



The following Motions and Documents were considered by the Board Learning and Discovery Committee at its Friday, April 27, 2018 meeting:

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a New Post-Baccalaureate Certificate in Sport and Recreation Management, Faculty of Kinesiology, Sport, and Recreation**

APPROVED MOTION: THAT the Board Learning and Discovery Committee, acting with delegated authority of the Board of Governors and on the recommendation of the General Faculties Council Academic Planning Committee, approve a new Post-Baccalaureate Certificate in Sport and Recreation Management, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Kinesiology, Sport, and Recreation, and as set forth in Attachment 1, to take effect September 2019.

Final recommended item: 5b.

Agenda Title: **Appointment of Vice-Chair of the Board Learning and Discovery Committee**

APPROVED MOTION: THAT the Board Learning and Discovery Committee appoint Ms Mary Pat Barry as Vice-Chair of the Board Learning and Discovery Committee, effective immediately.

Final recommended item: 6.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a New Post-Baccalaureate Certificate in Sport and Recreation Management, Faculty of Kinesiology, Sport, and Recreation**

Motion: THAT the Board Learning and Discovery Committee, acting with delegated authority of the Board of Governors and on the recommendation of the General Faculties Council Academic Planning Committee, approve a new Post-Baccalaureate Certificate in Sport and Recreation Management, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Kinesiology, Sport, and Recreation, and as set forth in Attachment 1, to take effect September 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research; Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation; Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The focus of the Sport and Recreation Management Post-Baccalaureate Certificate (PBC) is enhancing management and leadership skills in the fields of recreation, sport, community services and health that ultimately enhance the quality of life of individuals and communities through the provision of recreation, sport, and health programs, services, and facilities as well as increase the organizational effectiveness of sport and recreational organizations or entities.</p> <p>The program will be delivered on-line and will consist of 4 courses valued at 3 credits each (12 credits total). The certificate will use both synchronous and asynchronous teaching modalities to create interactive and supportive communicates of learning.</p> <p>During the first offering of the certificate, enrolment in courses will be restricted to students who are admitted to the post-baccalaureate certificate. This arrangement will be reviewed on an annual basis.</p>
The Impact of the Proposal is	<p>The impact of the proposed certificate is that working professionals in the broad fields of recreation, sport and health will have the opportunity continue their education and professional development, while still working.</p> <p>The Faculty of Kinesiology, Sport, and Recreation (KSR) currently offers a Post-Baccalaureate Certificate in Indigenous Sport and Recreation in which there has been significant content developed in the area of Indigenous Sport and Recreation. Students may choose to take both certificates and ladder both into a course based Master of Arts program offered by the Faculty of Kinesiology, Sport and Recreation.</p>

Item No. 5b

Replaces/Revises	N/A
Timeline/Implementation Date	September 2019
Estimated Cost and funding source	Tuition costs are approximately \$1600.00 per course or \$6400.00 to complete the certificate. Student non-instructional fees are in addition to the tuition cost.
Next Steps (ie.: Communications Plan, Implementation plans)	Over the next 6-8 months the courses will be developed and prepared for online delivery. Once approved by the provincial government, promotion of the certificate through social media and related industry partners and events.
Supplementary Notes / context	Following discussion at the April 18, 2018 General Faculties Council Academic Planning Committee (APC) meeting, an error was corrected in the enrolment table in section 1.3 of Attachment 1. The corrected version is attached.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Alberta Recreation and Parks Association • Alberta Centre for Active Living • Canadian Parks and Recreation Association • Ever Active Schools • KSR Alumni via email with a request for feedback through completion of an online survey
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Advisory Group of faculty and staff members from the Faculty of Kinesiology, Sport, and Recreation. • Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Andrea Patrick • Edith Finczak, Director, Academic Budgeting and Programming • Office of the Registrar • It is anticipated that the certificate will be presented at the Registrar's Advisory Committee on Fees (RACF) prior to The Board of Learning and Discovery Committee meeting June 1, 2018. • Office of the President
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Christine Ma, Assistant Dean, International and Community Education, FKSR • Jill Cameron, Manager, International & Community Education, FKSR
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Kinesiology, Sport, and Recreation Faculty Council (KSR) - January 17, 2018</p> <p>Faculty of Graduate Studies and Research Council - February 14, 2018</p> <p>GFC ASC Subcommittee on Standards (for discussion) - March 1, 2018</p> <p>GFC Academic Standards Committee - March 15, 2018</p> <p>GFC Academic Planning Committee - April 18, 2018</p> <p>Board of Learning and Discovery Committee – April 27, 2018</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee (with delegated authority from the Board of Governors)</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Institutional Strategic Plan - <i>For the Public Good</i></p> <p><i>7. OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience}.</i></p> <p>i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p><i>14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning}.</i></p> <p>i. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p> <p>Kinesiology, Sport, and Recreation Faculty Strategic Plan.</p> <p>EXCEL: "Expand access to innovative life-long learning approaches: Practical knowledge shouldn't stop once a student receives their undergraduate degree. We are dedicated to establishing a more defined career path in kinesiology, sport and recreation, and developing a series of post-baccalaureate certificates which can culminate into a Master's degree. Furthermore, we will explore other life-long learning approaches like online and blended learning opportunities."</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</p> <p>2. GFC Academic Standards Committee</p> <p>"G. Certificates (All Faculties): Approval Route</p> <p>GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). "</p> <p>3. GFC Academic Planning Committee</p> <p>"8. Establishment/Termination of Academic Programs [...]</p> <p>d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the</p>

