

SENATE

MEETING DATE: *August 23, 2010*

AGENDA #: *3.10*

PRESENTED BY: *Dana Cserepes*

Issue: Approval of a full program proposal for a Bachelor of Arts in Policy Studies

For approval: THAT Senate approve the full program proposal for a Bachelor of Arts in Policy Studies

Full Program Proposal

*Bachelor of Arts
Policy Studies Major*

Faculties of Humanities
and Social Sciences
Kwantlen Polytechnic University
August 2010

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Part 1 - Executive Summary

a) An overview of the organization's history, mission and academic goals

Founded as a community college for the South Fraser Region in 1981, subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has provided outstanding undergraduate education for more than twenty-five years. Undergraduate degrees have been offered at Kwantlen since 1996, along with a wide array of diplomas, associate degrees, certificates and citations in different fields of study. The university continues to prepare its students for successful careers as well as helping them develop the skills and critical awareness to be responsible citizens and community leaders. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia.

Designated as a “special purpose teaching university”, Kwantlen Polytechnic University was specifically directed to serve the regions encompassing Langley, Surrey, Delta and Richmond. Across its four main campuses, Kwantlen takes up its role as B.C.’s polytechnic university by offering in excess of 130 programs spanning such diverse educational areas as Trades, Vocational, Preparatory, Professional, and Academic. As a leader in innovative education, Kwantlen creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at Kwantlen is learner-focused, academically rigorous, innovative, interdisciplinary and socially responsible.

Arising from its commitment to serve the Fraser Region, Kwantlen offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to achieve the highest standards of academic performance. Access and support services, multiple entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences and continuing education are also part of Kwantlen’s commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

See the Mission & Mandate document at: <http://www.kwantlen.ca/mission/mission-mandate.html#>.

b) *Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study*

Bachelor of Arts, Policy Studies Major

Students may pursue either the regular mode of the degree, or an optional Co-operative Education mode.

c) *Location*

The courses will be offered on the Surrey, Richmond and Langley campuses. As many of the courses required for this degree are already offered on these campuses, we wish to offer as much flexibility to the students as possible.

d) *Faculty(ies) or school(s) offering the proposed new degree program*

This is an interdisciplinary degree, offered jointly by the Faculties of Social Sciences and Humanities.

e) *Anticipated program start date*

The anticipated start date of the program is September, 2011. In the first year of the program, we propose to offer both first and third year courses. In year two, all four years will be offered. Students who have completed two years of Social Sciences and Humanities courses with the breadth electives may apply to have those courses transferred into the program.

f) *Anticipated completion time in years or semesters*

Students engaged in full-time study will be able to complete the program in 4 years (8 semesters).

g) *A summary of the proposed program*

The aim of the B.A. Policy Studies Major is to create a degree with a strong applied and interdisciplinary focus. Policy analysis identifies societal goals and values and determines how best to achieve those goals within the context of existing political and economic systems while taking into account the competing interests of the various stakeholders. The program draws primarily from Philosophy, Political Science, and Economics, and uses sustainability as a unifying theme. The goal is to produce graduates with a deep understanding of how social goals can be achieved through policy.

A sustainability policy is understood as one that meets present needs without compromising the ability of future generations to meet their needs¹. But meeting present and future needs requires that policy be environmentally, socially and economically sustainable. As economies and consumers are forced to recognize the limits of our ecosystems and the social justice issues that arise from this, there is a pressing need for effective social policy that recognizes these issues. Therefore, students will learn to evaluate policy to ensure it meets sustainability principles.

¹ Adapted from the 1987 UN conference on Environment and Development

The degree is designed around several integrative or “umbrella” courses and applied seminars. Each of the interdisciplinary courses will present the elements of policy analysis relevant to, and from the perspective of one of, the main disciplines. The applied seminars provide real life situations to which students can apply what they have learned in the umbrella courses. In addition, library modules have been incorporated into each of these six courses where students will be able to work closely with librarians to learn the research skills essential to effective policy analysis.

Governments at every level incorporate sustainability goals and initiatives, businesses integrate sustainable practices into their operations, and students are much more aware of the related issues as they make career choices.

The British Columbia Labour Market Outlook: 2009-2019 predicts significant ongoing demand (both replacement and expansion) for Policy and program officers, researchers and consultants (NOC416). As well, the *Outlook* identifies “At the provincial level, the three occupation groups expected to have the highest growth rates” and “Natural and Applied Sciences and Related Occupations” is one those areas highlighted. Given the sustainability theme in the BA, Policy studies, this is likely to create additional opportunities for graduates of the program.

In addition, BC Stats, with funding by the Ministry of Advanced Education and Labour Market Development, developed a Regional Employment Projection Model. The model projects industrial and occupational employment in regions of the Province of British Columbia and provides analysis at the College and Development Region levels. (As specified by legislation, Kwantlen regional service area spans the Lower Mainland and Fraser Valley regions, and includes 42% of the Metro Vancouver population.) The need for this educational opportunity in this region is evident: in the top 100 occupation classification in our region with continued and projected growth, “Natural and applied science policy researchers, consultants and program officers (E031)” ranks 27th and “Social policy researchers, consultants and program officers (E034)” is in 72nd place. There is also a demonstrable need for such skills throughout the entire province and Canada.

The B.A. Policy Studies Major is the only undergraduate degree in B.C. that specifically focuses on policy. This degree in addition, allows social science and humanities students to engage in applied and socially important work. While the degree utilizes sustainability as its unifying theme, with sufficient demand, the degree can very easily be broadened to become a general preparation for all policy analysis, or made more specific by adding other streams of specialization.

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

Employing applied group projects and library modules, the proposed degree will prepare students for the workplace, help them to become responsible, reflective citizens, and

encourage them to pursue their own paths to discover the issues that are important to them and their communities. The curriculum will equip them to enter the workplace, pursue graduate studies and become life-long learners. Municipal partnering², local community groups, and others in the region that is incorporated into the degree design will further develop Kwantlen's ties to the community.

The proposed degree will also build on our emerging leadership role in sustainable practices as exemplified by the School of Horticulture, the Institute for Sustainable Horticulture, the National Institute for Research in Sustainable Community Development and the Facilities Department.

Linkages between the learning outcomes and the curriculum design:

Analysts in sustainability policy must understand governmental structures, economic theory and models, be sensitive to value and motivational factors, have strong research skills, and understand the principles of sustainability. This will be achieved through the contributions of the core disciplines of Philosophy, Political Science, Economics, and Environmental Protection together with the integration of the library modules.

Potential areas/sectors of employment for graduates/or opportunity for further study

Graduates of the degree will be positioned for future employment with the three levels of government, not for profit and private sector companies and quasi- governmental agencies such as Crown Corporations. Equipped with strong communications, research and critical thinking skills, graduates of this interdisciplinary degree will be prepared for graduate studies at all B.C. research universities in a number of different areas as well as for professional programs such as Law.

With the additional emphasis on sustainable practices, graduates will also have skills and expertise that are in increasing demand. Vancouver's "Greenest City on Earth" initiative alone will create 20,000 new jobs in the next ten years by supporting businesses in their efforts to green their establishments. Moreover, "those academic institutions that proactively upgrade their curriculum to reflect the new realities of the 21st century economy will be amongst the leaders in forging a new path to a more sustainable society, while ensuring their course and program offerings are more relevant to the employer and employee of the future."³

Delivery Methods

Core to the program is a practical, hands-on, experiential learning component that engages students directly with the community. The academic content of the umbrella courses will be integrated into applied seminars and projects. Students will be given the opportunity to work with and be mentored by policy practitioners thereby experiencing

² A partnership with the City of Surrey has already been put in place

³ according to "Sustainability Labour Market Trends: A Canadian and International Perspective" (UBC)

firsthand how policy is analyzed. Working with Librarians in modules designed for the umbrella courses and applied seminars, students will incorporate increasingly sophisticated research and information literacy skills in all of their projects.

Mixed mode and/or fully online courses will be offered as an option for some courses in order to attract students who are upgrading their credentials while working.

Program strengths

As B.C.'s first dedicated undergraduate policy analysis degree with an emphasis on sustainability, the degree will offer direction to new and existing Kwantlen students, and draw mature students seeking to change careers or enhance their credentials.

The proposed degree will provide students with practical exposure to the demands of the workplace. They will engage in partnership opportunities within the South Fraser Region, participate in co-operative education, and learn specialized research skills.

The degree is consistent with Kwantlen Polytechnic University's enabling legislation to increase degree capacity in our region, serves our retention and recruitment goals, and builds on the existing strengths of the University.

The degree contributes to the community by meeting existing demand from arts students for courses that will allow them to participate in socially responsible ways, from businesses looking for students with policy skill sets, and from citizens needing wisdom to address societal problems.

At a time when financial resources for new degrees are scarce, the B.A. Policy Studies Major is cost effective in that the departments will offer courses within their existing funding: Only six new courses need to be offered for the degree, and only three of these require new funding. Four of the six new courses will also be available as electives for students in other Kwantlen programs.

An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer with the B.C. post secondary institution system.

Extensive consultation was conducted prior to the curriculum design with both expert practitioners in policy analysis and academics in related fields. The two universities in British Columbia that offer graduate degrees in policy analysis have provided support. In addition, professionals active in the field have reviewed the proposal and have been overwhelming positive.

Transfer students may be admitted to the program, provided they have the necessary prerequisites, at any point up to the fifth semester. Articulated credits and prior learning assessment could satisfy the entry requirements for advanced placement. The B.A. Policy Studies Major would facilitate the transferability of students among institutions in

accordance with BCCAT directives on ease and simplicity of transfer. Under exceptional circumstances, placement will be assessed by the relevant department Chairs and will be based on successfully articulated credits and prior-learning assessment.

