of 1 annual cycle that will include 1 competitive season. Note: a minimum of 250 hours of outside-classroom time is required. Prerequisite: consent of the Faculty.

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). Coaching Issues

[note that PERLS 582 is a seminar course that allows exploration of special topics. The course designation is also used to pilot new graduate courses. The Coaching Issues course has been offered as a pilot course under the PERLS 582 designation. It is expected that a new course proposal will follow]

PERLS 900 (*6) Directed Research Project

(variable, unassigned). A significant piece of scholarly writing. This course used by course-based Master's students.

8.2.2 Optional Courses (*12)

Highly Recommended Courses

PEDS 511 (*3) Exercise Testing and Exercise Prescription

(either term). The theory and practice of exercise tests, interpretation, and exercise prescription for selected populations.

PEDS 540 (*3) The Psychology of Performance Enhancement in Sport and Physical Activity

(either term). This seminar focuses on the role of psychology as it relates to performance enhancement in the areas of sport and physical activity. Performance constructs and skills along with mental skills training programs will be discussed and evaluated.

PEDS 541 (*3) Positive Youth Development Through Sport and Physical Activity

(either term). Positive Youth Development (PYD) is a strength-based conception of childhood and adolescence. From the PYD Perspective, youth are viewed as 'resources to be developed' rather than 'problems to be managed.' Through this course the potential for promoting positive youth development through sport and physical activity will be explored. Prerequisites: PEDS 403, or equivalent, or permission of the instructor.

PEDS 544 (*3) Psychosocial Dimensions of Athletic Behaviour in the Competitive Sport Environment

(either term). A theoretical analysis of psychosocial constructs in sport including competitive anxiety, motivation, perfectionism, burnout, aggression, moral reasoning, enjoyment, and sport injury. Frequently examines the construct validation processes that researchers employ in the development of latent constructs and associated nomological networks.

PERLS 575 (*3) Coaching Knowledges

(either term). A critical examination of the construction of coaches' knowledge and what makes coaches effective.

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). Sport Physiology

[note that PERLS 582 is a seminar course that allows exploration of special topics. The course designation is also used to pilot new graduate courses. Sport Physiology was offered as a pilot course in the fall of 2010. It will be offered again in Fall 2012 as a pilot course under the PERLS 582 designation and then it is intended that a new course proposal will follow]

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). Communication Skills and Strategies in Sport and Physical Activity

[note that PERLS 582 is a seminar course that allows exploration of special topics. The course designation is also used to pilot new graduate courses. The Communication Skills course has been offered as a pilot course under the PERLS 582 designation. It is expected that a new course proposal will follow]

Other Relevant Courses Offered by FPER

PEDS 512 (*3) Selected Topics in Advanced Exercise Physiology

(either term). Covers the acute and chronic response to exercise through an increased understanding of the mechanisms and adaptations that occur within the human body. Invited guest speakers will present topics of current interest that may include different sport modalities, different populations or different disease states to assist in the exploration of the field of exercise science. Lectures are the same as for PEDS 412, but with additional assignments and evaluation appropriate to graduate studies. This course may not be taken for credit if credit has already been obtained in PEDS 412. Prerequisite: Consent of Faculty.

PEDS 518 (*3) Hormonal Response to Exercise

(either term). Designed to increase the student's knowledge about normal endocrine physiology and the normal response to acute and chronic exercise. Variables that influence the hormonal response to exercise and its subsequent measurement in circulation will be addressed. The use of hormonal analysis for monitoring health, body composition and training status of athletes will also be discussed. Offered in alternate years.

PEDS 530 (*3) Adapted Physical Activity

(either term). Seminar on current theoretical, practical and research issues in adapted physical activity.

PERLS 506 (*3) Socio-cultural Perspectives on the Body and Health

(either term). Examines contemporary socio-cultural discussions and debates regarding the body as a social phenomenon, with a particular focus on understanding intersections of the body, physical activity, exercise and health. In doing so, questions regarding social construction, representation and regulation of bodies as well as experiences of embodiment will be examined.

PERLS 507 (*3) Sport and Popular Culture

(either term). An examination of the place of sport in contemporary Canadian popular culture, with three principal aims: 1) To offer an introduction to Cultural Studies and its key concepts; 2) To give students a chance to think about how social difference and inequality work in contemporary Canadian society, and how it is reflected in the world of sport and leisure; and 3) To examine the effects of both cultural and economic globalization on sport and Canadian society.

PERLS 550 (*3) Sport and Leisure Organizations and the Public Sector

(either term). Emphasis is on the role of the federal, provincial and municipal governments in Canada in amateur sport and leisure including the interorganizational relations between the public sector and nonprofit/voluntary amateur sport and leisure organizations.

PERLS 551 (*3) Organizational Analysis of Sport and Leisure

(either term). Concepts and perspectives in organizational theory are examined in relation to sport and leisure organizations in the public, nonprofit/voluntary, and commercial sector to help students understand and analyze the complexity of managing sport and leisure organizations effectively. Topics include, but are not limited to, organizational design, organizational environments, strategy and decision-making, organizational culture, power and politics, and conflict and change.

PERLS 577 (*3) Sport and Ethics

(either term). An examination of ethical problems in sport. Prerequisite: PEDS 401 or consent of Faculty.

PERLS 582 (*3) Graduate Seminar: A Seminar in Current Factors, Problems and Issues

(either term). [Note there are typically several PERLS 582 courses offered each year by various professors. Topics span all disciplines and many of these courses may be suitable for coaching students).

PERLS 590, 591 and 599 (*3) Directed Studies and Research

(either term). [Master of Coaching students will normally be eligible to enroll in a maximum of two directed study courses].

Optional Courses from Other Faculties

MCoach students may choose, as optional courses, relevant graduate courses offered by other faculties. All optional courses must be approved by the academic supervisor.

Rationale and Quality

9. Provide an overview of the program, including distinctive features relative to existing offerings, the modes of program delivery available, and any experiential components.