	<p>proposal to the Board of Governors (or delegate body).”</p> <p>4. Board Learning and Discovery Committee (BLDC) Terms of Reference: (3. Mandate of the Committee)</p> <p>“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.</p> <p>c) review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;</p> <p><u>5. UAPPOL Admissions Policy</u></p> <p><u>6. UAPPOL Academic Standing Policy</u></p>
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Attachment:

1. Proposal for Post-Baccalaureate Certificate in Sport and Recreation Management: Proposal and Calendar Description (19 pages)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

Basic Information

Institution	University of Alberta
Program/specialization title	Sport and Recreation Management
Credential awarded	Post Baccalaureate Certificate
Proposed Implementation Date	September 2019

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative

New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.

The Certificate in Sport and Recreation Management is a Post-Baccalaureate Certificate offered by the Faculty of Kinesiology, Sport, and Recreation (KSR) and will be the second Post-Baccalaureate Certificate offered by the Faculty. Please note: as of January 1, 2018 the Faculty of Physical Education and Recreation has become the Faculty of Kinesiology, Sport, and Recreation (KSR).

1.2 Program Description

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

The focus of the Sport and Recreation Management Post-Baccalaureate Certificate (PBC) is enhancing management and leadership skills in the fields of recreation, sport, community services and health that ultimately enhance the quality of life of individuals and communities through the provision of recreation, sport, and health programs, services, and facilities as well as increase the organizational effectiveness of sport and recreational organizations or entities.

The program will be delivered on-line and will consist of 4 courses valued at 3 credits each (12 credits total). Students will have 6 courses to choose from and be required to successfully complete 4 courses in order to obtain the Post-Baccalaureate Certificate. It will use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning.

Students are not required to take courses in any specific order, but must complete all components of the certificate within 4 years of first registration for the certificate.

See appendix 10 for a full course listing including credit values, and a brief description of each course.

Note: The Faculty of Kinesiology, Sport, and Recreation (KSR) currently offers a Post-Baccalaureate Certificate in Indigenous Sport and Recreation in which there has been significant content developed in the area of Indigenous Sport and Recreation. Students may choose to take both certificates and ladder both into a course based Master of Arts program offered by the Faculty of Kinesiology, Sport and Recreation.

1.3 Enrolment Plan

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

Students will be enrolled part-time. Four courses will be offered per calendar year and the table below reflects enrolment in all four courses. The courses do not need to be completed in any specific sequence.

Based on the design of this program, a low attrition rate is expected, approximately 10%.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Total head count	60	80	100	120	124	124
• Full-Time Year 1	0	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0	0

• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
• FLE Year 1	0	0	0	0	0	0
• FLE Year 2	0	0	0	0	0	0
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
Anticipated No. of Graduates	5-7	10-15	20-25	30-35	30-35	30-35

SECTION 2: DEMAND

2.1 Student Demand Analysis

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

The Faculty of Kinesiology, Sport, and Recreation conducted a survey in July 2017 that indicates an interest in additional educational opportunities in this area. The survey was sent to Faculty of Kinesiology, Sport, and Recreation Alumni, The National Intramural-Recreation Sports Association, The Alberta Recreation and Parks Association membership, the Canadian Parks and Recreation Association and the Edmonton Sport Council. There were 200 respondents who completed the survey and given 25 areas of interest, 110 participants chose *Leadership and Management* as their top area of interest in the context of sport and recreation [Professional Development Survey Results, Appendix 5].