- h) ***Name, title, phone number and e-mail address of the institutional contact person in case more information is required.***

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Part 2 – Degree Content

Aims, goals or objectives of the proposed program

The B.A. Policy Studies Major creates a BA with a strong applied focus to produce graduates with a deep understanding of how societal change can be effected through policy. The degree will also meet the growing demand for students who are familiar with, and can contribute to improving, sustainable practices in the public, private and not for profit sectors.

The degree is consistent with Kwantlen Polytechnic University's enabling legislation to increase degree capacity in our region, serves our retention and recruitment goals, and builds on the existing strengths of the University.

As a *Polytechnic University*, Kwantlen is positioned to offer degrees that are relevant and have applied learning opportunities which prepare students for the workforce, and that provide an education consistent with four year degrees.

The program will contribute to the growing need for undergraduate degree access in the South Fraser Region of British Columbia. Key features of the proposed degree include:

- Preparation of students for immediate entry into the labour market, facilitated by the applied courses and Co-op components of the program.
- Benefits to the South Fraser Region through community linkages in applied projects.
- Enhancement of the university's growing leadership role in sustainability.
- Development of knowledge, core competencies, and skills characteristic of a undergraduate level degree.
- Preparation of students for admission to graduate programs.

Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

The B.A. Policy Studies Major directly contributes to many aspects of Kwantlen Polytechnic University's mandate. The program:

- Provides an opportunity to achieve high standards, regardless of background, in an interdisciplinary approach.
- Promotes applied learning.
- Is learner-focused and socially responsible.
- Incorporates mentorship as an integral part of its design.
- Provides a platform for community-oriented research and scholarship.
- Utilizes innovative teaching methods.
- Includes work-place experience.
- Offers multiple opportunities for life-long learning, including multiple entry points, and incorporates international experience as a key part of its design.

High standard of an interdisciplinary nature.

The B.A. Policy Studies Major will further Kwantlen's goal to offer innovative, interdisciplinary education. The degree achieves its interdisciplinary nature by bringing together the natural partners for a policy degree, and addressing sustainability themes from the perspective of multiple disciplines.

Applied learning.

The umbrella courses and applied seminars combine an educational experience with the opportunity for students to apply what they have learned to real world problems. The co-op and international experience components, described below, contribute to applied, experiential learning. The program draws on skills that are developed through engagement in the social science and humanities: i.e., strong writing and communication skills, critical thinking and problem solving skills and research and information literacy skills. These skills are essential to the applied program outcomes: identify policy goals, research competing approaches, evaluate different policy approaches, anticipate problems and address them creatively.

Learner-focused, rigorous, and socially responsible.

The degree is designed around the interests of the student. It integrates several disciplines, both through core courses and electives, in a format that requires rigorous treatment. Students will be expected to demonstrate professionalism through work-term placements and the mentorship of seasoned practitioners in the applied courses. Social responsibility is a core component of the sustainability theme that focuses on environmental and economic viability. Required courses in ethics and philosophy will reinforce core values of social responsibility.

Mentorship.

The applied seminar component of the program is designed to foster mentorship of students by professional practitioners. Students will be encouraged to discover the issues that are important to them and their community through academic studies and in the applied courses and projects. They will be given the opportunity to work with local governments and community groups to effect positive change.

Community-oriented research and scholarship.

The applied courses require partnering with the City of Surrey or other South Fraser Regional governments and organizations. Along with community members and organizations, students will apply policy analysis to local issues and projects focused on sustainability. Together they will fashion, disseminate and apply the information and solutions acquired.

Emerging teaching methods.

The umbrella courses have been developed in a collaborative manner to ensure that certain themes and case studies are continued throughout. This applies to both curriculum and delivery. There will be multiple instructor presentations, in-class discussions and students will be exposed to perceived (or real) conflicts between the disciplines fostering a sense of critical analysis.

Further, the interaction between the community, visiting expert practitioners, and faculty members will generate experiential learning through real or simulated conflict resolution exercises and similar practical applications.

Work-place experience.

Students will experience a variety of workplaces through the co-op program and develop job skills through applied work. The third year entry point makes it possible for mid-career professionals to upgrade their skills.

Life-long learning, multiple entry points, international experience.

Bridging opportunities and lifelong learning:

The degree has two proposed main entry points, first year and third year. The entry in year one is the common entry to the B.A. The third-year entry will accommodate professionals with credentials from another discipline who seek re-training or a career change, and to make it possible for students who have completed two years of studies at Kwantlen to enter the program. The umbrella courses may be taken concurrently rather than in sequence, which facilitates direct entry into Year Three. Appendix C shows the progression of required courses and electives for the first year entry and for the third year entry.

International Education:

International experience is an option and opportunities have been incorporated as a component of the program design. Core courses may be taken concurrently, which greatly facilitates both the integration of visiting foreign students and allows Kwantlen students the flexibility to spend one or more semesters abroad. A contiguous set of two semesters (year 3 summer, year 4 fall) has been set aside to facilitate exchanges as no required courses are scheduled. Formal exchanges will be complemented by on-line offerings and webinars with international partners.

Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program.

Policy Analysis around sustainability requires knowledge of governmental structures and economic theories, an understanding of value and motivational factors, and familiarity with sustainability concepts and principles. For this reason, we have selected the core disciplines of Philosophy, Political Science, Economics, and Environmental Protection.

Political Science will lead students through an investigation of the role different stakeholders play in policy development and implementation. In particular, topics include the roles of government, business, political parties and citizens as they apply to policy implementation and will focus on the jurisdiction of each level of government. Also covered will be ideologies likely to be encountered and how these may affect policy development.

Students will gain an understanding of the scope and meaning of “sustainability” through critical analysis of the concept. Through studies in Philosophy, they will examine how values feature in the development of policy, and how competing values can be

reconciled. Students will explore the moral and ethical underpinnings of a commitment to sustainability. And while the degree is not intended to produce scientific experts, students will acquire the epistemological tools needed to evaluate expert testimony.

Economics will provide an understanding of how economies function and the different economic models that can be used to achieve policy goals. The challenges that such models present for successful implementation of various sustainability policy alternatives will be discussed.

The goal of policy is to affect people's behavior, and this presents policy makers with significant challenges. Will a specific policy achieve the expected changes to behaviours? Psychology will provide an examination of theories on attitudes and behaviour.

The grounding in environmental science needed to understand sustainability issues and interpret technical policy reports will be provided by Environmental Protection Technology, and augmented with courses in statistical analysis and scientific methodologies.

The applied seminars are designed to ensure that students are job ready. The applied courses require fieldwork and students will experience first-hand how policy is analyzed and what factors are important to that evaluation. In groups students will identify the policy to be addressed, consult with stakeholders, consider relevant bylaws or legislation, anticipate potential long term and short term problems, and present their analysis.

In this way students will develop the most important skills for policy analysis: communication, critical thinking, information literacy, and analytic skills. Characteristic of social science and humanities degrees, students will gain the skills necessary for responsible, reflective democratic citizens. While the degree utilizes sustainability as its unifying theme, with sufficient demand, the degree can be broadened to become a general preparation for all policy analysis, or made more specific by adding other streams of specialization.

Research skills: Each of the umbrella and applied courses will contain a module taught by librarians to improve students' information literacy. The modules will be designed to engage progressively more sophisticated methods reflecting the developmental level of the students. Important areas covered include accessing government information, statistical resources, statutory law and data services. The modules prepare students to evaluate effectively and use information ethically and legally, and to develop critical evaluation skills to analyze and interpret information.

Communications and writing: The B.A. Policy Studies Major will draw on the existing expertise of the Applied Communications Department. Students will learn written and oral communication skills required by policy professionals to develop, manage, and communicate complex information in their professional practice and demonstrate this ability in actual presentations.

Applied skills: Applied upper-division workshop style courses will involve real or fictional clients. Students who qualify for the co-op option will develop work-ready skills through workplace experience and networking opportunities.

Potential areas/sectors of employment for graduates and/or opportunities for further study

The British Columbia Labour Market Outlook: 2009-2019 predicts significant ongoing demand (both replacement and expansion) for Policy and program officers, researchers and consultants (NOC416). As well, the *Outlook* identifies At the provincial level, the three occupation groups expected to have the highest growth rates” and “Natural and Applied Sciences and Related Occupations” is one those areas highlighted. Given the sustainability theme in the BA, Policy studies, this is likely to create additional opportunities for graduates of the program.

In addition, BC Stats, with funding by the Ministry of Advanced Education and Labour Market Development, developed a Regional Employment Projection Model. The model projects industrial and occupational employment in regions of the Province of British Columbia and provides analysis at the College and Development Region levels. (As specified by legislation, Kwantlen regional service area spans the Lower Mainland and Fraser Valley regions, and includes 42% of the Metro Vancouver population.) The need for this educational opportunity in this region is evident: in the top 100 occupation classification in our region with continued and projected growth, “Natural and applied science policy researchers, consultants and program officers (E031)” ranks 27th and “Social policy researchers, consultants and program officers (E034)” is in 72nd place. There is also a demonstrable need for such skills throughout the entire province and Canada.

At the macro level, as reported in the review prepared by the Office of Institutional Analysis and Planning, Canada lags behind OECD countries in almost every one of the 29 indicators that measure environmental conservation for a competitive economy. According to another report prepared by the University of Victoria in collaboration with the OECD, one of the possible reasons for this is ineffective environmental law and *policy*. More and more organizations in Canada are showing a growing interest in sustainability practices. This increase in interest will likely create a demand for policy analysts in sustainability at different levels of the provincial and federal governments. Moreover, efforts to make sustainability a standard practice are becoming increasingly prevalent in many countries around the world. This will require experts in policy around sustainability.

