

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, September 12, 2018 meeting:

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for a Program Expansion of the Master of Arts Digital Humanities to include a course-based route**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the program expansion of the Master of Arts Digital Humanities to include a course-based route, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2019

Final Item 5

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for a Program Expansion of the Master of Arts Philosophy to include a course-based route**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the program expansion of the Master of Arts Philosophy to include a course-based route, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2019

Final Item 6

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Program Changes to the Master's and Doctoral Programs in Nursing**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Master and Doctoral programs in Nursing, as submitted by the Faculty of Nursing and the Faculty of Graduate Studies & Research, as set forth in Attachment 1, to take effect upon approval.

Final Item 7

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Program Changes to the Doctoral program in Business**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed program changes for the Doctoral program in Business, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business, and as set forth in Attachment 1, to take effect upon approval.

Final Item 8

Agenda Title: **Proposed changes to existing minimum Academic Standing Regulations for graduate programs, Faculty of Graduate Studies & Research**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed revisions to existing minimum Academic Standing Regulations for graduate programs, as recommended by the GFC Academic Standards Committee, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to take effect upon approval.

Final Item 9

Agenda Title: **Calendar entry for the Master of Education in Educational Studies**
Received for information and inclusion in the University Calendar.

Final Item 12

Agenda Title: **Calendar entry for the Master of Education in Health Sciences Education**
Received for information and inclusion in the University Calendar.

Final Item 13

Governance Executive Summary
Action Item

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for a Program Expansion of the Master of Arts Digital Humanities to include a course-based route**

Motion: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the program expansion of the Master of Arts Digital Humanities to include a course-based route, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2019

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Lesley Cormack, Dean of Arts
Presenter(s)	Sean Gouglas, Associate Professor, Faculty of Arts Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee to propose an expanded specialization of an existing thesis-based Master of Arts program to include a course-based route.
Executive Summary (<i>outline the specific item– and remember your audience</i>)	<p>The course-based program has many of the same requirements as the thesis-based program. However, instead of writing a thesis, students will undertake two terms of practicum work, where they will participate in a genuine digital humanities project, working with faculty and other students on all aspects of the project, and gaining valuable hands-on experience that can be more concretely communicated to potential employers.</p> <p>Students will enrol in existing courses and work with existing faculty in existing facilities.</p> <p>The two terms of practicum work is the capstone exercise. The course DH 900 is the only new course to be created.</p> <p>Note: the new course designator of DH is going to GFC Exec for approval on September 10, 2018</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Maureen Engel, Director, Digital Humanities
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> Rose Yu, Director, Strategy, Initiatives, Facilities and Finance, Faculty of Arts Faculty of Graduate Studies and Research (FGSR): Deborah

Item No. 5

<p>protocol see the Governance Toolkit section Student Participation Protocol></p>	<p>Burshtyn, as Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</p> <ul style="list-style-type: none"> • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters and Andrea Patrick • Edith Finczak, Director, Academic Budgeting and Programming <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Digital Humanities graduate students
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Art Academic Affairs Committee—April 25, 2018; Arts Executive Committee—May 10, 2018 Arts Faculty Council—May 24, 2018</p> <p>FGSR Council delegated the authority for making the final decision to the Dean of the teaching Faculty for approval of changes to the graduate program requirements, so long as those changes do not result in a program requirement falling below the minimum University standards.</p> <p>GFC Academic Planning Committee—September 12, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>7. OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience}.</p> <p>i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning.</p> <p>i. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Enrolment Management Student Success</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Proposal for an expanded specialization of an existing thesis-based Master of Arts program in Digital Humanities to include a course-based route: Proposal Template with appendices and Calendar change

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

University of Alberta Internal New Course-based Route for Existing Thesis-based Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc. Following disciplinary Faculty Council approval under delegated authority of the FGSR Council, the approval pathway will be the Academic Planning Committee (APC). If there are changes to the admission and graduation requirements it would also have to go to ASC-SOS and ASC before APC. Once approved a letter will be sent to inform the government of the changes.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (apatrack@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

Basic Information

1. Title of the Program: Course-based Master of Arts (MA) in Digital Humanities
2. Proposed effective date: Sept 2019
3. Length of the program (years): 2
4. Faculty and Academic Unit: Arts – Office of Interdisciplinary Studies
5. Collaborating partners at other institutions (if any): n/a
6. Contact person, with telephone number and e-mail address: Maureen Engel, Director, Digital Humanities 780-492-0106, maureen.engel@ualberta.ca
7. Statement indicating completion of departmental and/or Faculty approval processes. Program was approved by the program steering committee in 2017. Faculty approvals will be: Art Academic Affairs Committee: April 25, 2018 / Arts Executive Committee: May 10, 2018 / Arts Faculty Council: May 24, 2018.
8. Attach proposed Calendar program and/or course changes. Attached.
9. Attach letter of support from the Dean of the Faculty. Attached.
10. Attach a completed budget template and a load changes document (even if there are none).

Program Impact and Rationale

11. What is the rationale for the program proposal?

The University of Alberta is a global leader in the Digital Humanities. We have offered a thesis-based program since 2001, making us one of the first two graduate programs in Digital Humanities globally; we remain the only stand-alone graduate program in the field in Canada. Building on the strength of that program, we want to offer students a different pathway that will emphasize more hands-on experience with digital projects, while leaving the “deep dive” into research that a thesis represents to a different cohort of students. As such, the program has many of the same requirements as the thesis-based program. However, instead of writing a thesis, students will undertake two terms of practicum work, where they will participate in a genuine digital humanities

project, working with faculty and other students on all aspects of the project, and gaining valuable hands-on experience that can be more concretely communicated to potential employers.

12. Program description (provide evidence the following has been incorporated—experiential learning, learning outcomes, and indigenous content). Provide a strong focus on the delivery of this program:

The program will consist of *36 credits over 4 terms of study: *3 DH 500 (Introduction to Digital Humanities); *6 DH 520 (Technical Skills and Concepts); *6 DH 530 (Building in Context); *6 DH 510 (Theoretical and Cultural Concepts); *9 open or in a specialization; *6 practicum/capstone exercise.

Learning Outcomes: MA Digital Humanities

The Digital Humanities MA program studies and facilitates the integration of digital tools and technologies into humanities and social science disciplines, while simultaneously bringing to bear a humanities- and/or social science-based analytic to computational tools and digital cultural productions.

Upon completion of the course-based program, students will have the ability to:

1. Recognize and understand the grammar and structure of computing languages and systems
2. Critically explore, analyse, assess, and use digital data
3. Identify, critique, and communicate the cultural and social implications of computing systems and affordances
4. Critically engage with and analyse digital cultural productions
5. Design and build digital solutions for a range of real-world questions and/or problems
6. Manage large digital projects from conception to completion
7. Work collaboratively with peers and supervisors to complete projects
8. Communicate ideas orally, digitally, and in writing effectively

The Digital Humanities program already incorporates a range of Indigenous content across the curriculum. Since this program leverages existing courses, that integration is already built in to the program.

The Digital Humanities program also consistently employs experiential learning in all of our courses, including several partnerships with CSL. This will be supplemented by the fact that the capstone practicum is entirely experiential.

13. Student impact and evidence of student consultation.

Once the program becomes available, students who are currently enrolled in the thesis-based program will have the opportunity to change to the course-based program. In surveying our students, we found that they are uniformly in support of a course-based option. A significant majority indicated that they would choose the course-based route if it were available to them.

14. Employment outcomes and evidence of employer consultation.

We expect that students opting for the course-based program over the thesis-based program will see this as a terminal degree leading to employment. As such, we have built in a practicum component for this pathway that gives students extensive hands-on experience working with a large digital humanities project. Three learning outcomes specific to the course-based program will be of particular interest to employers: 1) The ability to design and build digital solutions for a range of real-world questions and/or problems; 2) The ability to manage large digital projects from conception to completion; and 3) The ability to work collaboratively with peers and supervisors to complete projects.

Letters of support from potential employers are pending.

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

Current intake to the thesis program is approx. 14-18 students /year. Total enrolment is +/- 40. Expected enrolment in course-based is +/-10 per year, with an expectation that some of those will be taken from the thesis-based stream. Annual combined intake to both streams is expected to be +/- 20.

16. Do you anticipate an enrolment (or other) impact on programs at other institutions or regulatory bodies? Describe any consultations that have occurred with other institutions and professional organizations.

No impact

17. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees. Include any efficiency to be gained.

None. Students will enrol in existing courses and work with existing faculty in existing facilities.

Appendix – Sample Enrolment Table

Proposed Enrolment	2019-20	2020-21	2021-22	2022-23	Annual Ongoing
• Total Full-Time head count	9	18	18	18	18
• Full-Time Year 1	9	9	9	9	
• Full-Time Year 2	0	9	9	9	
• Full-Time Year 3					
• Full-Time Year 4					
• Total Part-Time head count	1	2	2	2	2
• Part-Time Year 1	1	1	1	1	
• Part-Time Year 2	0	1	1	1	
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Anticipated Number of Graduates		9	9	9	10

Proforma Budget Template
for New Program Proposals

Philosophy Program Change	Year 1	Year 2	Ongoing
EXPENDITURES			
<i>Academic Salaries (including benefits)</i>			
Professoriate	120,053	240,107	240,107
Faculty Service Officers			
Administrative Professional Officers			
Total Academic Costs	120,053	240,107	240,107
<i>Service Teaching Costs (including benefits)</i>			
Service Teaching Costs	-	-	-
Total Service Teaching Costs	-	-	-
<i>Graduate Budget (including benefits)</i>			
Grad Advisor	7,816	15,632	15,632
Grad Salaries	26,953	53,906	53,906
Grad Award	21,379	42,758	42,758
Total GA Costs	56,148	112,296	112,296
<i>Non-Academic Salaries (including benefits)</i>			
Support Staff	14,301	28,603	28,603
Total Non-Academic Costs	14,301	28,603	28,603
<i>Non-Salary Costs</i>			
Non-Salary Costs (supplies, sundries, communications, etc)	1,642	3,283	3,283
Total Non-Salary Costs	1,642	3,283	3,283
<i>Other Operating Costs</i>			
Faculty Overhead (accounting and human resources)	3,873	7,746	7,746
Institutional Space Costs			
Institutional Costs (central finance and HR, registrar, library)	71,154	142,309	142,309
Total Other Costs	75,027	150,055	150,055
Gross Operating Costs	267,172	534,344	534,344
REVENUES			
Annual Domestic Tuition	29,256	58,513	58,513
Annual International Tuition	33,487	66,974	66,974
Other : Grants	-	-	-
Other: Endowment Proceeds	-	-	-
Internal Reallocation of Campus Alberta Operating Grant	204,429	408,857	408,857
Total Revenues	267,172	534,344	534,344
NET PROFIT/LOSS	-	-	-

TRUE

Notes and Assumptions:

- 0% inflation
- Per student tuition:
 - Course Based:
 - Domestic student: \$5,160 (9Credits fall, 9Credits winter) per year for 2 years
 - International student: \$10,056 (9Credits fall and 9Credits winter) per year for 2 years
 - Practicum Based: N/A
- Source of internal funds: Ongoing funds were reallocated at the departmental level and through the optimization of existing Faculty and Department resources.
- Faculty salary assumption 50% of salary is for research and 50% is for teaching in the program.
- Proportion of administrative positions based on assumption of 50% allocation to teaching of which 50% is for graduate student and allocated to the HUCO program on the basis of student headcount in the department.
- Indirect faculty costs were easily identified as the Faculty of Arts maintains separate departments that relate to the provision of faculty wide services (student services, HR, finance, etc.).
- Indirect faculty costs based on 5% total administrative faculty overhead is dedicated to graduate students (as most graduate activity is supported by the departments) and proportion of HUCO students of total graduate headcount in the Faculty of Arts.
- Institutional overhead is calculated as 36.3% of total costs in the Department and Faculty.

6-5 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.ARTS
Fax: 780.492.7251
www.arts.ualberta.ca

13 August 2018

To Whom It May Concern:

I write to give my fullest support to the proposed Course-based MA in Humanities Computing (pending approval by Advanced Education of a name change to Digital Humanities).

This program will provide a strong alternative to the current Thesis-based MA for some students: As stated in the proposal, "Building on the strength of that program, we want to offer students a different pathway that will emphasize more hands-on experience with digital projects, while leaving the "deep dive" into research that a thesis represents to a different cohort of students."

The proposal has been very strongly supported by the Faculty of Arts through every level of our internal review processes, including review and approval by Arts Academic Affairs Committee, Arts Executive Committee, and Arts Faculty Council, and we look forward to its approval and implementation.

Sincerely,



Lesley Cormack
Dean, Faculty of Arts

Jared Bielby, MA/MLIS

Chair, International Center for Information Ethics
155 Great Oaks, Sherwood Park, AB, T8A0V8

August 10, 2018

Maureen Engel, PhD
Director, Digital Humanities
400 Old Arts, University of Alberta
Edmonton AB
T6G 2E6

Dear Maureen Engel,

As the Chair of the International Center for Information Ethics (ICIE), I would like to indicate, for your consideration, my interest in hiring graduates from the University of Alberta's Digital Humanities program for employment with ICIE.

ICIE is an academic initiative and global-wide community dedicated to the advancement of the field of Information Ethics. In line with the learning outcomes of the University of Alberta's Digital Humanities program, practitioners of the field of Information Ethics critically engage with information cultures to identify, critique, and communicate the ethical and social considerations of human-computer interactions.

ICIE has recently been re-launched under a new administration after a successful run of 20 years. In doing so, it has set a number of new objectives, including the creation of local chapters around the world. As such, we are looking to hire entry level practitioners from the field of Digital Humanities who have been educated in the cultural and social implications of computing systems and digital culture. ICIE seeks to employ digital humanities scholars who are able to engage with and analyse the design of ethically aligned digital systems that focus on solutions towards a wide range of intercultural questions and concerns in the field of Information Ethics.

Please contact me at your convenience regarding further collaboration on the above.

Your Truly,



Jared Bielby



August 15, 2018

Maureen Engel, PhD
Director, Digital Humanities
400 Old Arts, University of Alberta
Edmonton AB T6G 2E6

Dear Dr Engel,

I am writing to express support for the University of Alberta's proposed course-based MA in Digital Humanities. The learning outcomes this program offers align beautifully with where the demands to tell the City of Edmonton's many stories are evolving within our Marketing, Open City & Technology, and Communications branches.

