AGENDA

Introductions

1. Approval of the Agenda

2. Approval of the Minutes of 9 June 2010 - circulated with the agenda

3. Business Arising from the Minutes

4. Optional Reports
   4.1 Chancellor
   4.2 President
   4.3 University Secretary
      4.3.1 Fall 2010 In-progress Report of Registrations and Graduation - For Information, Appendix I, pp. 1-3
      4.3.2 2011 Senate Election – For Information, Appendix II, p. 4

5. Reports from Senate Committees - None

6. Items for Approval/Information from Executive of Council, Appendix III, pp. 5-31

7. Briefs, Submissions or Recommendations from Elected or Appointed Senate Members

8. Academic and Administrative Reports
   8.1 “Campus Master Plan – Concept Presentation”
      Ms. Jennifer Keesmaat, Dialogue (formerly known as Office for Urbanism)
      Mr. Neil Paskewitz, Director – Planning, Design & Construction (Facilities Management)

9. Other Business
   9.1 Next Meeting of Senate – 1:30 p.m., Saturday, 5 February 2011.

10. Adjournment

   David Boehm
   University Secretary
Subject: Fall 2010 In-progress Report of Registrations and Graduation

Background and Description:

The following is a summary status report of the in-progress fall 2010 term as compared to fall 2009 for preliminary count registrations. Also included is data comparing spring 2010 Graduates by Faculty or Centre to the Graduates of spring 2008 and 2009.

N. B. It is not correct to interpret these numbers as “final” for fall 2010. This report is for purposes of information and trend identification of in-progress data to the Senate membership.

1. Undergraduate Registrations: Fall 2010 (Attachment A)

- Snapshot dates for comparisons are end of day September 21, 2010 versus September 21, 2009
- Current undergraduate registration in the University, including its federated colleges, is 10,702 students. This is 2.6% more than the number registered in early fall 2009
- Fall 2010 Undergraduate headcounts: FT 8423 PT 2279
- Students are taking an average of 10.7 credits or 3.57 courses in Fall 2010, a slight decrease from 2009
- This slight decrease in Average Credit Load is a result of the growth in PT students versus FT students from 2009 levels
- Teaching credits are up 3.4% at the University of Regina proper. While headcounts are slightly down at Campion College and Luther College, the teaching credits are up substantially over last year. Campion College is showing a 12.2% increase, while Luther College is showing a 12.3% increase in teaching credits
- As expected due to the political funding issues surrounding First Nations University of Canada, headcounts are down 18.4% and teaching credits down 13.4%

2. Graduate Registrations: Fall 2010 (Attachment A)

- Snapshot dates for comparisons are September 21, 2010 versus September 21, 2009
- Current graduate registration at the University of Regina is 1531 students. This is 4.2% more than were registered in early fall 2009
- Full-time Graduate students: 46% Part-time Graduate students: 54%
- Average credit load is up slightly resulting in an 8.2% increase in teaching credits
- Ph.D. enrolments are up from 214 to 226
- International Students on a valid study permit are up from 232 to 293
Registrations (preliminary September counts) 2008 2009 2010

<table>
<thead>
<tr>
<th>Headcounts</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>10207</td>
<td>10434</td>
<td>10702</td>
</tr>
<tr>
<td>Graduate</td>
<td>1450</td>
<td>1469</td>
<td>1531</td>
</tr>
<tr>
<td>Total</td>
<td>11657</td>
<td>11903</td>
<td>12233</td>
</tr>
</tbody>
</table>

Undergraduate Credit Hours

<table>
<thead>
<tr>
<th>Full Load Equivalents (UG only)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7252</td>
<td>7510</td>
<td>7666</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Credit Load (UG only)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10.9</td>
<td>10.8</td>
<td>10.74</td>
</tr>
</tbody>
</table>

Note: This table represents only preliminary fall registration in credit courses.

3. Graduation and Convocation: Cycle ending Spring 2010

- During the cycle ending spring 2010, the University graduated 1712 students. This is up 2.7% when compared to the corresponding period last year.
- Credentials awarded: 205 Graduate (Master’s Certificates, Masters degrees, and PhDs) 1507 Undergraduate (Bachelors degrees, certificates, and diplomas)

Graduates by Faculty or Centre 2008 2009 2010

| Arts                          | 383  | 358  | 398  |
| Business Administration       | 249  | 244  | 269  |
| Continuing Education          | 77   | 91   | 93   |
| Education                     | 259  | 243  | 284  |
| Engineering                   | 95   | 88   | 93   |
| Fine Arts                     | 64   | 61   | 62   |
| Kinesiology and Health Studies| 46   | 76   | 45   |
| Science                       | 124  | 120  | 116  |
| Social Work                   | 195  | 181  | 147  |
| Total from undergraduate studies | 1492 | 1462 | 1507 |
| Total from Graduate Studies   | 202  | 205  | 205  |
| University total              | 1694 | 1667 | 1712 |

September 24, 2010

Submitted by the Office of the Associate Vice-President (Student Affairs)
# 2010 Fall Term (201030) Registration Statistics

End of 2nd Week of Lectures, End of 100% Tuition Refund

As of end of day Sep 21 2010 compared to end of day Sep 21 2009

**WARNING!** These statistics are **not** the final registration levels for the term!

<table>
<thead>
<tr>
<th>Faculty/College</th>
<th>201030 to date</th>
<th>200930 to date</th>
<th>change to date</th>
<th>% change</th>
<th>201030 to date FT</th>
<th>200930 to date FT</th>
<th>avg. student credit load</th>
<th>faculty/college total teaching credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>2,049</td>
<td>2,019</td>
<td>+30</td>
<td>+1.5%</td>
<td>75%</td>
<td>25%</td>
<td>9.9</td>
<td>30,399</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>1,497</td>
<td>1,510</td>
<td>-13</td>
<td>-0.9%</td>
<td>81%</td>
<td>19%</td>
<td>10.8</td>
<td>11,090</td>
</tr>
<tr>
<td>Education</td>
<td>1,390</td>
<td>1,257</td>
<td>+133</td>
<td>+10.6%</td>
<td>90%</td>
<td>10%</td>
<td>13.4</td>
<td>13,789</td>
</tr>
<tr>
<td>Engineering</td>
<td>798</td>
<td>743</td>
<td>+55</td>
<td>+7.4%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,310</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>363</td>
<td>356</td>
<td>+7</td>
<td>+2.0%</td>
<td>85%</td>
<td>15%</td>
<td>11.6</td>
<td>5,087</td>
</tr>
<tr>
<td>K&amp;HS</td>
<td>462</td>
<td>377</td>
<td>+85</td>
<td>+22.5%</td>
<td>89%</td>
<td>11%</td>
<td>11.4</td>
<td>5,256</td>
</tr>
<tr>
<td>Science</td>
<td>727</td>
<td>678</td>
<td>+49</td>
<td>+7.2%</td>
<td>88%</td>
<td>12%</td>
<td>11.5</td>
<td>16,802</td>
</tr>
<tr>
<td>Social Work</td>
<td>872</td>
<td>759</td>
<td>+113</td>
<td>+14.9%</td>
<td>69%</td>
<td>31%</td>
<td>9.8</td>
<td>5,766</td>
</tr>
<tr>
<td>Special</td>
<td>62</td>
<td>160</td>
<td>-98</td>
<td>-61.3%</td>
<td>15%</td>
<td>85%</td>
<td>5.1</td>
<td>171</td>
</tr>
<tr>
<td>(teaching of CCE credits)</td>
<td>0</td>
<td>0</td>
<td>+0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>513</td>
</tr>
</tbody>
</table>

**TOTAL U of R**

| 8,220          | 7,859          | +361          | +4.6%    | 81%              | 19%              | 11.1                     | 95,855                              |

**CAMPION**

| 812            | 852            | -40           | -4.7%    | 88%              | 12%              | 11.3                     | 6,949                               |

**Luther**

| 343            | 361            | -18           | -5.0%    | 81%              | 19%              | 10.5                     | 4,592                               |

**Luther Fine Arts**

| 61             | 68             | -7            | -10.3%   | 85%              | 15%              | 11.3                     | 549                                 |

**Luther Science**

| 174            | 180            | -6            | -3.3%    | 95%              | 5%               | 12.5                     | 1,668                               |

**Luther Entrance Prog**

| 0             | 0              | +0           | -        | -                | -                | -                        | 0                                  |

**TOTAL LUTHER**

| 578            | 609            | -31           | -5.1%    | 86%              | 14%              | 11.2                     | 6,809                               |

**FNUniv Arts**

| 218            | 298            | -80           | -26.8%   | 86%              | 14%              | 10.8                     | 6,489                               |

**FNUniv Bus. Admin.**

| 47             | 57             | -10           | -17.5%   | 77%              | 23%              | 10.1                     | 567                                 |

**FNUniv Continuing Educ**

| 7             | 18             | -11           | -61.1%   | 57%              | 43%              | 8.6                      | 0                                  |

**FNUniv Education**

| 90             | 87             | +3            | +3.4%    | 97%              | 3%               | 12.1                     | 393                                 |

**FNUniv Engineering**

| 19             | 25             | -6            | -24.0%   | -                | -                | 13.2                     | 132                                 |

**FNUniv Fine Arts**

| 7             | 10             | -3            | -30.0%   | 86%              | 14%              | 10.3                     | 423                                 |

**FNUniv Science**

| 2             | 5              | -3            | -60.0%   | 100%             | 0%               | 12.0                     | 975                                 |

**FNUniv Social Work**

| 185            | 206            | -21           | -10.2%   | 91%              | 9%               | 11.6                     | 1,089                               |

**FNUniv Special**

| 51             | 61             | -10           | -16.4%   | 8%               | 92%              | 5.2                      | 66                                  |

**FNUniv Entrance Prog**

| 0             | 0              | +0           | -        | -                | -                | 0.0                      | 5,513                               |

**TOTAL FNUniv**

| 626            | 767            | -141          | -18.4%   | 82%              | 18%              | 10.7                     | 10,134                              |

**CCE**

| 466            | 347            | +119          | +34.3%   | 4%               | 96%              | 3.1                      | 3,160                               |

**Total Undergrad**

| 10,702         | 10,434         | +268          | +2.6%    | 79%              | 21%              | 10.7                     | 1,164                               |

**Grad Studies**

| 1,531          | 1,469          | +62           | +4.2%    | 46%              | 54%              | 3.6                      | 672                                 |

**GRAND TOTAL**

| 12,233         | 11,903         | +330          | +2.8%    | 75%              | 25%              | 9.9                      | 119,747                             |

| % to date of 200930 Final: | 103.5% | 100.7% | 106.1% | 103.3% | 112.905 |

**Graduate Student total enrolled course credits (all course levels)**

| 5,513 | 5,195 | +318 | +6.1% |

**Total CREDIT HOURS**

| 119,747 | 116,642 | +3,105 | +2.7% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" report
Subject: 2011 Senate Election

Background and Description:

The 2011 Senate election date is set for April 11, 2011. Nominations will be called in late fall 2010 through the Degrees magazine. In order to allow for enough time to mail out ballots (if required), nominations will be received by the University Secretariat until March 1, 2011.