As a result, in offering this degree, the University will be providing opportunities to its graduates. They will acquire the skills required to gain employment with the three levels of government, not for profit and private sector companies, and quasi governmental agencies such as Crown Corporations. Businesses in the region will find themselves increasingly in need of the kind of expertise our graduates will demonstrate. Following

public policy and developing their in-house policies will be crucial for businesses of all sizes in the South Fraser Region.

As undergraduates they will typically be seeking entry level positions as analysts, researchers, program managers, public advocates, and community liaisons . Graduate work in Policy Analysis is also possible at SFU, the University of Victoria and many other universities. Policy analysis also provides a foundation for law school.

Delivery Methods

Core to the program is a practical, hands-on, experiential learning component. In the seminars, students will work with and be mentored by experts who are active in an area of sustainability policy. In this way they will experience how policy is analyzed and what factors need to be considered in this analysis. In addition, in collaboration with the librarians, students will be asked to incorporate increasingly sophisticated research and information literacy skills in all of their projects. Applied courses will make essential use of actual procedures of the workplace and promote necessary employability skills.

Online work includes such activities as class participation through online discussion or developing a proposal in a wiki overseen by the instructor. These computer-assisted methods of delivery give students flexibility in their timetables. Contributing departments will also offer mixed mode or fully online courses as an option for some of the courses which will be of interest to students who are upgrading their credentials while working.

Program strengths

There are four key strengths that distinguish the B.A. Policy Studies Major:

- It is the only undergraduate program focused in Policy Analysis in B.C.
- It provides social science and humanities students with an opportunity to engage in applied studies
- It offers innovative learning opportunities through library modules, co-op education, and applied seminars
- It meets student demand, and employer requirements by providing graduates with a needed set of sound policy skills

The only undergraduate program:

B.A. Policy Studies Major is the only undergraduate degree in B.C. that focuses specifically on policy. Because of its uniqueness, Kwantlen will further achieve the goals of retention and recruitment. This degree identifies an untapped area of study that is consistent with the purpose of a Polytechnic University. And as mentioned by many of

our reviewers, a degree in policy analysis allows social science and humanities students a role to play in achieving sustainability. The proposed program has already generated interest with students.

Offers innovative learning opportunities:

The use of library modules and their integration into the curriculum of the six core courses will develop ever increasing student competence in research and information literacy skills in a way not found in any other program in at the University. In addition, librarians will design a website containing links to the important databases and sources of particular relevance for policy analysis. The integration of the library services in the proposed program will provide students with the skills necessary to enter the workforce successfully or seek higher education in relevant fields.

The City of Surrey will partner with students on applied projects to provide novel learning experiences, providing specific real life projects that students can choose for the focus of their applied work.

The cohesion of the academic component of the program and the hands-on applied learning experience is further strengthened by the integration of applied projects into the fourth year Psychology Umbrella course. Students will be required to consider the respects in which their policy option and presentation will affect people's behaviour and attitudes to ensure that the goal of the policy is achieved.

Students who qualify for the co-op program will complement their learning through employment experience in a variety of workplaces.

Fulfills key social needs:

It is clear that society at large stands to benefit from the existence of a corpus of professionals well trained in policy analysis, who understand how policy can achieve specific goals, particularly sustainability goals. This is further underlined by the demand for this sort of program by both students and employers.

Because there is a need for sustainability policy, and because sustainability is an area that students are concerned with, the unifying theme of sustainability is particularly marketable. Students are increasingly demanding degrees that will empower them to contribute positively to society. Current undergrads have "a high level of acceptance of the agenda of sustainability as being the starting point of all activity⁴." The demand for programs with a focus on sustainability is well recognized. According to the Association for the Advancement of Sustainability in Higher Education (AASHE), an association of American colleges and universities, at least 100 majors, minors or certificates in energy and sustainability were created at the postsecondary institutions in the USA in 2009.

⁴ Mark Holland, public policy analyst at Lanarc, pers. comm..

Below is a list (not exhaustive) of interdisciplinary Bachelor of Arts programs in Sustainability in the USA.

- Acadia University - BA in Environmental and Sustainability Studies
- Appalachian State University - BA in Sustainable Development
- Arizona State University - BA in Sustainability
- Baldwin Wallace College - BA in Sustainability
- Dominican University of California - BA in Sustainable Communities
- Drew University - BA in Environmental Studies and Sustainability
- Lipscomb University - BA in Sustainable Practice
- Johns Hopkins University - BA in Global Environmental Change and Sustainability
- San Francisco State University - BA in Environmental Sustainability and Social Justice
- Stony Brook Southampton - BA in Sustainability Studies

In Canada, postsecondary institutions and corporations are also showing a growing interest in policy in sustainability. For example, Hewitt Associates, a global human resources consulting and outsourcing firm, in collaboration with the Canadian Business for Social Responsibility (CBSR) conducts an annual Best Employers in Canada survey. The 2010 study was undertaken to determine the relationship between employee engagement and perceptions of corporate social responsibility. The results showed high employee engagement in organizations with a higher degree of corporate social responsibility. And sustainability commitments figure highly as evidence of social responsibility.

An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system

Dr. William Rees, Professor from the UBC School of Regional Planning, provided important direction for curriculum. The two universities in British Columbia that offer graduate degrees in policy analysis have provided support. Dr. Rod Dobell, Professor Emeritus from the University of Victoria enthusiastically supports the degree while applauding the programs ability to engage meaningfully social science and humanities students in project of furthering sustainability goals. Doug McArthur, faculty member at SFU have provided support for the degree while Mr. McArthur offered helpful suggestions for future improvements to the curriculum. In addition, Charlene Easton, former Director of Sustainability at the University of B.C. enthusiastically supports the degree.

Curriculum Design

a) *List the required courses, and indicate which courses are new/to be developed. “Q” designates course that fulfill Kwantlen’s quantitative requirement.*

A list of program courses, grouped by broad outcomes, is provided below. The rationale for their inclusion, in terms of learning outcomes, is included in the list.

Policy analysis involves identifying societal goals and values and determining how best to achieve those goals given the political and economic systems through which policy is implemented, together with an understanding of the role that stakeholders play in a democratic society. Analysts in sustainability policy require a command of governmental structures, economic theory and models, an understanding of value and motivational factors, as well as a grasp of the environmental, physical, and socio-economic variables that define sustainability.

The courses are grouped according to their relevance towards the broad learning outcomes of the program. The restricted electives are courses that address these broad outcomes while allowing students flexibility in program design and personal interests; recommended restricted electives are listed in Appendix C.

In addition to these curriculum driven outcomes, it is key that graduates from this program must understand the workplace and be able to communicate well. The bottom two learning outcomes reflect this in the course requirements.

Integration Learning Outcomes: These are characterized as “umbrella” courses that integrate various discipline perspectives to policy analysis. This is the core of the program, and all the courses listed below are new. These courses may be taken over four years or in the last two years of the program (please see appendix C for details).

POST 1100: Sustainability: Analysis and Ethics (New)

POST 2100: Environmentalism and Canadian Politics (New)

POST 3100: Economic Perspectives on Sustainability (New)

POST 3220: Applied Seminar 1 (New)

POST 4210: Psychology and Sustainability: Attitudes and Behaviour (New)

POST 4220: Applied Seminar 2 (New)

Governance Learning Outcomes: an understanding of governance, governmental jurisdictions, and the role of stakeholders

POLI 1110: Ideology and Politics

POLI 1120: Canadian Government and Politics

POLI 4420: Issues in Public Policy and Administration

BUSI 1215: Organizational Behaviour I

Two governance electives

Economic Learning Outcomes: an understanding of economic policy instruments, principles, and links between the economy and social goals

ECON 1150: Principles of Microeconomics (Q)

ECON 1250 Principles of Macroeconomics (Q)
ECON 2260: Environmental Economics

Philosophy Learning Outcomes: an ability to perform concept analysis, critical thinking, and to be competent in assessing difficult normative issues.

PHIL 1112: Environmental Philosophy
PHIL 2117: Social and Political Philosophy
PHIL 3118: Ethics and Public Policy
PHIL 4117: Topics in Social and Political Philosophy
Two critical thinking electives

Scientific Learning Outcomes: basic numeracy, scientific and environmental literacy, ability to apply scientific reasoning

ENVI 1121: Environmental Issues (Q)
PHIL 1155: Introduction to Scientific Reasoning (Q)
ENVI 3112: Environment and Society
ENVI 3212: The Urban Environment
One Statistics or Methods Courses (Q)
Two scientific literacy courses

Communications Learning Outcomes: an ability to communicate clearly and prepare and present professional reports

ENGL 1100: Writing, Reading and Thinking: An Introduction
CMNS 3100: Technical Report Writing
One of the approved English 1200 Courses
Two communications elective

Workplace readiness Learning Outcomes: acquisition of practical workplace skills

COOP 1101: Job Search Techniques
BUSI 2465: Business Negotiations

b) Calendar description and prerequisites.

See Appendix A

Program Delivery

a) Explain the learning methodology/methodologies to be used.

The degree promotes active participation and hands-on learning in real life situations. The proposed program guides students through difficult social issues, promotes active learning through applied projects, and uses mentors and experts as resources to achieve the learning outcomes. Advanced employability skills will be addressed as program outcomes with individual courses focused on building specific employability skills.

The classroom experience will incorporate group work, case studies, presentations, application of critical thinking and analytical skills, small group discussion, and lecture techniques.

Admission Requirements

a) *Describe the admission requirements for this program.*

This is a four year degree program, with two key entry points. Students may apply for and enter into the first year of the degree provided that they meet the standard entrance requirements for the Bachelor of Arts. These requirements are:

- English 12 with B (or equivalent);
- Principles of Math 11 or Applications of Math 12 with C (or equivalent).