Program Overview

The MCoach degree program will require *30 credits of course weight. All students must complete one of two research methodology courses (either PERLS 580 or PERLS 581, each *3), PEDS 572 (Coaching Practicum, *6), PERLS 582 (Coaching Issues, *3) and PERLS 900 (*6), the capping exercise. The remaining credits may include graduate courses from within or outside of FPER. Optional course choices must be approved by the academic supervisor.

Distinctive features

Admission to the MCoach degree program will have the same requirements as for other degrees (e.g., GPA, references, match with a supervisor) but in addition, recommendations for admission will be based on the ability to provide both an academic supervisor and a mentor coach.

Experiential Components

The MCoach degree is the only graduate program in FPER to provide a practicum course under the supervision of a mentor coach. Other students in our other masters' degree programs will not have access to the practicum.

10. What is the rationale for the proposed new program?

Approximately a decade ago, the Faculty of Physical Education and Recreation (FPER) designed a series of courses to allow graduate students to complete the course-based MA degree while "specializing" in the field of coaching. At the risk of oversimplification, the program was designed to provide opportunities for the development of career coaches. Several courses were developed to provide specific opportunities for these students (e.g., PEDS 570, PEDS 571, PEDS 572). Apparently, the original intent was to make this program an actual specialization option within the course-based MA program (e.g., Coaching Specialization), however this was not done.

Demand has been consistently high with approximately 10 – 12 applications specifically for this option within the course-based MA. Normally, about three or four applications each year come from International students. Approximately six new students are admitted each year. Completion rate has been very high and importantly, most of the graduates have been successful in obtaining full-time coaching positions, usually at post-secondary institutions. At the time of writing, there are nine students enrolled. Of the 20 students who have completed, 16 are known to be working as coaches and two are enrolled in doctoral studies.

Coach education and development is a priority for FPER and as such, the development of a professional graduate degree in coaching is consistent with our vision of the future. In essence, this proposal focuses on translating a very successful initiative *within an existing degree* program (course-based MA) into a more appropriately *named degree* program (Master of Coaching).

11. Outline the University's demonstrated expertise and capacity in this program area. For graduate programs - address the experience of the unit in advanced work and your ability to deliver a quality program by commenting on your depth in the discipline. Provide a list of the names and expertise of faculty members and, where available, the progress of students who have already graduated.

FPER is uniquely positioned for leadership in this area of graduate study. We house the most successful inter-university sports program in Canada. While the Golden Bears and Pandas teams win many championships, the success of the program goes far beyond medals. Our program was a pioneer in appointing full-time coaches and developing a career path for varsity coaches that is similar in many ways to the professorial career path. We were likely the first and remain one of the few programs with a formal Coach Evaluation Committee (CEC) process that is modeled on the Faculty Evaluation Committee (FEC) process.

Our varsity coaches make formal contributions to the academic programs within FPER and many of our professors and graduate students provide "sport science" support to the teams. Our Faculty is very proud of the integrated model and continued development of integration is a high priority for the future. Finally, the sport and academic components of the Faculty are complemented by several centres (e.g., Canadian Athletics Coaching Centre) that offer unique educational and professional development opportunities.

It should be pointed out that many graduate students in FPER complete thesis-based MA or MSc degrees in complementary areas of study such as sport psychology, sport physiology, athlete health and coaching. The professionally-oriented course-based students share the same courses as the research trainees, which makes for a very rich learning environment. There is a large group of professors, graduate students and coaches who meet regularly as the Coaching Research Group.

Faculty members who may contribute to the MCoach program through teaching and/or academic supervisory roles:

Dr. Pierre Baudin, Faculty Service Officer, Associate Director of Coaching and Sport Science, biomechanics and technical coach for Pandas volleyball

Dr. Gordon Bell, Professor, exercise physiology

Dr. Loren Chiu, Assistant professor, biomechanics and sport fitness and injury prevention

Dr. Jim Denison, Associate professor, coaching theory, Director, Canadian Athletics Coaching Centre

Dr. John Dunn, Professor, sport psychology and consultant to elite athletes

Dr. Vicki Harber, Professor, female athlete development and member of Canadian Sport for Life expert group

Dr. Nicholas Holt, Associate Professor, youth development in sport and sport psychology consultant

Dr. Michael Kennedy, Assistant Professor, athlete health, sport scientist for varsity swimming, field hockey and cross country ski coach

Dr. Dan Mason, Professor, sport management and team/club operations

Dr. Kerry Mummery, Professor and Dean, sport psychology, coaching studies and former professional swim coach

Dr. Stewart Petersen, Professor and Associate Dean (Graduate) exercise physiology

Dr. Ian Reade, Faculty Service Officer, sport management, research in coach education, and Director, Golden Bears and Pandas Athletics

Dr. Wendy Rodgers, Professor and Vice-Dean, health psychology, coaching research group

Dr. William Streat, Professor, sport psychology and communication

Dr. Dan Syrotiuk, Professor, strength and conditioning, exercise physiology and football coach

Coaches who may contribute to the program as mentors for the coaching practicum:

Terry Danyluk, head coach Golden Bears volleyball

Owen Dawkins, head coach Golden Bears and Pandas wrestling

Howie Draper, head coach Pandas hockey

Scott Edwards, head coach Pandas basketball

Laurie Eisler, head coach Pandas volleyball

Greg Francis, head coach Golden Bears basketball

Bill Humby, head coach Golden Bears and Pandas swimming

Rob Krepps, head coach Golden Bears and Pandas curling

Liz Jepsen, head coach Pandas soccer

Stan Marple, acting head coach Golden Bears hockey

Matt Parrish, head coach Pandas rugby

Georgette Reed, head coach Golden Bears and Pandas track and field and cross-country

Jeff Stead, head coach Golden Bears football

Len Vickery, head coach Golden Bears soccer

Administrative staff interested in supporting the MCoach program:

Dr. Joan Matthews-White, Head Athletic Therapist, athlete health

Katie Spriggs, Associate Director Golden Bears and Pandas Athletics, sport management
Jason Lafferty, APO, Academic Programs in FPER, coach education