Nominations will be called for the following:

District 1 (Moosomin – Estevan)
Incumbent Ann Norgan, BEd
Eligible for re-election

District 3 (Assiniboia – Bengough)
Currently Vacant

District 5 (Maple Creek – Rosetown – Lloydminster)
Currently Vacant

District 6 (Melville - Yorkton – Hudson Bay)
Currently Vacant.

District 11 (Regina) – 2 Members
Currently Vacant

Incumbent Elaine Bourassa, BAdmin, C.A.
Eligible for re-election

District 12 (Saskatoon)
Currently vacant

Incumbent Peter Stroh, BA, BEd, PGD, MEd
Eligible for re-election

For more information, or to access nomination forms, visit our website at www.uregina.ca/presoff/senate/elections.htm or call the University Secretariat at 306-585-4436.

September 24, 2010
ITEMS FOR APPROVAL

1. FACULTY OF EDUCATION

1.1 Faculty of Education - Revision to §2.4.1.1 Admission from a Saskatchewan High School - Additional Course Options in Mathematics and Pre-calculus

**MOTION:** That, effective for Fall 2013, admission Apprenticeship and Workplace Mathematics 30, Foundations of Mathematics 30, Pre-calculus 20, and Pre-calculus 30 be added as acceptable mathematics courses for admission to the Faculty of Education as follows:

<table>
<thead>
<tr>
<th>FACULTY OR PROGRAM</th>
<th>HIGH SCHOOL COURSE REQUIREMENTS BY FACULTY</th>
<th>MINIMUM AVERAGE</th>
<th>ADDITIONAL REQUIREMENTS</th>
</tr>
</thead>
</table>
| EDUCATION (U of R) | • English Language Arts A30 and B30.¹ • One math or science course chosen from Apprenticeship and Workplace Mathematics 30, Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Foundations of Mathematics 30, Geology 30, Math A30, Math B30 or Math C30, Pre-calculus 20, Pre-calculus 30, Physics 30. • One language, social science, or fine arts course chosen from Arts Education 30, Band 30, Choral 30, Christian Ethics 30, Cree 30, Dance 30, Drama 30, Economics 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Physical Education 30, Psychology 30, Saulteaux 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30. • One additional course from the lists above.² | 70% for the Bac en éducation française, 65% for other programs | Teacher Education Application & Profile
The following courses are required for the programs shown:
- BEd Secondary with major or minor in Math or Physics: Math B30 & C30 or Foundations of Mathematics 20 & Pre-calculus 30.
- BEd Secondary with major or minor in Chemistry: Math B30 & C30 or Foundations of Mathematics 20 & Pre-calculus 30.
- See Fine Arts for BMusEd.
Applicants to Adult Education and Training, see §2.3.4.1.8. |

*(end of Motion)*

**Rationale:** The western provincial and territorial governments have developed and will be implementing a common curriculum framework for high school mathematics. The framework is a substantial change and is based on streams or pathways (Apprentice and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus) starting in Grade 10. Additional information about the common framework initiative can be found at http://www.wncp.ca/

Implementation is scheduled as follows: Fall 2010: Implementation of new grade 10 courses; Fall 2011: Implementation of new grade 11 courses; Fall 2012: Implementation of new grade 12 courses

Although, the University of Regina would see applicants with the new math curriculum applying for the Fall 2013 semester it is important that the University of Regina establish admission criteria involving these courses well in advance such that we can communicate these changes to students as they begin to choose their mathematics stream(s) to fit with their career and educational goals.
A working group with representatives from various faculties and units on campus, including the Department of Mathematics and Statistics, examined the curriculum with the intent to provide guidance to faculties and the Admissions Office in developing admission and related policies. The group quickly recognized that the University of Regina should be as flexible as possible, within the academic context of our programs, in relation to which mathematics stream could be used for admission as not to unfairly disadvantage students who did not have access to certain streams and/or made an inaccurate choice in grade 10 and/or 11.

The Faculty of Education’s admission requirements for mathematics education students meets the admission requirements for a mathematics major in the Department of Mathematics and Statistics. The Faculty of Education also recognizes the need for academic flexibility in the general admission requirements. Each pathway in the Western and Northern Canadian Protocol (Apprentice and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus – http://www.wncp.ca/media/38771/math10to12.pdf) is acknowledged.

### 1.2 Faculty of Education- Revision to §2.4.1.1 Admission from a Saskatchewan High School to add Dene 30 as a language option

**MOTION:** That the Dene 30 be added as a language option in the High School Course Requirements by Faculty as outlined in §2.4.1.1 as follows:

2.4.1.1 Admission from a Saskatchewan High School

Applicants must achieve Saskatchewan Secondary Level or Adult 12 Standing and meet the specific requirements of their chosen faculty as shown in the following table:

<table>
<thead>
<tr>
<th>FACULTY OR PROGRAM</th>
<th>HIGH SCHOOL COURSE REQUIREMENTS BY FACULTY</th>
<th>MINIMUM AVERAGE</th>
<th>ADDITIONAL REQUIREMENTS</th>
</tr>
</thead>
</table>
| **EDUCATION (U of R)** See also §2.3.4.1 | • English Language Arts A30 and B30¹  
• One math or science course chosen from Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Geology 30, Math A30, Math B30, or Math C30, Physics 30  
• One additional course from the lists above.² | 70% for the Bac en éducation française, 65% for other programs | Teacher Education Application & Profile  
The following courses are required for the programs shown:  
BEd Elementary: Math A30.  
BEd Secondary with major or minor in Math or Physics: Math B30 & C30.  
BEd Secondary with major or minor in Chemistry: Math B30 & Math C30; Chemistry 30; & Physics 30.  
See Fine Arts for BMusEd.  
Applicants to Adult Education and Training, see §2.3.4.1.8. |

(end of Motion)

**Rationale:** After consulting with the Admissions Office, the Faculty of Education would like to recommend that Dene 30 be included within the admissions criteria for the faculty as many of our NORTEP applicants come from Northern Saskatchewan where Dene is taught in a number of high schools. The inclusion of Dene 30 as a language option would assist these students when applying for admission to the Northern Teacher Education Program (NORTEP) offered by the Faculty of Education.
1.3 Faculty of Education- Revision to §2.4.6 Mature Admission Requirements for Undergraduate Programs

**MOTION:** That the mature admission be granted to mature applicants applying directly to the Faculty of Education as outlined in §2.4.6 as follows:

2.4.6 MATURE ADMISSION

Mature admission to undergraduate programs may be granted to applicants who do not meet the standard admission requirements of the faculty to which they are applying, and who have completed fewer than 24 credit hours of approved post-secondary courses (15 credit hours for Kinesiology), are Canadian citizens or permanent residents, and will be at least 21 years of age before the semester begins. Mature applicants may be admitted directly to the Faculty of Arts, to the Faculty of Education, to the Faculty of Fine Arts through the University of Regina or one of the Federated Colleges, to the Faculty of Kinesiology and Health Studies, to the Faculty of Social Work through the University of Regina or First Nations University of Canada, to the NORTEP, NTEP, SUNTEP and YNTEP programs in the Faculty of Education, or to the Centre for Continuing Education.

Mature applicants to other faculties, who do not meet the standard admission criteria for their faculty of choice, may ask to be admitted to the Faculty of Arts to pursue their Faculty’s transfer requirements (See §2.4.2). Mature admission is available only for the Fall and Winter terms (semesters) (NORTEP, SUNTEP and YNTEP also accept for the Spring term (semester)).

Applicants for admission to the Indigenous Education Program – First Nations University of Canada, who do not meet the admission requirements of the Faculty of Education but,

- are Canadian citizens or permanent residents;
- will be at least 21 years of age before the semester begins;
- who have completed fewer than 24 credit hours of approved post-secondary courses (15 credit hours for Kinesiology);
- who have been selected by the program

would be granted admission to the Faculty of Education for the Fall, Winter, or Spring/Summer term (semester) as outlined by the respective program identified above.

Applicants for mature admission to undergraduate programs in the Faculty of Arts or Faculty of Social Work who have been taking courses through the University of Regina’s Centre for Continuing Education or Casual Student Program must also present a UGPA of at least 60.00% (see §5.10) on all University of Regina courses taken.

Those who do not meet this criterion may submit a petition for admission to the Associate Dean of the Faculty of Arts (See Note 1 to §2.4.2) or to the Faculty of Social Work Student Appeals Committee (See §17.7). The decision of the faculty with respect to admission and conditions for continuation is final.

(end of Motion)

Rationale: Mature admission has been an option for students applying to Faculty of Education TEP programs and some other faculties within the university. Given the changing demographics within Saskatchewan, the mature admission option would benefit and provide opportunities for mature applicants within our own Faculty of Education programs: Elementary, Secondary, Baccalauréat en éducation, Arts Education & Adult Education. The normal procedure for applications going forward to committee selection would still be in effect but would allow for these applicants to be considered under the normal ‘mature admission’ policy. For the past several years, these students have been admitted under this category but through faculty discretion with permission of the Associate Dean, Student Services and Undergraduate Programs.

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

2.1 Johnson-Shoyama Graduate School of Public Policy – New Graduate Programs – Master of Public Policy and PhD in Public Policy

**MOTION:** That the proposal for a Master of Public Policy and PhD in Public Policy be approved.

Refer to Attachment A (includes Rationale)
2.2 Changes to the MBA and MBA (International) Admission Requirements (Pending Approval at Executive of Council)

MOTION: That applicants must complete the Graduate Management Admissions Test (GMAT) and a minimum score of 500 is NORMALLY required on the GMAT be approved.

M.B.A. Admission Requirements

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):

1. Applicants are normally required to have completed a four-year undergraduate degree.
2. Applicants are required to complete eight undergraduate qualifying courses, in which students must obtain a grade of no less than 70%. (Most applicants whose undergraduate degree is in business, administration, or commerce will have previously taken courses that fulfill this requirement. See the M.B.A. Qualifying Courses section below for more details.)
3. Applicants are normally required to have at least two years of full-time relevant working experience.
4. Applicants must complete the Graduate Management Admissions Test (GMAT). A minimum score of 500 is NORMALLY required on the GMAT.
5. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required TOEFL score is 580 paper-based / 80 internet-based. See the Faculty of Graduate Studies and Research website for minimum required scores on other language tests.

Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.

MBA International Admission Requirements

Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):

1. Applicants are normally required to have completed a four-year undergraduate degree with an acceptable grade point average equivalent to Canadian 70%.
2. International applicants must submit proof of English proficiency if the language of instruction in their undergraduate degree was not English. The minimum required TOEFL score is 580 paper-based / 80 internet-based. See the Faculty of Graduate Studies and Research website for minimum required scores on other language tests.
3. A minimum GMAT score of 500 is NORMALLY required.
4. Work experience, while desirable, is not essential.

Note: Meeting these minimum requirements is not a guarantee of acceptance to the Faculty.