The Alberta Parks and Recreation Association (ARPA) conducted a survey in June 2013 that indicated a clear interest and need for accessible learning (“delivery should be accessible to as wide a group as possible”, page 10, Appendix 2). With the courses offered wholly online, this certificate provides students with much needed access to professional development opportunities with minimal disruption to their work and family lives [Alberta Recreation and Parks Association Member Survey Summary, Appendix 2].

The Alberta Recreation and Parks Association did a market analysis with respect to professionalizing opportunities that estimated there are a number of practitioners in Canada that support this type of professional development education (“respondents also engaged in professional development through other avenues such as: their employer,

workshops, post-secondary education and professional certificates”, page 6 Appendix 2). [Alberta Recreation and Parks Association Member Survey Summary, Appendix 2].

Currently, there are no similar graduate level, for credit certificate programs offered at the University of Alberta or other postsecondary, degree granting institutions in Alberta. The University of Alberta is one of very few degree-granting institutions that offer both an undergraduate and graduate degree program in Recreation in Canada.

2.2 Labour Market Analysis

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

The primary target audience is working professionals seeking an opportunity to enhance their knowledge and skills in Sport and Recreation Management. This can include individuals working in the private, public and not-for-profit sectors, in recreational facilities, community services, recreation associations, leagues and health related organizations. Knowledge and experiences gained from this certificate may contribute toward professional growth, promotional opportunities and job security.

There are an estimated 6,000 registered Recreation Professionals across Canada. In May, 2005, the Alberta Recreation and Parks Association conducted a labour market analysis indicating a need for “enhanced programming, education, more programs and better access needed for professional development”. Further in this survey, 91% of participants felt that professional development should be a requirement of employment. [Alberta Recreation Industry Labour Market Analysis, Appendix 3, pp 2 & pp 6].

One hundred percent of participants in the 2013 Canadian Parks and Recreation Survey agreed that professional development should be tailored to different job responsibilities and professional development opportunities should be targeted towards people in different positions or stages of their career. [Appendix 1 - CPRA Survey – Association Attitudes Towards a National Model of Professional Development, pp.9].

Further, the results from this survey indicate strong support to create a national professional development model. Over 90% of those surveyed supported closer collaboration with post-secondary institutions in the area of professional development [Appendix 1 - CPRA Survey, pp. 8].

2.3 Support

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

A strong consultative process both internal and external to the University of Alberta was

undertaken in the development of the certificate.

2.3.1 The consultative process within the University of Alberta included the creation of and consultation with an Advisory Group that consists of Faculty and staff members from the Faculty of Kinesiology, Sport, and Recreation. It also included regular consultation with the Office of the Registrar, the Faculty of Graduate Studies and Research, and the Office of the Provost.

2.3.2 A survey was distributed nationally to Recreation professionals across Canada. This was distributed to University of Alberta Faculty of Kinesiology, Sport, and Recreation alumni, the National Intramural and Recreational Sports Association (NIRSA) membership, the Alberta Recreation and Parks Association (ARPA) membership and the Canadian Parks and Recreation Association (CPRA) membership. This survey consisted of 6 sections total and asked participants to answer questions related specifically to Professional Development opportunities. There were over 200 responses submitted. The survey indicated the following results:

- 110 participants are interested in a professional development program specific to leadership/management in recreation
- 81.2% of participants find online learning appealing to them
- 59.4% of participants indicated that they have access to professional development funding
- 66% of participants hold an undergraduate degree and 27% hold a master's degree
- Self-paced programming is preferred over a cohort model

[Appendix 5 - Professional Development Survey Results].

2.4 Clinical or Work Experience

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

2.4.1 Provide evidence that the placement will be available when needed.

2.4.2 Describe the student's role in securing placements.

2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?

2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

Not applicable.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

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

The Post-Baccalaureate Certificate in Sport and Recreation Management aligns well with the University of Alberta in the following areas:

3.1.1 In the 2017 Institutional Strategic Plan. Page 14, {7. *OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience*}.

i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.

On page 21, {14. *OBJECTIVE: Inspire, model, and support excellence in teaching and learning*}.

i. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.

[Institutional Strategic Plan_For the Public Good_2017].