Within the Marketing branch, Sarah Classen, the director overseeing the City's web office, envisions course-based grads who could assist with web architecture, search language and how users navigate the edmonton.ca website. Sarah believes grads from a course based program will highly valuable for potential employers.

Wendy Gnenz, the branch manager of Open City & Technology regularly seeks employees who possess both data analytics skills and the ability to translate those data into information that can be understood and consumed by the general public. The learning outcomes that this program would provide its graduates is highly desired by hiring managers within the branch.

In the Communications branch, we believe our greatest need are translators. People who are not just proficient in the structure of the web and how to post, etc., but practitioners who communicate digitally. And who know the controversies and issues associated with digital media.

The types of students this program looks to educate would help the City of Edmonton realize digitally important aspects of a contemporary, evolving municipal corporation. Best of luck as you guide this exciting new Digital Humanities program onto the graduate calendar.

Sincerely,

A handwritten signature in blue ink, appearing to read "M Sturgeon".

Mary Sturgeon
Deputy City Manager (Acting) / Branch Manager, Communications
Communications and Engagement

c: Wendy Gnenz, Sarah Classen



Maureen Engel, PhD
Director, Digital Humanities
400 Old Arts, University of Alberta
Edmonton AB
T6G 2E6

To Whom It May Concern:

My name is Jason Suriano and I'm the founder and CEO of Rocketfuel Productions Inc. creators of Trajectory IQ a game-powered e-Learning software platform. Founded in 2008, Rocketfuel is an award-winning Edmonton based educational technology company backed by Foundation Equity (\$1M Venture Capital investment).

In 2012 we launched Trajectory IQ, the first of its kind gamified e-Learning software platform for employee onboarding, orientation and training that leverages web, mobile, and location-based technologies. Today, Trajectory IQ has surpassed 100,000 users from enterprise level companies and organizations such as ATCO Electric, the College and Association of Registered Nurses of Alberta, Merit Contractors Association, Boilermakers of Canada, and ATB Financial.

As the first graduate of the Digital Humanities program, and having worked in the digital industry for over 15 years on over 200 corporate digital projects, I believe that the following course-based initiatives would prove invaluable to potential employers:

- Understand, design, and build digital solutions for a range of real-world problems
- Manage large digital projects from conception to completion
- Work collaboratively with peers and supervisors to complete projects
- Effectively communicate ideas orally, digitally, and in writing

Based on my background and experience, I believe that a course-based program would prepare those students who are looking to apply their MA directly in a corporate environment.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Suriano", written over a horizontal line.

Jason Suriano
Founder & CEO
Rocketfuel Productions Inc. (o/a Trajectory IQ)
E: jason@trajectoryiq.com | P: 780-994-4237 | W: trajectoryiq.com

Maureen Engel, PhD
Director, Digital Humanities
400 Old Arts, University of Alberta
Edmonton AB
T6G 2E6
August 8, 2018

Dear Dr. Engel,

I am writing in support of the new course-based masters program in Digital Humanities. As the current Assistant Director of Alberta.ca Operations (the main government website for the province of Alberta), as well as a graduate of the combined Humanities Computing and MLIS program, I feel that I can speak to the benefit of some of the learning outcomes proposed in this change.

My career has taken me on a number of paths, both in the private and public sector. Throughout this time, my ability to recognize and understand grammar and structure of computing languages and systems certainly gave me a head start in information technology related roles. Further to this, my skillset in critical thinking, analysis, assessment and techniques for the use digital data, later became a huge asset in my role as a business analyst in the information management branch of the government. I can certainly speak from experience that the current outcomes for this program are both practical and useable in the real world.

As a current leader of both technical and communications professionals, the biggest benefits of the proposed changes to the coursed based program for Digital Humanities that I see are: the management of large digital projects from conception to completion and being able to work collaboratively in environments with both technical and non-technically skilled professionals. The ability to organize and project manage, understand project lifecycles and impacts, as well as work with all types of skillsets and recognize where additional (and occasionally external) resourcing is required, would be a huge asset for students coming out of a course based program. Some of my most successful projects of my career – such as the re-design and re-platforming onto a content management system of 13 Alberta's Historic sites websites in 2018 required these skills, and I believe collaboration in all environments has been the key to my success in the past, and would be a huge benefit for the careers of future graduates.

I hope that this letter provides you with the support that will allow for these changes to move ahead. If you have any questions or would like to discuss further please don't hesitate to reach out to me at the contact information found below.

Best regards,

Heather Archibald

Assistant Director, Alberta.ca Operations
Communications and Public Engagement
Tel: 780-643-0904
Cell: 780-686-9617
Heather.Archibald@gov.ab.ca



Lydia Zvyagintseva
Digital Exhibits Librarian
Edmonton Public Library
7-10235 101 Street NW
Edmonton, AB T5J 3G1

August 14, 2018

Maureen Engel, PhD
Director, Digital Humanities
400 Old Arts, University of Alberta
Edmonton AB
T6G 2E6

Dear Ms. Engel,

I am writing to express my support for the course-based MA degree program in Digital Humanities at the University of Alberta. As a 2015 graduate of the thesis-based program – at the time called an MA in Humanities Computing - I remain an advocate for the education and skills the University of Alberta's Interdisciplinary Studies has provided me. I strongly value the expertise, intellectual rigour, and collaborative environment this program offered, and I encourage others interested in pursuing work in digital projects, digital libraries, or media, to consider this program as an addition to their academic portfolio and life experience.

After completing this program, I was able to obtain a position with the University of Toronto Scarborough Library, and I am confident that my experience on team projects like database creation, archives, and data curation has made me competitive for the role in the Digital Scholarship Unit at UTSC. In the last two years, I have been working as the Digital Exhibits Librarian with the Edmonton Public Library, and have had to rely on project management and design thinking skills to enable real-world technology solutions provided by the Digital Humanities degree.

I have also had a chance to interview candidates for positions like the Makerspace Assistant, where it was apparent that graduates of this program can work collaboratively with peers and supervisors to complete projects, critically explore new technologies, analyze digital cultural productions, and effectively communicate with library users and community groups. Contemporary libraries support a range of services, including makerspaces, digital media, local history, and community-driven content. Graduates of the Digital Humanities program have the critical and analytical thinking, experimentation and risk-taking, research and troubleshooting, as well as project management and teamwork skills needed to work in environments that provide crucial digital literacy services to the public. Having curiosity to learn on the job as well as adaptability to iterate on that learning are key components of public service. As a result, I believe that public libraries supporting technology services would strongly benefit from hiring graduates of this program.

Sincerely,
Lydia Zvyagintseva.



Maureen Engel, PhD
Director, Digital Humanities
400 Old Arts, University of Alberta
Edmonton AB
T6G 2E6

To Whom It May Concern:

My name is Jason Suriano and I'm the founder and CEO of Rocketfuel Productions Inc. creators of Trajectory IQ a game-powered e-Learning software platform. Founded in 2008, Rocketfuel is an award-winning Edmonton based educational technology company backed by Foundation Equity (\$1M Venture Capital investment).

In 2012 we launched Trajectory IQ, the first of its kind gamified e-Learning software platform for employee onboarding, orientation and training that leverages web, mobile, and location-based technologies. Today, Trajectory IQ has surpassed 100,000 users from enterprise level companies and organizations such as ATCO Electric, the College and Association of Registered Nurses of Alberta, Merit Contractors Association, Boilermakers of Canada, and ATB Financial.

As the first graduate of the Digital Humanities program, and having worked in the digital industry for over 15 years on over 200 corporate digital projects, I believe that the following course-based initiatives would prove invaluable to potential employers:

- Understand, design, and build digital solutions for a range of real-world problems
- Manage large digital projects from conception to completion
- Work collaboratively with peers and supervisors to complete projects
- Effectively communicate ideas orally, digitally, and in writing

Based on my background and experience, I believe that a course-based program would prepare those students who are looking to apply their MA directly in a corporate environment.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Suriano", written over a horizontal line.

Jason Suriano
Founder & CEO
Rocketfuel Productions Inc. (o/a Trajectory IQ)
E: jason@trajectoryiq.com | P: 780-994-4237 | W: trajectoryiq.com

March 21, 2017

2019-2010 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Humanities Computing [Graduate] [...]</p> <p>Graduate Program Requirements</p> <p>The Degree of MA (Humanities Computing) [Graduate]</p> <p>Program Requirements</p> <p>The MA in Humanities Computing program consists of ★27 plus a thesis; of these ★18 are in Humanities Computing, and ★9 are in courses approved by the students' specialization department (if applicable), or are open for students in the Individualized program</p> <p>Required courses (★18):</p> <ul style="list-style-type: none"> • HUCO 500 – Survey of Humanities Computing • HUCO 510 – Theoretical Issues in Humanities Computing <p>Any two of</p> <ul style="list-style-type: none"> • HUCO 520 – Technical Concepts and Approaches in Humanities Computing <p>Any two of</p> <ul style="list-style-type: none"> • HUCO 530 – Project Design and Management in Humanities Computing <p>Note: If there is a specialization it is normally expected that a representative of both the Humanities Computing program and the participating department will sit on the thesis supervisory committee.</p>	<p>Graduate Programs</p> <p>Digital Humanities [Graduate] [...]</p> <p>Graduate Program Requirements</p> <p>The Degree of MA (Digital Humanities) [Graduate]</p> <p>Program Requirements</p> <p>Thesis-Based Program</p> <p>The thesis-based MA in Digital Humanities program consists of ★27 plus a thesis; of these ★18 are in Digital Humanities, and ★9 are in courses approved by the students' specialization department (if applicable), or are open for students in the Individualized program.</p> <p>Required courses (★18):</p> <ul style="list-style-type: none"> • DH 500 – Survey of Digital Humanities • DH 510 – Topics in Digital Theory and Culture <p>Any two of</p> <ul style="list-style-type: none"> • DH 520 – Topics in Technical Concepts and Approaches <p>Any two of</p> <ul style="list-style-type: none"> • DH 530 - Topics in Building in Context <p>Note: If there is a specialization it is normally expected that a representative of both the Digital Humanities program and the participating department will sit on the thesis supervisory committee.</p>

Course-Based Program

The course-based MA in Digital Humanities consists of ★30 of course work plus ★6 of practicum for a total of ★36. Of these ★27 are in Digital Humanities, and ★9 are in courses approved by the students' specialization department (if applicable), or are open for students in the Individualized program.

Required courses (★27):

- DH 500 – Survey of Digital Humanities

Any two of

- DH 510 – Topics in Digital Theory and Culture

Any two of

- DH 520 - Topics in Technical Concepts and Approaches

Any two of

- DH 530 - Topics in Building in Context

Any two of

- DH 900 – Digital Humanities Practicum

Length of the Program

The time required to complete the thesis-based MA may vary according to the previous training of the applicant and the nature of research undertaken; however, the program is designed to be completed within 24 months.

The course-based program is designed to be completed within 24 months.

NOTE: The new course designator of DH is not yet approved but is going through governance approval. The new course DH 900 is being created as the capstone for the new course-based MA in Digital Humanities.

Approval: Arts Executive Committee: May 10, 2018; Art Academic Affairs Committee: April 25, 2018;
Arts Faculty Council: May 24, 2018

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: Office of Interdisciplinary Studies, Humanities Computing Program

2017-18 DEADLINES

Implementation: NORMAL

EARLY (Note: new course offerings only)

October 12, 2017

January 11, 2018

March 15, 2018

April 12, 2018

Type of Change: Program Regulation Admission Requirements

New Course Course Change

Course Deletion Editorial

CURRENT Calendar Section Number (§)	PROPOSED Calendar Section Number (§)
	DH 900 Digital Humanities Practicum *3 (fi 6) (either term, 3-0-0). The Digital Humanities practicum is the capstone exercise by students in the course-based MA in Digital Humanities. It provides students with hands-on experience working on a large-scale digital project. Normally, this project will be led by faculty members in DH; permission to participate in projects outside of the program or the university will be evaluated on a case-by-case basis.

Considerations:

New Course/Course Deletions:

- No course deletions

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No

Justification:

This new course is the capstone for students undertaking the new course-based MA in Digital Humanities. Students will undertake 2 instances of practicum, giving them a full academic year of experience working on a large-scale digital project. We expect that most students choosing the course-based path, and thus the practicum, will see this as a terminal degree leading to employment. Digital technology changes more quickly than most of us can keep up with. Because of this, learning *about* specific technologies is rarely relevant once students move into the workforce. However, working *with* technology, that is, participating in live projects with real constraints, real goals, and real outcomes, trains students to see and use technology differently. In short, they are equipped to understand how technologies function as one component of complex systems, and they are prepared for a changing environment where the tool they relied on yesterday becomes outdated tomorrow. This is what the practicum component of the course-based degree provides, and what sets it apart from any such graduate program in the world. We will teach multiple sections of the capstone course each term and estimate enrolment to be +/- 12-15 students per term.

Learning Outcomes

At the conclusion of the practicums, student will be able to:

1. **Design and build digital solutions for a range of real-world questions and/or problems**
2. **Manage large digital projects from conception to completion**
3. **Work collaboratively with peers and supervisors to complete projects**

Submitted by: Maureen Engel Director, Digital Humanities	Signature of Department Chair or Designee  Natasha Hurley Senior Director, OIS	Date: March 30, 2018
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SUMBIT completed, signed pdf **and** word versions to [google drive](#).