(end of Motion)

Rationale: The current GMAT entrance minimum requirement is a score of 500. It is intended that a GMAT score of 500 will continue to be the normal prescribed minimum. However, in order to enable judgments to be made in special cases of higher GPA combined with GMAT only slightly below the 500 level, it is desirable to insert the word "normally" into the above entrance requirement. This will ensure greater flexibility in admissions to the MBA programs.

3. STUDENT AFFAIRS

3.1 Enrolment Services – Proposed Changes to Undergraduate Admission Requirements, General Application Process (Pending Approval at Executive of Council)

MOTION: That the general application procedures as outlined in §2.3, Application Procedures for Program Admissions, of the 2010-2011 Undergraduate Calendar be removed.
Rationale: The information provided in the section above focuses on processes for applying for admission. This information is available on the future student Web site and in the new Admissions View book. The timeline for updating the University calendar is not in alignment with the admission cycle; therefore, this information is outdated at the time students are applying for admission. For example, the calendar is updated in March 2010 for the 2010-2011 academic year where Admissions information is updated in May 2010 for the 2011-2012 academic year. Removing processing information from the University calendar will reduce confusion for students and ensure all communications from the university regarding admission process are consistent.

3.2 Enrolment Services – Proposed Changes to Undergraduate Admission Requirements, Admission from Canadian Universities and Colleges (Pending Approval at Executive of Council)

MOTION: That the admission requirements for applicants applying from a Canadian university or college as detailed in §2.4.2 of the 2010-2011 Undergraduate Calendar, be revised as follows:

2.4.2 ADMISSION FROM CANADIAN UNIVERSITIES AND COLLEGES (INCLUDING TRANSFERS FROM OTHER UNIVERSITY OF REGINA FACULTIES)

Applicants who have attended another Canadian university or college must disclose this information to the university and provide an official transcript. Students who have completed a minimum of 24 credit hours will be considered for admission on the basis of their prior post-secondary studies, provided the studies were completed in an academic based program. Faculty specific prerequisites (§2.4.2) and English language proficiency (§2.2) requirements must still be met.

Students who have completed less than 24 credits at the postsecondary level and have been out of high school for less than five years, must provide an official high school transcript. Faculty specific prerequisites (§2.4.2) and English language proficiency (§2.2) requirements must still be met.

Students who have completed less than 24 credits and have been out of high school for more than five years and meet the mature student admission requirements may be considered as a mature student for approved programs(§2.4.6).

Applicants who are not in satisfactory standing at their last institution must follow the additional procedures in §2.7.

<Faculty/department chart – will remain unchanged, with the exception of science>

<table>
<thead>
<tr>
<th>FACULTY OR PROGRAM</th>
<th>REQUIREMENTS BY FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE (U of R, Campion, Luther, or FN Univ)</td>
<td>Applicants must provide evidence of having successfully completed course work in math and sciences at either the postsecondary or secondary school level. Students lacking specific courses may be admitted to a qualifying program. A minimum UGPA of 60% on all post-secondary courses attempted and a minimum grade of 60% in each of the courses used to meet the transfer requirements is required.</td>
</tr>
</tbody>
</table>

Rationale: Currently, admissions policies take a three-tiered approach; there are general admission requirements, requirements based on academic background (basis of admission) and Faculty specific admission requirements. This three-tiered approach creates delays with admission processing and requires students to submit information that is not required for determining their eligibility for admission to the University. This specifically relates to secondary school transcripts.

Transfer students may not be able to obtain a high school transcript in a timely manner, which creates delays with the processing of their admission application. In addition, transfer students who have completed a minimum of 24 credit hours from another postsecondary institution present sufficient evidence of their ability to succeed at the University of Regina with their post-secondary transcript; therefore, in most cases, the high school transcript is not necessary to determine their admission to the University.
The university will reserve the right to ask for the high school transcript when needed on a case by case basis.

These changes will remove barriers by streamlining the admission process for prospective students and will make the University more accessible to transfer students.

### 3.3 Enrolment Services – Proposed Changes to Undergraduate Admission Requirements, Mature Admission (Pending Approval at Executive of Council)

**MOTION:** That the mature student admission requirements as detailed in §2.4.6 of the 2010-2011 Undergraduate Calendar be revised as follows:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.6 MATURE ADMISSION</td>
<td>2.4.6 Mature Admission</td>
</tr>
<tr>
<td>Mature admission to undergraduate programs may be granted to applicants who do not meet the standard admission requirements of the faculty to which they are applying, and who have completed fewer than 24 credit hours of approved post-secondary courses (15 credit hours for Kinesiology), are Canadian citizens or permanent residents, and will be at least 21 years of age before the semester begins. Mature applicants may be admitted directly to the Faculty of Arts, to the Faculty of Fine Arts through the University of Regina and some of the Federated Colleges, to the Faculty of Kinesiology and Health Studies, to the Faculty of Social Work through the University of Regina or First Nations University of Canada, to the NORTEP, NTEP, SUNTEP and YNTEP programs in the Faculty of Education, or to the Centre for Continuing Education. Mature applicants to other faculties, who do not meet the standard admission criteria for their faculty of choice, may ask to be admitted to the Faculty of Arts to pursue their Faculty’s transfer requirements (See §2.4.2). Mature admission is available only for the Fall and Winter terms (semesters) (NORTEP, SUNTEP and YNTEP also accept for the Spring term (semester)). Applicants for admission to the Indigenous Education Program – First Nations University of Canada, who do not meet the admission requirements of the Faculty of Education but,</td>
<td></td>
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<tr>
<td>are Canadian citizens or permanent residents;</td>
<td>Canadian citizens or permanent residents or protected persons</td>
</tr>
<tr>
<td>will be at least 21 years of age before the semester begins;</td>
<td>21 years of age before the semester begins</td>
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<tr>
<td>who have completed fewer than 24 credit hours of approved post-secondary courses (15 credit hours for Kinesiology);</td>
<td>Have been out of full-time secondary school studies for a minimum of 2 years</td>
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<tr>
<td>who have been selected by the program</td>
<td>Have attempted fewer than 24 credit hours of approved post-secondary courses</td>
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<tr>
<td>would be granted admission to the Faculty of Education for the Fall, Winter, or Spring/Summer term (semester) as outlined by the respective program identified above.</td>
<td>Can demonstrate the ability to succeed at university through life or work related experiences.</td>
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<tr>
<td>Applicants for mature admission to undergraduate programs in the Faculty of Arts or Faculty of Social Work who have been taking courses through the University of Regina’s Centre for Continuing Education or Casual Student Program must also present a UGPA of at least 60.00% (see §5.9.3) on all University of Regina courses taken. Those who do not meet this criterion may submit a petition to the Admissions Office for review by the Faculty. The decision of the Faculty with respect to admission is final.</td>
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</tr>
<tr>
<td>Mature Student Admission Requirements:</td>
<td>Students applying to the Faculty of Science who do not present the required prerequisite courses may be admitted to a qualifying year at the discretion of the Faculty.</td>
</tr>
<tr>
<td>• Personal statement &amp; résumé</td>
<td>Applicants who have completed courses through the University of Regina’s Centre for Continuing Education or Casual Student Program must achieve a UGPA of at least 60.00% (see §5.9.3) on all University of Regina courses taken. Those who do not meet this criterion may submit a petition to the Admissions Office for review by the Faculty. The decision of the Faculty with respect to admission is final.</td>
</tr>
<tr>
<td>• High school transcript if out of secondary school for fewer than five years</td>
<td>Mature Student Admission Requirements:</td>
</tr>
<tr>
<td>• Faculty specific supplementary information, if applicable</td>
<td>• Personal statement &amp; résumé</td>
</tr>
<tr>
<td>• Proof of language proficiency, if applicable</td>
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<tr>
<td>Applicants for admission to the Indigenous Education Program – First Nations University of Canada, who do not meet the admission requirements of the Faculty of Education but,</td>
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<tr>
<td>are Canadian citizens or permanent residents;</td>
<td>are Canadian citizens or permanent residents;</td>
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<tr>
<td>will be at least 21 years of age before the semester begins;</td>
<td>will be at least 21 years of age before the semester begins;</td>
</tr>
<tr>
<td>who have completed fewer than 24 credit hours of approved post-secondary courses (15 credit hours for Kinesiology);</td>
<td>who have completed fewer than 24 credit hours of approved post-secondary courses (15 credit hours for Kinesiology);</td>
</tr>
</tbody>
</table>
§2.4.2 or to the Faculty of Social Work Student Appeals Committee (See §17.7). The decision of the faculty with respect to admission and conditions for continuation is final.

- who have been selected by the program would be granted admission to the Faculty of Education for the Fall or Winter semester. Admission to the spring semester is available for the NORTEP, SUNTEP and YNTEP programs.

(end of Motion)

**Rationale:** Currently, admissions policies take a three-tiered approach; there are general admission requirements, requirements based on academic background (basis of admission) and Faculty specific admission requirements. This three-tiered approach creates delays with admission processing and requires students to submit information that is not required for determining their eligibility for admission to the University. This specifically relates to secondary school transcripts.

Mature students who present life and extensive work experience can provide recent, relevant documentation that provides the Admissions Office a better indicator of their ability to succeed in University. The current requirement to provide a high school transcript is perceived as a barrier to many mature students. In some instances a mature candidate may not have performed well in high school and feel their results will be detrimental to their application. For other mature students, they may not be able to obtain a high school transcript in a timely manner (or at all), depending on which province or country they attended high school.