Progress of some graduates of the MA program:

Serge Lajoie, head coach N.A.I.T. hockey
Brad Poplawski, head coach Grant MacEwan University volleyball
Dawn Sharp, coach University of Calgary rugby
Aaron Schulha, head coach Red Deer College volleyball
Erin McAleenan, Alberta Provincial head coach basketball
Corinna Storey, coach Royal Glenora Club skating
Tim Enger, Technical Director, Football Alberta
Cathy Butlin, high school and Alberta provincial basketball team coach
Cliff Rowein, high school basketball coach
Vanessa Bray, synchronized swimming coach
Alexander Dickson, Golden Bears and St. Francis Xavier Academy soccer coach
Jason Lafferty, Academic APO, FPER and assistant coach Golden Bears football

12. How will the program expose the learner to a high-quality learning experience?

The FPER has been recognized (Unit Review, 2011) as the leading Faculty in Canada in the Physical Education and Recreation domain. FPER has a long-standing reputation for excellence and leadership in sport, research and undergraduate and graduate education. This reputation would not be possible without the long-standing tradition of high-quality learning environments.

FPER has one of the largest cohorts of physical education and recreation graduate students of any Canadian University. Approximately 25% of the cohort are international students. MCoach students will enrol in graduate courses populated by research trainees (MSc and MA students) from related fields (e.g., exercise physiology, sport psychology). While the MCoach is not a research degree *per se*, we believe that it is important for the professionally-oriented students to develop an appreciation for the research process and understand where knowledge comes from.

As noted, a distinctive feature of this degree is the opportunity to put theory into practice through the coaching practicum under the supervision of a mentor coach. Normally, the mentor coach is one of the head coaches from the Golden Bears and Pandas Athletics program, the flagship athletics program in the country.

Finally, we take pride in the success of the graduates from the coaching option within the course-based MA program. As noted, most of the graduates have been successful at obtaining and maintaining employment as professional coaches. This fact is a powerful endorsement of coach education in our faculty.

13. Provide a brief demonstration of external support regarding the value of the program.

Letters of support have been requested from the Coaching Association of Canada, two National Sport Organizations (Volleyball Canada and Curling Canada), the Alberta Volleyball Association and the Canadian Athletics Coaching Centre.

14. Describe how this new program is reflected in the University's strategic and academic plans (eg, *Dare to Discover, Dare to Deliver*), business plan, and accessibility plan.

This degree program will foster the development of high quality coach education and will eventually impact the level of coaching in Canada. We have had significant interest in our coach education initiatives from countries such as Korea, China, Japan and the Czech Republic. With the named-degree designation, the program will highlight the expertise and talented people in FPER. The program will become, we believe, the first choice for graduate level coach education in Canada.

15. Give information on quality assessment, including criteria to be used for continuous evaluation. How will learner outcomes be measured?

MCoach students are admitted only after meeting all admission requirements, achieving a match with a willing academic supervisor, and confirming the ability to provide an appropriate mentor coach to supervise the practicum. We follow similar procedures in our other degree programs and the effort invested *before* admission has historically minimized problems once the student begins their program.

MCoach students are held to the same academic standards as other graduate students. Students are evaluated by professors in their graduate courses and receive grades according to their absolute achievement and relative standing within the individual classes. Students are also evaluated by the mentor coach during the practicum.

The coaching practica are organized and overseen by the Associate Director of Coaching and Sport Science. Each student completes a capping exercise which is a directed research project that reflects the knowledge and skill of the students. Students work closely with the academic supervisor to develop a project proposal and to ensure that the final work product meets expected academic standards. The capping exercise is graded as pass/fail by the student's academic supervisor and another academic faculty member.

The *existing degree* program (coaching option within the course-based MA) has been in place for approximately 10 years and during that time has undergone minor changes to improve quality. This proposal focuses on translation of that success to a more appropriately *named degree* program (Master of Coaching).

Demand and Administration

16. Outline the expected impact of the new program in terms of professional and academic opportunities for current and prospective students.

As noted, the graduates from the coaching option within the current course-based MA have generally been very successful at obtaining and keeping professional coaching positions. We believe that the MCoach designation will enhance the attractiveness of the program to high-quality prospective students and may assist in the marketability of graduates.

It is understood that students currently enrolled in the course-based MA program (coaching option) may apply to transfer to the MCoach program once the new degree has been approved.

17. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units. Include current enrolment where applicable.

As explained in the rationale (#10), the program has been in existence informally through the course-based MA degree. This proposal is intended to formalize and recognize the field of coaching studies within our Faculty. Therefore, no impact is anticipated because the same number of students studying coaching in the course-based MA will move to the MCoach program. There will be no significant impact on library resources as the array of books and journals already held in our library system is adequate to support the program.

Student Numbers

Historically, approximately six students have been admitted each year and it is expected that this trend will continue as it has proven to be sustainable. In any given year, we expect to admit approximately 6 – 8 students to the Master of Coaching program. It should be stressed that admission is based on several factors beyond the ability of the student to meet the admission requirements, including a suitable match with an academic supervisor and the ability of the Faculty to provide an appropriate mentor coach.

18. 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.

We do not anticipate any significant impact on other programs or regulatory bodies. Graduate education in coaching is a priority for FPER and we have been, and intend to continue to be, leaders in this field. The MCoach program will complement other programs in Canada.

There is no similar program in Alberta. The University of Western Ontario (UWO) offers a course-based master's program in coaching studies that is very similar to the current MA in FPER. The geographical separation between UWO and the University of Alberta is significant enough to suggest that the programs probably do not compete for the same pool of applicants. The University of Victoria (UVIC) offers a course-based Master of Education (MEd) in Coaching Studies (CS). This is a summer-based program that is traditionally populated by teachers. The program is well subscribed however there are some essential differences. The UVIC program differs from our current and proposed programs in that the CS students are segregated from the research trainees and take a defined program of courses. The differences are substantive enough to suggest that the two programs are not in direct competition.