2017-18 Academic Affairs Committee Schedule:

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018

**Governance Executive Summary
Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for a Program Expansion of the Master of Arts Philosophy to include a course-based route**

Motion: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the program expansion of the Master of Arts Philosophy to include a course-based route, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2019

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Lesley Cormack, Dean of Arts
Presenter(s)	Ingo Brigandt, Associate Chair, Department of Philosophy Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to establish an expanded specialization of an existing thesis-based Master of Arts program to include a course-based route.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>Students in the course-based MA in Philosophy will take the same courses already being offered in the thesis-based MA program. No additional faculty or resources will be required to run the program. The only new course will be for the capstone research project (PHIL 900).</p> <p>Thesis-based MA students typically take 6 courses in Philosophy and then during the next regular (Fall/Winter) semester work on a thesis.</p> <p>The course-based MA offers a streamlined path towards degree completion, without sacrificing breadth or quality of preparation or training. The students take an additional graded research course culminating in the production of a Capstone Research project and write a research paper of approximately 25-35 pages.</p> <p>The admissions criteria will be the same as those for the existing thesis-based MA program.</p> <p>Philosophy is a largely text-based discipline. Active learning is encouraged in a number of ways; seminar instruction designed to be collaborative and interactive.</p> <p>Implementation of a one-calendar year course-based MA program will help to reverse the decline in graduate admissions over the last five years. The advantages of the one-year course-based program will likely slightly decrease admissions into the thesis-based alternative, but not by so much as to make it unrealistic to restore the overall MA program.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Jennifer Welchman, Professor, Philosophy <hr/> <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Rose Yu, Director, Strategy, Initiatives, Facilities and Finance, Faculty of Arts • Thomas L. Spalding, Associate Dean, Graduate Studies, Faculty of Arts • Michael O'Driscoll, Acting Vice-Dean, Faculty of Arts • Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, as Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Andrea Patrick • Edith Finczak, Director, Academic Budgeting and Programming <hr/> <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Philosophy graduate students organization • Dr. Edvard Lorkovic, Chair, Department of Humanities, MacEwan University • Dr. Bryson Brown, Chair, Philosophy Department, University of Lethbridge • Dr. Richard Zach, Graduate Program Director, Department of Philosophy, University of Calgary
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department Staff Council meeting, April 5, 2018 Art Academic Affairs Committee—April 25, 2018; Arts Executive Committee—May 10, 2018 Arts Faculty Council—May 24, 2018</p> <p>FGSR Council delegated the authority for making the final decision to the Dean of the teaching Faculty for approval of changes to the graduate program requirements, so long as those changes do not result in a program requirement falling below the minimum University standards.</p> <p>GFC Academic Planning Committee—September 12, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>7. OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience}.</p> <p>i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning}.</p> <p>i. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p>
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Alignment with Institutional Risk Indicator	Enrolment Management Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Proposal for an expanded specialization of an existing thesis-based Master of Arts program to include a course-based route: Proposal Template with appendices and Calendar change

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

University of Alberta Internal New Course-based Stream for Existing Thesis-based Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc. Following disciplinary Faculty Council approval under delegated authority of the FGSR Council, the approval pathway will be the Academic Planning Committee (APC). If there are changes to the admission and graduation requirements it would also have to go to ASC-SOS and ASC before APC. Once approved a letter will be sent to inform the government of the changes.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (apatrack@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

Basic Information

1. Title of the Program:
Course-based MA in Philosophy
2. Proposed effective date:
September 2019
3. Length of the program (years):
One calendar year
4. Faculty and Academic Unit:
Faculty of Arts/Department of Philosophy
5. Collaborating partners at other institutions (if any):
NA
6. Contact person, with telephone number and e-mail address:
Jennifer Welchman, Department of Philosophy, x23307 <welchman@ualberta.ca>
7. Statement indicating completion of departmental and/or Faculty approval processes.
The proposal was circulated to the Philosophy graduate students organization for comments and all continuing members of the Department of Philosophy's staff council. Our graduate students expressed support. The proposal was approved at the Department's staff council meeting, April 5, 2019. It will shortly go to Art Academic Affairs Committee, Arts Executive Committee, and Arts Faculty Council.
8. Attach proposed Calendar program and/or course changes.
See Appendix A

9. Attach letter of support from the Dean of the Faculty.

See Appendix B

10. Attach a completed budget template and a load changes document (even if there are none).

See Appendix C

Program Impact and Rationale

11. What is the rationale for the program proposal?

This one-year course-based MA in Philosophy is designed to add greater flexibility and affordability to the University's MA program in philosophy. Although students in course-based MA programs pay by the course, rather than the semester and so pay more per-course to complete the program, students in the thesis-based track pay additional program fees and thus in total pay as much or more in fees as course-based MA students.¹ Students entering the course-based MA in Philosophy will take the same courses already being offered to students in the Thesis-based MA program. No additional faculty or resources will be required to run the program.

This program would be of particular benefit to two groups of potential applicants:

(i) Edmonton area residents for whom travel to other regions is impractical.

Some but not all would be graduates of the University of Alberta wishing to advance their training in philosophy for career or personal reasons. Some will be graduates of other universities who reside in the Edmonton area. Many of these will be employed in occupations for which this degree could be a valuable credential (e.g., those interested in career opportunities in Bioethics and Health Administration.) Though we have had a steady stream of inquiries from such individuals, some students and employees of other faculties of the University of Alberta, most find the two-year commitment required by our thesis-based program too onerous. For these individuals, a course-based MA program at the University of Alberta would be a welcome alternative.

(ii) Alberta, Canadian, and International students able to fund their studies from personal resources or funding awards from their home countries for up to one-calendar year.

Many excellent applicants whom we have admitted to our MA program have been obliged to decline admission due to their inability to meet the expenses of a second full year of study and research. While we can on occasion extend partial scholarship funding to help such students, scholarship assistance is not always available. These applicants would also benefit significantly from the greater affordability of the proposed one-year course-based MA in philosophy.

¹ We have been given the following figures by FGSR:

Tuition for a course-based MA *24, tuition = \$4992.96,

For a thesis-based MA

- Registration Fall to August (12 months) = \$3, 662.40,
- Registration Fall to December (16 months) = \$4,883.20,
- Registration Fall to April (20 months) = \$6,104.00

So a course-based MA is more affordable than thesis-based programs that take longer than 16 months to complete (as ours typically does.)

In designing this course-based stream to the MA degree, we recently reviewed the 23 most nearly comparable universities granting MA degrees in philosophy around Canada. Twenty-two of those 23 departments offer some kind of course-based M.A. as an alternative to traditional thesis-based programs, including all the five institutions currently offering MA degrees in Philosophy in the neighboring Western Canadian provinces (British Columbia, Manitoba, and Saskatchewan.) Most fell into one of two broad categories; programs with a significant research component and those without. The former typically required 6 to 7 courses and an independent research project. The latter required considerably more course-work, ranging from 8 to 10.

On the basis of this review, we sought to combine program features most conducive to maintaining our existing program's high standard of quality, encouraging students to undertake independent research, encouraging efficient time-to completion rates, and increasing educational opportunities both for students based in the Edmonton area and students unable to afford to self-fund a full two-year thesis-based program. These considerations have led to the Department's proposal to introduce a one-calendar year degree program that incorporates independent research (described below.)

12. Program description (provide evidence the following has been incorporated—experiential learning, learning outcomes, and indigenous content). Provide a strong focus on the delivery of this program:

Current MA Degree Program:

Students entering the Department's thesis-based MA program are normally required to complete *18cw or 6 semester-long graduate-level courses in their first 2 semesters of study. (Those with less preparation may be required to take additional courses.) During this period, they also complete the University's Graduate Ethics Training and Professional Development Requirement.

All students are encouraged develop breadth as well as depth of understanding of the discipline through their course work. To assist students in making appropriate choices of courses, the Department assigns each incoming student a faculty Academic Supervisor whom they consult regarding the selection of courses for their first two semesters.

Normally students utilize the Department's graduate level-course offerings to fulfill their course requirements. Subject to approval by Associate Chair for Graduate Studies, students in the existing thesis-based MA program may substitute a course from another department if it would significantly advance their thesis research.

After completing their course work, every term until graduation, these students enroll in non-graded 900-level thesis writing courses whose objectives include development of a thesis proposal and then writing and defending a thesis of approximately 60-80 pages.

Proposed MA Degree Program:

Students entering the Department's 1-year course-based MA program will also be required to complete *21 cw, consisting of 6 term-long graduate-level courses in their first 2 semesters of study, and one graduate level Directed Reading course (PHIL 596 or 597), either during those first 2

semesters or the Spring semester immediately following. During this period, they also complete the University’s Graduate Ethics Training and Professional Development Requirement.

They will then enroll in an 8th course, a graded 900-level Research Project course (*3cw) in the Spring or Summer semester immediately following completion of their initial *21cw of course work. Grades for the 900-level course will be based upon the student’s completion of a Capstone Research project, for which they must research and write a paper of approximately 25-35 pages.

As in the thesis-based MS program, all incoming students in the course-based MA program will be assigned a faculty Academic Advisor to advice on course selection. Students will draw upon existing graduate-level Philosophy course offerings to complete their course requirements. However, subject to approval by the Associate Chair for Graduate Studies, students in the proposed course-based MA program would also be allowed to substitute a course from another program if it would significantly advance their Capstone Research project.

Comparison of Thesis-based and Proposed Course-based MA Programs:

Thesis-based MA students typically take 6 courses in Philosophy and then during the next regular (Fall/Winter) semester following completion of coursework develop an acceptable research proposal for an approximately 60- 80 page thesis under the guidance of a faculty Academic Supervisor. When completed, the student must successfully complete an oral defense of the thesis before a faculty examining committee.

This approach is ideal for students entering the program (i) without clear ideas about the direction of their own independent research or (ii) who require some additional time to develop particular skills required to complete their research (e.g., mastery of a language or subject area).

However, it serves other students less well, in particular those who enter the program with clear ideas about the independent research they will undertake and who require no additional time to develop additional skills. The two-year time period normally required to complete the thesis-based MA program is also challenging for students with limited funds on which draw to support their studies, who thus may find it difficult or impossible to extend their funding to a full second-year of study.

For these students, the course-based MA offers a streamlined path towards degree completion, without sacrificing breadth or quality of preparation or training. These students take an additional graded research course culminating in the production of a Capstone Research project – a project in which each student researches and explores a topic covered in the proceeding course work in greater depth. Capstone Research projects are expected to generate research papers of approximately 25-35 pages, which will be evaluated by the Supervisor and a second member of the Department’s faculty. Capstone Faculty Supervisors will be selected by the student in consultation with the Associate Chair for Graduate Studies.

The following table provides a side-by-side comparison of the two programs.

Semester/Year	Thesis-based MA Course work in Philosophy	Course-Based MA Course work in Philosophy	Completion of Research Project Expected
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Fall (Year 1)	3 courses (500 level)	3 courses (500 level)	
Winter (Year 1)	3 courses (500 level)	3 courses (500 level)	
Spring /Summer (Year 1)		1 Directed Reading (500 level) completed by the end of Spring Intersession 1 900-level Research Project Course in either Spring or Summer Intersession	Capstone Research Project completion by the end of Intersession.
Fall (Year 2)	900 level Thesis Writing Course		
Winter (Year 2)	900 level Thesis Writing Course		Thesis Project completion & defense.

Admissions Criteria:

The admissions criteria to be listed in the University of Alberta’s Calendar will be the same as those for the existing thesis-based MA program, which run as follows:

The Department's minimum admission requirements are an undergraduate degree with an average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based) where applicable.

Learning Outcomes:

The learning outcomes for this course-based MA were established by the Department’s Graduate Studies Committee in consultation with all continuing faculty in the Department of Philosophy.

Students in this 1-year course-based MA would be expected to achieve learning outcomes comparable to those expected of students in the thesis-based program. These include:

1. *Understand the Discipline of Philosophy at an Advanced Level:* Students will develop an advanced understanding, beyond the undergraduate level, of the nature and development of philosophical theories of Knowledge, Scientific Explanation, Language, Logic, Ethics, Aesthetics, Metaphysics, the History of Philosophy, and of the research methods different sub-disciplines of Philosophy employ.
2. *Gain Expertise in Philosophical Analysis, Argumentation, and Research:* Students should not only understand the methods philosophers have employed but become competent to employ these methods themselves. Students will develop expertise in applying philosophical techniques to issues arising in professional or public life in ways that allow them to make meaningful contributions to contemporary debates through employing their knowledge of logical systems, and/or strategies for critical reasoning, conceptual analysis, and values clarification.
3. *Communicate and Disseminate Learning:* All students will learn to effectively communicate and disseminate their knowledge of the discipline, philosophical methodologies, and the conclusions of their own research through written research or oral presentations to a range of audiences, including lay audiences they may be called either to teach (in Colleges or High

Schools) or advise (e.g., Bioethics Committees, Research Ethics Boards, or Professional Ethics groups), as well as audiences of academic peers.

4. *Acquire Specialized Disciplinary Expertise:* Students will develop special expertise in at least one particular sub-discipline of philosophy sufficient for them to undertake an original “capstone” research project.
5. *Prepare for Doctoral and Professional Studies:* Students will gain the knowledge and skills necessary for pursuing PhD. Programs in philosophy, graduate-level studies in professional schools (e.g., Law, Library Science, Public Health) and/or to advance their careers in other areas outside of academia.

Program Delivery:

Philosophy is a largely text-based discipline. Thus the Department of Philosophy’s central mode of program delivery for all graduate students is via graduate level seminars in the sub-disciplines of Philosophy in which the Department has special expertise, such as Aesthetics, Continental Philosophy, Ethics (Bioethics, Environmental Ethics, Ethical Theory), Logic, Metaphysics, Philosophy of Mind, Philosophy of Science, Socio-Political Philosophy, and the History of Philosophy.

Active learning is encouraged in a number of ways. First, seminar instruction is emphasized. Seminar instruction is designed to be collaborative and interactive. Rather than sitting passively through lectures, students are encouraged to work on collaboratively, to present work to one another and to develop and apply skills of peer review. The specific topics covered in these courses changes annually to ensure the material and methodologies are relevant and timely.

To the extent possible, students will be offered the opportunity to serve as Teaching Assistants. Teaching Assistants learn how courses are designed and material communicated, as well as techniques for managing class rooms and conducting assessments. (The communication and organizational skills students develop serve them whatever employment they subsequently pursue.)

Students are also encouraged to take an active hand in shaping their own education and preparation for employment after the completion of their studies by means of

- (i) *Directed Reading Courses:* Students design these individually or in small groups, around topics of special interest, with the guidance of the instructor who will supervise the course.
- (ii) *Public Presentations:* The Department hosts regular meetings of a graduate student Publication Support Group during which graduate students present preliminary research results for feedback from peers and faculty members.
- (iii) *Conference Organization:* Graduate students organize an annual graduate student philosophy conference with the assistance of Department faculty and staff.
- (iv) *Mock Interviews:* As students approach the end of their programs, they are encouraged to participate in Mock Interviews, run by the Department’s Placement Committee, to ready themselves for the job market.
- (v) *Workshops:* The Department offers regular on topics such as applying to graduate or professional schools after the MA, grant writing, and academic publishing. (Students are also

strongly encouraged to take advantage of other workshops organized by the Faculty of Graduate Studies and Research.)