These changes will remove barriers by streamlining the admission process for prospective students and will make the University more accessible to mature students. Students will still have to present documentation to demonstrate their academic strengths through post-secondary, professional or personal experiences. Implementing a five year grace period for mature students will prevent the misuse of the mature admission category as a backdoor for gaining admission to the University.
ITEMS FOR INFORMATION

1. FACULTY OF ARTS

1.1 Revision to the BA and BA Honours Major in International Studies
1.2 Revision to the Development Studies Concentration in the BA and BA Honours Major in International Studies
1.3 Revision to the International Affairs Concentration of the BA and BA Honours Major in International Studies
1.4 Revision to the International Studies Certificate Core Requirements
1.5 Revision to the Development Studies Concentration of the International Studies Certificate
1.6 Revision to the International Affairs Concentration of the International Studies Certificate
1.7 Revised Admission and Continuation Requirements for the Co-operative Education Program in Arts
1.8 Revision to the Majors in History and Urban History
1.9 Revision to the BA Major in Environmental Studies

2. FACULTY OF EDUCATION

2.1 NTEP Bachelor of Education Program - Revision to Change from 123 to 120 Credit Hours
2.2 Elimination of the Elementary Education Early Childhood (Pre-K to Grade 3) Concentration in the BEAD and the Four-Year Degree Programs
2.3 Revision to the Four-Year Elementary and Middle Years BEd Programs and the Two-Year After Degree (BEAD) Program
2.4 Revisions to the Secondary BEd After Degree (BEAD) Program
2.5 Revision to the Secondary BEd Program English Majors (EENG)

3. FACULTY OF FINE ARTS

3.1 Revision to the “Liberal Arts” Requirements in the Bachelor of Fine Arts in Theatre (Acting/Design/Stage Management)

4. FACULTY OF GRADUATE STUDIES AND RESEARCH

4.1 Accreditation Policy Document (PhD Committee)
4.2 Passing Grade for Earned Credit Hours, Graduate Level
4.3 Faculty of Education – Change to Degree Requirement – Master of Education
4.4 Faculty of Fine Arts – Program Requirements for the MFA Interdisciplinary Studies
4.5 Faculty of Fine Arts – Program Requirements and Calendar Description for the MMus in Performance, Composition and Conducting in Music
4.6 Faculty of Fine Arts – Program Requirements for the MFA Visual Arts in Fine Arts
4.7 Faculty of Education – Master’s Certificate in Teaching English to Speakers of Other Languages (TESOL)
4.8 Research Requirements for the Maîtrise en éducation française
4.9 Gerontology – Degree Requirement for Gerontology

5. FACULTY OF SCIENCE

5.1 Revision to BSc and BSc Honours Biology with Concentrations in Cellular & Molecular Biology
5.2 Revision to BSc Biology with Ecology and Environmental Biology Program
5.3 Revision to BSc Honours Biology with Concentration in Ecology and Environmental Biology
5.4 Revision to the Academic Credit for Co-op Work Terms in §16.10.2 of the Undergraduate Calendar
6. STUDENT AFFAIRS

   6.1 Revision to Membership of the Council Committee on Undergraduate Admissions and Studies

7. COUNCIL COMMITTEE ON RESEARCH

   7.1 Post Doctoral Fellowship Policy
   7.2 Terms of Reference

Prepared by:
   D'arcy Schauerte

On behalf of:
   David Boehm, Acting University Secretary

DATE: 22 September 2010
New Program

New Graduate Programs: Master of Public Policy and Ph.D. in Public Policy

1. PROPOSAL IDENTIFICATION

Title of proposal: New Graduate Programs (Masters and Ph.D.)

Degree(s): Ph.D. in Public Policy (Ph.D.)
Master of Public Policy (M.P.P.)

Degree Faculty: Faculty of Graduate Studies and Research
Home Unit: Johnson-Shoyama Graduate School of Public Policy

Contact person(s) *Until June 30, 2010
Dr. Sylvain Charlebois
E-mail: sylvain.charlebois@uregina.ca
Phone: 337-2695

*After June 30, 2010:
Dr. Ken Rasmussen
E-mail: ken.rasmussen@uregina.ca
Phone: 585-5463

Date: Revised June 3, 2010; October 24 2009

Proposed date of implementation: Revised to September 2011 from September 2010

2. Type of change

New Degree-Level programs.

3. Rationale

The University of Regina Planning Document, mâmawohkamâtowin: Our Work, Our People, Our Communities: The Plan for 2009-2014 identifies the following priority:

Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research, and administration (page 10).

The vision of the Johnson-Shoyama Graduate School of Public Policy (JSGS) is to provide a focal point for interdisciplinary research, graduate training and dialogue on public policy and a platform for engagement in regional, national, and international research and outreach projects that improve the quality of public policymaking. The Ph.D. and MPP programs will be an integral part of the research and outreach/engagement work of the JSGS and will contribute significantly to developing the JSGS as a key location for public policy work in Canada.

The specific mission of the MPP and the Ph.D. is to offer learning and research opportunities for highly qualified students who will advance knowledge and move the discipline of public policy forward. The MPP is a research program - students graduating from this program will possess the research skills necessary to play integral roles in the civil service, research organizations and industry associations. Top students from this program will also go on to Ph.D. programs at the University of Regina and elsewhere. The Ph.D. students graduating from the doctoral program will be in a position to train the next
The MPP and Ph.D. programs are being introduced together because of strong complementarities between the two programs. Both programs, of course, are research focused. As a consequence, there is likely to be sharing of courses (for instance, the research courses in research methodology) and sharing of research ideas (e.g., Master's and Ph.D. students can work on different aspects of large research projects). In addition, the MPP program will serve as a conduit for some students to enter the Ph.D. program (e.g., it serves as a good way to identify top students as candidates for the doctoral program).

The MPP and Ph.D. programs will meet a number of objectives within the university. Faculty at the University of Regina have been involved in the development of public policy and in public policy research since the founding of the University, and have a strong reputation in this area. Individual and group strengths in policy analysis cross departments and colleges - by its very nature, public policy is interdisciplinary. The recent creation of the provincially-based JSGS means the university now has a unifying structure that can facilitate interdisciplinary research and graduate programs in public policy on campus and with the University of Saskatchewan. The development of MPP and Ph.D. programs in the JSGS represent tangible ways of undertaking this type of research and graduate student training. The programs would also contribute significantly to increasing graduate student enrolment and encouraging interdisciplinary graduate training activities.

The MPP and Ph.D. programs at the University of Regina will be virtually the same as the programs currently offered at the University of Saskatchewan. The University of Regina and the University of Saskatchewan have signed a Memorandum of Understanding that led to the creation of the JSGS on July 1, 2008. A new document, outlining the operating principles of the JSGS has been signed as an addendum to the MOU. A key component of the addendum is a commitment to providing equivalent core programs, namely, the MPA, the MPP and the Ph.D., at the two campuses.

The MPP and Ph.D. programs will be important in meeting student, government and industry demand for research-oriented graduate training in the public policy area. At the Master’s level, the demand for students will be high for at least the next ten years. Since the early 1990s there has been a substantial shift in the age profile of the public service in Canada, with a significant decline in the number of civil servants under the age of 35 and an increase in the number in the 35-54 year age group. In 2003-04, the average age of public service employees in Canada was 44, with just over 50 percent of employees over the age of 45. In the Executive category, the average employee age was 50 years, with 60 percent of employees over the age of 50 (Public Service Human Resources Management Agency of Canada, 2005). For Saskatchewan, the numbers are even higher (Public Service Commission, 2005), e.g., the average age of senior executives is about 52. In addition, there has been a move to improved credentials within the public service, with more jobs in the Scientific and Professional, and Administrative and Foreign Service categories (Nehme, 1998, Public Service Commission of Canada, 2002). It should also be noted that local government, particularly those in cities, and First Nations, are becoming increasingly important policy players in Canada. The impact of both demographic forces and structural change will be a significant demand from federal, provincial, municipal and First Nations governments for employees and leaders with the policy skills that the School will provide. Consultants that were brought in to examine the plans for an MPA program clearly indicated that there would be no lack of supply of potential students. While some of this demand will be filled by MPA students (as well as by students with backgrounds in disciplines such as economics or political science), the demand for students with more of a research background, such as will be provided by the MPP, will be substantial. As well, some of the MPP students will be attracted to Ph.D. programs.

On the Ph.D. front, prospective employers are demanding more doctoral training opportunities in the discipline of public policy than are currently available. In 2002, the Canadian Association of Programs in Public Administration (CAPPA) and the Canadian Centre for Management Development (CCMD) identified in their joint report, 2002 CAPPA/CCMD Survey of Schools and Programs of Public Administration and Public Policy (2002), a critical need for a new generation of scholars and research to renew the discipline of Public Administration in Canada. In particular, they found that: There is an urgent need to recruit new faculty just to maintain existing programs and efforts with the majority (70%) over 45 years of age and a significant proportion (35%), over 55. There is considerable competition within universities in securing faculty appointments in public administration and public policy. The competition is from sub fields within the discipline, professional schools such as law, business, medicine and engineering, and other faculties such as political science, health and planning. There is significant demand and opportunity for expanding various programs in public administration and public policy in response to the new challenges faced by governments throughout the country.
The School's proposed program will prepare qualified individuals to satisfy the needs identified above. Graduates from the proposed Ph.D. program will contribute to filling academic positions in public policy and public administration across Canada and elsewhere. Current trends see employers demanding more credentials from employees over time. This is also true for governments and non-profit organizations that are asking for higher education from senior policy advisors, senior researchers, and consultants. The establishment of a Ph.D. program in public policy would help satisfy this demand.

Ph.D. programs are beginning to develop in the public policy and public administration area; Carleton University has a Ph.D. in public policy, the University of Victoria has a Ph.D. program in public administration and the University of Ottawa has a Ph.D. in public policy in the planning stages. A Ph.D. program would place the JSGS Regina Campus at the forefront of doctoral training in Canada. It should be noted that the University of Regina program would be a public policy program and not a public administration program, which would match the one currently offered by the University of Saskatchewan.

The development of the MPP and Ph.D. programs will create vigorous cross-disciplinary partnerships, foster creativity and initiative, and enable the University of Regina to build a strong reputation in a number of strategic areas. In the case of the JSGS, the School's focus will be on health and social policy; science, technology, and innovation; and trade and transnational regulation. Through attention to areas such as higher education, health, aboriginal people, the social economy, international trade agreements, and rural and remote areas, the School will be able to tap into the significant areas of strength that exist at the University of Regina.

These research areas will allow for significant involvement by faculty from across campus. Indeed one of the key goals of the JSGS and its graduate programs is to bring together researchers working on public policy issues and to coordinate their activity. The development of public policy graduate programs will be important in this regard.

The JSGS has the resources to handle the teaching and supervisory requirements associated with the MPP and the Ph.D. programs. These resources are sufficient to support the three graduate programs of the school, the MPA, the MPP and the Ph.D. JSGS Regina Campus has seven full-time faculty members and JSGS Saskatoon Campus has nine. The JSGS also has four research chairs and a fifth chair, a Centennial Chair, has been appointed for July 2010.

In addition to the personnel resources described above, the JSGS Regina Campus will also have access to other faculty members through joint appointments (either primary or secondary) or through associate membership. The JSGS Regina Campus will also have access to courses being taught at the JSGS Saskatoon Campus. This access could be through classes offered in distance education format, or it could be through classes taught jointly to U of S and U of R students in non-standard format (e.g., a two week intensive course).

The pursuit of an integrated graduate program in public policy would enable both universities to offer a program that would far exceed what either university would be able to support individually. With growing competition in the public policy field, the integrated model offers economies of scale and the opportunity for specialization that would truly set the integrated JSGS program among the best in Canada.

The JSGS is also home to the Master of Public Administration (MPA) program, a course-based or project-based professional program in public policy. The MPA has been very successful with registration numbers reaching 162 in Fall 2009.

In summary, there is good evidence of a strong demand for both the MPP and the Ph.D. programs. Graduates of the programs can be expected to find interesting and challenging jobs in everything from government to industry associations to academia.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Master of Public Policy

Admission Qualifications:
All applicants must meet FGSR general admission requirements and may enter the program from a wide variety of
disciplines. For example, students from fine arts to the social sciences to the physical sciences to the professional college
disciplines are eligible. Since concepts derived from microeconomics and statistics are used in parts of the program,
students without a background in these areas may be required to take additional course work as courses secondary to the
formal program or attend specific workshops sponsored by the JSGS.