3.1.2 This free-standing certificate program also falls in alignment with the 2017 Institutional Plan for providing accessible programming. [Comprehensive Institutional Plan_2017. pp 7].

3.1.3 This certificate provides the ability to ladder into a course based Master of Arts degree or it can stand alone as a certificate.

The Faculty of Graduate Studies and Research recently approved a policy enabling students to ladder credits into a course based Master degree program as part of the Faculty's overall strategy to provide flexibility and access to graduate level education.

3.1.4 This certificate also aligns well with the KSR Faculty Strategic Plan. As outlined on page 6, number 2, under EXCEL: "*Expand access to innovative life-long learning approaches: Practical knowledge shouldn't stop once a student receives their undergraduate degree. We are dedicated to*

establishing a more defined career path in kinesiology, sport and recreation, and developing a series of post-baccalaureate certificates which can culminate into a Master's degree. Furthermore, we will explore other life-long learning approaches like online and blended learning opportunities.”

[Appendix_4_final_physed-and-rec-strategic-report. pp 6, number 2.]

3.2 Institutional Programs

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

This certificate fits well within the existing programs offered at the University of Alberta. The delivery model of this program affords opportunities in an online course setting, providing flexibility for students seeking further educational opportunities.

3.3 Internal Review and Approval

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

The consultative process included University of Alberta and community members. (See section 2.3).

Consultative Steps:

1. Advisory Committee: members from the Faculty of Kinesiology, Sport, and Recreation Provided oversight for setting a learning model, program sequencing, tuition costs, and other logistical details.

2. Curriculum Content Committee: members from the Faculty of Kinesiology, Sport, and Recreation.

Provide oversight for the development of course content and delivery through an online classroom.

3. Faculty of Graduate Studies and Research:
Consulted on proposal details.

4. Faculty of Kinesiology, Sport, and Recreation (KSR): Proposal was approved at KSR Faculty Council on January 17, 2018.

5. Faculty of Graduate Studies and Research (FGSR): Proposal was approved at FGSR Faculty Council on February 14, 2018.

3.4 Campus Alberta Programs/Initiatives

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

The proposed certificate is unique in that it will provide ongoing professional development to those working to promote physical activity, sport, recreation, health and well-being with a focus on leadership and

management. The proposed certificate will fill a gap in current educational offerings by providing knowledge specific to management and leadership in the broad sectors of Recreation and Sport, specifically at a graduate level. Utilizing online delivery makes this certificate appealing to the working professional and accessible to prospective students across the province, Canada and globally.

Those who successfully complete the certificate can potentially use the certificate to ladder in to a course-based Master degree in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta, should they wish to pursue further graduate credentials (see section 3.1).

3.5 Consultation

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

A current market scan revealed that there are no other programs of this kind being offered. The certificate is unique in its content, its online learning format, and graduate level.

External consultations were held with:

1. Survey

A survey was conducted to consult with those currently working in the field addressing the need for more education and educational opportunities in the areas of leadership and management specifically related to sport and recreation. Survey results can be found on Appendix 5.

2. Ever Active Schools

Consulted on Professional Development for Teachers and the demand for more professional development opportunities related to physical activity and recreation. A letter of support can be found in Appendix 6.

3. The Alberta Recreation and Parks Association (ARPA)

Consulted on Professional Development for Recreation professionals and the demand for more professional development opportunities in this specific area. A letter of support can be found in Appendix 7.

4. The Alberta Centre for Active Living (ACAL)

Consulted on Professional Development for Recreation professionals and the demand for more professional development opportunities in this specific area. A letter of support can be found in Appendix 8.

5. The Canadian Parks and Recreation Association (CPRA)

Consulted on Professional Development for Recreation professionals and the demand for more professional development opportunities in this specific area. A letter of support can be found in Appendix 9.

3.6 Learner Pathways

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

Not applicable.

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

Laddering a certificate to a course based Master of Arts degree program can provide students advanced standing in their chosen program. The Sport and Recreation Management certificate may ladder into a course based Master of Arts degree in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. It should be noted that completion of a Post- Baccalaureate Certificate does not guarantee admission to a graduate degree program.

<https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-8-supervision-oral-examinations-and-program-completion/8-5-course-based-program-requirements>

<http://calendar.ualberta.ca/content.php?catoid=20&navoid=4975#course-based-master's-programs>

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

We anticipate that the option to complete the certificate only or subsequently ladder the certificate toward a course based Master Degree will make this program appealing to a large target audience including working professionals. “...increased demand for course-based master’s programming, especially directed at professional development” (ComprehensiveInstitutionalPlan_2016. University of Alberta Institutional Plan, page 54).