Student satisfaction measures are provided by the University’s course evaluation system.

Advising & Supervision:

Graduate student progress in the thesis-based MA program is monitored by regular meetings between students and their Academic Supervisors, required annual meetings with the Associate Chair for Graduate Studies, and the completion of an annual report covering research activities not captured by student’s transcripts (e.g., publications, presentations, outreach activities, teaching and/or service to professional organizations, etc.) Graduate student progress in the course-based MA program will follow the same model.

Comparison to Other Course-based MA Programs in Philosophy:

The following table provides comparisons with two of the nearest programs offered by Universities offering a full range of degrees in Philosophy (BA, MA, PhD) as well as that of the largest such program in Canada (the University of Toronto.)

Program component	University of Alberta	University of Calgary	University of British Columbia	University of Toronto
Name of credential	MA (course-based) in Philosophy	Master of Arts (MA), Course-Based in Philosophy	Master of Arts in Philosophy (MA) (course-work route)	Master of Arts in Philosophy
Areas of study / Curriculum	Western Analytic and Continental Philosophy (+ some Non-Western approaches)	Western Analytic & Continental Philosophy (+ some Non-Western approaches)	Western Analytic & Continental Philosophy	Western Analytic & Continental Philosophy (+ some Non-Western approaches)
Graduation requirements	6 courses in Philosophy (at/above the 500 level) + 900-level (Philosophy) Research Project	10 courses in Philosophy + 2 final exams + 1 oral exam	10 courses in Philosophy (8 at or above the 500 level)	7 courses in Philosophy + PHL 3000F
Total credits	24	30	30	21

13. Student impact and evidence of student consultation.

As noted above the Department has been aware that some students either do not apply to our thesis-based MA program or do not accept admission because they cannot cover the costs of a two-year thesis-based program or cannot extend their funding to cover a two-year commitment. For students in these situations, the proposed course-based MA will provide a welcome opportunity.

We have discussed this proposal with our graduate student organization to ascertain whether they anticipated any negative consequences for incoming students in the course-based MA or for

students in the existing thesis-based program. The feedback we received was uniformly supportive.

14. Employment outcomes and evidence of employer consultation.

The Philosophy Department at the University of Alberta is small, but offers a well-rounded program in many areas of philosophy, with particular strengths in Aesthetics, Continental Philosophy, Ethics (Bioethics, Environmental Ethics, Ethical Theory), Logic, Metaphysics, Philosophy of Mind, Philosophy of Science, Socio-Political Philosophy, and the History of Philosophy. Internationally the Department is ranked among the top five in Canada. There are currently two Canada Research Chairs in the department: Kathrin Koslicki holds a Tier 1 Chair in Metaphysics and Epistemology, and Ingo Brigandt holds a Tier 2 Canada Research Chair in Philosophy of Biology. All members of the Department are active researchers. Several currently hold grants from the Social Sciences and Humanities Research Council of Canada. Thus all continuing faculty are qualified to supervise graduate student Capstone Research projects as well as theses in these areas.

Successful graduates of the thesis-based MA program are regularly accepted for doctoral training by graduate programs in philosophy, national and international, as well as gaining admission to other professional programs. Students in the course-based program are expected to enjoy the same success. The program's success in attracting highly qualified applicants is a further testament to its quality. And although the minimum GPA requirement for entrance is 3.3, a recent self-study showed that students applying and admitted to the program typically have GPAs well above the minimum (3.6-3.8).

Many students in this program will use the degree as a stepping stone to admission into professional schools in fields such as Law and Business Administration. Graduates of philosophy programs are widely recognized for reliably outscoring graduates of most other disciplines on graduate entrance examinations such as the Graduate Record Exam (GRE), Law School Admissions Test (LSAT), Medical School Admissions Test (MCAT) and the Graduate Management Admissions Test (GMAT). Philosophy graduates are regularly among the top 3 scoring majors on the GRE, score comparably highly on the GMAT (substantially outscoring business majors) and perform very highly on the LSAT (typically among the top 3-5 disciplines.) Humanities majors (which include philosophy) outscore most science majors on the MCAT.

There is no one career-track graduates of MA programs pursue. As philosophy training enhances communication and writing skills, as well as critical thinking capacities, philosophy graduates do well in any field that requires these. Graduates of our existing thesis-based program who have gone straight into employment after completing their degrees have become administrators, civil servants, financial services officers, librarians, among many other occupations. Education, broadly construed to include a range of these positions, is one of the most common career paths, followed by administration, especially public administration and civil service (also broadly construed.)

As this program is substantially similar to the existing thesis-based MA program, we presume students in the proposed program will pursue the same diverse paths.

The Government of Alberta's 2017 *Labour Market Review* shows that among the "Industries" for which data is collected, 'Public Administration' was among the 3 with the lowest unemployment rate (2.2). Unemployment figures broken down by "Occupation" are even lower for the 'Educational Services' (2.6%) This suggests an encouraging job market for the majority of students living and working in Alberta. See: <http://work.alberta.ca/documents/annual-alberta-labour-market-review.pdf>

The Government of Alberta's *Occupational Demand and Supply Outlook, 2015-2025*, projects a growing demand for workers in all occupations tracked of 44,190 in 2020 (the year the program would launch) rising to 48,315 by 2021, when the program's first graduates would be entering the job market. See: <https://work.alberta.ca/documents/occupational-demand-and-supply-outlook-2015-2025.pdf>

Growing demand is also anticipated in many of the areas graduates of the proposed program are most likely to consider, such as 'University professors and assistants,' 'College and other vocational instructors,' 'Secondary school teachers,' 'Paralegals, social services and occupations in education and religion,' 'Administrative officers,' to name a few.

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

We anticipate that implementation of a one-calendar year course-based MA program will help to reverse the decline in our graduate admissions over the last five years. Total numbers of students enrolled in our graduate program have shrunk from 39 to 28, a decline of approximately 28% for the program as a whole from 2013/14 to 2017/18. Enrollments in our thesis-based MA program contributed to this decline (falling from 15 to 11 for the 2017/18 academic year.) Introducing a course-based MA program should help reverse this decline by making our program accessible to a wider pool of potential students.

Every year domestic applicants admitted to our graduate program have been obliged to decline acceptance for one or both of two reasons. First, personal and professional reasons make it difficult for some applicants to commit to two full years of study in pursuit of a thesis-based MA. Second, financial considerations get in the way of some students accepting admission, in particular those whom we cannot fully fund with scholarships available to us for recruitment. The costs of this one-calendar year program would be lower than our two–full thesis-based program and thus more affordable for these students.

We have been admitting 4 to 6 students into our thesis-based MA program recently and expect the one-year course-based MA option will attract comparable numbers, allowing us to admit up to 6 three years hence. The advantages of the one-year course-based program will likely slightly decrease admissions into the thesis-based alternative, but not by so much as to make it unrealistic to restore our overall MA program to 2013/14 levels.

Proposed Enrolment for Course-based MA program	2019-20	2020-21	2021-22	2022-23	Annual Ongoing
Total Full-Time head count	0	0	0	0	0
• Year 1 (Domestic)	2	2	4	4	4
• Year 1 (International)	0	1	2	2	2
Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1 (Domestic)	0	0	0	0	0
• Part-Time Year 2 (Domestic)	0	0	0	0	0
• Part-Time Year 1 (International)					
• Part-Time Year 2 (International)					
Anticipated Number of Graduates	2	3	6	6	6

16. Do you anticipate an enrolment (or other) impact on programs at other institutions or regulatory bodies? Describe any consultations that have occurred with other institutions and professional organizations.

The University of Calgary is the only other Campus Alberta institution offering a course-based MA degree in philosophy. Students in that program take 10 courses, pass final examinations rather than conducting independent research, and are expected to take up to two full academic years to complete the program. We do not anticipate any negative effects to the University of Calgary's program from creation of a course-based MA at the University of Alberta.

The University of Calgary's course-based MA is an excellent program for residents of the Calgary area. But it is not well-suited to the needs of Edmonton-based students unable to relocate to Calgary, including those who may wish to combine an MA in philosophy while completing internships or other degree programs at the University of Alberta. Further, the University of Calgary's course-based MA, like the University of Alberta's thesis-based MA program, requires self-funding students to pay tuition for a full second year of study. Self-funding students unable to do so are not presumably entering the University of Calgary's program. Consequently the creation of a one calendar year course-based MA program at the University of Alberta will not negatively affect admissions of such students into the University of Calgary's course-based MA program.

We have also consulted with the Department of Philosophy at MacEwan University to assess the attractiveness of this program for their BA students.

Letters of support are appended from the following individuals (Appendix D).

Dr. Edvard Lorkovic, Chair, Department of Humanities, MacEwan University, Edmonton
 Dr. Bryson Brown, Chair, Philosophy Department, University of Lethbridge, Lethbridge
 Dr. Richard Zach, Graduate Program Director, Department of Philosophy, University of Calgary,
 Calgary

17. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees. Include any efficiency to be gained.

We believe that there are no significant ongoing resource implications of implementing this program for the Department's academic staff. No additional faculty are required.

We have consulted with the Lindsay Johnston, Public Services Manager & Subject Librarian (Slavic Studies and Philosophy), Rutherford Humanities & Social Sciences Library and Weir Law Library, regarding the impact on Library services and have been assured that implementation of this program would not have any impact on Library operations or resources (Appendix E.)

We have consulted with Rose Yu, Director, Strategy, Initiatives, Facilities and Finance, Faculty of Arts, regarding structural administrative costs involved (Appendix C.)

In addition, we have consulted with the following individuals who have kindly lent their advice and support in our development of this proposal

- Dr. Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research, University of Alberta, Edmonton
- Janice Hurlburt, Governance and Policy Coordinator, Faculty of Graduate Studies and Research, University of Alberta, Edmonton
- Lindsay Johnston, Public Services Manager & Subject Librarian (Slavic Studies and Philosophy), Rutherford Humanities & Social Sciences Library and Weir Law Library
- Thomas L. Spalding, Associate Dean, Graduate Studies, Faculty of Arts, University of Alberta
- Michael O'Driscoll, Acting Vice-Dean, Faculty of Arts, University of Alberta

Appendices

Appendix A: Proposed Calendar Changes

Appendix B: Letter from Dean of Arts

Appendix C: Budget Template and Load Information

Appendix D: Letters of Support

Appendix E: Library Impact Statement

Killam Centre for Advanced Studies
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1
 Tel: 780.492.2816 / Fax: 780.492.0692
 www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: new course-based route for the existing thesis-based MA in Philosophy.

Current	Proposed
<p>Graduate Programs</p> <p>Philosophy [Graduate] [...]</p> <p>Graduate Program Requirements</p> <p>The Degree of MA (Philosophy) [Graduate]</p> <p>Program Requirements Required courses depend on the area of specialization and the undergraduate background of the student; however, the MA program normally consists of ★18 and a thesis.</p>	<p>Graduate Programs</p> <p>Philosophy [Graduate] [...]</p> <p>Graduate Program Requirements</p> <p>The Degree of MA (Philosophy) [Graduate]</p> <p>Program Requirements</p> <p><u>The MA in Philosophy can be completed as a thesis-based degree or as a course-based degree.</u></p> <p><u>Students must declare whether they intend to follow the thesis-based or course-based program at the beginning of their graduate studies.</u></p> <p><u>Students wishing to change their program must obtain the approval of the Department’s Associate Chair, Graduate Studies.</u></p> <p>Thesis-based MA <u>The thesis-based MA program requires the completion of ★18 in coursework taken in the first two semesters of study, and a thesis. Required coursework depends on the area of specialization and the undergraduate background of the student.</u></p> <p>Course-based MA <u>The course-based MA program normally consists of the completion of ★24 in coursework, including a capping project. Required coursework depends on the area of specialization and the undergraduate background of the student.</u></p> <p><u>It normally includes six graduate-level courses (★18), taken in the first two semesters of study, one (★3) graduate-level Directed Reading course (which may</u></p>

There is no language requirement for the degree of MA.

There is no residency requirement for the degree of MA.

Length of Program

Candidates who have completed training equivalent to that of graduation with Honors in philosophy from this Department will normally require four terms to complete the master's program.

Other candidates for the MA degree may take up to two years to complete the requirements for the degree.

Students with very little background in philosophy may be required to enrol in a qualifying year, or as a special student before being considered eligible for admission to a graduate degree program.

be taken in the Fall, Winter, or Spring semester), and one (★3) capstone research project (PHIL 900).

There is no language requirement for the degree of MA.

There is no residency requirement for the degree of MA.

Length of Program

The time required to complete the MA will vary with the degree-track selected and the preparation of the candidate for graduate course work.

Thesis-based MA degree candidates who have completed training equivalent to that of graduation with Honors in philosophy from this Department will normally require a minimum of four semesters to complete the requirements for the thesis-based degree.

Many candidates take up to two years to complete the requirements for the degree. The maximum time permitted to complete the thesis-based MA program is four years.

Course-based MA degree candidates who have completed training equivalent to that of graduation with Honors in philosophy from this Department will normally require at least three semesters to complete the requirement. Others may require one full calendar year. The maximum time permitted to complete the course-based MA is six years.

Students with very little background in philosophy may be required to enrol in a qualifying year, or as a special student before being considered eligible for admission to a graduate degree program.

Justification: After careful review of our MA program, surveying MA programs at comparable institutions round the country, and consulting with other Campus Alberta institutions, we determined that students at the University of Alberta would be better served by the addition of a course-based track to our MA program. The only new course to be created is PHIL 900 during which students undertake a capstone research project.

Approved by: Art Academic Affairs Committee, April 25, 2018; Arts Executive Committee, May 10, 2018
Arts Faculty Council, May 24, 2018

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: **Philosophy**

Check one of these boxes:

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

2017-18 DEADLINES

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

Check one of these boxes:

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

CURRENT	PROPOSED
Calendar Section Number (§) Enter the calendar URL here	Calendar Section Number (§) http://calendar.ualberta.ca/preview_program.php?catoid=28&poid=27074&hl=%22philosophy%22&returnto=search
Strike through and highlight deletions	<u>Underline and highlight</u> additions
	<u>PHIL 900 -- Research Project</u> <u>★3 (fi 6) (variable, unassigned) Capstone Research project required for and restricted to students in the course-based MA program.</u>

Considerations:

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).


Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

This class is needed for the new course-based MA program.

Submitted by: Jack Zupko	Signature of Department Chair or Designee 	Date: April 30, 2018
------------------------------------	---	--------------------------------

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

2017-18 Academic Affairs Committee Schedule:

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018



P.O. Box 1796
Edmonton, Alberta
Canada T5J 2P2

Toll Free: 1-888-497-4822
Tel: 780-497-5040
Email: info@macewan.ca

April 10, 2018

Re: Course-based MA proposal

Jack Zupko, PhD
Chair and Professor
Department of Philosophy
University of Alberta

Dear Jack,

I am very glad to write in support of your department's application for a new course-based MA in Philosophy. Jennifer Welchman shared with me an earlier draft of your proposal, as well as the most current version. Simply put, I think the proposal is excellent and, more importantly, the program will benefit many students in the city and throughout the province.

As your proposal rightly notes, not all students with the talent and desire for graduate studies can afford to commit to a full two-years or longer, as is required of most thesis-based MA programs. Some of those students are successful in securing funding, but not all are, of course. A one-year MA brings graduate studies within the reach of such students. Moreover, many talented students, with or without resources, want to earn a graduate credential, but do not wish to continue onto doctoral studies, for which a thesis-based MA is typically seen as preparation. Thesis-based MA programs do not serve these students well, and many, from my experience, choose to abandon their studies. A course-based MA will also benefit these students. What's more, one-year course-based MA programs are increasingly common in Canada. I imagine your program runs the risk of being at a competitive disadvantage without one.

I think your proposed program will benefit the entire philosophy community in Alberta. I am very hopeful that your application is well received and look forward to seeing it up and running in Fall 2020.

Sincerely,

Edvard
Lorkovic

Digitally signed by Edvard Lorkovic
DN: cn=Edvard Lorkovic, o=MacEwan
University, ou=Humanities,
email=LorkovicE@macewan.ca, c=CA
Date: 2018.04.10 18:17:32 -0600

Edvard Lorkovic, PhD
Chair and Associate Professor
Department of Humanities
MacEwan University
P.O. Box 1796
Edmonton, Alberta
Canada
T5J 2P2

cc: Jennifer Welchman



Department of Philosophy

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

www.uleth.ca/fas/ph

Faculty of Arts & Science

Professor Jack Zupco
Chair of Philosophy,
University of Alberta,
Edmonton, AB

Dear Professor Zupco,

I'm writing in regard to your department's proposal for a new, course-based MA program. Having read through the details of the proposal and its justification, I'm happy to express our support. It is easy to understand why having the opportunity to go a bit further in philosophy would be attractive and beneficial to many students, whether they are just seeking to pursue an interest or hope to acquire a further academic qualification to advance their plans and career. Further, having access to a program offered locally would appeal to many who would find re-locating to another city in Canada or even just elsewhere Alberta to pursue their studies difficult to do.

The design of the program strikes me as well-balanced, providing both enrichment of the students' philosophical breadth through coursework and the opportunity to develop and write a substantial philosophical paper, while not requiring a thesis-length document from them. As someone who acquired an MA simply in the course of studying as PhD student (once I had successfully completed the required number of courses at the University of Pittsburgh), I think the requirements proposed are clearly rich enough to constitute an MA.

Our own MA program is thesis-based and aimed at mostly local students who want to develop their philosophical skills and knowledge of philosophy further. Some aim to continuing their studies at the doctoral level, but some don't. But both these groups of students in our program have specific, broadly personal reasons to study here, so we don't see our program as competing with the new program you propose for students. I wish you the best of luck in making this program a reality,

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Bryson Brown'.

M. Bryson Brown,
Professor and Chair of Philosophy,
University of Lethbridge

brown@uleth.ca

cc: Professor Jennifer Welchman



**UNIVERSITY OF
CALGARY**

**FACULTY OF ARTS
Department of Philosophy**

2500 University Drive NW
Calgary, AB T2N 1N4, Canada
phil.ucalgary.ca

April 10, 2018

Jack Zupko, Head
University of Alberta
Department of Philosophy

University of Alberta Course Based MA Proposal

Dear Jack,

Thank you for sharing your proposal for the creation of a one-year course-based MA program in Philosophy and for allowing me to comment. I am in full support of the proposal. As you say in your application, it would provide the opportunity for qualified students especially in Edmonton to complete an MA degree in Philosophy, and complement the thesis based degrees the University of Alberta and we already offer. I don't expect it will compete significantly with our course-based degree, which is aimed primarily at part-time students from the Calgary area.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Richard Zach'.

Richard Zach
Professor of Philosophy
Graduate Program Director

Library Impact Statement

As per GFC Policy 37.3.7, Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Lindsay Johnston	Date: 25/01/2018
Library Unit: Humanities and Social Science/ Law	Email: Lindsay.johnston@ualberta.ca

Program Proposal Contact:

Name: Dr. Jennifer Welchman	Dept./School: Philosophy
Faculty: Faculty of Arts	welchman@ualberta.ca


Proposed Program Changes:

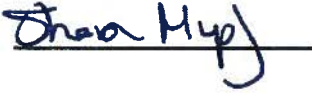
Course-based MA in Philosophy

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management. In addition to the <u>Libraries' guide to Philosophy</u>, customized guides can be created for graduate classes. Scholarly Communication and Information Literacy skills and concepts can be integrated into graduate philosophy courses or offered as separate modules. Course/assignment specific instruction may be provided for grad level classes, and for undergraduate classes taught by both professors and grad student TAs: library services include teaching support. Please contact the appropriate <u>subject librarian</u> to discuss.</p> <p>The Libraries offer a range of <u>drop in research workshops</u> throughout the academic year to assist students with their research needs. In addition, <u>online instructional guides</u> and <u>tutorials</u> are accessible via the Libraries' web site to support the research process.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>The Philosophy Librarian and librarians in related programs are available for one-on-one consultations for research assistance.</p> <p>General reference assistance is available at all University of Alberta Libraries <u>service desks</u>. <u>Ask us services</u> are also available via chat, email, and phone.</p>

<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. Students in this new program will take the same face-to-face seminars taken by students in the existing thesis-based MA program. A wide range of library resources are available to support academic and professional programs.</p> <p>The Libraries' current subscriptions and book ordering plans support existing graduate programs in Philosophy, so will support the course-based Masters equally well. Subscriptions and book ordering plans are in place to support study in the areas of aesthetics, ethics (theoretical, biomedical, and environmental), logic, metaphysics, philosophy of science, history of philosophy, etc. Any items that are not available and/or accessible through the Libraries can be requested through <u>Interlibrary Loan</u>.</p> <p>Databases and collections that provide discovery and access to primary sources, secondary literature, and reference works include:</p> <ul style="list-style-type: none"> • Philosopher's Index • Phil Papers • Intalex Past Masters • Aristoteles Latinus • Etc. <p>Submit <u>course reading list and reserve requests</u> online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>Philosophy graduate students form the target audience for this program, so the main impact is on the Humanities and Social Sciences Library.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>Physical facilities are in place to support student research needs. There are bookable group <u>study spaces</u>, as well as collaborative and individual study spaces in all library locations across UA campuses.</p>
<p>Other (specify)</p>	

- Proposal has an impact on the Libraries and can be supported.
 Proposal can be supported with additional resources; see attached details.
 Proposal has no impact on the Libraries.

Unit Head Signature:  Date: April 9/18

Associate University Librarian Signature:  Date: April 9/18

Academic Department	Philosophy
Reporting Academic Career	Graduate

Sum of Student FLE		GoA Reporting Year								
Reporting Academic Career Level	National Status	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Masters	Canadian	20	14	12	13	5	6	9	9	
	International	3	5	6	5	5	7	11	9	
Masters Total		23	19	18	19	10	13	20	19	
Other GS	Canadian	2	0			1	2	2		
	International	1						1	2	
Other GS Total		2	0			1	2	3	2	
PhD	Canadian	19	16	17	15	13	14	12	11	
	International	8	9	10	10	10	10	15	15	
PhD Total		27	25	27	25	23	24	27	27	
Grand Total		52	44	45	44	35	39	49	47	

Academic Department	(Multiple Items)
Reporting Academic Career	Graduate

ARTS

Sum of Student FLE		GoA Reporting Year								
Reporting Academic Career Level	National Status	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
Masters	Canadian	301	295	308	318	292	285	302	300	
	International	77	107	145	140	135	135	144	131	
Masters Total		378	402	454	458	427	420	445	431	
Other GS	Canadian	7	7	11	10	5	4	5	7	
	International	16	11	7	7	22	14	12	5	
Other GS Total		23	18	18	16	27	18	17	13	
PhD	Canadian	327	313	353	381	386	389	398	383	
	International	123	130	149	173	175	191	211	221	
PhD Total		450	443	502	554	562	579	609	604	
Grand Total		852	863	974	1,028	1,016	1,018	1,072	1,048	

Governance Executive Summary
Action Item

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Program Changes to the Master's and Doctoral Programs in Nursing**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Master and Doctoral programs in Nursing, as submitted by the Faculty of Nursing and the Faculty of Graduate Studies & Research, as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Greta Cummings, Dean, Nursing Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Diane Kunyk, Associate Dean (Graduate Studies) & Associate Professor, Faculty of Nursing Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To ensure that all program requirement for the Master and Doctoral programs in the Faculty of Nursing are reflected in the University Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines.</p> <p>The Master of Nursing and PhD in Nursing calendar revisions reflect current practice as published on the Faculty of Nursing website: https://www.ualberta.ca/nursing/programs/graduate-programs-and-admissions and are highlighted in yellow in Attachment 1.</p> <p>The entire proposal as submitted has received Faculty of Nursing approval. FGSR delegated authority to teaching Faculty for program changes.</p>
Supplementary Notes and context	All revisions to entrance requirements and/or academic standing were considered and approved by the Academic Standards Committee, with delegated authority from GFC, on June 21, 2018.

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Diane Kunyk, Associate Dean (Graduate Studies) & Associate Professor, Faculty of Nursing • Tracy Quigley, Graduate Program Administrator <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator, and Deborah Burshtyn, Vice Dean, FGSR <p><u><i>Those who have been informed:</i></u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Grad Education Committee, April 19, 2018 Faculty Caucus, March 12, 2018 Nursing Faculty Council, May 7, 2018 GFC ASC-SOS, June 7, 2018 GFC ASC, June 20, 2018 GFC Academic Planning Committee, September 12, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator</p>	
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Nursing graduate programs, Calendar change request

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

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Nursing [Graduate] Faculty of Nursing, Graduate Studies Office 4-171 Edmonton Clinic Health Academy University of Alberta Edmonton, Alberta T6G 1C9 Telephone: (780) 492-9546 FAX: (780) 492-2551 E-mail: graduate@nurs.ualberta.ca</p> <p>General Information The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty's research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>[moved up from Graduate Program Requirements/The Degree of MN (Nursing)] Students who choose a clinical focus may, upon completion of the MN program, apply for Nurse Practitioner (NP) Adult licensure or Nurse practitioner (NP) Family all Ages licensure with the College and Association of Registered Nurses of Alberta (CARNA). See the Faculty of Nursing website for further information about available clinical areas of focus.</p> <p>The PhD (Nursing) program is designed to educate for</p>	<p>Graduate Programs</p> <p>Nursing [Graduate] Faculty of Nursing, Graduate Studies Office 4-171 Edmonton Clinic Health Academy University of Alberta Edmonton, Alberta T6G 1C9 Telephone: (780) 492-9546 FAX: (780) 492-2551 E-mail: graduate@nurs.ualberta.ca</p> <p>General Information The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty's research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>[moved up from Graduate Program Requirements/The Degree of MN (Nursing)] Students who choose a clinical focus may, upon completion of the MN program, apply for Nurse Practitioner (NP) Adult licensure, Nurse Practitioner (NP) Family All Ages licensure, <u>or Nurse Practitioner (NP) Neonate</u> with the College and Association of Registered Nurses of Alberta (CARNA). See the Faculty of Nursing website for further information about available clinical areas of focus.</p> <p><u>The Post MN Program is for those who wish to be eligible for entry-to-practice as a Nurse Practitioner (Adult, Family/All Ages, or Neonate) and did not complete the required courses while in the MN program.</u></p> <p>The PhD (Nursing) program is designed to educate for</p>

excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.

The embedded Graduate Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the embedded Graduate Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.

[moved up from Graduate Program Requirements/The Degree of MN (Nursing)]

Entrance Requirements

The Faculty's minimum admission requirements are

- A baccalaureate degree in Nursing with a minimum GPA of 3.0 in the final two years (or an equivalent qualification from a recognized institution). ~~Registration with CARNA is required.~~
- Three letters of reference (~~criteria described on the application form~~).
- An undergraduate course in each of statistics and research methods, with a minimum grade of B (or equivalent), preferably completed within the past six years.
- A minimum of one year of ~~clinical nursing experience in the specialty area to which the student is applying~~ is typically required. Students interested in a clinical focus ~~or Nurse Practitioner (NP) licensure~~ must provide evidence of 4500 hours of RN experience.
- A TOEFL score of at least 587 (paper-based), or a total score of at least 97 with a score of at least 22 on each of the individual skill areas (~~internet-based~~), or equivalent where applicable (see English Language Requirement of the University Calendar).

[moved up from Graduate Program Requirements/The Degree of PhD (Nursing)]

Entrance Requirements

The minimum requirements are:

- Master's degree in Nursing from the University of Alberta, or equivalent qualifications from a

excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.

The embedded Graduate Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the embedded Graduate Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.

[moved up from Graduate Program Requirements/The Degree of MN (Nursing)]

Entrance Requirements

For the Master of Nursing, the Faculty's minimum admission requirements are:

- A baccalaureate degree in Nursing with a minimum GPA of 3.0 in the final two years (or an equivalent qualification from a recognized institution).
- Three letters of reference.
- An undergraduate course in each of statistics and research methods, with a minimum grade of B (or equivalent), preferably completed within the past six years.
- A minimum of one year of nursing experience is typically required.
- Students applying to the clinical focus stream must provide evidence of 4500 hours of RN experience and be a regulated member in a Canadian jurisdiction.
- When required, passing scores on an English Language Examination are: A TOEFL score of at least 587 (paper-based), or a total score of at least 97 (internet-based) with a score of at least 22 on each of the individual skill areas, or an IELTS overall score of 7.0 with the following minimum scores: Listening-7.5, Reading-6.5, Writing-7.0, Speaking-7.0, Overall-7.0.