Proposed Calendar Description – Master of Public Policy (MPP)

(Minimum program requirement of 30 credit hours; 9 credit hours of core courses plus two electives for 6 credit
hours)

- GSPP 805 (PUBP 805), PUBP 807 (only offered at U of S); (6 credit hours) core
- One of GSPP 851 (PUBP 810), or GSPP 803 (PUBP 811); (3 credit hours) core
- Two electives from the following: GSPP 808 (PUBP 808); PUBP 812, PUBP 813, PUBP 814, PUBP 815, PUBP 830
  (only offered at U of S); GSPP 835AG, GSPP 809 (only offered at U of R); (6 credit hours)
- GSPP 901 (15 credit hours)

Courses offered by the University of Regina are labeled as "GSPP". Courses offered by the University of Saskatchewan are
labeled as "PUBP". Students in the Johnson-Shoyama Graduate School, regardless of which campus they are registered
at, can take courses at both campuses.

Students may also take some core and/or elective courses through the school's University of Saskatchewan campus or
electives from other relevant programs at the University of Regina that have been deemed appropriate by the school and
approved by the student's advisory committee and the FGSR

Programs that are likely to have courses of interest to MPP students include the MPA, Master of International Trade (INTR
courses; U of S only), Political Science, Economics, and Sociology, at either university.

Students must write and successfully defend a thesis to complete the program. Students are expected to complete the
program in a timely manner; for example, within two years as a full-time student, but a maximum of five years is allowed
under FGSR’s regulations.

Comparison with other Programs:
Table 1 compares the proposed MPP program with public policy programs in selected universities across Canada. Most of
the public policy programs in Canada are professional in nature – they are highly course based and a thesis is optional. The
proposed MPP program requires fewer credit units of coursework and requires students to undertake a major research
project and complete a thesis.

<table>
<thead>
<tr>
<th>University</th>
<th>Undergrad Degree</th>
<th>Work Experience</th>
<th>Required Subject(s)</th>
<th>Duration</th>
<th>Credits/Courses</th>
<th>Thesis</th>
<th>Internship</th>
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</thead>
<tbody>
<tr>
<td>Carleton</td>
<td>Preferably 4 Year may be waived for mid-career</td>
<td>May be Credited</td>
<td>Economics, Can Gvt, Algebra Encouraged</td>
<td>2 yrs</td>
<td>16½ courses</td>
<td>Option</td>
<td>Optional coop Work terms, no cr.</td>
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<tr>
<td>Concordia</td>
<td>Honours or equivalent</td>
<td>Nec background can be added</td>
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<td>2 yrs</td>
<td>1 yr</td>
<td>45 cr</td>
<td>Option B 6 cr defense 12 cr</td>
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<tr>
<td>Dalhousie</td>
<td>B+ average</td>
<td>No for MPA for online, **work nec. And can subs for first degree; CCMD adv. Std</td>
<td>Online degree computer config. To School system</td>
<td>2 yrs</td>
<td>18½ cr ft; 14 cr distance</td>
<td></td>
<td>Yes</td>
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<tr>
<td>ENAP</td>
<td>BSc or equivalent with avg of 3.2 of possible 4.3</td>
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<td>Mgmt option: 45 cr 11 courses</td>
<td>2 yrs</td>
<td>27 cr</td>
<td>Project d’intervention 12 cr</td>
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<td>Guelph-McMaster</td>
<td>B avg in honours BA</td>
<td>Political science</td>
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<td>1 yr</td>
<td>8 courses (5 core)</td>
<td>Major research paper 4.25 cr</td>
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<td>Institution</td>
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<td>Laval</td>
<td>Diplome de premier cycle; average of 3 from 4.33 (approx 75% approx. Discipline)</td>
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<td>Optional or 12 cr.; or 2 cr</td>
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<tr>
<td>Manitoba-Winnipeg</td>
<td>B+ avg in honours (or 3 yr B.A.)</td>
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<td>Accept B avg with experience</td>
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<td>Pol Sc or Econ pref at entry 1-2 yrs</td>
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<td>Up to 6 yrs</td>
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<td>24-48 cr (background)</td>
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<td>Co-op for FT (6 cr on top of pgm reqs)</td>
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<td>12-16 weeks (oblig)</td>
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<td>Moncton</td>
<td>MPA bacc (diplome de 1er cycle); avg of 3 from 4.33</td>
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<td>May subs. For bac for civil servants, work term oblig.</td>
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<td>2 yrs for MPA</td>
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<td>Queen's</td>
<td>4 yr, min. B+</td>
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<td>Five years work for PMPA</td>
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<td></td>
<td>MPA FT 1 yr (3 terms) PMPA 2-3 yrs</td>
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<td>12 ½ courses 10 ½ courses</td>
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<td>Paper (2 cr)</td>
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<td>Optional</td>
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<tr>
<td>Regina – Saskatchewan MPA</td>
<td>4 yrs, B, or less if progress in last 2 yrs</td>
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<td>FT, 1 yr</td>
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<td>PT 2-5 yrs</td>
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<td>8 grad courses (24 cr hrs)</td>
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<td>Students eligible for separate program</td>
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<td>4 yr B+ or 75% avg in last two years</td>
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<td>Students eligible for separate program</td>
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<td>Simon Fr.</td>
<td>BA Desired Strong social sc. Preferred</td>
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<td>POLICY ANALYSIS PROJECT</td>
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<td>Victoria</td>
<td>B avg in last 2 yrs</td>
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<td>2.33 yrs-2.5 yrs</td>
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<td>3.5 yrs- 5 yrs</td>
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<td>B in last 2 yrs</td>
<td>Two years, may be credited</td>
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<td>60 credit hours</td>
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</table>

Source: Sutherland and Gow

**Ph.D in Public Policy Program**

**Admission Qualifications:**

Applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research, with the following additions (as applicable):

- Applicants must have completed a Master of Public Policy (MPP) or Public Administration (MPA), or a Master's degree in a cognate discipline such as economics, political science, sociology, or educational administration from an accredited university and will be expected to have achieved an average of 75 percent or better in their Master's program.
- Applicants seeking admission after completing a course-based Master's degree may be required to complete an examination as a condition of the program, which will be identified in the admission letter. This examination will typically consist of a written examination in the students' major area and this is to be completed in the first year of studies. A student who fails the written examination will be permitted to retake the examination only once.
- Applicants are required to prepare and submit a research program outlining the research that they would like to pursue in the area of public policy. The research program outline is to contain a well-defined problem statement, a review of the appropriate literature, and an initial methodology.
- An interview with the applicant is required and will be scheduled by the School upon receipt of all application materials in the FGSR. The Ph.D. steering committee of the School reviews the file and makes a recommendation to the Dean of the Faculty of Graduate Studies and Research.
- Exceptional students may be considered for transfer from the MPP (or MPA) to the Ph.D. A transfer will only be considered after a student has completed all 15 credit hours of the course work required for the MPP (Note:...
students in the MPA would also have to complete a minimum of 15 credit hours of course work to be considered for transfer). Before students will be transferred to the Ph.D. program, they must also successfully complete an examination (see above). The graduate committee in the School will also require three letters of recommendation (typically from faculty members in the School) in support of the transfer.

Program:

Coursework
Students with a Master's degree (with thesis) in public policy from an accredited university will be required to take a minimum of nine (9) credit hours of the core course work. Students without this background will be required to acquire the relevant background before taking the formal Ph.D. core courses.

Ph.D. (Minimum requirement of 60 credit hours from a master's degree)

Required Courses:
Students are required to complete nine (9) credit hours from the following core set of courses:

- GSPP 851 (PUBP 810), or GSPP 803 (PUBP 811), (3 credit hours)
- GSPP 822(PUBP 820)* (3 credit hours)
- PUBP 830 (only offered at U of S), (3 credit hours)
  And also complete
- GSPP 901 (51 credit hours)

*GSPP 822 (PUBP 820) can also be satisfied by successfully completing one of the following courses - PUBP 812, PUBP 813, PUBP 814 or PUBP 815 which are, currently, exclusively offered at the U of S. Students may also select a different course with comparative policy content offered by either the U of R or the U of S and approved by the student's advisory committee and the FGSR. Students who have taken one or more of these courses previously (i.e., in a master's program) will be required to substitute an additional course or courses. Students may take additional courses in a particular subject area if they wish, subject to the approval of their advisory committee and the FGSR.

Note: Courses offered by the University of Regina are labeled as "GSPP". Courses offered by the University of Saskatchewan are labeled as "PUBP". Students in the Johnson-Shoyama Graduate School, regardless of which campus they are registered at, can take courses at both campuses.

Students must write and successfully defend a thesis to complete the program. Students are expected to complete the program in a timely manner; for example, within three years as a full-time student, but a maximum of six years is allowed under FGSR's regulations.

Comprehensive Exam
Students will complete a comprehensive examination following completion of their prescribed course work. The comprehensive exam would involve the preparation of a paper and an oral exam. The paper would be linked to the research program that the student has identified and that would serve as the starting point for a thesis proposal to be completed after the comprehensive exam is successfully completed.

Following successful completion of the comprehensive exam, students would move to the development of a proposal, and upon its approval, to the thesis research and writing stage.

Academic Performance Standards:
Satisfactory performance in research and course work is required and can be reviewed at any time as defined within the framework of the Faculty of Graduate Studies and Research regulations. The supervisory committee can meet to address any issues pertaining to the student's progress and could recommend termination of a student's program should progress be unsatisfactory. The Dean of FGSR or the FGSR Ph.D. Committee may also initiate questions concerning a student's progress, as per FGSR regulations.
Comparison with other Programs:

Table 2. Comparison of Ph.D Programs in Public Policy at Canadian Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Prerequisites</th>
<th>Required Subject(s)</th>
<th>Credits/Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carleton</td>
<td>Courses in political science (2), economics (1) and statistics (1)</td>
<td>Markets, Prices and Government; Policy Institutions and Processes; Public Policy Analysis; Foundations of Policy Analysis</td>
<td>3 credits (equivalent 18 CHs)/6 courses</td>
</tr>
<tr>
<td>Victoria</td>
<td>Master’s degree in a related discipline (e.g. political science, economics, sociology, social work, etc)</td>
<td>Comparative policy and governance; Organizational studies; Applied policy and program analysis</td>
<td>12 units (equivalent to 24 CHs)/8 courses</td>
</tr>
<tr>
<td>Regina-Saskatchewan</td>
<td>MPA, MPP or Masters in a cognate discipline such as economics or political science</td>
<td>Comparative public policy/Qualitative/quantitative methods and research design; Decision making in organizations</td>
<td>9 CHs/3 courses</td>
</tr>
</tbody>
</table>

5. RESEARCH & TEACHING RESOURCES

As a provincial school, the JSGS has sufficient resources to handle the teaching and supervisory requirements associated with the MPA, the MPP and the Ph.D. The school's faculty have significant research backgrounds and interests in three areas: health and social policy; science, technology, and innovation; and trade and transnational regulation. This provides opportunities for students to explore topics in areas such as higher education, health and social policy, Aboriginal Peoples and public policy, the social economy, international trade agreements, innovation and science policy, regulation, and economic and cultural development. It is anticipated that sixteen to eighteen full time faculty members will be associated with the JSGS at both campuses. With this faculty complement, the School will be in the mid-range of Canadian public policy schools.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The MPP and Ph.D. are very different from existing Master’s and Ph.D. programs in areas such as Economics and political science. This difference largely stems from the fact that the MPP and Ph.D. are interdisciplinary in nature, thus they tend to attract students that are interested in the crossover, for instance, between economics and political science, rather than delving deeply into a specific discipline. The MPP and Ph.D. also require a focus on public policy, something that is not at the heart of economics or political science. As a result these two programs are expected to attract new students to the University of Regina. The proposed MPP would fit well with the Master of Arts in Applied Economics and Policy Analysis program. A number of the courses in both of these programs could serve as electives in the other program.