Entrance into third year follows the standard third year entrance requirements for BA, which are, in addition to the above:

- completion of 60 credits of coursework with a cumulative GPA of 2.0;
- completion of 2 quantitative courses (C or better)
- completion of 2 English courses (C or better)
- completion of a second language at Grade 11 level (C or better)
- completion of 12 credits of breadth courses (C or better)
- cumulative GPA of 2.00

Options: Regular and Co-op Mode

Students may pursue either the regular mode of the degree, or an optional Co-operative Education mode. In order to receive the Co-operative Education designation, the following additional criteria must be met:

- Completion of COOP 1101 (Job Search Techniques)
- Satisfactory completion of one eight-month work term or two four-month work terms

Admission Requirements to Co-op Education

Co-op admission is optional and selective. Students wishing to choose the Co-op option must register into COOP 1101 upon admission into the degree program. Students applying for Co-op must have a minimum GPA of 2.7 in five selected program courses and have the permission of the Co-op instructor.

Additional information on Co-operative Education at Kwantlen is available at www.kwantlen.ca/coop.

Faculty

a) *List the faculty and their areas of specialization.*

Below are the key faculty members who are expected to deliver the key core courses:

Warren Bourgeois, Philosophy – Applied Ethics

Ari Goelman, School of Business – Urban Studies

Gregory Millard, Political Science Department – Canadian Political Thought

Arleigh James Reichl, Psychology Department - Attitudes, Persuasion and Compliance;

Paul Richard, Environmental Protection Technology Program - Environmental Aspects of Agriculture

Sinisa Vujovic, Economics Department - Business Economics and Money and Banking

b) *In appendix B, find a list of faculty along with brief curriculum vitae for each.*

Program Resources

a) *Describe the resources that will be required to mount this program including:*

- *Library resources*

The library assessment has been completed. The library has been sent a partial list of resource materials that will be required by the program. Currently these are being submitted by the each of the departments involved in the degree and are being purchased with existing funding.

- *Computer and computer access*

Instruction will be classroom based; some courses may require computer access (especially those currently operating on a Moodle platform).

- *Classrooms, laboratories and equipment*

No specialized equipment or facilities will be needed to mount this program. Instruction will be classroom based and the educational outcomes delivered through discussion and case studies examination. A particular classroom that is considered “home” for the program will be required in order to generate a sense of belonging for the program students.

- *Existing and shared resources at the institution or at other institutions that will be used to offer the program*

No special resources will be needed nor shared.

- *Additional resources that will be required to offer this program.*

No additional resources will be required other than ordinary requirements for new sections; i.e., offices for hired personnel.

- b) *Provide the intended implementation schedule for the new program and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.*

The implementation of this degree is relatively unproblematic as all but 6 courses for the degree already exist and are offered on a regular basis on most campuses.

Implementation would have first year and third year courses commencing in September, 2011 which would allow transfer students into year three immediately. This would mean that the 2011/2012 academic year POST 1100, POST 3100, and 3110 would be offered. And by the end of the 2013/2014 academic year all POST courses (1100, 2100, 3100, 3110, 4100, and 4110) would be offered.

We believe that this is economically viable. This would allow the program to draw from first, second, third and fourth year students and would provide additional students to fill the POST 1100 course, since this is a required bridge course for third year transfer students.

Program Consultation

- a) *Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.*

The following advisors from within Kwantlen and beyond our walls helped with earlier versions of the proposal for POST. They helped delineate the nature and variety of positions for which our students might train. These advisors also provided information about what is needed in the current workplaces for which we would train our students. They proposed skills that students should acquire and offered suggestions about ideas to which students should be exposed. They assured us that the program was completely innovative and much needed at the undergraduate level. It became clear from their comments that our students would be well prepared to attend further studies in this area at the graduate level.

External Advisors for FPP Included:

Dr. Rod Dobell: Professor Emeritus of Public Policy, Senior Research Associate at the Center for Global Studies, Associate Director for Co-operative and Community Based Economy, University of Victoria

Charlene Easton: Principle Senior Consultant C. Easton Sustainability Consulting, Former Director of Sustainability at UBC

George Heyman: Executive Director, Sierra Club of B.C. Foundation

Mark Holland: Senior Planner HBLanarc

Doug McArthur: Simon Fraser University, Public Policy Department
Anna Mathewson: Sustainability Manager for the Municipality of Surrey

Letters of Support:

George Heyman, Executive Director, Sierra Club of B.C.

b) *attach all written comments, both positive and negative:* (Reviews are attached in the order received)

Mark Holland, MSc, BLArch, MCIP, LEED - HE Lanarc: Senior Planner

General Comments

Sustainable development was a term invented by international economists to describe the characteristics that all economic activity would have to have if it was to survive in the 21st century, based on the significant changes to the business environment they saw coming. Interestingly, while its core concepts are simple, truly understanding them in a manner that empowers professionals and managers to act on them takes some time, study and experimentation. Another observation is that the next generations of students (today's and tomorrow's undergrads) have a high level of acceptance of the agenda of "sustainability" as being simply the starting point for all activity. In particular, the best and brightest students who are interested in public policy, community development, design and many other similar areas increasingly desire the ability to learn and work with sustainability issues and objectives in their work. The Fortune 500 have learned that their social and environmental responsibility positions are key to attracting the best who have many choices in where they work. As such, an undergrad program that provides a strong basis in sustainability as an input to other degrees (eg: electives) or as the main foundation for future study is an excellent program, and will attract many students. Sustainability used to be seen as boutique. Today, with most of the Fortune 1000 all reporting on sustainability, it is both a mainstream area of study and an entire professional area of practice.

a. Are there any major problems or omissions in the design of the degree?

- I see no big problems with the degree.
- The one addition i think you should consider is that of adding basic public process instruction in the first year. The reality of most policy work is that it is a messy process of managing the policy community (stakeholders) – and that is almost always down to skills of group management (from meetings to formal advisory councils of various types).
- The addition of basic process management skills in the first year will make all your students much more employable from the very outset – as either research or project coordination / process management will be what they are most likely hired to do.

b. Who will the degree attract, i.e., who do you think would be particularly interested in this degree?

- It will attract the bright policy/politically oriented progressive students from all over.
 - It will also attract as you noted, the mid life professional or mature person who wants to study this. There are few other options except graduate work which doesn't always work for many.
- c. Will the degree provide students with the skills and resources appropriate to pursue work in policy analysis?
- Yes – it is a great foundation in the messy real process of public policy.
- d. What employment opportunities do you believe will be available for graduates of this degree?
- As per above, it will set the stage for both researchers and project coordinators / process managers.
- e. Does the degree develop connections with the community?
- The wise focus on stakeholders (and if you add process training as well) will connect and empower your students to engage in the community in effective ways.
- f. Is there a community need for this kind of a degree?
- There definitely is a need for this degree. The evolution in sustainability thinking has brought a new generation of policy wonks forward but mostly they have to wait until graduate school or do a policy sci degree to get into this.
- g. If you are familiar with graduate programs in Policy Analysis, do you believe that this degree would prepare students for graduate work in the area?
- I think it will prepare them very well – based on my experience with the public policy planning degree I took, these folks will come in far better prepared than the rest of us did.

Anna Mathewson, MA Resource Management - Manager for City of Surrey

- a. Are there any major problems or omissions in the design of the degree?
- would echo Mark's suggestion to somehow include skill building in process and group management. Much of the work I've been involved with has required me to – for example - schedule and chair meetings, coordinate projects, communicate updates by email, facilitate discussions, and at a high level, defuse anger and mistrust. Some of this may be accomplished in BUS1215 and 2465, or perhaps could form part of the Poli Sci Umbrella course.

- There is always a need for presentation skills, but I am assuming these would be part of the proposed applied communications course. If not, you might want to consider specific presentation skills training. Public speaking and group settings are common occurrences in policy and sustainability work.
- Because so much of sustainability involves land use and other types of planning, and because in my world policy and planning are so intertwined (indeed, much of what planners do others would call policy), I would encourage you to consider having a focus on planning as part of the umbrella or applied courses, if not already part of ENVI 3212. You could bring in someone like Mark Holland to present the course, or other planners in the region.

b. Who will the degree attract, i.e., who do you think would be particularly interested in this degree?

- I think this degree will attract keen young people who want to pursue studies in the field of sustainability, but who aren't yet sure of what specific avenue to pursue (this was the case with me, and I pursued Poli Sci and Environmental Studies for lack of a better option). It could help these students narrow their area of interest, leading to graduate studies.
- It will also attract those who are more inclined to the social studies side of academia, as opposed to the science aspects of sustainability.

c. Will the degree provide students with the skills and resources appropriate to pursue work in policy analysis?

- I think most of the students will need to go on to graduate study to really find suitable employment; I see many of them pursuing graduate studies in Policy, Public Admin, or perhaps even Planning and Resource Management. Your program would offer a great starting point for a planning, law or resource mgmt degree, as well as the policy graduate focus you've included in your proposal.

d. What employment opportunities do you believe will be available for graduates of this degree?

- From my experience, it is very challenging for any undergraduate to find suitable employment in their field. The coop experience is very important, and the proposed Applied Learning courses will help the students make good contacts for future employment. As noted above, they will likely have to pursue graduate studies if they want to further focus on sustainability. That being said, they may find employment upon graduation as researchers, project coordinators, interns, policy analysts, and so on.
- Your reference on pg 10 to local businesses needing policy advice and direction is true, and they may find future roles in this regard (e.g., looking at business opportunities around recycling, composting, energy savings, grant funding, incentives, etc).