It is estimated that 20% of graduates will continue on to further education, either to another post-baccalaureate certificate, or a course based Master degree.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

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

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

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Ongoing
EXPENDITURES						
<i>Academic Salaries</i>						
Professoriate (including benefits)	62,500	64,375	66,306	68,295	70,344	72,455
Faculty Service Officers (including benefits)						
Administrative Professional Officers (including benefits)	30,000	30,900	31,827	32,782	33,765	34,778
Total Academic Costs	92,500	95,275	98,133	101,077	104,110	107,233
<i>Service Teaching Costs</i>						
Service Teaching Costs						
Total Service Teaching Costs	-	-	-	-	-	-
<i>Graduate Assistants</i>						
Other Academic Staff (including benefits)						
Total GA Costs	-	-	-	-	-	-
<i>Non-Academic Salaries</i>						
Support Staff						
Total Non-Academic Costs	-	-	-	-	-	-
<i>Non-Salary Costs</i>						
Non-Salary Costs (supplies, sundries, communications, etc.)	3,000	4,000	4,000	4,000	4,000	4,000
Total Non-Salary Costs	3,000	4,000	4,000	4,000	4,000	4,000
<i>Other Operating Costs</i>						
Faculty Overhead (student services, IT, accounting and human resources)	5,203	5,408	5,564	5,724	5,890	6,060
Institutional Costs (facility costs, utilities, space, IT, central finance and HR, re	36,454	37,895	38,986	40,110	41,268	42,460
Curriculum Development Costs	30,000					
Marketing and Promotion Costs	15,000					
Total Other Costs	86,657	43,304	44,550	45,834	47,157	48,520
Gross Operating Costs	182,157	142,579	146,684	150,912	155,267	159,752
REVENUES						
Tuition (\$1600/course Domestic Rate, \$2000.00/course International Rate)	96,000	128,000	160,000	192,000	198,400	198,400
Non Instructional Fees (\$197.75/registrant)	11,865	15,820	19,775	23,730	24,521	24,521
Total Revenues	107,865	143,820	179,775	215,730	222,921	222,921
NET PROFIT/LOSS	(74,292)	1,241	33,091	64,818	67,654	63,169
Notes: Enrollment over 4 courses per 12 month period	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Ongoing Ongoing
	60	80	100	120	124	124

4.2 Impact

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

The tuition rates are within the range for similar programs (certificates_ offered at the University of Alberta and across Canada.

<http://www.registrarsoffice.ualberta.ca/Costs-Tuition-Fees/Other-Fees/Cost-Recovery-Programs-and-Courses.aspx>.

Tuition rates are also on par with other certificate programs offered at the University of Alberta and Campus Alberta and within the parameters of what the market will bear for this target audience.

Tuition and fees for this program are currently set at \$1600.00 /course for Domestic Students and \$2000.00/course for International Students, plus the cost of student non-instructional fees.

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

One of the primary target audiences is working professionals, some of whom will have access to professional development funds.

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

Not applicable.

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity *.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

5.1.1.2 Current:

- Faculty members from Kinesiology, Sport, and Recreation will oversee the content development, delivery format, and evaluation. Course delivery may be done in combination with existing faculty and sessional instructors.
- Associate Dean, Graduate will provide oversight for all FGSR policies and regulations
- Faculty IT position who will support this certificate as required.
- Manager, International and Community Education, will oversee the administrative duties associated with this certificate including student communication.
- Assistant Dean, Community and International Education will oversee the administrative roles associated with this and other certificates and programs.

5.1.2 *List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

5.1.3 *Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

There will be requirements for IT resources, computer technology support for the instructor, if required, and administrative duties regarding marketing, promotion, and communications as well as student support services.

5.1.4 *Discuss the anticipated impacts of the proposed program on student support services.*

Prospective students and students enrolled in the certificate program will receive support from the Manager, International and Community Education to handle “special case” admissions (i.e. students applying with life experience and without an undergraduate degree). The Manager, International and Community Education will handle all student related inquiries and issues with support from the Assistant Dean, International and Community Education, the Associate Dean, Graduate and the Faculty of Graduate Studies and Research when required.

5.2 Curriculum

Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.

Courses will be developed by Faculty members and content experts from the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. Assistance will be provided from the content oversight committee and support from the Centre for Teaching and Learning at the University of Alberta if necessary when transferring the content to an online format.