19. Provide a program implementation plan by academic year (start to maturity). Include the impact on any programs being phased out, particularly with regard to resources and support.

As noted several times previously, approximately six new students are expected each year. This is well supported by the historical admission of students electing to study coaching within the course-based MA.

The currently available option to study coaching within the course-based MA will transition to the Master of Coaching program. Therefore, students "lost" to the course-based MA will be "found" in the MCoach program. No impact is expected.

20. Describe how the proposed program fits within the broader Alberta post-secondary system. Is it unique to the province, the country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted? How does the program advance Campus Alberta?

Please see #18 above. There is no similar program in Alberta. The transition of the very successful coaching option within the course-based MA to a named professionally-oriented degree is viewed as a progressive step.

21. Describe the current student demand for the new program.

See #10 and #17 above.

22. Is there labour market demand for this program? What steps were taken to assess labour market demand? The demand analysis should be supported with relevant data.

As noted above, 18 of 20 graduates from the currently available program of graduate coaching studies in FPER have successfully obtained professional coaching positions or have gone on to doctoral studies. We view this as a powerful endorsement of the demand for graduates in this field.

23. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.

Letters of support from external organizations were requested after the proposal was approved by FPER Faculty Council. Discussion has occurred with the Coaching Association of Canada, representative National Sport Organization (Volleyball and Curling), a representative Provincial Sport Organization (Volleyball), and the Canadian Athletics Coaching Center. In addition, we have requested letters of support from two other Universities (Victoria and Western Ontario) that offer masters degrees in coaching studies.

24. Provide evidence that employers will provide sufficient placements to support the clinical, coop and work experience requirements of the program.

The experiential component of the program (coaching practicum) is normally completed within the Faculty (Golden Bears and Pandas Athletics) and therefore the reliance on external agencies will be minimal. The ability to provide a suitable practicum environment is an important consideration prior to admission. Cases where a student required a mentor coach from outside our Faculty would be viewed as exceptional and would be dealt with on an individual basis prior to admission.

25. Describe the opportunities graduates will have for progression to further study in this field or in professional fields. Provide evidence of consultation.

The professional nature of the course-based MCoach is not designed to facilitate entry into research-based doctoral programs, which would be the normal avenue for further progression in the academic realm. An earned graduate degree is considered a requirement for coaching positions at many Canadian and American universities, and therefore, this degree will contribute to placement of graduates in these positions.

26. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, computers, space, practicum liability insurance, student services, administrative services (eg, Registrar's Office), as applicable) for the proposed change, and, if so, where will those resources come from? Provide a budget for any long-term or one-time implementation costs. Provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

The resource implications associated with this proposal are absolutely minimal and potentially nil. There is currently the option to study coaching within the course-based MA program, which has been in place for approximately 10 years. The MCoach program will *replace* this option with a named, professional degree. As such, there is no net growth in our graduate program but in effect, the number of students within the existing option of the MA will transition to an equivalent number of students within the MCoach.

We have made it clear that there are no expectations for substantial growth in student numbers. While there has been a very healthy demand for graduate education in coaching, enrolment has been, and will continue to be, constrained by several factors such as the ability to match applicants with academic supervisors and mentor coaches. The administrative infrastructure to support the program is already in place within FPER, primarily within the Graduate Program and through the office of the Associate Director of Coaching and Sport Science.

A Library Impact Statement has been provided (Appendix B). It should be emphasized that the resources to support this program are already in place within our library system. No additional demand on the University of Alberta Library will result from this proposal.

Additional Questions – University of Alberta

19. How will this proposal distinguish the University of Alberta from other post-secondary institutions?
There is no similar program in Alberta, and only a few in Canada. The U of A is already recognized nationally and internationally for leadership in this field. The implementation of the MCoach degree will contribute to continued recognition in the field.
20. How will research, scholarly work, and teaching be integrated to enhance student learning?
Completion of *18 credits of graduate courses (including a course in research methodology) will contribute to student learning. The capping exercise (PERLS 900, *6, Directed Research Project) introduces the student to applied research in their chosen field of coaching studies and requires the completion of a substantial scholarly work product.
21. Further to Question #15 above, when should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

Consistent with past practice in FPER, the program should be reviewed approximately five years after implementation. We suggest that an internal review panel should consist of stakeholders including the Associate Dean (Graduate), the Associate Director of Coaching and Sport Science, the Director of Athletics, and representatives from the professorial and coaching members of Faculty Council. The review panel could include representatives from another academic unit on campus and possibly from an external agency such as the Coaching Association of Canada or a Provincial or National Sport Organization (e.g., Volleyball Canada). Feedback from program administrators, academic supervisors, course instructors, mentor coaches, students and employers is viewed as essential to the review process.

Appendix A – Detailed University Calendar Version

Faculty of Physical Education Section 150

CURRENT	PROPOSED
<p>154.5 Graduate Study</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of MA, MSc, and PhD in Physical Education and Sport Studies, and to MA and PhD degrees in Recreation and Leisure studies. The MA degrees are available in a course-based as well as a thesis-based format. In addition, the Faculty, with the Faculty of Business, offers a course-based MBA program with specialization in Leisure and Sport Management.</p> <p>For further information, write to the Office of the Associate Dean (Graduate Programs) of the Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB, T6G 2H9. Refer to the Faculty of Graduate Studies and Research section (§205) for more information regarding regulations.</p>	<p>154.5 Graduate Study</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of MA, MSc, <u>MCoach</u> and PhD <u>in many disciplines related to the broad areas of physical education, sport, kinesiology, sport, recreation and leisure.</u> The MA degrees are available in a course-based as well as a thesis-based format. <u>The MCoach degree is a course-based degree.</u> In addition, the Faculty, with the Faculty of Business, offers a course-based MBA program with specialization in Leisure and Sport Management.</p> <p>For further information, write to the Office of the Associate Dean (Graduate Programs) of the Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB, T6G 2H9.</p> <p><u>For detailed information on graduate studies, refer to www.physedandrec.ualberta.ca</u></p> <p>Refer to the Faculty of Graduate Studies and Research section (§205) for more information regarding regulations.</p>