- While you've mentioned employment in the public sector and with non profits, I suspect many of them would be employed as junior staff in consulting firms who have the budget to hire them and the workload to support having researchers etc, on staff. In the public sector, they would likely find more opportunities at the federal or provincial level than municipal.
- e. Does the degree develop connections with the community?
- The degree seems to develop good connections with the South of Fraser community, particularly through the Applied Learning courses. It focuses on specific issues and problems, and the role of students in exploring how to resolve these in tandem with community interests.
- e. Is there a community need for this kind of a degree?
- I think an undergraduate degree in policy analysis with a focus on sustainability – and one that is interdisciplinary and has applied learning - is a useful addition, and would indeed attract a wider range of students that KPU might now do.
 - I echo Mark's comment that currently, most students with an interest have to wait until graduate school or even their first years of employment to focus on sustainability issues. This program would allow undergraduate opportunities for them to explore these issues earlier in their studies.
- f. If you are familiar with graduate programs in Policy Analysis, do you believe that this degree would prepare students for graduate work in the area?
- I am not familiar with graduate programs in Policy Analysis, but as a graduate student of Resource Management and a professional planner, I can see this degree preparing students for graduate work in these areas as well.

A.R. Dobell, B.A., M.A., PH.d – Professor Emeritus of Public Policy, Senior Research Associate at the Centre for Global Studies, and Associate Director, Centre for Co-operative and Community-Based Economy, University of Victoria.

General Comments

While universities and colleges across Canada are moving quickly to integrate sustainability into university teaching and research, much of this work is focused on the integration of sustainability into professional degrees (engineering, planning and business.) The more challenging (and often under rated) piece of work is the integration of sustainability into Bachelor of Arts Programs. As we all know, to achieve the transformation to sustainability the cultural shift required relies as significantly on expertise and experience in economics, suitable governance, and social behaviour change (for example) as in technological fixes. Therefore, this degree is timely, critical and strategic. The approach is also unique – maximizing institutional value by building on existing courses and expertise - and truly inter-disciplinary. Well done.

The following general comments are offered following a review of the full program proposal dated 6/11/2010, setting out the detailed curriculum and rationale for a course of study at Kwantlen Polytechnic University leading to a degree of Bachelor of Arts, Sustainability and Policy Analysis Major. On the basis of that review, I am happy to support the proposal.

A few general observations follow.

1. Given the particular setting and role of KPU, the overall program design seems to me well-conceived, establishing a sound interdisciplinary grouping across the five core disciplines identified. The focus on the social (and analytical) challenge of sustainability is laudable. The design goal, to offer a program that enables students to develop skills and capacities to identify problems—principally specific and local problems—calling for some public policy response, to identify and assess available policy options, consider relevant attitudes and consequences, and move toward effective implementation, seems appropriate and relevant. The emphasis on differing values and the challenges of evaluating expert testimony is particularly timely.
2. Once established, if well-done and sufficiently demanding, the program should definitely attract students from outside the geographic catchment area of the University. The openness to the entry of mature students and mid-career people seeking advancement in the field, and particularly the recognition of prior learning and experience in facilitating the entry of mature students or students from non-standard settings, is crucially important. Indeed, more generally, the capacity to pursue the development of the program in a manner responsive to the community setting and context seems essential to the mission of the University.
3. The opportunity for coop work terms and particularly the encouragement of an international exchange experience is an attractive feature of the program.
4. The reference on p.14 to on-line courses making use of course wikis identifies a topic that warrants greater emphasis, perhaps one to consider developing more actively. Use of

such capacities for computer-supported collaborative work among policy analysts and public servants more generally is one of the most interesting features of the evolving world of the analyst. More broadly, it is one of the most challenging features of the changing world of participatory policy formation, and it seems likely that the interaction of analysts, scientists, stakeholders and interest groups with government or corporate officials around issues of contested science, differing perspectives, and conflicting interests will increasingly be shaped by such capacities. Students with experience in such engagement may build valuable capacity.

5. The reference on p.12 to the student building an appreciation of the way policy is analyzed and applied of course raises a central dilemma in any teaching of policy analysis: without falling into undue cynicism, it is crucial to build awareness also of the frequent shortfall of practice below what might seem the analytical or philosophical ideals, and of the reasons why such departures from theoretical dictates might be warranted or essential.
6. Finally, as perhaps a quibble, it seems to me unnecessary to devote two semesters to job search and career search skills within the credit offerings for this proposed program. Motivation to build such skills in some non-credit setting ought to be strong, and the opportunity to use the credit time thereby saved to extend the offerings in mathematics, statistics or economics would be highly desirable.

Detailed comments on course content would not be useful here; evidently the program will evolve with experience, and changing circumstances. Given the assurances in the document that the bulk of the courses exist and can accommodate the incremental student numbers, the resources necessary to mount the six new courses to be developed would seem warranted. Overall, the proposal seems relevant, timely, and well-founded. Completion of the program with high standing would meet the formal requirements for admission to the MPA program at the University of Victoria, with which I am familiar; my expectation is that a student who completed the proposed program with high standing would be considered eligible to enter the competition for entry into other similar graduate programs in Canada.

Graduates of the program who move directly into the workplace should be able to offer relevant practical skills and analytical capacities, and make a contribution to addressing personal, commercial, or social challenges of increasing importance.

Charlene Easton, MA Environment Studies: Principle and senior consultant with C. Easton Sustainability Consulting, former Director of Sustainability, at the University of British Columbia (UBC)

General Comments

The proposed degree is unique- while so many programs are integrating sustainability into technical and professional programs, few are addressing the integration of sustainability into the Arts- see attached table as evidence (Globe Report, done on behalf

of the province) Further, colleges and universities across North America are struggling to find ways to deliver interdisciplinary programs. The Kwantlan proposal does both of these. In fact, once successful, I would recommend a submission to the AASHE Leading Practice competition (June 2011). I have just reviewed 60 cases from across North America, along with a panel of judges, and we lament the fact that there are not more (in fact none) demonstrating points above.

Omissions

1. I would like to see a place holder (perhaps a single sentence) in the degree to indicate that economics course content will explore **new economic valuations**. I refer to notes from my recent presentation in Japan, entitled “Strategies for a low carbon economy.”

Biodiversity underpins the functioning of the ecosystems on which we depend for food and fresh water, crop pollination, health and recreation, and protection from natural disasters. It is also closely linked to cultural and spiritually. UNEP estimates its worth in trillions of dollars a year, but many economies fail to take this into account.

There are number of new sustainability valuations tools in the market place. Students should be familiar with these and develop an ability analyze these. As well, I assume students will spend time analyzing the assumptions behind – no limits to growth.

(There is an IRES UBC student paper (I can’t lay my hands on it) that criticizes UBC economic courses. Bill Reese /John Robinson may know where to find this). Your economics department might find this insightful.

2. I would like to suggest an explicit reference to First Nations/Aboriginal in the context of both the political science and philosophy sections given our Canadian historical, cultural and political realities.

Target Audience

- Grade 12 gradates within the Fraser Valley system
- International students
- First Nations students
- The appeal is a small campus, local, with priority placed on teaching (smaller classes)
- With the right branding and marketing.... others from across Canada.

Skills

Yes, I think you have emphasized the right skills.

- It is a unique multi-disciplinary program.
- I would to suggest greater emphasize on the importance of turning out good writers and communicators, and work to earn Kwantlan a reputation for doing so. Everywhere, it is clear employers are looking for good writers and communicators. In the area of policy analysis we need clearly presented logical, persuasive writing. In the area of social change, we need good story tellers and communicators. Suggest this is made an explicit learning outcome (sorry if it appears somewhere and I missed it)

- Add triple bottom line analysis (skill) if it is not there already... (see comments on economic courses)

Employment Opportunities

- These grads could be placed as entry level research support /coordinators in government, not-for-profit, municipal and business settings.

Community Connections

- Very strategic to focus on the Fraser Valley although would add that there might be other opportunities throughout British Columbia – in particular in the north west and north east of BC. This is the frontier and will be subject to allot of development in the next ten years. Carries the mix of issues. Perhaps good case study material.

Doug McArthur: Faculty, Public Policy Program, Simon Fraser University

- a. Are there any major problems or omissions in the design of the degree?

The interdisciplinary aspect of the proposed Bachelor of Arts, Sustainability and Policy Analysis Major (POST) will contribute to its success; all successful policy programs are interdisciplinary. The interdisciplinary aspect of the program correctly recognizes that a successful program must draw from a number of academic subject areas.

However such programs can be weakened by too much diversity in course work, leading to dilution. The challenge for this program is to meet the test of justification for a separate major in policy and the environment. While the interdisciplinary scope of the program will be a considerable asset, a bit more concentration on core policy skills would be desirable. This would ensure that graduates have a basic introduction into the core methods and processes of policy analysis and decision making. These are essential if a program is to be credible as a policy degree. It is these areas of study and skills development that uniquely define policy degrees. Without them, this degree will be only moderately differentiated from other arts degrees. Indeed as it is structured in the proposal it is hard to see why students cannot meet most if not all of the objectives of the degree within the current degree offerings.

With some adjustments it would be possible to create a better fit with policy analysis education while continuing to provide a wide range of electives, consistent with the interdisciplinary scope. This would ensure that students achieve the required degree of concentration in core policy skills and competencies associated with policy analysis, while providing the more general education desired. This could be done through some adjustments in course offerings. For instance, the degree would be considerably improved by a few substantive additional core courses in:

- Intermediate micro economics (one semester).
- Biological sciences and earth sciences (one or two semesters).
- Applied benefit/cost analysis and multiple accounts analysis (one semester).