[moved up from Graduate Program Requirements/The Degree of PhD (Nursing)]

For the PhD in Nursing, the Faculty's minimum admission requirements are:

- Master's degree in Nursing from the University of Alberta, or equivalent qualifications from a

recognized institution. Students who do not hold the equivalent to this degree may be admitted and required to undertake additional course work in nursing theory, practice and/or research.

- A GPA of 3.5 in the last two years of study.
- ~~One graduate course in statistics and one in research methods (or equivalent) with a minimum grade of B (or equivalent) and completed within the previous six years of the application deadline.~~
- Completion of an interview with the prospective supervisor ~~who prior to admission and in writing must indicate agreement to take on the student.~~
- A TOEFL score of at least 587 (paper-based), or a total score of at least 97 (internet-based) with a score of at least 22 on each of the individual skill areas (see English Language Requirement)
- ~~Even when study has occurred in English, the Faculty of Nursing reserves the right to request ESL 550 taken at the University of Alberta as a condition of admission.~~

The Faculty of Nursing also requires:

- Three letters of reference from academics and professionals knowledgeable about the applicant's academic and professional capabilities.
- Current curriculum vitae.
- A sample of written scholarly work, preferably a work in which the applicant is the sole or primary author.
- A completed "Background Information on PhD Applicant" form, available on the Faculty of Nursing website, that clearly outlines the applicant's academic, research and professional plans/expectations including: (a) Career Plans; (b) Research; (c) PhD Program Plan / Supervisory Expectations; (d) Name of Potential PhD Program/Dissertation Supervisor; (e) Awards/Financial Assistance applied for, if applicable.

~~Upon acceptance into the PhD in Nursing program, the following additional requirements may apply:~~

- ~~College and Association of Registered Nurses of Alberta (CARNA) Registration:
It is strongly recommended that students enrolled in the PhD program are registered as active members in CARNA. Detailed information is available from the Registrar of CARNA (see www.nurses.ab.ca). Students who wish to work as teaching assistants must have CARNA registration. The process of registration can take~~

recognized institution. Students who do not hold the equivalent to this degree may be admitted and required to undertake additional course work in nursing theory, practice and/or research.

- A GPA of 3.5 in the last two years of study.
- Graduate qualitative and quantitative (with some statistics) research courses, or one graduate course in statistics and one in research methods (or equivalent), with a final grade of B or higher.
- Completion of an interview with the prospective supervisor.
- Written agreement with a supervisor.
- When required, passing scores on an English Language Examination are: A TOEFL score of at least 587 (paper-based), or a total score of at least 97 (internet-based) with a score of at least 22 on each of the individual skill areas, or an IELTS overall score of 7.0 with the following minimum scores: Listening-7.5, Reading-6.5, Writing-7.0, Speaking-7.0, Overall-7.0.

The Faculty of Nursing also requires:

- Three letters of reference from academics and professionals knowledgeable about the applicant's academic and professional capabilities.
- Current curriculum vitae.
- A sample of written scholarly work, preferably a work in which the applicant is the sole or primary author.
- A completed "Background Information on PhD Applicant" form, available on the Faculty of Nursing website, that clearly outlines the applicant's academic, research and professional plans/expectations including: (a) Career Plans; (b) Research; (c) PhD Program Plan / Supervisory Expectations; (d) Name of Potential PhD Program/Dissertation Supervisor; (e) Awards/Financial Assistance applied for, if applicable.

~~several months. Students should begin the application process as soon as they receive their letter of admission.~~

- ~~● Immunization
See University Infectious Diseases Regulation.~~
- ~~● Cardiopulmonary Resuscitation Certification (CPR)
Students may be asked to provide evidence of cardiopulmonary resuscitation (CPR) certification at the Basic Rescuer Level.~~

[moved up from Graduate Program Requirements/The Degree of MN (Nursing)]

Financial Assistance

Information regarding graduate assistantships and other forms of financial assistance will be supplied upon request.

Graduate Program Requirements

The Degree of MN (Nursing) [Graduate]

The MN program aims to prepare graduates to:

- Demonstrate in-depth knowledge in advanced nursing practice
- Engage in reflection, to think critically, and to act with scientific integrity in scholarly endeavors
- Facilitate the learning process and participate in activities that influence health and healthcare policy
- Understand the interaction of the nursing profession with social, political, economic, and historical forces

Students in the MN program can select a thesis or course-based route. ~~Students may choose to complete a specialization in aging.~~

[moved above to General Information]

~~Students who choose a clinical focus may, upon completion of the MN program, apply for Nurse Practitioner (NP) Adult licensure or Nurse practitioner (NP) Family all Ages licensure with the College and Association of Registered Nurses of Alberta (CARNA). See~~

The MN Bypass allows for outstanding MN Candidates who have successfully completed coursework in the MN program to request a change of program category to the PhD program without completing the MN degree. Additional research experience may be required within the PhD program for students selecting this option. See the [Graduate Program Manual 7.2 Change of Category](#) and see the [Nursing website](#) for the [MN Bypass process](#).

[moved up from Graduate Program Requirements/The Degree of MN (Nursing)]

Financial Assistance

Information regarding graduate assistantships and other forms of financial assistance will be supplied upon request.

Graduate Program Requirements

The Degree of MN (Nursing) [Graduate]

Program Requirements

The MN program aims to prepare graduates to:

- Demonstrate in-depth knowledge in advanced nursing practice
- Engage in reflection, to think critically, and to act with scientific integrity in scholarly endeavors
- Facilitate the learning process and participate in activities that influence health and healthcare policy
- Understand the interaction of the nursing profession with social, political, economic, and historical forces

Students in the MN program can select a thesis-based or course-based route.

the Faculty of Nursing website for further information about available clinical areas of focus.

To read more about the MN program see the Faculty of Nursing website. Additional important information on graduate studies at University of Alberta is available on the Faculty of Graduate Studies and Research website (see also FGSR Scholarships and Awards).

[moved above to Entrance Requirements]

Entrance Requirements

The Faculty's minimum admission requirements are

1. A baccalaureate degree in Nursing with a minimum GPA of 3.0 in the final two years (or an equivalent qualification from a recognized institution). Registration with CARNA is required.
2. Three letters of reference (criteria described on the application form).
3. An undergraduate course in each of statistics and research methods, with a minimum grade of B (or equivalent), preferably completed within the past six years.
4. A minimum of one year of clinical nursing experience in the specialty area to which the student is applying is typically required. Students interested in a clinical focus or Nurse Practitioner (NP) licensure must provide evidence of 4500 hours of RN experience.
5. A TOEFL score of at least 587 (paper-based), or a total score of at least 97 with a score of at least 22 on each of the individual skill areas (Internet-based), or equivalent where applicable (see English Language Requirement of the University Calendar).

[moved up from below Clinical Requirements]

Program Requirements

Student programs are designed on an individual basis within the MN curriculum and in light of the student's career goals, clinical interests, and research interests. Students normally complete a minimum of ten courses plus thesis (thesis-based program) or eleven courses plus NURS 900 (course-based program) over the duration of their program.

For the Specialization in Aging, students choose either a thesis-based or a course-based program. Thesis students take ten required courses and complete a thesis. Course-based students take eleven courses (including one elective in their area of interest) and complete a capping exercise.

The Faculty of Nursing recommends that all MN students register in at least ★9 in each September to August

[moved up from below Clinical Requirements]

Student programs are designed based on the chosen focus area and in light of the student's career goals, clinical interests, and research interests.

MN Thesis-based

Students in the thesis-based MN program are required to complete 10 courses (★3, ★4 and/or ★6) for a minimum total of ★30 credits, plus a thesis.

Coursework includes five required courses. The remaining five courses are selected according to areas of focus, outlined below, and elective courses.

The thesis-based route is an opportunity for intensive research education in an area of student interest. It provides knowledge about particular content and research method and students work closely with their

period. Thesis-based students who register full-time in their first full year (minimum ★9 Fall Term and minimum ★9 Winter Term) will be required by the Faculty of Graduate Studies and Research to continue with full-time registration throughout the program.

supervisors to complete the research.

MN Course-based

Students in the course-based MN program are required to complete 11 courses (★3, ★4 and/or ★6) for a minimum total of ★33 credits, plus a ★3 capping exercise (NURS 900).

Coursework includes five required courses. The remaining six courses are selected according to areas of focus, outlined below, and elective courses. One elective course must be taken in the area of interest.

The capping exercise is individually designed and is congruent with the student's area of study and may address topics such as clinical outcomes, evidence-based practice, total quality improvement, or knowledge translation. Course-based students should complete at least three courses per year.

All part-time course-based graduate students must register in a minimum of 3 units (★3) in course-work or in M REG 800 each September to August period to maintain their student status.

Required courses(★15)

All MN students are required to take:

- NURS 502 Nature of Nursing Knowledge
- NURS 505 Transforming Practice
- NURS 506 Program Planning
- NURS 512 Quantitative Research
- NURS 513 Qualitative Research

The remaining course requirements are determined by the following areas of focus:

Clinical

This area may lead to entry-to-practice as a Nurse Practitioner (Adult, Family/All Ages, or Neonatal).

- **Focus Area required courses**

For entry-to-practice as a Nurse Practitioner, students must select one of the clinical areas of focus.

- **Adult/Older Adult:** NURS 507, NURS 509, NURS 510, NURS 570 and NURS 580
- **Family All Ages:** NURS 507, NURS 509, NURS 515, NURS 575 and NURS 582
- **Neonate:** NURS 520, NURS 522, NURS 525, NURS 572 and NURS 582

- **Elective courses**

Students in a course-based MN must complete

one elective course in their clinical area of focus.

Teaching

Students opting for a Teaching focus will be introduced to principles of learning and pedagogy. Students earn a *Graduate Certificate in Teaching and Learning in Nursing Education* which will be reflected on the student's transcript. See the teaching certificate link: [Teaching and Learning Certificate](#)

- **Focus Area required courses**

NURS 546, NURS 556, and NURS 586.

- **Elective courses**

Two (thesis-based programs) or three (course-based programs) electives are required.

Research

In the Research focus area, students develop skills in research methodologies and work closely with faculty members to conduct a research project.

- **Focus Area required courses**

NURS 588, NURS 683, and NURS 587.

- **Elective courses**

Two (thesis-based programs) or three (course-based programs) electives are required.

Leadership

The Leadership focus prepares students for practice within the contexts of administration and management of health services.

- **Focus Area required courses**

NURS 536 and NURS 584

- **Elective courses**

Three (thesis-based programs) or four (course-based programs) electives are required.

Community

The Community focus addresses leadership in community settings, population health assessment, and approaches to working with population aggregates and communities, and community health issues.

- **Focus Area required courses**

NURS 508, NURS 536 and NURS 584

- **Elective courses**

Two (thesis-based programs) or three (course-based programs) electives are required.

The Faculty of Nursing is committed to meeting standards of practice in nursing by ensuring that students attain and maintain required certifications and meet recommended immunization standards. Students are responsible for the health and safety requirements for all clinical practice courses in their graduate program. These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

1. Registration with College and Association of Registered Nurses of Alberta (CARNA)

Clinical placements: All students doing clinical placements must be registered in the Province in which they are doing placements. For most students this will mean Alberta (CARNA) but some may be placed in other Provinces and it is mandatory that MN students are registered in the Province in which their clinical placement occurs. Students are responsible for ensuring that they meet the registration requirements of any Province in which they are placed. Proof of registration must be submitted with application documents and on an annual basis.

An RN student in a nurse practitioner program may use the term "student" with the protected "NP" title. As students in the NP program must be registered with CARNA for their practica, they must identify themselves as an RN when providing health services, even in the student role. CARNA suggests the title "RN, Student NP".

Research data collection: Any student research that involves contact with patients will require the student to be registered with CARNA. Students are responsible for being registered. This rule applies equally to MN and PhD students.

Teaching: Any graduate students involved in teaching students or working as a graduate teaching assistant (e.g., marking papers or exams) must be registered with CARNA. This rule applies equally to MN and PhD students.

Questions concerning registration should be directed to the Associate Dean of Graduate Studies Nursing. For questions about the health and safety requirements, contact Karen Peterson at karen.peterson@ualberta.ca or (780) 492-8645.

2. Cardiopulmonary Resuscitation Certification (CPR)

CPR certification at the Healthcare Provider Level is required. This course is designed for healthcare providers who have a duty to respond to medical emergencies. A CPR Healthcare Provider certificate is valid for one year from the date of the course. Evidence of annual recertification must be presented each year while in the program. Students who do not have current CPR-Healthcare Provider Level certification cannot participate in clinical courses. Level C CPR certification is not acceptable; students must obtain CPR at the Healthcare Provider Level. If students have EMT certification that

Students are responsible for the health and safety requirements for all clinical practice courses in their graduate program. These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

- Registration with College and Association of Registered Nurses of Alberta (CARNA)
- Cardiopulmonary Resuscitation Certification (CPR)
- Health Status Form
- Immunization Requirements: See [University Infectious Disease Regulation](#).
- Criminal Record Check (Security Clearance Check)
- Professional Ethics/Code of Student Behaviour

[Please see the Faculty of Nursing's website for further information regarding clinical requirements](#)

they believe may be equivalent to Healthcare Provider Level CPR, contact the Faculty of Nursing.

Students in advanced clinical course [NURS 580](#) require Advanced Cardiac Life Support course (ACLS). Students in the advanced clinical course [NURS 585](#), require Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Cardiac Life Support course (PALS).

3. Health Status Form

Health Status Declaration: All students admitted to nursing programs must complete a Health Status Declaration (HSD) available on the Faculty of Nursing website at www.ualberta.ca/nursing.

4. Immunization Requirements

See [University Infectious Disease Regulation](#).