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

Requirements for admission will include an undergraduate degree with a minimum AGPA of 3.0 along with a minimum of 1 year of professional work experience. Students will also be required to submit a letter

of intent, curriculum vitae or resume, and one professional reference. Prospective students' undergraduate degree can be in any discipline and some experience working in a recreational, sport or other relevant setting will be considered an asset.

There will be no other routes in which admission will be granted. There is no residency requirement. Academic standing will reflect the Faculty of Graduate Studies and Research requirements; a minimum grade point average of 2.7 out of 4.0, or a C+ standing. Requirements for graduation are successful completion of all course requirements.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

Upon successful completion of the certificate, students will be able to:

- 1) Know basic and unique concepts, terms, and principles that affect the behavior of individuals and organizations within the sport, recreation and community services environments.
- 2) Identify, synthesize, and critically evaluate literature relevant to sport and recreation management professionals.
- 3) Apply critical thinking and problem solving skills to sport, recreation and community services management problems/issues.
- 4) Develop and demonstrate effective professional oral, written, and visual communication skills in the context of a leadership role.
- 5) Be critical consumers of sport and recreation management research with the ability to effectively apply it to practical settings and applications within the industry.
- 6) Reflect about and anticipate the impact of strategic decisions on sport and recreation organizations and their constituents.
- 7) Understand, develop, and foster the rights and responsibilities of global citizenship within the sport, recreation and community services industries.

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

The content oversight committee formulated the above outcomes based on industry need and results from the survey information.

5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.

5.5 Institutional Quality Assurance

5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.

A student survey will be conducted at the completion of each course. It will address the program, instruction and instructors, IT support, the online learning environment, and all other aspects of this certificate. Students will be contacted year over year to assess the impact of the certificate on their employment opportunities, career advancement and impact on their communities. Rate of completion, attrition, and withdrawals will be monitored. An “exit” interview will be conducted with those who do not complete. An annual report to the Advisory Committee will also be completed each year.

5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.

An Advisory Committee has been in place since the initiation of this program. The role of this committee is to offer support and guidance throughout the process of planning and implementation of this new program. They have offered input and feedback throughout the process and have been integral in creation of the proposal.

This includes recommendations on the learning model, the terms of the courses, the amount of credits, the number of weeks, the course content, and the overall framework of the Certificate.

An Admissions Committee will be struck with representatives from the Faculty Kinesiology, Sport, and Recreation. The role of this committee will be to review applications and make recommendations for admission specifically for those applicants who may be eligible based on life experience or those applicants who do not meet the minimum AGPA.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

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2019-2020 University of Alberta Calendar Graduate Program Changes: new Post-Baccalaureate Certificate in Sport and Recreation Management in the Faculty of Kinesiology, Sport, and Recreation.

Current	Proposed
<p>Kinesiology, Sport, and Recreation</p> <p>Certificates</p> <p>[NEW]</p>	<p>Kinesiology, Sport, and Recreation</p> <p>Certificates</p> <p><u>The Post-Baccalaureate Certificate in Sport and Recreation Management</u></p> <p><u>The Post-Baccalaureate Certificate in Sport and Recreation Management is offered by the Faculty of Kinesiology, Sport, and Recreation. The focus of this certificate is enhancing management and leadership skills in the fields of recreation, sport, and health programs, services, and facilities as well as increasing the organizational effectiveness of sport and recreational organizations or entities. The program is delivered 100% online. The online courses use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning.</u></p> <p><u>Laddering</u></p> <p><u>Students who complete the certificate in good standing may be able to use the courses from the certificate to receive advanced standing in the course-based Master of Arts in the Faculty of Kinesiology, Sport, and Recreation. Completion of the certificate does not guarantee admission to a master degree program. The certificate may be used for both the basis of admission and advanced standing into the course-based master</u></p>

degree. Details can be found in the Calendar under Regulations of the Faculty of Graduate Studies and Research.

Entrance Requirements

The requirements for admission will include a baccalaureate degree with a minimum AGPA of 3.0 along with a minimum of 1 year of professional work experience in a related area or field of work. Students are also required to submit a letter of intent, a curriculum vitae or resume and one professional reference.

Program Requirements

The curriculum will consist of four (4) courses valued at ★3 each for a total of ★12.