Faculty of Graduate Studies and Research section 205

CURRENT	PROPOSED
<p>205.58.1 General Information</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of Master of Arts, Master of Science, and Doctor of Philosophy. The areas available for study are listed below. For detailed information refer to www.physedandrec.ualberta.ca</p> <ul style="list-style-type: none"> Active Healthy Children Adapted Physical Activity Analysis of Human Movement Athlete Health Exercise Physiology and Biochemistry Behavioural Medicine and Health Psychology Coaching Sport Psychology Sport and Leisure Organizations Recreation and Leisure Studies Sociological and Cultural Studies of Sport and Leisure <p>The Faculty of Business, in conjunction with the Faculty of Physical Education and Recreation, offers an MBA with specialization in Leisure and</p>	<p>205.58.1 General Information</p> <p>The Faculty of Physical Education and Recreation offers programs leading to the degrees of Master of Arts, Master of Science, <u>Master of Coaching</u> and Doctor of Philosophy. The areas available for study are listed below. For detailed information refer to www.physedandrec.ualberta.ca</p> <ul style="list-style-type: none"> Active Healthy Children Adapted Physical Activity Analysis of Human Movement Athlete Health Exercise Physiology and Biochemistry Behavioural Medicine and Health Psychology Coaching Sport Psychology Sport and Leisure Organizations Recreation and Leisure Studies Sociological and Cultural Studies of Sport and Leisure <p>The Faculty of Business, in conjunction with the Faculty of Physical Education and Recreation, offers an MBA with specialization in Leisure and</p>

Sport Management.

Students wishing to be considered for scholarships must apply before January. The deadline for applications is March 1. Normally students are expected to start their program in September.

Entrance Requirements

The Faculty's minimum admission requirements are an undergraduate degree with an average of at least 3.0 in the last ★60 of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized Institution.

In addition to the above, all non-Canadian students who did not complete an undergraduate degree from an English language institution must pass, with a minimum score of 600 (paper-based) or 88 (internet-based) on the Test of English as a Foreign Language (TOEFL) or 90 on the Michigan English Language Assessment Battery (MELAB), before formal admission approval can be given. (See §203.2.4 of the Calendar for further information on English language examinations.)

The requirements for entry into the relevant master's program is the BPE or BA ~~Recreation Administration~~ degree from the University of Alberta or its equivalent. All students not meeting this entrance requirement will be considered on an individual basis. The normal requirement for admission to the PhD is the MA, MSc, or MA (Recreation and Leisure Studies) degree with a thesis from the Faculty, or the equivalent.

Financial Assistance

A number of graduate assistantships and scholarships are available each year to graduate students.

205.58.2 The Degree of MA

Both a thesis-based and a course-based option are available in the MA degree program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Students entering the course-based MA route must possess a bachelor of physical education or recreation degree or equivalent.

Program Requirements

The minimum requirements for the thesis-based MA are the completion of ★12 in addition to the thesis. All students must successfully complete either PEDS 580 or PERLS 581, as well as an ethics and integrity training requirement of eight hours.

Sport Management.

Students wishing to be considered for scholarships must apply before January. The deadline for applications is March 1. Normally students are expected to start their program in September.

Entrance Requirements

The Faculty's minimum admission requirements are an undergraduate degree with an average of at least 3.0 in the last ★60 of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized Institution.

In addition to the above, all non-Canadian students who did not complete an undergraduate degree from an English language institution must pass, with a minimum score of 600 (paper-based) or 88 (internet-based) on the Test of English as a Foreign Language (TOEFL) or 90 on the Michigan English Language Assessment Battery (MELAB), before formal admission approval can be given. (See §203.2.4 of the Calendar for further information on English language examinations.)

The requirement for entry into the relevant master's program is the BSc (Kinesiology), BPE or BA (Recreation, Sport and Tourism) degree from the University of Alberta or equivalent. All students not meeting this entrance requirement will be considered on an individual basis. The normal requirement for admission to the PhD is the MA, MSc, or MA (Recreation and Leisure Studies) degree with a thesis from the Faculty, or the equivalent.

Financial Assistance

A number of graduate assistantships and scholarships are available each year to graduate students.

205.58.2 The Degree of MA

Both a thesis-based and a course-based option are available in the MA degree program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Students entering the course-based MA route must possess a bachelor of physical education or recreation degree or equivalent.

Program Requirements

The minimum requirements for the thesis-based MA are the completion of ★12 in addition to the thesis. All students must successfully complete either PERLS 580 or PERLS 581, as well as an ethics and integrity training requirement of eight

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA degree program must complete as a minimum, the equivalent of ★24. Students must successfully complete at least one of ~~PEDS~~ 580 or PERLS 581. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project, an internship within the Faculty, or successful completion of a comprehensive examination.

There is no residency requirement for the course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.3 The Degree of MA in Recreation and Leisure Studies

Both thesis-based and course-based options are available in the MA(RLS) program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Program Requirements

The minimum requirements for the thesis-based MA(RLS) are the completion of ★12 in addition to the thesis. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition students will complete an ethics and integrity training requirement of eight hours.

Students must complete a residence requirement of two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA(RLS) degree program must complete as a minimum, the equivalent of ★24. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project or successful completion of a comprehensive examination.

There is no residency requirement for the

hours.

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA degree program must complete as a minimum, the equivalent of ★24. Students must successfully complete at least one of PERLS 580 or PERLS 581. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project, an internship within the Faculty, or successful completion of a comprehensive examination.

There is no residency requirement for the course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.3 The Degree of MA in Recreation and Leisure Studies

Both thesis-based and course-based options are available in the MA(RLS) program. While both are research-oriented programs, the thesis program requires fewer courses and places more emphasis on the development of research skills.