7. BUDGET AND OTHER RESOURCES

Table 4 shows the projected incremental tuition revenue associated with the three graduate programs (MPA, MPP, Ph.D.) of the JSGS over the four-year period 2010-11 to 2013-14. All figures are in constant dollars. The University of Regina has the library resources necessary to support the MPP and the Ph.D. As the attached memo from the Library indicates, the university has the resources to support the MPA program and since the same journals are required for the MPP and the Ph.D. as for the MPA, the university has the resources necessary to support the MPP and the Ph.D. The University of Regina also has the IT resources necessary to support the MPP and the Ph.D. programs. As well, given that the IT needs of the students in MPA program are very similar to the needs of students in the MPP and Ph.D. programs (including the provision of a "smart" classroom), the university has the resources necessary to support the MPP and the Ph.D. programs. Notably, last Fall, the JSGS received Mr. Al Johnson’s personal library, which will help support the students in their research.
8. INTERNSHIPS

One of unique opportunities offered by the location of the University of Regina is derived from its location in the capital of Saskatchewan. For MPP students, this will provide the program with a multitude of opportunities to partner with ministries of the federal government, provincial government departments, municipal governments, crown corporations and some NGOs in the delivery of a graduate program. There is an existing internship program for MPA students, a program coordinated by the Outreach and Training facility in Regina. MPP students will have the option of working and studying within a government department, crown corporation, or NGO for a portion of their graduate degree. Through their time spent in the internship students will gain exposure to the nuanced world of policy preparation, implementation, and analysis as it is currently practiced in the field that cannot be effectively delivered in a classroom setting.

The internship opportunities will help form stronger links between the University of Regina, and specifically the JSGS, and the government agencies, crown corporations and NGOs hosting the internship students. Such links will increase the profile and research capacity of the school and the university. By way of increasing the research capacity of the university, funding requirements of the program may be reduced as externally funded Research Assistantships replace internal sources of student funding. The internships will also raise the profile of the school provincially and nationally.

For the MPP, students will be eligible for an internship after they have completed the core courses, as is the case for our current MPA students. This requirement is intended to ensure students participating in the work term have developed the basic skill set the program is designed to deliver. For the vast majority of students the work term will be an option for the summer semester. The non-credit internship course is GSPP 850AA-ZZ.

9. PROGRAM REVIEW

An evaluation of the MPP and Ph.D. programs will occur as indicated in the Operating Principles addendum to the MOU that created the JSGS.

The School, of course, would participate fully in all planning activities at the universities. Assuming that the School has been operating successfully, the formal review would coincide with the School preparing a plan for the planning cycle.

Table 4 Graduate Program Incremental tuition Revenue 2010-11 to 2013-14

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Annual Tuition</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
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</thead>
<tbody>
<tr>
<td>MPA</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>35</td>
<td>35</td>
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<tr>
<td>MPP</td>
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<td>05</td>
<td>12</td>
<td>12</td>
<td>12</td>
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<tr>
<td>Ph.D.</td>
<td>1</td>
<td>02</td>
<td>03</td>
<td>04</td>
<td>05</td>
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| Total     | 14             | 19      | 35      | 46      |

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<thead>
<tr>
<th>Tuition revenue</th>
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<tbody>
<tr>
<td>MPA</td>
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<tr>
<td>MPP</td>
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<tr>
<td>Ph.D.</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Notes:
1. The projections are intended to only include amounts over and above student numbers that proposed faculty may currently supervise
2. Tuition for the MPP program has been projected at the same amount as the current tuition for the program at the University of Saskatchewan
10. Johnson-Shoyama Graduate School of Public Policy Professors

Dr. Michael Atkinson, Executive Director
Dr. Ken Rasmussen, Associate Director
Dr. Sylvain Charlebois
Dr. Murray Fulton
Dr. Daniel Béland
Mr. Robert E. Hawkins
Dr. Bruno Dupeyron
Ms. Heather Heavin
Dr. Catherine Leviten-Reid
Dr. Greg Marchildon
Dr. Kathleen McNutt
Dr. Haizhen Mou
Dr. Evelyn J. Peters
Dr. Peter W.B. Phillips
Dr. Keith Walker
Dr. Jennifer Wallner
Dr. Lihui Zhang

Reviewer's Comments:

Reviewer #1 (edited in the FGSR)

Introduction
The Johnson-Shoyama Graduate School of Public Policy (JSGS) at the University of Regina has put forward proposals for two new degree programs, the MPP and PH.D. I received a document entitled “Proposal for Curriculum Change” from the University of Regina that briefly outlined the two programs and provided supporting background for their creation. The CVs of faculty associated with the JSGS were provided. I was given a set of guidelines for the evaluation that I use when applicable.

Program

The Market for MPP and PH.D. degrees – Demand for the Degree and Supply of Programs. The appraisal accurately describes the potential demand for graduates with the MPP and Ph.D. degree in public policy. There will indeed be a large number of potential positions in the public sector due to the age structure and pending retirements in the labour force. This is true not only for public sector institutions, but also for non-governmental entities in the private sector that would hire public policy graduates and not-for-profit sector. The demand for MPP graduates has been particularly strong over the past five years both regionally and nationally and once the Canadian economy rebounds from the current recession, the demand should continue (barring major cutbacks to the public sector due to deficit reduction targets). The proposal also accurately describes the need for those with policy analysis research skills in addition to what was the more traditional training in public administration. There has been a rapid expansion of programs offering MPP degrees (or facsimiles even if they are called something else, such as Carleton’s Master of Arts in Public Administration, and Queen’s MPA degree). There will thus be increasing competition for qualified graduate students in the coming years. University of Calgary plans to begin its MPP program in September 2010 and has a target enrolment of 40 to 50 students. Thus, one of the challenges I see for the MPP program is the competition from other programs. However, the long-term target of a stock of 12 students (if that is what the numbers mean in the proposal) may make it possible to attract a sufficient number of high calibre people to the program.

The market for Ph.D.s is quite different from that of master’s students. As the proposal notes, demand for Ph.D.s will come from other policy schools and government agencies who wish to hire people with more research experience. The steady state number of Ph.D.s at around 4 to 5 might be about right in terms of the potential demand for public policy Ph.D.s. However, some caution is warranted. First, it may be difficult to recruit high quality students to the Ph.D. Taking one’s own MPP or MPA graduates is one avenue, but the potential supply of Ph.D. applicants who have the appropriate credentials is not large. Second, graduates with a Ph.D. in public policy may find it challenging to compete with disciplinary programs
Admission Requirements, Funding, and Resources. Admission requirements seem entirely appropriate for both degree programs and are comparable to other public policy programs and to admission to graduate programs at my university. Funding for the number of applicants and relative to the tuition is excellent. Should the programs go ahead, the sustainability of the funding envelope beyond the three years would be essential to continue to attract good students. The tuition fees are quite low by comparison to other programs in Canada. While there is nothing specific in the proposal about the resources these new programs require, it looks to me that incremental resources would be minimal because all the courses are already in the calendar and presumably being taught on a regular basis. The increment would be in the number of students as shown in Table 4.1 Faculty teaching loads would go up slightly; the biggest impact would be in the required courses that overlap the MPA and MPP, but given there is only one (GSPP 805), then if this course is taught as a lecture, larger enrolments should be manageable. The other alternative is to teach it more than once per year. The other impact is in thesis supervision. This should be manageable given the size of the faculty, but will entail an increase in work load, and if students are able to choose a topic and supervisor freely, then there is always the risk of an imbalance in workloads. As management of the thesis was not discussed in the proposal, I presume the faculty have addressed these issues to their satisfaction.

I do not understand the bottom line in Table 4 in the enrolment section. I’m missing how the numbers add up as the sum of the three programs (MPA + MPP + Ph.D.) do not sum to the numbers below the line.

Program Components. The proposal provided a sketch of the two degree programs. The programs are as follows:

MPP: 15 credits (5 courses of 3 credits each) plus GSPP 901 and 906 + a master’s thesis. Required courses are: GSPP 805, PUBP 807 (at the University of Saskatchewan), GSPP 851; two electives from a list that includes 6 courses taught at the University of Saskatchewan (PUBP 808, 812, 813, 814, 815, 830) and two from Regina (GSPP 809, 835). Students may take electives in other departments that I assume include courses taught by the JSGS for the MPA students.

Ph.D. Students with a masters degree are required to take 3 courses (GSPP 803 or 851, GSPP 822 (or substitute), and PUBP 830). A comprehensive exam that consists of a paper and an oral exam is to be held at the end of the first two semesters in the Ph.D. The topic of the exam will be connected to the student’s proposed Ph.D. research. The students then complete their thesis.

Comments on the degree programs. First, more detail on the structure of the program and how it integrates with the MPA would be helpful. I see from the University calendar that there is a large list of GSPP courses that are already in existence. Students in the MPP and Ph.D. would presumably be in the same class as those in the MPA program for their required and elective courses. This means effectively that neither the MPP group nor the Ph.D. students will have any courses unique to their program except for their thesis, which is independent research. But the MPP has fewer required courses than say the MPA (Public Policy) with the project option, and fewer courses that I would see as core to a research degree. The MPA requires GSPP 801, 802, 804, 805, and 806, but the MPP has only one of these (805). Moreover, just one of quantitative or qualitative methods is required, not both. I may misunderstand the role of the MPP degree at the University of Regina, but my experience with our and other MPP degrees is that the core subjects in economics, political science, and research methodologies (including a course such as GSPP 804) are essential to doing high quality research. If the emphasis is on policy analysis and not simply curiosity-driven research, then I find the MPP degree proposed somewhat short on analysis. Put more strongly, if I were advising a student who wanted a very solid and comprehensive research degree in public policy, I’d advise them to take your MPA (Public Policy with project). The MPP seems more in the spirit of a UK degree where the student has significantly less course work and the degree is largely based on the thesis. As such, the MPP degree may not be in synch with the market description given in the proposal.