5. Criminal Record Check (Security Clearance Check)

Under the *Protection for Persons in Care Act*, a criminal record check (security clearance check) may be required by any site providing clinical practice. The clinical practice site will determine the criteria for acceptance/denial of a placement. The clinical instructors will notify students if a criminal record check is required for their specific clinical placement, and students are then responsible for having the check completed prior to commencement of clinical practice. Students who have concerns related to their ability to satisfy a criminal record check should consult with the Faculty of Nursing immediately upon being admitted to the program. Criminal record checks can be obtained through the Edmonton Police Service (see the Police Information Check page for more details), a community police station, or any RCMP detachment. Students must familiarize themselves with the requirements and process before going in for their criminal record check (fees, identification to bring, processing times, etc.). Students from outside of the region are advised to obtain this requirement prior to relocating to Edmonton. Students who obtain a criminal record check must not submit it to the Faculty of Nursing. Students need to keep their criminal record check and present it to clinical agencies upon their request. Criminal record checks are considered valid for 90 days, so additional checks will need to be acquired throughout the program. Students enrolled in NURS 511, NURS 567, NURS 571 or 581 may also be required to obtain a Child Intervention Record Check (Child Welfare Check). These are obtained from Child and Family Services Authority offices, and specific information may be obtained at the Undergraduate Nursing Office located on the third floor of the Clinical Sciences Building.

6. Professional Ethics/Code of Student Behaviour:

All students enrolled in the Faculty of Nursing are bound by, and shall comply with, the Professional Codes of Ethics governing the profession and practice of Nursing.

- a. ~~“Professional Codes of Ethics” means the current Canadian Nurses Association’s Code of Ethics for Registered Nurses, and all other relevant professional codes and practice standards for registered nurses.~~
- b. ~~It is the responsibility of each Faculty of Nursing graduate student to obtain, and be familiar with, such Professional Codes of Ethics, and their amendments as may be made from time to time. (See §30.1 and 30.2 of the Code of Student Behaviour). Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at www.governance.ualberta.ca.~~

[moved above to just after Entrance Requirements]

Financial Assistance

~~Information regarding graduate assistantships and other forms of financial assistance will be supplied on request.~~

[moved above to before Clinical Requirements]

Program Requirements

~~Student programs are designed on an individual basis within the MN curriculum and in light of the student’s career goals, clinical interests, and research interests. Students normally complete a minimum of ten courses plus thesis (thesis-based program) or eleven courses plus NURS 900 (course-based program) over the duration of their program.~~

~~For the Specialization in Aging, students choose either a thesis-based or a course-based program. Thesis students take ten required courses and complete a thesis. Course-based students take eleven courses (including one elective in their area of interest) and complete a capping exercise.~~

~~The Faculty of Nursing recommends that all MN students register in at least ★9 in each September to August period. Thesis-based students who register full-time in their first full year (minimum ★9 Fall Term and minimum ★9 Winter Term) will be required by the Faculty of Graduate Studies and Research to continue with full-time registration throughout the program.~~

Length of Program

~~The Master’s program can be completed within a two-year plus one term period. All requirements for the degree must be completed by thesis-based MN students within four years, and by course-based MN students~~

Length of Program

The Master’s program can be completed within a two-year plus one term period.

within six years.

The maximum time to complete the thesis-based MN program as set by the Faculty of Graduate Studies and Research is four years. The maximum time to complete the course-based MN program as set by the Faculty of Graduate Studies and Research is six years.

The Degree of MN with a specialization in Aging (Nursing) [Graduate]

A Specialization in Aging is offered in collaboration with the Faculty of Nursing and the Department of Human Ecology. Students focus their capping project or thesis on aging. The required course is NURS 604.

Program Requirements

Students in the MN program with a specialization in Aging can select a thesis-based or course-based route.

MN Thesis-based

Students in the thesis-based MN are required to complete 10 courses (★3, ★4 and/or ★6) for a minimum total of ★30 credits, plus a thesis focused on Aging.

MN Course-based

Students in the course-based MN program are required to complete 11 courses (★3, ★4 and/or ★6) for a minimum total of ★33 credits, plus a ★3 capping exercise (NURS 900 Guided Scholarly Project) focused on Aging.

Course-based students should complete at least three courses per year.

All part-time course-based graduate students must register in a minimum of 3 units (★3) in course-work or in M REG 800 each September to August period to maintain their student status.

Required courses(★15)

All MN students are required to take:

- NURS 502 Nature of Nursing Knowledge
- NURS 505 Transforming Practice
- NURS 506 Program Planning
- NURS 512 Quantitative Research
- NURS 513 Qualitative Research

Specialization required course (★3)

- NURS 604 Fundamentals of Aging

Elective Courses

Four (thesis-based programs) or five (course-based programs) electives are required.

The Degree of PhD (Nursing) [Graduate]

Program Mission: Within a research-intensive context, the Faculty of Nursing's PhD Program exists to prepare for the 21st century nursing scholars who are able to generate new knowledge and facilitate change to advance healthcare outcomes and nursing within a global context.

Program Vision: Students in the PhD Program are engaged in and educated for excellence in the development, organization and evaluation of new knowledge. The Program is characterized by rigour, flexibility and relevance: rigour in the quality of scholarship and flexibility within and relevance to the discipline of nursing and the student's career goals and research interests. See the Faculty of Nursing website for full description of Program and Principles underlying it.

The graduate will exhibit competencies in each of the following core qualities:

- Advancing nursing
- Enhancing scholarship
- Mobilizing knowledge

Clinical Requirements for Nursing Courses

Students are responsible for the health and safety requirements for all clinical practice courses in their graduate program. These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

- Registration with College and Association of Registered Nurses of Alberta (CARNA)
- Cardiopulmonary Resuscitation Certification (CPR)
- Health Status Form
- Immunization Requirements: See University Infectious Disease Regulation.
- Criminal Record Check (Security Clearance Check)
- Professional Ethics/Code of Student Behaviour

Please see the Faculty of Nursing's website for further information regarding clinical requirements

Length of Program

The Master's program can be completed within a two-year plus one term period.

The maximum time to complete the thesis-based MN program as set by the Faculty of Graduate Studies and Research is four years. The maximum time to complete the course-based MN program as set by the Faculty of Graduate Studies and Research is six years.

The Degree of PhD (Nursing) [Graduate]

Program Mission: Within a research-intensive context, the Faculty of Nursing's PhD Program exists to prepare for the 21st century nursing scholars who are able to generate new knowledge and facilitate change to advance healthcare outcomes and nursing within a global context.

Program Vision: Students in the PhD Program are engaged in and educated for excellence in the development, organization and evaluation of new knowledge. The Program is characterized by rigour, flexibility and relevance: rigour in the quality of scholarship and flexibility within and relevance to the discipline of nursing and the student's career goals and research interests. See the Faculty of Nursing website for full description of Program and Principles underlying it.

The graduate will exhibit competencies in each of the following core qualities:

- Advancing nursing
- Enhancing scholarship
- Mobilizing knowledge

- Extending inquiry
- Leading change

[moved above to Entrance Requirements]

Entrance Requirements

The minimum requirements are:

- ~~Master's degree in Nursing from the University of Alberta, or equivalent qualifications from a recognized institution. Students who do not hold the equivalent to this degree may be admitted and required to undertake additional course work in nursing theory, practice and/or research.~~
- ~~A GPA of 3.5 in the last two years of study.~~
- ~~One graduate course in statistics and one in research methods (or equivalent) with a minimum grade of B (or equivalent) and completed within the previous six years of the application deadline.~~
- ~~Completion of an interview with the prospective supervisor who prior to admission and in writing must indicate agreement to take on the student.~~
- ~~A TOEFL score of at least 587 (paper-based), or a total score of at least 97 (internet-based) with a score of at least 22 on each of the individual skill areas (see English Language Requirement). Even when study has occurred in English, the Faculty of Nursing reserves the right to request ESL 550 taken at the University of Alberta as a condition of admission.~~

The Faculty of Nursing also requires:

- ~~Three letters of reference from academics and professionals knowledgeable about the applicant's academic and professional capabilities.~~
- ~~Current curriculum vitae.~~
- ~~A sample of written scholarly work, preferably a work in which the applicant is the sole or primary author.~~
- ~~A completed "Background Information on PhD Applicant" form, available on the Faculty of Nursing website, that clearly outlines the applicant's academic, research and professional plans/expectations including: (a) Career Plans; (b) Research; (c) PhD Program Plan/Supervisory Expectations; (d) Name of Potential PhD Program/Dissertation Supervisor; (e) Awards/Financial Assistance applied for, if applicable.~~

Upon acceptance into the PhD in Nursing program, the following additional requirements may apply:

- ~~College and Association of Registered Nurses of Alberta (CARNA) Registration.~~

- Extending inquiry
- Leading change

~~It is strongly recommended that students enrolled in the PhD program are registered as active members in CARNA. Detailed information is available from the Registrar of CARNA (see www.nurses.ab.ca). Students who wish to work as teaching assistants must have CARNA registration. The process of registration can take several months. Students should begin the application process as soon as they receive their letter of admission.~~

- ~~● Immunization
See University Infectious Diseases Regulation.~~
- ~~● Cardiopulmonary Resuscitation Certification (CPR)
Students may be asked to provide evidence of cardiopulmonary resuscitation (CPR) certification at the Basic Rescuer Level.~~

Program Requirements

[...]

Graduate Courses

Course offerings vary from term to term depending upon student enrolment and availability of suitable instructors. A current listing is available on Bear Tracks: <https://www.beartracks.ualberta.ca/>
Graduate courses can be found in [Course Listings](#), under the subject heading Nursing (NURS).

Program Requirements

[...]

Graduate Courses

Course offerings vary from term to term depending upon student enrolment and availability of suitable instructors. A current listing is available on Bear Tracks: <https://www.beartracks.ualberta.ca/>
Graduate courses can be found in [Course Listings](#), under the subject heading Nursing (NURS) and Interdisciplinary Undergraduate and Graduate Courses: Graduate (INT D).

Justification: To revise entrance/transfer requirements for the Master's and Doctoral programs in the Faculty of Nursing.

Approved by:

- Graduate Education Committee, April 19, 2018
- Faculty Caucus, March 12, 2018
- Nursing Faculty Council (with delegated authority from Faculty of Graduate Studies and Research), May 7, 2018

**Governance Executive Summary
Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for Program Changes to the Doctoral program in Business**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed program changes for the Doctoral program in Business, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business, and as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Joseph Doucet, Dean, Faculty of Business
Presenter(s)	David Deephouse, Graduate Coordinator, Business PhD programs, Alberta School of Business Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To ensure course requirements for the Doctoral program in the Faculty of Business are contained in the University Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines.</p> <p>The proposed revisions to the program requirements in the University Calendar reflect current practice as published on the Alberta School of Business website: https://www.ualberta.ca/business/programs/phd</p> <p>Authority to approve minor program changes is delegated to the Faculty of Graduate Studies and Research authority (Section 37 of the GFC Policy Manual). This authority has been sub-delegated to the teaching Faculty.</p> <p>Changes to entrance and academic standing regulations have been</p>

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	approved by the GFC Academic Standards Committee with delegated authority from General Faculties Council. The entire proposal as submitted has received Faculty of Business approval.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the <u>Governance Toolkit section Student Participation Protocol</u>></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Debbie Giesbrecht, PhD Program Administrator, ASOB • David Deephouse, Graduate Coordinator, Business PhD programs, ASOB
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist), Janice Hurlburt Graduate Governance and Policy Coordinator, and Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research (FGSR)
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Business PhD Policy Committee—April 11, 2018 Business Council—May 2, 2018 GFC ASC Subcommittee on Standards—June 7, 2018 GFC Academic Standards Committee—June 21, 2018 GFC Academic Planning Committee – September 12, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator</p>	
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference</p>

Attachments (each to be numbered 1 - <>)

1. Business PhD Calendar copy

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

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

Highlighted sections for APC consideration
March 15, 2018

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Business [Graduate]</p> <p>General Information The Faculty of Business offers programs leading to the degrees of Master of Business Administration, Master of Financial Management, Master of Accounting, and Doctor of Philosophy in Business Management. In addition to the standard MBA program, specializations are available in International Business, Innovation and Entrepreneurship, Natural Resources, Energy and the Environment, Finance, Public Policy and Management, and Sustainability.</p> <p>Entrance Requirements</p> <p>The minimum admission requirements of the Faculty of Business are those of the Faculty of Graduate Studies and Research; namely, an undergraduate degree with an average of at least 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution.</p> <p>All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the appropriate individual (i.e., Associate Dean – MBA Programs; or the Director – PhD Program; Faculty of Business). For the latest GMAT information visit www.mba.com. Although no arbitrary standard is employed, a score above 550 is desirable for the MBA program and a score above the 90th percentile is desirable for the PhD program.</p> <p>In addition to the above requirements, all students must demonstrate English language proficiency prior to admission as described in English Language Requirement.</p> <p>Where degree programs offered by the Faculty of</p>	<p>Graduate Programs</p> <p>Business [Graduate]</p> <p>General Information The Faculty of Business offers programs leading to the degrees of Master of Business Administration, Master of Financial Management, Master of Accounting, and Doctor of Philosophy. In addition to the standard MBA program, specializations are available in International Business, Innovation and Entrepreneurship, Natural Resources, Energy and the Environment, Finance, Public Policy and Management, and Sustainability. <u>PhD specializations are Accounting, Finance, Marketing, Operations & Information Systems, and Strategic Management & Organization.</u></p> <p>Entrance Requirements</p> <p><u>Master’s programs:</u> The minimum admission requirements of the Faculty of Business are those of the Faculty of Graduate Studies and Research; namely, an undergraduate degree with an average of at least 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution.</p> <p>All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the Associate Dean – <u>Master’s Programs</u>. Although no arbitrary standard is employed, a score above 550 is desirable.</p> <p>In addition to the above requirements, all students must demonstrate English language proficiency prior to admission as described in English Language Requirement.</p> <p>Where degree programs offered by the Faculty of</p>

Business are approved to be delivered in a language other than English, the English language proficiency requirement may be waived.

Additional entrance requirements are listed below, under the heading of the specific degree program.