Program Requirements

The minimum requirements for the thesis-based MA(RLS) are the completion of ★12 in addition to the thesis. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition students will complete an ethics and integrity training requirement of eight hours.

Students must complete a residence requirement of two four-month terms of full-time attendance at the University of Alberta.

Students enrolled in the course-based MA(RLS) degree program must complete as a minimum, the equivalent of ★24. All students must successfully complete RLS 510 and a graduate level research course, PERLS 581 recommended. In addition, students must successfully complete a capping exercise. This will take the form of a completed research project or successful

course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.4 The Degree of MSc

Program Requirements

The minimum requirements for the MSc degree are the completion of ★12 in addition to the thesis. As part of the degree requirements, students must successfully complete PEDS 580 and an ethics and integrity training requirement of eight hours.

The minimum period of residence 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 according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Candidates must complete all the requirements within four years of the term in which they first register.

New

completion of a comprehensive examination.

There is no residency requirement for the course-based degree program.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Thesis-based master's candidates must complete all the requirements within four years of the term in which they first register. Course-based master's candidates must complete all the requirements within six years of the term in which they first register.

205.58.4 The Degree of MSc

Program Requirements

The minimum requirements for the MSc degree are the completion of ★12 in addition to the thesis. As part of the degree requirements, students must successfully complete PERLS 580 and an ethics and integrity training requirement of eight hours.

The minimum period of residence 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 according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of two years is required to complete the program. Candidates must complete all the requirements within four years of the term in which they first register.

205.58.5 The Degree of MCoach

The Master of Coaching degree is a course-based program which includes a practicum under the supervision of a mentor coach.

Students entering the MCoach program must possess a bachelor's degree. An undergraduate degree in physical education, kinesiology or related field is recommended.

Program Requirements

Students enrolled in the MCoach degree program must complete as a minimum, the equivalent of *30. Students must successfully complete either PERLS 580 or PERLS 581 (each

*3). PERLS 582 (Coaching Issues) (*3), PEDS 572 (*6) and a capping exercise PERLS 900 (*6). The capping exercise will be a significant piece of scholarly work in the field of coaching. Students are encouraged, but not required to select the remaining *12 from the following list in consultation with the academic supervisor: PEDS 511; PEDS 540; PEDS 541; PEDS 544; PERLS 575; or other relevant courses offered under the PERLS 582 designation. MCoach students may choose, as optional courses, relevant graduate courses offered by other faculties. All optional courses must be approved by the academic supervisor.

There is no residency requirement for the MCoach degree program.

Length of Program

The time required to complete the program will vary according to factors such as the previous training of the applicant, the availability of courses and the nature of the project undertaken. Normally a minimum of two years is required to complete the program. MCoach candidates must complete all the requirements within six years of the term in which they first register.

205.58.5 The Degree of MBA with Specialization in Leisure and Sport Management

The Faculty of Business in conjunction with the Faculty of Physical Education and Recreation, offers a program leading to an MBA with specialization in Leisure and Sport Management. The purpose of this applied administrative studies Master's program is to prepare graduate students to become practising managers/leaders in leisure and sport management. For further details please refer to §205.8 under Business.

205.58.6 The Degree of PhD

Program Requirements

The PhD degree is a research degree; however, a number of specific courses may be required within the various areas of specialization. Please consult the staff within each specified area for further details. All courses must be approved by the Faculty of Physical Education and Recreation. Emphasis is on research leading to the dissertation rather than on coursework. All students will complete an ethics and integrity training requirement of at least eight hours.

The minimum period of residence is two

205.58.6 The Degree of MBA with Specialization in Leisure and Sport Management

The Faculty of Business in conjunction with the Faculty of Physical Education and Recreation, offers a program leading to an MBA with specialization in Leisure and Sport Management. The purpose of this applied administrative studies Master's program is to prepare graduate students to become practising managers/leaders in leisure and sport management. For further details please refer to §205.8 under Business.

205.58.7 The Degree of PhD

Program Requirements

The PhD degree is a research degree; however, a number of specific courses may be required within the various areas of specialization. Please consult the staff within each specified area for further details. All courses must be approved by the Faculty of Physical Education and Recreation. Emphasis is on research leading to the dissertation rather than on coursework. All students will complete an ethics and integrity training requirement of at least eight hours.

The minimum period of residence is two academic years of full-time attendance at the

<p>academic years of full-time attendance at the University of Alberta.</p> <p>Length of Program</p> <p>The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of three years is required to complete the program. The maximum time permitted is six years from the date of the first registration.</p> <p>205.58.7 Graduate Courses</p>	<p>University of Alberta.</p> <p>Length of Program</p> <p>The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken. Normally a minimum of three years is required to complete the program. The maximum time permitted is six years from the date of the first registration.</p> <p>205.58.8 Graduate Courses</p>

Appendix B – Library Impact Statement

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the MCoach program to be offered by the Faculty of Physical Education & Recreation (FPER). We anticipate that the new program *will not* incur any additional costs for Library acquisitions.

Since this program is replacing an existing program (MA with a specialization in coaching) with a named, professional degree program (MCoach), and there will be no growth in the numbers of graduate students admitted to the FPER as a result of this transition, the introduction of this program will have little if any impact on the library.

We support the changes proposed and look forward to working with its instructors and students in the years to come.

Executive summary of costs

Total Costs	Start Up	On going (expected annual maintenance costs)
1. Collections budget	\$ 0.00	\$ 0.00
2. Capital budget	\$ 0.00	\$ 0.00
3. Operating/staffing budget (Interlibrary loan)	\$ 0.00	\$ 0.00
Total Costs: Summary	\$0.00	

Signed



Acting Chief Librarian
Director of Library Services and Information Resources

Head, [Unit Library]

Dated: *Oct 7/11*

Appendix C – Letters of Support



October 5, 2011

Dear Professor Petersen:

It gives me great pleasure to offer my support for the new degree proposed by the Faculty of Physical Education and Recreation in coaching. As a longtime coach educator it is a pleasure to see the coaching profession being given its due credit through the establishment of a named degree. In the last decade research around the science and art of coaching has expanded significantly as coaches have become increasingly recognized as critical members of society and the sport system. This criticalness not only involves the development of high-performance athletes capable of winning medals for nations at Olympic Games, but also as educators who have the opportunity to shape and develop positive, healthy experiences for people of all ages, backgrounds and experiences who want to participate in sport.