- The practice and theory of policy analysis, focusing on principles for the development of informed choices based on general government objectives and on rational decision making in the policy context (one or two semesters).
 - Preparation and writing of policy briefs and reports, and communicating and presenting effective policy briefs in support of decision making (one semester).
- b. Who will the degree attract, i.e., who do you think would be particularly interested in this degree?

It can be expected that this degree will be attractive to a broad range of students today who desire greater relevancy in their studies, particularly in relation to environmental issues, which many feel are now treated as a specialty at the academic level. It will also be of interest to students who want to begin early to prepare for work in government and civil society upon graduation. The number of such students in the former group is quite large, while the number in the latter group is considerably smaller. It is also not clear how many students are really prepared for this level of “streaming” upon high school completion, although many will likely choose it because they seek more relevant degrees in the general educational sense. A challenge will be to satisfy students throughout the program that they are getting this relevance, compared to other majors, many of which can and do provide the opportunity for equal relevance.

Some students may enroll as preparation for graduate studies in public policy or environmental studies, although unless certain matters raised in this review are addressed they will not be especially advantaged over graduates of more traditional programs.

- c. Will the degree provide students with the skills and resources appropriate to pursue work in policy analysis?

It is assumed from this that question that the program is intended to provide students with the skills and in and an understanding of policy analysis. The implication is that students should acquire policy analysis skills, not just a policy orientation in their thinking. It is this more than anything else that underlies most of the comments in this review. Policy analysis is about a particular way of proceeding in developing policy options. It is important that students develop these skills through instruction and practice. They also need a good understanding of the policy process as well as a broad understanding of the world and society.

The following are the most important policy specific areas of studies in a good policy program:

- Canadian and international government (including roles of government, and the workings of political institutions that define the choices and decision making processes of governments).
- The characteristics, motivations and typical strategies of actors within the policy process (focusing on political parties, organized private interests, organized civil

society, bureaucrats, politicians, and keepers and developers of ideas), and models and observed results of the interactions between actors, ideas and institutions.

- Quantitative and qualitative methods.
- Principles and methods of micro economic analysis, including benefit/cost analysis.
- Principles and methods of policy analysis, focusing on development of rational and informed choices based on the core objectives of policy (i.e. equity, efficiency, security and freedom, human development and sustainable development), and on supporting rational decision making within this multiple objectives context.
- Effective preparation and writing of briefs and reports, and communicating and presenting effective policy briefs in support of decision making.
- General foundational knowledge of subject matter concentration if applicable.

It is recommended that these core requirements for the degree be used to assess the proposed program design. Experience shows that students need relatively extensive exposure to these if they are to develop the ability to think and work successfully in policy terms. More focused attention to these should be paid in the further development of the course offerings. Without a more explicit foci on these the quality of the learning experience of the students will be compromised. This could be achieved through some additional course offerings, and some course modifications, particularly those noted in 1. above. Not a lot of change is needed, but the quality of the proposed degree would be enhanced by some modification along these lines.

Given that this is a major in sustainable development, the program could also be strengthened by a requirement for good a substantive content oriented introduction to sciences, particularly biological sciences and earth sciences. In order to be credible as a program in environmental policy studies, this is essential.

- d. What employment opportunities do you believe will be available for graduates of this degree?

In answering this question, survey data would be helpful. Given the focus on a particular area of policy studies, and given this is an undergraduate degree, the pool of jobs opened up by this program will not be large.

However, there is a growing interest on the part of both students and employers for programs that prepare students for work on current policy issues. Employers generally want evidence that the graduates will have policy analysis and communication skills if they are to give graduates preference over other undergraduate and graduate degrees. Competition is strongest from those with economics, political science, geography, business and law majors.

Employment can be expected to largely be in the government and NGO sectors. Government opportunities will be largely for policy analysts. Since government demand for analysts is weighted to master's level graduates, government opportunities

for employment will be somewhat limited. Most government agencies seeking policy analysts want graduates of masters programs in public policy and/or environment and resources management programs. Based on experience, a reasonable “guesstimate” is that 3 – 5 graduates per year will be able to find degree-related government positions from this program. However, graduates will likely be attractive candidates for general jobs in government that require a non-specialist bachelours degree. Since a general understanding of government is generally an asset for such jobs graduates should be quite well schooled in this respect.

NGO work will largely be in advocacy and communications. NGO employment could be larger than government– perhaps double - that of government.

- e. Does the degree develop connections with the community?

It clearly has this potential. The answer to this question depends partly on pedagogical approaches. There is considerable potential to make connections with the environmental community active in civil society through guest lectures, course projects, summer projects, coop programs and internships. Coop studies programs to be successful require considerable resources and in this field largely draw upon masters level students. Paid internships are now very competitive. However, if students were prepared to do volunteer summer projects with NGO’s, the latter would likely embrace internships. All of these opportunities should be pursued.

- f. Is there a community need for this kind of a degree?

The proposed degree will provide students with a degree option in an area of growing interest and importance. In our province, the community places a high priority on informed policy action in the ever expanding fields of environmental management and natural resources sustainability. Government, business and civil society will welcome the attention to these. In general the public understanding of these issues seems to lag behind concern about them and thus most would agree that there is a community need for such education.

- g. If you are familiar with graduate programs in Policy Analysis, do you believe that this degree would prepare students for graduate work in the area?

As a faculty member in a graduate program, the answer is a conditional yes. The program as it is now structured is so diverse as to make it unlikely that it will be seen as a particularly better preparation than a good economics or political science degree. Compared to this program, we would give priority to students with intermediate microeconomics and more courses in government, government decision making and analytical methods. Without these our experience is that students are poorly prepared for graduate work. While this program may not attract many students interested in graduate work, adoption of some of the changes suggested in the above would make it significantly more attractive in this respect.

Letter of Support: George Heyman, Executive Director, Sierra Club of B.C.

August 19, 2010

Ms. Heather Harrison
Kwantlen Polytechnic University
12666 - 72nd Avenue
Surrey, B.C. V3W 2M8

Dear Ms. Harrison:

Re: B.A. Policy Studies

Thank you for informing me of the proposed B.A. in Policy Studies at Kwantlen University. I find the proposal both exciting and timely. While there are an increasing number of post-graduate programs in public policy in Canada I am not aware of a related undergraduate major program. Such a program would both encourage students to enter this important field and prepare them for further post-graduate study with an intensified focus and enhanced preparedness.

In recent years in British Columbia we have seen an increasing awareness of our responsibility to couple development with awareness of future impacts, to meet our society's present needs without compromising future generations.

Local governments are increasingly focused on initiatives which meet this criteria, whether in their own operations, the businesses they seek to encourage or decisions about their local environment. Surrey, Vancouver and the Districts of West and North Vancouver are notable for such efforts. Our provincial government has declared that measures to promote greenhouse gas reduction and renewable power for industry are provincial priorities and has set targets that reach far into the future.

The elements of your program which propose to partner students with municipalities and which include projects which engage communities in their application will both provide public benefit and will likely lead to direct employment opportunities in policy development that meet local and provincial goals.

As society, governments and business seek to adopt a triple bottom line approach to planning, there is an obvious increasing importance of policy analysis supported by an educational background firmly rooted in these principles. Students who are trained to consider and analyze potential current and future impacts will be well-positioned to lead us and to make a positive difference into the future.

The fact that Vancouver recently recruited a deputy city manager with an education and career background in sustainability from the United States is a clear indication that there is a growing market in B.C. and Canada that we can and should fill with local education programs and opportunities.

I wish you every success in accrediting and implementing the proposed degree program in Policy Studies. If approved, it will provide B.C.'s post-secondary education system with a critical leadership opportunity and strong links to demonstrated community and social needs.

George Heyman



APPENDICES

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Appendix A

PA Courses, Calendar Descriptions, and Prerequisites

Year 1

COOP 1101 CR-1

Job Search Techniques

Students will learn the philosophy and goals of co-operative education. They will also learn to develop effective job search techniques, including preparing effective resumes and cover letter, and practicing interview skills, in order to secure their first co-op placement.

ENVI 1121 CR-3

Environmental Issues

Students will learn to identify the basic scientific and social principles that underlie the main current environmental issues. They will also examine local and global case studies and will study the effects of pollution and resource degradation on society.

POLI 1110 CR-3 (Formally 2110)

Ideology and Politics

Students will study and critically analyze the political ideologies that have played an important role in shaping the 20th century and the present political landscape, and that have influenced the political attitudes and actions of individuals, groups and societies.

Transferable (refer to [transfer guide](#))

POLI 1120 CR-3 (formerly 2420)

Canadian Government and Politics

Students will examine Canadian political culture, including the challenges to Canadian unity posed by those with separatist sentiments. They will discuss regionalism, multiculturalism, cultural and linguistic duality, bilingualism, Canadian identity, political parties and ideologies, the bureaucracy, federalism, the economy, constitutional change, and other topics of current interest.

Transferable (refer to [transfer guide](#).)

ENGL 1100 CR-3

Writing, Reading and Thinking: An Introduction

Students will learn to apply principles of rhetoric and critical analysis in response to selected readings, which will include examples of scholarly writing and academic argument. They will develop their writing skills through exploratory writing, academic argument, and critical analyses of material from a variety of contexts. Prerequisites: English 12 (B) or [ENGO 1099](#) or ABEE 0091 or ENGP 1091 or [ABEE 0092](#) or [ABEE 0097](#) or ENGP 1097 or Kwantlen English Placement Test or an LPI Essay score of 30 – Level 5 or ([ELST 0381](#) & [0383](#) (B))

Transferable (refer to [transfer guide](#)) and qualifies for "W" status at SFU

PHIL 1155 CR-3

Introduction to Scientific Reasoning

Students will examine the methodology behind arguments and experimentation in science, including the careful analysis of data, measurement of probability, and the formulation of various explanatory hypotheses. In so doing, they will become familiar, not only with how scientists go about their work, but with the philosophical foundations of scientific reasoning.