Another area where I would have liked more detail is on the MPP thesis. How many credits does this entail? How will supervision be decided in the School? Will credit be given to faculty for supervision, if so, how? What is the expected length of time to do complete the thesis? The role of GSPP 906 also needs clarification. GSPP is the master’s thesis seminar, but I presume that it is a typo to say that MPP students are required to take GSPP 906 as the calendar says this is the Ph.D. research seminar (top of page 4 of the proposal says “15 credit hours, plus the GSPP 906 seminar and GSPP 901 (Research)).” The calendar description of these courses is by necessity short, but I’d be curious to see how the thesis seminars would be run in the proposal.
I am not entirely clear how the integration of the two universities in the JSGS will function for the MPP and Ph.D. degree. Are the MPP and PH.D. degrees only being offered at Regina? Or, can students who are resident at the University of Saskatchewan enrol in these degree programs as well and Saskatchewan is going through a parallel approval process? It would also be helpful to know how the integration of the two universities is going with the MPA degrees. Given the large number of courses for the MPP that are at the University of Saskatchewan, more detail on the success or challenges with the logistics would help me assess the potential success of the MPP and PH.D. programs. What courses would an MPP student expect to see offered each year at Regina?

My concerns about the content of the Ph.D. program are two-fold; first, that it contains no unique Ph.D. courses except GSPP 906 so there is little identity to the program, and second that there is only one comprehensive exam that is tied to the candidate’s proposed thesis. The interdisciplinary programs I am familiar with require three major essays for the comprehensive exams, all of which must be defended. These may be in the area of the proposed thesis, but are generally broader, allowing the faculty to assess the student’s aptitude more fully.

Faculty. The CVs of the faculty for the JSGS were provided in the documentation. The JSGS has a number of very distinguished senior faculty who are clearly experts in their fields. The School also contains a number of younger faculty who have already shown that they will be outstanding scholars with very active research agendas. My assessment is that the proposed programs will be taught by highly competent faculty and I have no concerns about the quality of the faculty and hence the courses that are taught. The areas of interest of the faculty are directly tied to the course offerings in the JSGS. It would however have been helpful to see who would be teaching the core courses and electives for the MPP and PH.D. programs.

Summary and Recommendations: The JSGS’s proposal to launch MPP and Ph.D. degrees is laudable. The number and caliber of the faculty clearly warrant such degrees. My concern is that the MPP degree is not going to be comparable to MPP degrees at other Canadian universities in terms of the depth of research skills that the JSGS graduates will have. The total number of courses taken is considerably smaller than many of the programs, and the students will not be exposed to what most programs have as core components of their MPP degree (e.g., quantitative and qualitative methodology, public policy research, sufficient political science and economics to be well versed in the need to incorporate both into their research and analysis). While the thesis is to be the substitute for course work, my concern is that by definition, a thesis is a focused piece of work and without sufficient background, the thesis will miss components of public policy. Graduates may therefore find themselves at a competitive disadvantage in the labour market. As noted above, the MPA (Public Policy, with project) looks closer to the norm of MPP degrees in Canada. Perhaps the objective is to differential JSGS students from other MPP programs. This might be a good strategy if the MPP graduates from JSGS are truly different in a desirable way but the proposal does not convince me of that. My experience is that without the core courses, my own students would find writing a high quality thesis very challenging and the quality would not be as high as the major project they now do. My recommendation on the MPP would be to make it more in line with the MPA in Public Policy and simply re-label that program as the MPP. It is already on the books; you presumably have experience with students who have taken that specialization and how the market has responded to them. While I don’t know the nature and extent of the project for the MPA, our experience is that a major project that has an official defense (as does our project) fully satisfies the research focus of the degree.

The Ph.D. is low risk from the viewpoint of faculty resources. It looks to me like no new resources are needed because the Ph.D. candidates will enroll in courses already offered by the JSGS. Faculty supervision loads will increase, but that is clearly understood by the School when putting forth the proposal. My concern remains the potential quality of the applicants and their job prospects. However, as the program is low-cost and low risk to the JSGS and university, I would support its adoption. I suggest thinking about making the comprehensive exam a bit larger in scope (e.g., two or three papers instead of one).

Reviewer #2
(edited in the FGSR)

To: R.A. Kelln, Dean of Graduate Studies and Research
Date: 12 March 2010

You have requested comments from me on the proposed Master of Public Policy and Public Policy Ph.D. programs. I am happy to comply.
It is agreed that, given the age distribution of the public sector in Canada, there is a strong "market demand" over the next decade for students with the skills provided by a Master of Public Policy program.

The incremental cost to the university of a small Ph.D. program is not large. The central decision to be made is whether or not to mount a graduate MPP program and what key elements should define it. To do it well is “teaching intensive”. I emphasize below some strategic decisions necessary to the success of such a program.

1. A strong core

Relative to a discipline-based Master’s-level program, an MPP must be interdisciplinary. The danger of such programs is either 1) to insist on an unrealistically high level for a particular discipline or 2) to compromise with a superficial study of the core academic disciplines.

Here, we have defined the core as follows:

- Two semesters of economics: emphasis on micro-economics, the more relevant component for future policy analysts in most public agency positions, taught at roughly an intermediate undergraduate level.
- Two semesters of “analysis” course work: teaching students to write well structured compact memos that analyze in depth the pros/cons of policy options in terms of explicit criteria and measures. This is a “skill” that requires lots of practice.
- A minimum of one course in each of quantitative and qualitative research, that enables students to prepare surveys, use Excel well (for example in constructing tables and figures using descriptive statistics tables), and, finally, undertake simple regressions;
- Two courses in political processes and institutions.
- A final individual project of 15,000 – 20,000 words (equivalent approximately to two courses).

According to the proposal, the proposed MPP requires three of four courses: 803: quantitative methods; 805: economics; 807: political economy; 851: qualitative methods. It is silent on the matter of a final individual project.

In my opinion, this is an inadequate core. Given the academic background of typical students entering public policy studies, their quantitative skills are weak. We have struggled here with a variety of tactics to enhance quantitative skills in the research and economics courses, as well as via supplementary mathematics courses for designated students. We have also concluded that two semesters of policy analysis (which entails multiple exercises in writing policy memos and briefs) are necessary.

2. Adequate faculty time commitment to teaching the core subjects and capstone project/thesis

The list of faculty members linked to the Johnson-Shoyama Public Policy School is impressive. Cumulatively, they are certainly capable of mounting a good MPP. It is unclear, however, what percentage of time of each faculty member is to be allocated the School, relative to some other department in which the faculty member may be co-appointed. Teaching the core courses and supervising individual projects will require a minimum of probably six full time FTE faculty members for a cohort of 30 students.

The program will benefit if taught via cohorts – some in Saskatoon, some in Regina – who interact extensively and thereby learn from one another. The cohort effect will be considerably enhanced with easy and extensive access to faculty members.

Organizing the program to realize these cohort benefits renders teaching and consultation time-consuming for faculty, but is worthwhile in assuring the program quality.

3. Capstone project/thesis

Perhaps the most important component of student learning at a post-graduate level is to undertake a piece of individual research as requirement for the degree. I am skeptical of the ability to maintain decent quality in a public policy program
without this as a component. This component is expensive in terms of faculty time commitment but, in my opinion, is essential.

4. Ideological and methodological range of opinion

Public policy programs are, by construction, analyzing subjects that are in the public eye, and that are subject to political and ideological debate. A good program must teach students to stand back from their personal convictions and analyze a range of policy options, some of which they will disapprove. Inevitably, faculty members will have well developed conclusions on many topical subjects. It is essential to build a faculty with a diversity of opinion on policy, and encourage collegiality in debating policy. (Perhaps the most contentious subject in the context of Saskatchewan public policy studies will concern Aboriginal policy. If the Johnson-Shoyama program is to contribute meaningfully in this policy area, it will face difficulties in assuring the necessary diversity of opinion and collegiality.)

Reviewer #3
(edited in the FGSR)

April 7, 2010

Dean R.A. Kelln
Faculty of Graduate Studies and Research
University of Regina
Regina, Saskatchewan S4S OA2

Dear Dean Kelln,

My requested review of the proposed MPP and Ph.D. in Public Policy of the Johnson-Shoyama Graduate School at the University of Regina is found below. I hope that my review will be helpful to you and your colleagues.

It is in three parts: one dealing briefly with all of the issues with which I see no problem or about which I have no questions; a second part that is concerned with selected aspects of the structure of the proposed MPP program; and a third part that deals with aspects of the proposed Ph.D. program.

My principal suggestion concerning the MPP is to drop the requirement for a Master's thesis while retaining it as an option in some special cases, substituting additional courses of a more technical nature and a shorter capstone project or research paper.

Concerning the Ph.D., I suggest that the nature of core courses or prerequisites and the small size of the Ph.D. cohort at any one campus are matters that may require some further thought.

My perspective on these matters is informed by my experience as one of the planners of, and as the first supervisor of, the Ph.D. program in the School of Public Policy at our university that began in 1991. It is also based on my experience with the MA program in public policy at our university over the past three decades, as well as on my experience teaching micro economics, statistics, political economy and other courses to graduate public policy students.

1. I want to deal first with some of the many issues I was asked about and that about which I see no problems. In particular, the faculty, at both campuses, are well qualified. At some point in the development of a program and of individual faculty members, it becomes desirable to have graduate students around that might, at the best of times, become more like colleagues. The JSMS is beyond this point – the presence of CRC faculty at both campuses is ample testimony to this fact.

The justification given in the ‘Proposal for Curriculum Change’ concerning the demand for student graduates is sound, and the basic structure of the programs with the exception of the issues I raise below is fine. This includes the two-year length of the proposed MPP program.
I am sure that our admissions committee, on which I usually sit, would be happy to welcome students with good grades and letters from the MPP program into our Ph.D. in Public Policy program. I should also note that, grades and letters aside, they will not be advantaged relative to students with MA’s in a single discipline, or relative to students who did an MA program by course work only.

2. The proposed MPP program

(i) Core course requirements

The proposal for curriculum change states that the MPP is a research program (page 1). By that I understand that it is a program that teaches research skills. Since most graduates will not go on to conduct original research while working in the public sector, or to do a Ph.D., in my view the MPP should also be thought of as a program that trains students to work in policy areas or fields that require more technical skills than are usually taught in the MPA program.

A basic conundrum facing educators of public policy students is how to make the trade-offs required for a multi-disciplinary field that ideally would involve students having already completed undergraduate degrees in both economics and politics before entering the program. An analogous problem faces anyone setting up a Ph.D. program in public policy. Economists don’t learn about government and the public sector broadly defined, while political scientists do not usually learn any economics and often have little understanding of the machinery of government. Since they are exposed to all of these substantive matters to some extent, students with an MPA degree sometimes find themselves with an advantage in the competition for public sector based employment.

The MPP may be thought of as an MPA degree that is shifted towards one end of the spectrum of public policy degrees defined by the technical skill set of the representative graduate. For employment in some areas, public policy students graduating with more technical skills in economics, statistics and political economy will have an advantage in the market because they need less training when first employed, are able to learn more of a technical nature on the job, and because they also can combine these skills with the sort of valuable general knowledge about the public sector that economists and many political scientists with MA’s lack.