As Director of the Canadian Athletics Coaching Centre I have seen firsthand the impact that advanced coach education can have across society. For example, when young children are introduced to sport by well-trained professional coaches who understand the complexities that comprise skill development, maturation and socialization the possibilities are far greater than sensitive and context specific programs will result that are far more likely to encourage and support lifelong physical activity. Similarly, at the elite level, where winning performances are far more difficult to produce given the advances across a range of sports science disciplines, a coach must be fully committed to the craft of coaching to be able to maximize individuals' potential and develop athletes who can be competitive on the world stage.

The proposed Masters of Coaching degree from the Faculty of Physical Education and Recreation is positioned perfectly, I believe, to be relevant and impactful. As a national and international leader in physical education, the Faculty is again being innovative in its program development by recognizing the growing professionalization of coaching. The staff and resources at the Faculty have a track record of success in graduating coaches who have gone on to successful careers. Therefore, the proposed degree would only strengthen that track record and enable the Faculty to advance even further the outstanding and well-balanced curriculum they are proposing.

To conclude, I endorse this degree completely as an important and well-needed development around the study of sport and physical education as an integral aspect of contemporary society. If there is any additional information I can provide please do not hesitate to contact me. Again, congratulations to the Faculty of Physical Education and Recreation for initiating this exciting degree. I look forward to hiring future graduates to work at the Canadian Athletics Coaching Centre.

Kind Regards,

Jim Denison, Ph. D.
Associate Professor Faculty of Physical Education and Recreation
Director, Canadian Athletics Coaching Centre



NORTH OFFICE
Percy Page Centre
11759 Groat Road
Edmonton, AB. T5M 3K6
tel. 780.415.1703 fax. 780.415.1700
email: info@albertavolleyball.com

SOUTH OFFICE
Faculty of Kinesiology
University of Calgary
Calgary, AB. T2N 1N4
tel. 403.220.2853 fax. 403.210.0427
e mail: info@albertavolleyball.com

November 2, 2011

University of Alberta
Faculty of Physical Education and Recreation
E4-77 Van Vliet Centre
University of Alberta
Edmonton, Alberta T6G 2H9

Attention: Dr. Stewart Petersen – Associate Dean/Graduate Professor

Dear Dr. Petersen

Subject: Master's Degree in Coaching Volleyball, letter of support

I am very excited to hear that the University of Alberta is considering the opportunity to offer a Master of Coaching degree in Volleyball. This specialized degree will be of great value to high performance coaches wanting to further their education and studies in volleyball. I'm confident that we will see a significant improvement in the development of many athletes and coaches in our system, as a result of this new program.

Alberta Volleyball fully supports this endeavour as the Faculty of Physical Education and Recreation continues with this proposal. We would make every effort to provide the necessary resources and assistance to help make this a successful graduate program in our province.

Feel free to contact me if there is anything the Faculty requires to move this project forward.

Sincerely,

Jim Plakas
Technical Director
Alberta Volleyball

cc: Dr. Pierre Baudin



5510 ch. Canotek Road.,
Suite 202,
Ottawa, Ontario
Canada K1J 9J5

Tel. (613) 748-5681
Fax (613) 748-5727

info@volleyball.ca
www.volleyball.ca

November 7, 2011

Stewart Petersen, PhD.
Associate Dean (Graduate)
Faculty of Physical Education and Recreation
University of Alberta
Edmonton, AB T6G 2H9

Dr. Petersen,

I am writing this letter in support of the Master of Coaching degree that you are proposing at the University of Alberta.

One of the mandates of Volleyball Canada is to oversee coaching education for our sport in Canada and we see this degree as being another means for persons serious about coaching volleyball to achieve their goals. The proposed degree has particular value for those persons wishing to make coaching volleyball a career because the vast majority of the paid coaching positions in volleyball in Canada are at post-secondary institutions. A coach presenting a master's degree in their curriculum vitae will have a significant advantage when applying for these jobs as most colleges and universities prefer their staff to have some graduate education.

I am very pleased to see that this degree has a very significant practical component that will enable the graduate student coach to work with some of Canada's top volleyball coaches that are presently coaching at the University of Alberta. We would also hope to be a part of this experience by providing appropriately prepared students with the opportunity to work with Canada's National Volleyball teams as guest coaches. Three of your present and graduated MA students have already worked with our indoor and beach programs and we feel that it has been a positive experience for them and helped enhance our programs.

I also understand that this degree will enable a coaching student to specifically study the advanced technical and tactical aspects of their chosen sport at a graduate level. There is very little opportunity for volleyball to be studied at this level anywhere else. Also, there are many questions that need to be researched in volleyball and most of our coaches do not have any training in conducting research but your proposed program requires the graduate students to take a course in research methodology. This should provide your graduates and our future coaches with the ability and confidence to help volleyball answer some important questions.

In closing I would like to reiterate my support of your proposed Master of Coaching degree. I believe it will provide a great opportunity for coaches to enhance their education in their chosen sport.

Sincerely,

Julien Boucher
High Performance Director
Volleyball Canada

Canada





Faculty of Education
School of Exercise
Science, Physical and
Health Education
McKinnon RM 120

PO Box 3015 STN CSC
Victoria British Columbia
V8W 3P1 Canada

Tel (250) 721-8373
Fax (250) 721-6601
Web <http://www.educ.uvic.ca/phed/index.htm>

5/6

November 22, 2011

Dr. Stewart Petersen
Associate Dean (Graduate)
Faculty of Physical Education and Recreation
University of Alberta

Dear Stew:

I am writing this letter in response to your request to provide support for your Master of Coaching graduate program proposal. As Director of the School of Exercise Science, Physical and Health Education and current supervisor of the Masters of Education in Coaching Studies at the University of Victoria, I applaud your efforts to formalize this graduate program that will provide another opportunity for coaches to enhance their knowledge about coaching in Canada. The academic rigor of this graduate program, as with others throughout the country, will undoubtedly contribute to improving the development of athletes in Canada.