Transferable (refer to [transfer guide](#).)

BUSI 1215 CR-3

Organizational Behaviour I

Students will learn how the behaviour of individuals and groups in work environments affect organizational performance. Topics will include individual attributes, motivation theories and strategies, group dynamics, teamwork, organizational structure, job design, leadership, organizational culture and politics, communication, conflict, stress and change management. Special emphasis is placed on diversity, cross-cultural issues and ethical conduct in organizations.

Transferable (refer to [transfer guide](#))

COOP 1110 CR-9

Work Semester 1

Students will apply academic knowledge and acquire new abilities through relevant employment in their field of study. They will complete a 12-16 week paid co-op work experience, monitored by the Co-op office. Students will reflect on how their behaviours and attitudes affect their work and their relations with others in the organization. They will also assess their interests and attitudes in relation to their field of study.

Prerequisites: [CO-OP 1101](#); Permission of the instructor and the following special program criteria:

ENVI: satisfactory standing & completion of first year. CISY: completion of first year with a 2.33 GPA. MRKT: completion of first year with a 3.00 GPA

POST 1100 CR-3 (New)

Sustainability: Analysis and Ethics

Students will study elements of traditional philosophy courses such as critical thinking, philosophy of science, and ethics to provide a detailed analysis of a variety of concepts of sustainability. They will examine sustainability policies and practices related to the environment, social equity, and economics.

Note: Students in the Sustainability and Policy Analysis (POST) program must take POST 1100, the first of four umbrella courses required for this degree.

Year 2

ECON 1150 CR-3

Principles of Microeconomics

Students will learn how economists view the choices of households and firms. Topics covered include the nature and method of economics, scarcity, specialization and exchange, supply and demand analysis, elasticity, consumer behaviour, economics of the firm, perfect competition, monopoly and market failure.

Transferable (refer to [transfer guide](#))

PHIL 1112 CR-3

Environmental Philosophy

Students will examine central problems in environmental philosophy. They will investigate the philosophical implications of various views about humans' relationship to nature, and consider such topics as the extent of our obligations to non-human animals, to the environment, and to future generations.

Transferable (refer to [transfer guide](#))

BUSI 2465 CR-3

Business Negotiations

Students will learn negotiation techniques that may be used to achieve a variety of business objectives. They will experience the negotiation process and apply the principles of distributive and integrative bargaining through a spectrum of role-plays and simulations, with special emphasis on the importance of developing pre-negotiation plans and establishing benchmarks.

Prerequisites: [BUSI 1210](#) or [BUSI 1215](#)

Transferable (refer to [transfer guide](#))

ECON 1250 CR-3

Principles of Macroeconomics

Students will study macroeconomic theory at an introductory level. Topics treated include macroeconomic performance measures, economic growth, inflation, unemployment, money and banking, interest rates, exchange rates and government policy in a small, open economy like Canada.

Transferable (refer to [transfer guide](#))

PHIL 2117 CR-3

Social and Political Philosophy

Students will examine selected central problems in social and political philosophy. They will investigate such topics as the justification of the state, the tension between individual freedom and social constraint, and theories of social justice.

Transferable (refer to [transfer guide](#))

POST 2100 CR-3 (NEW)

Environmentalism and Canadian Politics

Students will examine debates around environmentalism, ecologism, and sustainability in Canadian politics. They will survey the relationship between green ideas and Canadian political culture, the evolution of the environment as a policy field in Canada, the development and impacts of environmental social movements and interest organizations in Canadian politics, and the ramifications of globalization and other transnational and international factors for Canadian efforts to manage the environment. In the process, students will engage specific debates, such as arguments surrounding climate change, and deepen their understanding of one of the great issue-areas of 21st-century Canadian politics.

Note: Students in the Sustainability and Policy Analysis (POST) program must take POST 2100, the second of four umbrella courses required for this degree.

Prerequisites: 3 credits of 1100 POLI courses

Year 3

CMNS 3100 CR-3

Technical Report Writing

Students will learn written and oral communication skills required by behavioural science professionals to develop, manage, and communicate complex information in their professional practice. They will learn the principles, theories, and techniques required for designing, developing, and communicating proposals, reports, and project plans, and will apply them to written and oral projects integrated within a project management framework throughout the course.

Prerequisites: ENGL 1100 and 3 credits of any 1200 level ENGL course

ECON 2260 CR-3

Environmental Economics

Students will examine the links between the economy and the environment. They will use economic principles to explain why environmental problems occur in a market economy and study how economic policy instruments can be used to deal with these problems.

Prerequisites: [ECON 1150](#) and [1250](#)

Transferable (refer to [transfer guide](#))

ENVI 3112 CR-3

Environment and Society

Students will analyze environmental issues within their social contexts. They will examine the origins of public perception of environmental issues, including the role of the media, activists, whistle-blowers, and the artistic community. Students will debate the respective importance of science and public perception in influencing government policy in selected case studies.

Prerequisites: 60 credits of 1100-level or higher courses

ENVI 3212 CR-3

The Urban Environment

Students will analyze environmental issues within the contexts of community projects. They will conduct a local project, from initial fact-finding and community liaison to formal proposal, and will quantify its potential impacts using local case studies as a guide.

Prerequisites: 60 credits of 1100-level or higher courses

PHIL 3118 CR-3

Ethics and Public Policy

Students will critically examine ethical issues in public policy through readings in classic and/or contemporary texts. They will consider topics such as policy governing life and death, sex and reproduction, freedom of speech, punishment, and the environment.

Prerequisites: 18 credits of 1100-level courses or higher including any 3 credits of PHIL or permission of the instructor

Transferable (refer to [transfer guide](#))

PHIL 4117 CR-3

Topics in Social and Political Philosophy

Students will study a selected theme, issue, or body of work in the area of socio-political philosophy. They will examine one or more theoretical approaches—e.g., Marxism, feminism, liberalism, communitarianism, post-modern political theory—and will then consider the implications of the examined approach(es) for issues like the nation state, globalization, restructuring, and the social policies surrounding welfare and health care.

Note: This is a seminar-based course. The specific course content will be established in advance by the instructor.

Prerequisites: 60 credits of 1100-level courses or higher including any 6 credits of PHIL or permission of the instructor Transferable (refer to [transfer guide](#))

POST 3100 Cr-3 (NEW)

Economic Perspectives on Sustainability

Students will examine differences between environmental and ecological economics. Some topics covered are the values and limitations of the alternative measures of economic welfare, current environmental measures (such as cap and trade regimes and emission taxes) and the implications of complementarity between the natural and human-made capital. Students will analyze current sustainability issues and policies from an economic perspective.

Prerequisites: Econ 1150, Econ 1250, Econ 2260

POST 3110 Cr-3 (NEW)

Sustainability Policy Applied seminar I

Students will study a specific set of applications of the principles of sustainability policy under the guidance of a practitioner. They will examine specific situations and case studies to gain an insight into the practical difficulties of decision making and policy setting as it applies to real-life situation. They will study how concepts of ethics, governance, and economics are integrated.

COOP 3210 CR-9

Work Semester 3

Students will apply academic knowledge and acquire new abilities through relevant employment in their field of study. They will complete a 12 to 16-week paid co-op work term. Students will assess their interests and attitudes in relation to their field of study.

Prerequisites: [COOP 1101](#); Permission of the instructor, and the following specific program criteria:

Year 4

COOP 2301 CR-1

Career Search

Students will integrate the learning they acquired during their second work experience and prepare for their entrance into the labour market upon graduation. They will plan their career development, update their resumes and prepare timelines for their job search. They will learn techniques to identify and research work opportunities and use these techniques in conducting a job search.

Prerequisites: [COOP 2101](#) & [COOP 2110](#)

POLI 4420 CR-3

Issues in Public Policy and Administration

Students will acquire a detailed factual and conceptual framework for the analysis of specific topics within the discipline of public policy and administration. They will critically examine such subjects as the role of government, government intervention, the role and structure of government bureaucracies, interest and pressure groups, the management of the political process, and the relationship between public and foreign policy.

NOTE: This is a seminar course.

Prerequisites: Any 3000 level POLI course

Transferable (refer to [transfer guide](#))

POST 4110 Cr-3 (NEW)

Sustainability Policy Applied seminar II

Students will continue the study of applications of sustainability policy under the guidance of a practitioner. They will examine complex real-life situations and case studies. They will study how concepts of ethics, governance, and economics, as well as the psychology of public behaviour, are integrated into policy decision making for sustainability.

POST 4210/PSYC CR-3 (NEW)

Psychology and Sustainability: Attitudes and Behaviour

Students will come to appreciate and understand the challenges involved in changing attitudes and behaviour through sustainability policy. They will come to understand the foundations of attitudes, how they are formed, changed and their relationship to behaviour. Students will also learn what makes persuasion campaigns effective, as well as individual and social factors that interfere with attitude-behaviour consistency. In addition, students will learn to apply this knowledge to the evaluation of sustainability policy designed to change attitudes and behaviour.

Note: This course is a requirement for the B.A. Policy Studies Major (POST) major. It is not intended for Psychology majors.

Prerequisites: 60 credits in years 1 & 2, PHIL 1155 or equivalent

COOP 4210 CR-9

Work Semester 4

Students will continue a co-op work term, further applying academic knowledge and acquiring new abilities through relevant employment in their field of study. They will complete a further 12 to 16-week paid work co-op work term. They will prepare a formal report examining one aspect of their work either on a technical, organizational or interpersonal level.