The technical skills that are most useful include, microeconomics, cost-benefit analysis and public finance (both applied micro), modern political economy (including group behavior, the logic of collective choice mechanisms, legislative institutions and bureaucracy), and research methods, especially quantitative methods. Financial management and administrative law may also be included here.

The proposed program includes economics (I assume this is mostly micro), political economy (which is left undefined) and quantitative methods. It allows students to substitute a qualitative methods course for the quantitative one, which I think is something you might want to reconsider for the MPP core. We allow the same substitution at our university. But I doubt there is anything of substance about research in the qualitative course that cannot also be included in a well-structured quantitative methods course.

Students prefer the qualitative course, and they gravitated that way in large numbers at our university when they were allowed to about 5 or 6 years ago. Students did so mainly because it is easier. Qualitative courses do not usually involve as much problem solving, which is a difficult intellectual task. Most students find micro economics difficult for the same reason.

I should also note that the usual statistics course of the sort taught in the second year of an undergraduate economics program, psychology or at a senior undergraduate level in political science are not ideal models for a master’s course in quantitative methods in a public policy program. Students are more mature and can deal with difficult conceptual issues in research design, and also have less time to cover the same range of technical details.

(ii) The MA thesis requirement

Because acquiring technical and research skills is difficult for many students that enter policy schools, and for other reasons discussed below, I suggest that you consider dropping the requirement of a thesis, which is usually equivalent to two full courses (or 4 one-semester courses), and instead add requirements for an applied micro economics course (cost-benefit or public finance) and for a second quantitative course. An alternative would be to require both qualitative and quantitative courses in the event that one disagrees with the approach to these elements of the program I outlined earlier. In addition, I
would require a capstone project or one-semester research paper to help the student solidify their understanding of research methods and their ability to synthesize existing ideas.

I think that for most students, a thesis at the MA level is not as useful to their careers in government as additional course work along with a research paper. This is so for the MA students I have taught over the past three decades (all of whom are doing a two-year program), and I note that in the MA program at our university, the thesis is an option that for the last 15 years has rarely been taken up. In my view, the research-oriented public policy student is better off doing a Ph.D. if they want to be able to do research as a profession. The ability to synthesize ideas which is often the focus of an MA thesis can be taught in other ways, such as through a shorter research paper (which does not carry the same risk of getting out of hand as do some MA theses) and through term papers.

However, I acknowledge that an MA thesis may be appropriate for some students. I would retain it as an option for a small proportion of the MPP student body.

(iii) Program total length

The total length of the program is a matter deserving of some comment. The MPP is to be two years in length, one longer than the MPA program at the JSGS, and of the same length as the regular degree at our university. For students without anything but first year economics or a basic statistics course, one year is too short for acquisition of the planned skill set. This will be even more likely to be the case if students do some sort of internship or co-op term in government. Where possible, qualified students can be given advanced standing so that program is shortened for them. The program may also be shortened effectively if there is the possibility, as at our university, to complete some optional course work while working full time.

Well-trained MPP students should find that they are more competitive in the employment market compared to the one-year MPA graduate with the equivalent pre-program background. This is one way to judge the success of the new program. Development of a reputation for graduating uniformly and very well-trained students is another.

3. The proposed Ph.D. in public policy

(i) Core requirements

Most public policy students do not write a dissertation that involves a substantial amount of economic analysis. I see no problem with this choice. But it is easy to make the case that research in most areas of public policy must be cognizant of the economic dimension of the subject being studied. So I am surprised by the absence of a background in economics either as a prerequisite or in the core of the proposed Ph.D. in Public Policy. Students entering our university's Ph.D. must have economics at least at the level of that required for the MA in public policy program, i.e., at the second year undergraduate level. And the core of our Ph.D. requires students to do what is essentially a less mathematical and more applied counterpart to a one-semester senior undergraduate micro economics course. Why must MPP students study economics but not Ph.D. students?

(ii) The size of the Ph.D. cohort and the link with the University of Saskatchewan:

My understanding is that the number of Ph.D. admissions given in Table 4 of the proposal (5 students by 2013/14) are incremental numbers at the University of Regina only. I do not know how many special case Ph.D.’s are already present. This number is in addition to those that may be admitted at the University of Saskatchewan.

The problem here is that of small numbers in a cohort. Ph.D. students learn as much from each other as they do from the faculty. At our university, with about 18 full-time faculty (about half of whom are doing Ph.D. supervision at any one time), we usually admit about 8 students per year, and even this is small because of part-timers and advanced standing, so that in a few cases courses can consist of 4 students. A good cohort, both in terms of the synchronization of courses and in terms of numbers in a class are important determinants of the quality of Ph.D. education in the North American style. (I should also add that few students that we admit are intellectually mature enough to do a Ph.D. by thesis only).

I understand the practical difficulties involved in finding, funding and supervising a larger number of students. One hopes that the link with the JSGS in Saskatoon will be of help in this respect. The 'Operating Principles' document shows that
considerable thought has gone into the relationship of programs and faculty at the two campuses. But it isn't clear to me how the small cohort problem is to be dealt with.

An arrangement to place all Ph.D. students on one campus, and all MPP students on the other makes some sense. And since the MPP students can profit more from close proximity to the government, that means they should be in Regina. But I expect that this will not satisfy senior faculty who want, and do deserve, to be able to teach Ph.D. students as part of their academic development.

Given the distance between the campuses, I think the implication of these observations is that the admissions committees will want to try and find students who are particularly well-suited to working independently.

Yours sincerely,

Report to reviewers

MPP and PH.D.
Johnson-Shoyama Graduate School of Public Policy

General comments

We appreciated the suggestions and comments provided by the reviewers, and felt that each provided the school with sound advice. Although both programs already exist at the University of Saskatchewan, our programs have not yet benefited from external reviews, and we are thankful for the input.

After reading the reports, however, we didn't feel that either program required changes. We felt that most suggestions were prompted by a lack of understanding about our current MPA program or about the joint nature of our school. Nevertheless, we extracted the major concerns from reviewers, and mention them below. We tried to provide a response to each reviewer.

Reviewer 1

On page 1, Reviewer 1 explained that "More detail on the structure of the program and how it integrates with the MPA would be helpful."

Response: The MPA and MPP are very different programs. There will be substantial demand for students with a research background such as what will be provided by the MPP. Some MPP students will be attracted to Ph.D.-level programs. As for course offerings, other than GSPP805, all other core courses are different. Students will be asked to write a thesis, worth 15 credit hours; this is not the case with the MPA. Conversely, the MPA and MPP may integrate through the choice of elective courses.

On page 1, reviewer 1 suggested that "If the emphasis is on policy analysis and not simply curiosity-driven research, then I find the MPP degree proposed somewhat short on analysis."

Response: That is a matter of opinion. We feel the degree will allow students to better their research and analytical skills. The MPP will prepare them for Ph.D.-level research. These students will work with accomplished scholars within the school. We trust our Faculty will inspire students to become better policy analysts.
On page 2, reviewer 1 asked: “Another area where I would have liked more detail is on the MPP thesis. How many credits does this entail? How will supervision be decided in the School? Will credit be given to faculty for supervision, if so, how? What is the expected length of time to do complete the thesis?”

Response: The program is 30 credit-hours, as mentioned on page 3 of the proposal. We don’t have plans to credit Faculty for supervision at this time. Decisions about who will supervise are based on the interests of the students who apply. We expect students to finish their degrees within two years. This information appeared on page 4 of the proposal.

On page 2, the reviewer mentioned that “I am not entirely clear how the integration of the two universities in the JSGS will function for the MPP and Ph.D. degree.”

Response: The Principles document signed by both University Presidents in January 2010 allows the school to leverage the joint programs presented in the proposal. The document prescribes that processes should be seamless and resources between campuses should be equally shared. Many principles have yet to be implemented but both Universities are progressing. We don’t believe the reviewer had a chance to read the document beforehand. We will submit the Principles document along with the proposal to FGSR’s Faculty council.

Reviewer 2

On page 1, reviewer 2 mentioned that “According to the proposal, the proposed MPP requires three of four courses: 803: quantitative methods; 805: economics; 807: political economy; 851: qualitative methods. It is silent on the matter of a final individual project. In my opinion, this is an inadequate core. Given the academic background of typical students entering public policy studies, their quantitative skills are weak.”

Response: We feel the core is adequate because students will be required to take one methods course. But while we agree with the reviewer that many policy students are weak on quantitative methods, most students won’t be required to develop these skills for their research projects.

Reviewer 2 on page 2 mentions that “The most important component of student learning at a post-graduate level is to undertake a piece of individual research as requirement for the degree.”

Response: We feel that reviewer 2 did not realize that 15 credit-hours are dedicated to a thesis project. As this represents half of the program, we feel it is sufficient.

Reviewer 3

We understand Reviewer 3 was the only reviewer who had access to the Principles document signed by both University Presidents.

On page 1, reviewer 3 mentioned that “It allows students to substitute a qualitative methods course for the quantitative one, which I think is something you might want to reconsider for the MPP core.”

Response: We agree with the reviewer. Providing a choice to students between quantitative and qualitative methods is consistent with many other programs around the country.

One page 2, reviewer 3 wrote: “I suggest that you consider dropping the requirement of a thesis, which is usually equivalent to two full courses (or 4 one-semester courses), and instead add requirements for an applied micro economics course (cost-benefit or public finance) and for a second quantitative course.”

Response: The thesis requirement is the main difference between our MPA and MPP. We feel that this requirement is necessary for those students who aspire to a Ph.D. program. The educational experience of an MPP should be different than that of an MPA. Non-thesis option Masters programs based on additional coursework are usually an extension of an undergraduate degree. Conversely, the thesis will allow students to advance intellectually and professionally in more
specialized ways. A thesis-based program, something we do not have right now at JSGS Regina Campus, will create conditions for closer academic relationships between scholars and students.

On page 3, reviewer 3 noted the following: “I am surprised by the absence of a background in economics either as a prerequisite or in the core of the proposed Ph.D. in Public Policy.”

Response: The program is intended to have a multidisciplinary approach, which is consistent with other Canadian programs. As mentioned in the proposal, students must have completed either a Masters of Public Policy (MPP) or Public Administration (MPA), or a Masters in a cognate discipline such as economics, political science, political sociology, or educational administration from a recognized university. We expect that most students who apply for the program will come from our MPP program, which does have an economics component.

On page 5, the reviewer 3 suggested that “An arrangement to place all Ph.D. students on one campus and all MPP students on the other makes some sense.”

Response: The joint nature of the school currently allows for both campuses to capitalize on each other’s knowledge bases without requiring strict separation. Further, we expect MPP students to ladder into the Ph.D. program. If a Regina-based student wants to pursue our Ph.D. and is obligated to move to Saskatoon, we feel that requirement would be impractical for two reasons. For one, the student may feel comfortable with a particular supervisor with whom s/he worked during the MPP. Secondly, it would be unfair to require a student to relocate to another city.