As you point out in the proposal, although this is another graduate program for coaches and might influence decisions of prospective students to enroll in our graduate program at the University of Victoria, offering the program during the regular academic year will appeal to a very different graduate student population. Best wishes to you and the rest of the graduate faculty involved in this program as it proceeds through the various approval processes.

Sincerely,


Dr. Rick Bell

Director,
School of Exercise Science, Physical and Health Education

Appendix D – Sample Enrolment Table*

MCoach Degree Program Faculty of Physical Education and Recreation

Proposed Enrolment	2012-13	2013-14	2014-15	2015-16	Annual Ongoing
• Total Full-Time head count	4	8	10	10	10
• Full-Time Year 1	4	4	5	4	
• Full-Time Year 2		4	4	5	
• Full-Time Year 3			1	1	
• Full-Time Year 4					
• Total Part-Time head count	2	4	6	7	7
• Part-Time Year 1	2	2	2	2	
• Part-Time Year 2		2	2	2	
• Part-Time Year 3			2	2	
• Part-Time Year 4				1	
• Total Work Experience hc	4	6	7	7	7
• Work Experience Year 1	4	4	4	4	
• Work Experience Year 2		2	2	2	
• Work Experience Year 3			1	1	
• Work Experience Year 4					
• Total FLE	5	10	13	13.5	13-15
• FLE Year 1	5	5	6	5	
• FLE Year 2		5	5	6	
• FLE Year 3			2	2	
• FLE Year 4				0.5	
• Anticipated Number of Graduates		3	7	9	6

* Notes:

The MCoach program effectively replaces the currently available coaching option within the course-based MA program with no net gain or loss of students anticipated.

Admission to the MCoach program will be constrained by the same factors that currently define enrolment in the course-based MA program (coaching option) such as availability of academic supervisors and mentor coaches. Graduation is dependent on how quickly the students complete and that is beyond our control.

The student numbers shown above are *simply estimates* based on historical experience with enrolment in the MA program:

- We typically admit about 6 students each year.
- The majority are full-time but some choose the part-time alternative
- It is possible to complete the program in two years of full-time study but some students take longer



14 December 2011

Faculty of Graduate Studies and Research
University of Alberta
Edmonton, AB

Re: Letter of Support for the new Master of Coaching Degree (MCoach) Program proposal by the Faculty of Physical Education and Recreation

I have read the document (that was sent to me by Professor Stewart Petersen) and I strongly support the proposal to establish a new degree designation (MCoach). I have been the Graduate Chair for 4.5y in the School of Kinesiology at the University of Western Ontario. After our Coaching Stream had languished on our books for many years, approximately 6 years ago it was resurrected and the policies and procedures overhauled. Professor Bob LaRose, who is the coordinator of this program, spear-headed that initiative. Bob was receiving increasing interest from both recent undergraduates and professional (employed) coaches for this type of degree specialization. His insights were on target and we have had significant activity and growth in our Coaching Stream to the point that we cannot now accommodate all the requests due mainly to the challenges of finding enough practicum and placement experiences. Thus there is interest and need for these programs and it is obvious from the document that U of A is, and has been well-placed to support a continuing and excellent program in graduate level coaching. This update proposal will help to further enhance and solidify the program at U of A in the coming years.

Five years ago we had fewer than 5 students and now we are close to 20 students in the two-year program. We offer a MA or MSc thesis in coaching (fewest students), a MA course-based degree, or course-based Professional MA degree (the latter two are of similar numbers: 8-9 each). The Professional route is designed for coaches who currently are employed and thus they do not receive our funding support package. All categories require a coach mentor and practicum in addition to either a research thesis or research paper for course-based. Several students have completed the program in their 5th term (2 years is 6 terms) and most are, or go into a coaching/teaching situation at Colleges, Universities or High Schools in Canada and the U.S. Some work with provincial or regional sport organizations. The usual sports, plus golf and rowing are represented in our program, but no one sport dominates and many are interested in strength and conditioning coaching. Those who take the thesis based degree usually go on to a PhD in a related area (Psychology, Philosophy,

The University of Western Ontario
Faculty of Health Sciences • School of Kinesiology
Room 411D, Arthur & Sonia Labatt Health Science Bldg. • London, Ontario • CANADA N6A 5B9
Telephone: 519-661-1628 • Fax: 519-850-2432 • www.uwo.ca



Sociology, Biomechanics). Some students have asked about a PhD in Coaching but we do not currently have sufficient resources - mainly in personnel - to move in that direction, but likely there is need and interest.

It is clear that U of A has a strong program in this field and likely is the only other program in Canada similar to ours. However I do not see us direct competitors mainly due to geographic distance, but regardless, (at least for us) the pool of applicants seems to be strong and growing. Indeed, there is a healthy need and interest across the country and job or career prospects are excellent for these students.

The MCoach is a very sensible and practical designation and should help to further attract and serve the needs and interest of many prospective students. It perhaps simplifies what we here at UWO have spread over our several various routes and may be something we should consider as our program continues to develop. A particular strength I note from the U of A program is a varied and strong selection of courses many of which are designed specifically for the coaching degree. This is something too that we need to address here at Western. In addition I note importantly that the U of A program has a large cadre of well-qualified professors with interest and expertise to support the coaching program as it solidifies the MCoach designation. Therefore I have no doubt the program at U of A will continue to thrive and be highly recognized; and as perhaps the only other similar program in Canada certainly we are supportive.

Sincerely,

Charles L. Rice, PhD
Graduate Chair of Kinesiology
Associate Professor of Kinesiology, and Anatomy & Cell Biology