Prerequisites: [COOP 3210](#)

Appendix B

Curriculum Vitae

Warren Bourgeois, Ph.D. received his doctorate at the University of California, Irvine. He has taught at the University of Salzburg, Austria, the University of California, San Diego, and the University of British Columbia. At Kwantlen he helped develop policies on academic freedom and on research ethics. He chaired the Research Ethics Board through its challenging first five years of development. Among his published writings is the book *Persons: What Philosophers Say About You* released in its second edition by Wilfrid Laurier University Press in 2003 and *Debating Health Care Ethics*, jointly with Doran Smolkin and Patrick Findler. His current project is an article entitled "Sustainability: A Taxonomy of Concepts." Since 1977 he has been a director of the BC Civil Liberties Association. He has helped to found and has served on two hospital ethics committees locally.

Ari Goelman, Ph.D. has been an instructor at Kwantlen's School of Business in the department of Business Quantitative Methods since September, 2008. In addition to his work at Kwantlen, he has taught graduate classes in research methods at UBC's School of Community and Regional Planning and at SFU's Department of Urban Studies. His research looks at the use of information and communication technologies to change work, with a particular focus on the health care workplace. Ari received his Ph.D. from the Massachusetts Institute of Technology (Urban Studies) in 2005.

Gregory Millard, Ph.D., is presently the Chair of the Department of Political Science at Kwantlen, where he has worked since 2004. He has also taught at Queen's University as well as Simon Fraser University's Centre for Canadian Studies. He is the author of numerous articles and reviews, as well as *Secession and Self: Quebec in Canadian Thought*, which was shortlisted for the 2009 Donald V. Smiley Prize for the best English-language book in the field of Canadian political science. A specialist in nationalism in Canada and Canadian political thought, Dr. Millard is presently working on problems given in prevailing scholarly definitions of nationalism.

Arleigh James Reichl, Ph.D. has been an instructor in the (Department of Psychology at Kwantlen Polytechnic University for the past 14 years. His areas of specialization are attitudes, persuasion and compliance; advertising and gender; inter- and intra-group processes; research methods and statistics.

Paul Richard, Ph.D. has been a Kwantlen instructor since 1993 and the chair of the Environmental Protection Technology Program since 2003. He has also taught undergraduate and graduate classes as assistant professor at the University of British Columbia, where he received his Ph.D, and at the Nova Scotia Agricultural College. He is active in the environmental community and his research interests revolve around environmental aspects of agriculture. His current project involves the application of compost lixiviate to reduce pesticide use in field crops in Cuba.

Sinisa Vujovic, M.Sc., has been teaching at Kwantlen's Economics Department for the past 7 years at the first, second and third year level. His teaching interests span from principles courses to Business Economics and Money and Banking. Prior to coming to Kwantlen, Sinisa briefly taught in the college system and worked in the corporate finance. Prior to that, he worked at the Institute of Economics in Zagreb, Croatia. His strong interest in sustainability complements his daily engagement with West End Neighbours in a continued effort to preserve sustainability and liveability in the West End.

Appendix C

B.A. Policy Studies

Curriculum Matrix – 4 year program design

Courses by semester

	Year 1	Year 2	Year 3	Year 4
Fall	COOP 1101 ENVI 1121 POLI 1120 POST 1100 Elective ¹ Elective	ECON 1150 PHIL 1122 POST 2100 English elective ² Elective	CMNS 3100 ECON 2260 ENVI 3112 Elective Elective	COOP 4210 (optional) or 5 Elective courses or International exchange
Spr	ENGL 1100 PHIL 1155 POLI 1110 BUSI 1215 Elective	BUSI 2465 ECON 1250 PHIL 2117 Methods elective ³ Elective	ENVI 3212 PHIL 3118/ 4117 POST 3100 POST 3110 Elective	COOP 2301 (optional) POLI 4420 POST 4100 POST 4110 Elective
Sum	COOP 1110 (optional)	COOP 1110 (optional)	COOP 3210 (optional) or 5 Elective courses or International exchange ⁴	
	11 courses + Co-op	10 courses + Co-op	10 courses + Co-op	10 courses + Co-op

New courses:

- POST 1100 Philosophy and sustainability
- POST 2100 Political science and sustainability
- POST 3210 Economics and sustainability
- POST 3220 Sustainability policy applied seminar 1
- POST 4210 Psychology and sustainability
- POST 4220 Sustainability policy applied seminar 2

5 - Electives must be selected so as to fulfill the requirement of restricted electives (2 each on science literacy, communications, critical thinking, and governance – see suggested list)

6 - Any ENGL course at the 1200 level or higher. Students may take their English elective at a different time, provided it is taken prior to CMNS 3100; this is only a suggested location in the matrix.

7 - Any course in statistics or research method; list appended. Students may take their methods elective at a different time, provided it is taken prior to POST 4100; this is only a suggested location in the matrix.

8 - International exchanges are strongly encouraged. An exchange may take place during any semester provided that the courses taken abroad have learning outcomes broadly similar to that of the Kwantlen semester

Electives:

7 electives in Years One and Two

(including an English elective and a Methods elective)

9 electives in years Three and Four

These electives must be selected so as to meet the general BA requirements. This includes one English course at the 1200 level or higher.

The electives must include 8 courses that contribute to the breadth of the degree while adding specific skills in the areas of science literacy, communications and awareness, critical thinking and ethics, and governance, with two courses for each of these four areas. Restricted electives provide flexibility and enable students to select according to their career objectives while ensuring a degree of depth in the fields above. The following list (next page) includes suggestions of elective courses to meet these objectives. Other courses may be considered.

The electives must also include one Methods or Statistics course. The Methods or Statistics course may be any of Kwantlen's offering listed below, or equivalent:

ACCT 1230

BUQU 1230

CRIM 2103

CRIM 3103

MATH 1115

MATH 2315

MATH 2335

MATH 2341

PSYC 2300

PSYC 2400

PSYC 3300

SOCI 2365

Restricted electives: these are courses that address the key program outcome requirements.

Science literacy electives: two courses from the suggested list below or any courses that develop an awareness of the scientific method and an ability to examine data.

PHYS 11xx Physics for non-science - new

ENVI 1216 Earth science

ENVI 2310 Solid waste management

GEOG 1110 Atmospheric science

BIOL 1112 Biology today

HORT 1110 Sustainable horticulture

HORT 1119 Landscape and environment

CHEM 1101 Chemical sciences investigation

Communications and awareness electives: two courses from the list below or any courses that develop communication skills or awareness of the broader context of communication.

CMNS 1140 Communications

ENGL 2300 Writing and research skills

ENGL 3380 Popular writing

JRNL 1100 Mass media

MRKT 1199 Marketing

CRIM 4301 Community advocacy

Any second language course (strongly recommended for students who intend to work or study abroad)

Critical thinking and ethics electives: two courses from the list below or any courses that foster critical thinking and social responsibility.

PHIL 1150 Basic logic

PHIL 1145 Critical thinking

POLI 1110 Ideology and politics

ANTH 2160 Culture and environment

PHIL 3109 Morals

PHIL 3145 Ethics topics

Governance electives: two courses from the list below or any courses that develop an understanding of organizations and governance.

ENVI 2405 Environmental law

CRIM 1170 Canadian legal systems

BUSI 1215 Organizational behaviour

SOCI 3345 Policy in context

ENTR 3310 Advanced org. behaviour

POLI 1123 Municipal politics

POLI 2235 BC Politics

POLI 3145 Borderlands

POLI 3160 International organizations

ECON 2255 Globalization

Courses by semester (direct entry into third year)

	Bridging Requirements	Year 3	Year 4
Fall	60 credits, including:	CMNS 3100 Applied comm COOP 1101 (optional) ECON 2260 Envir econ ENVI 1121 Env. Issues Q POLI 1120 Can Politics POST 1100 Phil core ⁵	BUSI 1215 Org behaviour ENVI 3112 Env. & society POST 2100 Polisci core Elective ⁶ Elective
Spr	ECON 1150 Micro econ ECON 1250 Macro econ ENGL 1100 Intro English English elective ⁷ PHIL 1155 Sci. Reasoning	ENVI 3212 Urban env. (Q tba) PHIL 3118/ 4117 Ethics/Social POST 3100 Econ core POST 3110 Applied seminar 1 Methods elective ⁸	COOP 2301 (optional) POLI 4420 Poli issues POST 4100 Psych core POST 4110 Applied seminar 2 Elective Elective
Sum		COOP 3210 workterm (optional) or International exchange ⁹	
		10 courses + optional Co-op	10 courses + optional Co-op

Electives:

4 electives in years Three and Four

These electives must be selected so as to meet the general BA requirements, as well as the requirements of this particular program (see previous footnote). Applicants must have completed a minimum of 4 courses that qualifies as restricted elective for direct entry into third year (unless they have already completed any of the required courses listed for years Three and Four, in which case the requirement for restricted electives previously completed diminishes accordingly).

⁵ This course may be omitted if a student has already completed one of PHIL 1145 or 1150, and one of PHIL 1155 or 1122

⁶ Electives must be selected so as to fulfill the requirement of restricted electives (2 each on science literacy, communications, critical thinking, and governance – see suggested list)

⁷ Any ENGL course at the 1200 level or higher. Students may take their English elective at a different time, provided it is taken prior to CMNS 3100; this is only a suggested location in the matrix.

⁸ Any course in statistics or research method; list appended. Students may take their methods elective at a different time, provided it is taken prior to POST 4100; this is only a suggested location in the matrix.

⁹ International exchanges are strongly encouraged. An exchange may take place during any semester provided that the courses taken abroad have learning outcomes broadly similar to that of the Kwantlen semester