Required Courses(★12):

Choose four (4) courses from the following list:

- KRLS 711
- KRLS 712
- KRLS 713
- KRLS 714
- KRLS 715
- KRLS 716

All components of the certificate must be completed within 4 years from first registration for the certificate.

Justification:

Approved: Kinesiology, Sport and Recreation Faculty Council, approved January 17, 2018

Approved: Graduate Studies and Research Faculty Council, approved February 14, 2018

New Courses:

KRLS 711 Organizational Analysis of Sport and Recreation (★3)

Concepts and perspectives in organizational theory are examined in relation to sport and recreation organizations in the public, non-profit/voluntary, and commercial sector to help students understand and analyze the complexity of managing sport and recreation organizations effectively.

KRLS 712 Sport and Recreation Organizations and the Public Sector (★3)

Emphasis is on the role of the federal, provincial, and municipal governments in Canada in recreation, health, wellness and amateur sport including the inter-organizational relations between the public sector and non-profit/voluntary amateur sport and community service organizations.

KRLS 713 Financial Analysis and Management in Recreation and Sport Organizations (★3)

This course examines financial issues associated with the recreation, sport, and tourism industries. Topics include industry trends and challenges, public partnerships, economic rationales for investment, sources or funding, revenues, and business development.

KRLS 714 Marketing and Sponsorship in Sport and Recreation (★3)

A study of basic marketing concepts with applications to sport and recreation organizations. Topics may include promotions and public relations, consumer behavior, marketing communications, and branding.

KRLS 715 Facilities and Event Management (★3)

An overview of the key concepts and issues associated with facility and event management within the sport and recreation industry.

KRLS 716 Contemporary Issues in Sport and Recreation (★3)

The course will examine current topics and issues within the sport and recreation environment from a variety of perspectives including economic, finance, sociology, management, and ethics.

**Governance Executive Summary
Action Item**

Agenda Title: **Appointment of Vice-Chair of the Board Learning and Discovery Committee**

Motion: THAT the Board Learning and Discovery Committee appoint Ms Mary Pat Barry as Vice-Chair of the Board Learning and Discovery Committee, effective immediately.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lynne Paradis, Chair, Board Learning and Discovery Committee; Michael Phair, Chair, Board of Governors
Presenter(s)	Lynne Paradis, Chair, Board Learning and Discovery Committee

Details

Responsibility	University Governance
The Purpose of the Proposal is <i>(please be specific)</i>	To appoint a Vice-Chair for the Board Learning and Discovery Committee. The Committee Chair has consulted with the Board Chair.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	With the March 16 th appointment of Lynne Paradis as Chair of the Board Learning and Discovery Committee, the role of Vice-Chair of the committee became vacant. Section 9 of the Board’s General Terms of Reference for Board Standing Committees states that “...In order for a meeting to be validly constituted for the transaction of business, either the Chair or the Vice-Chair shall be present.” With that in mind, and with consideration of the membership composition parameters set forth within the committee Terms of Reference, the Committee Chair is recommending that Mary Pat Barry be appointed as Vice-Chair of the committee to undertake and discharge all duties of the Chair in the absence of the Chair. Ms Barry has been consulted and agreed to put her name forward for consideration.
Supplementary Notes / context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Toolkit section Student Participation Protocol >	<u>Those who are actively participating:</u>
	<ul style="list-style-type: none"> • Lynne Paradis, Chair, Board Learning and Discovery Committee; • Mary Pat Barry, Member, Board Learning and Discovery Committee
	<u>Those who have been consulted:</u>
	<ul style="list-style-type: none"> • Michael Phair, Chair, Board of Governors • Juli Zinken, Board Secretary and Manager, Board Services
	<u>Those who have been informed:</u>
Approval Route (Governance)	Board Learning and Discovery Committee, April 27, 2018, for approval

Strategic Alignment

Alignment with <i>For the Public Good</i>	<u>Institutional Strategic Plan - For the Public Good</u> <i>SUSTAIN our people, our work, and the environment by attracting and</i>
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Item No. 6

	<p><i>stewarding the resources we need to deliver excellence to the benefit of all.</i></p> <p><i>21. Objective: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</i></p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Leadership and Change</p>
<p>Legislative Compliance and jurisdiction</p>	<ul style="list-style-type: none"> • Board of Governors General Terms of Reference for Board Standing Committees – Section 9 • Board Learning and Discovery Committee Terms of Reference – Section 2d

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services, juli.zinken@ualberta.ca, 780-492-4715