[moved from below]

Entrance Requirements

~~The program seeks prospective candidates with an excellent scholastic record and a strong interest in research related to their chosen field of business studies. Potential students must have at least a bachelor's degree, which may be from any undergraduate program. Applications are evaluated by an admissions committee on the basis of academic potential as evidenced through past grades, the GMAT, letters of recommendation, and a well-written statement of purpose. There are no fixed cutoff levels for consideration (beyond the Faculty of Graduate Studies and Research minimum admission requirement) but as a guideline, past entrants have scored at least in the ninetieth percentile of the GMAT (or the equivalent on the GRE) and achieved a 3.5 grade point average (on the 4-point letter grading system). International students must demonstrate English Language proficiency on the Test of English as a Foreign Language or the International English Language Testing System test (IELTS), prior to admission. A minimum TOEFL score of 550 (paper-based), or 88 (internet-based), or a minimum overall band score of 6.5, with at least 5 on each test band on the IELTS, is required. There is no additional language requirement.~~

[moved up to Academic Standing Requirements]

All students in the Business PhD program must maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.

Business are approved to be delivered in a language other than English, the English language proficiency requirement may be waived.

Additional entrance requirements are listed below, under the heading of the specific degree program.

Doctoral Programs:

The Faculty of Business's minimum GPA requirements for the PhD in Business are those set out as minimum acceptable standards by the Faculty of Graduate Studies and Research. These include a baccalaureate degree or its academic equivalent in a relevant field from an academic institution recognized by the University of Alberta, with a grade point average of at least 3.0 on the 4-point scale over the last ★60. Completion of a Master's degree is not a requirement.

An academic background in business is not required; demonstrated aptitude for conducting research and familiarity with a scholarly discipline are valued credentials.

Applicants to the Accounting specialization must provide evidence of accounting expertise, such as a professional accounting designation.

The standard for [English Language Requirement](#) set by the Faculty of Graduate Studies and Research is followed.

All applicants are required to submit their scores from the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Scores must be from a test taken within the past five years; scores above the 90th percentile are desirable.

Applicants are also required to provide:

1. A current resume or curriculum vitae;
2. Three letters of reference;
3. A statement of purpose identifying what specific topics within the area of specialization they are interested in and why; relevant skills and past experiences; and tentative plans upon completion of the program. The applicant should also identify appropriate faculty members as potential supervisors.

Academic Standing Requirements

Doctoral Programs:

[moved from Program Requirements below]

All students in the Business PhD program must maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.

Financial Assistance- Master's Programs

A limited number of bursaries and scholarships are available.

[moved from below]

Financial Information

~~The Faculty of Business normally offers funding for up to four years (in exceptional cases for five years) made up of several kinds of support. Also, assistance with tuition is available for the strongest candidates. A number of attractive fellowships are available (see [Graduate Financial Aid](#) section of this Calendar).~~

Graduate Program Requirements

[...]

The Degree of PhD (Business) [Graduate]

Information is available from the program's website: www.business.ualberta.ca/PhD/

[moved to above]

Entrance Requirements

~~The program seeks prospective candidates with an excellent scholastic record and a strong interest in research related to their chosen field of business studies. Potential students must have at least a bachelor's degree, which may be from any undergraduate program. Applications are evaluated by an admissions committee on the basis of academic potential as evidenced through past grades, the GMAT, letters of recommendation, and a well-written statement of purpose. There are no fixed cutoff levels for consideration (beyond the Faculty of Graduate Studies and Research minimum admission requirement) but as a guideline, past entrants have scored at least in the ninetieth percentile of the GMAT (or the equivalent on the GRE) and achieved a 3.5 grade-point average (on the 4-point letter grading system). International students must demonstrate English Language proficiency on the Test of English as a Foreign Language or the International English Language Testing System test (IELTS), prior to admission. A minimum TOEFL score of 550 (paper-based), or 88 (internet-based), or a minimum overall band score of 6.5, with at least 5 on each test band on the IELTS, is required. There is no additional language requirement.~~

Program Requirements

Financial Assistance

For Master's programs, a limited number of bursaries and scholarships are available.

[moved from below]

For Doctoral programs, the Faculty of Business normally offers funding for four years (in exceptional cases for five years) made up of several kinds of support. Tuition is normally paid for the first four years. A number of fellowships are available (see [Graduate Financial Support](#) section of this Calendar).

Graduate Program Requirements

[...]

The Degree of PhD in Business [Graduate]

Information is available from the program's website: www.ualberta.ca/business/programs/phd

Program Requirements

The Business PhD program is a research-oriented program which emphasizes knowledge of a major field of business studies, a cognate area, and strong analytical skills. The distinctive feature of business PhD programs, in general, is the concomitant study of related disciplines found in the University, as well as the study of functional fields of business. The program offered by the Faculty of Business at the University of Alberta consists of a major field of study chosen from accounting, finance, operations and information systems, marketing, and strategic management and organization. In addition, two minors are selected from disciplines which underlie the major field, and/or from functional areas of business which are complementary to the chosen major field.

There are two basic stages in the program. They are the completion of coursework and comprehensive examinations, and candidacy (for thesis completion).

[moved up to Academic Standing Requirements]
~~All students in the Business PhD program must maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.~~

The minimum period of residence is normally two academic years of full-time attendance at the University of Alberta.

[moved to front]

Financial Information

~~The Faculty of Business normally offers funding for up to four years (in exceptional cases for five years) made up of several kinds of support. Also, assistance with tuition is available for the strongest candidates. A number of attractive fellowships are available (see Graduate Financial Aid section of this Calendar).~~

[moved to the bottom of each specialization]

Length of Program

~~The program is normally full-time; candidates are expected to need two years of full-time study to complete the required coursework and comprehensive exams and, normally at least two years to complete the PhD thesis.~~

The PhD in Business is a full time thesis-based program.

Students must declare a Specialization and complete the Specialization and Elective courses and program requirements as outlined below.

The Degree of PhD in Business with a specialization in Accounting

Students specializing in Accounting will follow a Financial Economics discipline or Behavioral and Organizational discipline.

Coursework

Normally, all students should complete ★36 during the first two years of study.

Required courses (★6) for all Accounting disciplines:

- ACCTG 701 – The Methodological Foundations of Accounting Research
- ACCTG 708 – Introduction to Financial Economics Based Research in Accounting

Financial Economics Discipline:

Required courses (★6):

- ACCTG 706 – Behavioral Research in Accounting **OR**
- ACCTG 707 – Introduction to Accounting in its Organizational and Social Context **AND**
- ACCTG 732 – Analytical Research in Accounting **OR**
- ACCTG 733 – Advanced Topics in Empirical Accounting Research

Research methods courses (★15):

Normally three graduate-level statistics or econometrics courses and two graduate-level economics courses; students with a strong background in these subjects may have modified requirements.

Cognate discipline courses (★9):

Normally comprised of two doctoral seminars in finance and one other course with the approval of the supervisor.

Behavioral and Organizational Discipline:

Required courses (★6):

- ACCTG 711 – Seminar on JDM Research in Accounting **AND**

for Behavioral Concentration:

- ACCTG 706 – Behavioral Research in Accounting **OR**

for Organizational Concentration:

- ACCTG 707 – Introduction to Accounting in its Organizational and Social Context

Research methods courses (★12):

Normally four methodology courses covering statistics, experimental design, or qualitative research methodology; students with a strong background in these subjects may have modified requirements.

Cognate discipline courses (★12):

Normally comprised of four courses in psychology, sociology, strategic management & organization, political science, anthropology, history, philosophy, or economics.

[moved from above]

Length of Program

The program is normally full-time; candidates are expected to ~~need two years of full-time study to complete the required coursework and comprehensive exams and,~~ normally at least two years to complete the PhD thesis.

Thesis

Registration in 900-level THES

Students must present and defend a thesis embodying the results of their research according to FGSR regulations.

Comprehensive and Candidacy Exams

All students are required to complete comprehensive and candidacy exams. Comprehensive examinations must be successfully completed within the first 24 months; students are eligible to write the comprehensive exam for their specialization after completing the course requirements. Departments within the Faculty of Business are responsible for administering the comprehensive examinations for students in their specializations. [See [Regulations of FGSR>Doctoral Degrees>Program Requirements](#)]

[moved from above]

Length of Program

The program is full-time; candidates are expected to complete the required coursework and comprehensive exams in the first two years, normally followed by at least two years to complete the PhD thesis.

The maximum time to completion as set by the Faculty of Graduate Studies and Research is six years.

The Degree of PhD in Business with a specialization in Finance

Students specializing in Finance may focus their research on corporate finance, corporate control, asset pricing, portfolio theory, derivatives, market microstructure, behavioral finance, financial institutions, international finance, or valuation.

Coursework

Normally, all students should complete ★36 during the first two years of study.

Required courses (★12):

- FIN 701 – Advanced Seminar in Finance I
- FIN 702 – Advanced Seminar in Finance II
- FIN 703 – Advanced Seminar in Finance III
- FIN 705 – Research Seminar in Finance

Elective courses (★6)

At least two graduate-level courses in finance, management science, or economics with the approval of the supervisor.

Cognate discipline courses (★18)

Finance students must complete courses in **two** additional cognate areas chosen from the following: statistics/econometrics, economics, accounting, or other supporting courses with the approval of the supervisor.

Statistics/Econometrics (★9):

Any three of:

- MGTSC 705 – Multivariate Data Analysis I (Recommended)
- MGTSC 707 – Applied Business Analysis of Time Series and Panel Data
- ECON 508 – Econometrics II
- ECON 599 – Applied Econometrics
- STAT 679 – Time Series Analysis
- STAT 580 – Stochastic Processes

Other courses containing equivalent or higher level material may be substituted, with the approval of the supervisor.

Economics (★9):

- ECON 503 – Microeconomic Theory I
- ECON 505 – Microeconomic Theory II
- ECON 581 – Macroeconomic Theory I

Accounting (★9):

- ACCTG 731 – Economic Approaches to Accounting Research
- ACCTG 732 – Analytical Research in Accounting
- ACCTG 733 – Advanced Topics in Empirical Accounting Research

Students can substitute other graduate courses with the approval of the supervisor.

Thesis

Registration in 900-level THES

Students must present and defend a thesis embodying the results of their research according to FGSR regulations.

Comprehensive and Candidacy Exams

All students are required to complete comprehensive and candidacy exams. Comprehensive examinations must be successfully completed within the first 24 months; students are eligible to write the comprehensive exam for their specialization after completing the course requirements. Departments within the Faculty of Business are responsible for administering the comprehensive examinations for students in their specializations. [See [Regulations of FGSR>Doctoral Degrees>Program Requirements](#)]

[moved from above]

Length of Program

The program is normally full-time; candidates are

[moved from above]

Length of Program

The program is full-time; candidates are expected to

expected to ~~need two years of full-time study to complete the required coursework and comprehensive exams and,~~ normally at least two years to complete the PhD thesis.

complete the required coursework and comprehensive exams in the first two years, normally followed by at least two years to complete the PhD thesis.

The maximum time to completion as set by the Faculty of Graduate Studies and Research is six years.

The Degree of PhD in Business with a specialization in Marketing

Coursework

Normally, all students should complete ★36 during the first two years of study.

Required courses (★15):

- MARK 710 – Research Methodology in Marketing
- MARK 720 – Consumer Behavior
- MARK 725 – Human Judgment and Decision Making
- MARK 740 – Marketing Models
- MARK 750 – Marketing Theory

Research methods courses (★9):

- BUS 715 – Experimental Design for Behavioural Science AND
- two other courses with the approval of the supervisor.

Elective courses (★12):

Four courses related to a cognate discipline, usually in behavioral science, judgement and decision making, psychology, microeconomics, or statistics, with the approval of the supervisor.

Thesis

Registration in 900-level THES

Students must present and defend a thesis embodying the results of their research according to FGSR regulations.

Comprehensive and Candidacy Exams

All students are required to complete comprehensive and candidacy exams. Comprehensive examinations must be successfully completed within the first 24 months; students are eligible to write the comprehensive exam for their specialization after completing the course requirements. Departments within the Faculty of Business are responsible for administering the comprehensive examinations for students in their specializations. [See [Regulations of FGSR>Doctoral Degrees>Program Requirements](#)]

[moved from above]

[moved from above]

Length of Program

The program is ~~normally~~ full-time; candidates are expected to ~~need two years of full-time study to complete the required coursework and comprehensive exams and,~~ normally at least two years to complete the PhD thesis.

Length of Program

The program is full-time; candidates are expected to complete the required coursework and comprehensive exams in the first two years, normally followed by at least two years to complete the PhD thesis.

The maximum time to completion as set by the Faculty of Graduate Studies and Research is six years.

The Degree of PhD in Business with a specialization in Operations & Information Systems

Students specializing in Operations & Information Systems (OIS) will focus on either Operations Management (OM) or Management Information Systems (MIS).

Coursework

Normally, all students should complete ★33 during the first two years of study.

Required courses (★12):

Four of the following:

- OM 701 - Introduction to Operations Management Research
- OM 702 - Advanced Research Topics in Operations Management
- OM 710 - Individual Research
- MIS 701 - Introduction to Management Information Systems Research
- MIS 702 - Advanced Research Topics in Management Information Systems
- MIS 710 - Individual Research
- MGTC 705 - Multivariate Data Analysis I
- MGTC 706 - Multivariate Data Analysis II
- MGTC 707 - Applied Business Analysis of Time Series and Panel Data

Research Methods courses (★12):

At least four courses applicable to the student's program of study. These may include courses from the list above if not used to satisfy the specialization requirement.

Elective courses (★9):

At least three additional courses in cognate disciplines with the approval of the supervisor.

Thesis

Registration in 900-level THES

Students must present and defend a thesis embodying the results of their research according to FGSR regulations.

[moved from above]

Length of Program

The program is ~~normally~~ full-time; candidates are expected to ~~need two years of full-time study to complete the required coursework and comprehensive exams and,~~ normally at least two years to complete the PhD thesis.

Comprehensive and Candidacy Exams

All students are required to complete comprehensive and candidacy exams. Comprehensive examinations must be successfully completed within the first 24 months; students are eligible to write the comprehensive exam for their specialization after completing the course requirements. Departments within the Faculty of Business are responsible for administering the comprehensive examinations for students in their specializations. [See [Regulations of FGSR>Doctoral Degrees>Program Requirements](#)].

[moved from above]

Length of Program

The program is full-time; candidates are expected to complete the required coursework and comprehensive exams in the first two years, normally followed by at least two years to complete the PhD thesis.

The maximum time to completion as set by the Faculty of Graduate Studies and Research is six years.

The Degree of PhD in Business with a specialization in Strategic Management & Organization

Students may focus on a wide range of foundational as well as domain-specific topics, including entrepreneurship and innovation, family business, human resources management, industrial relations, organizational behavior, organizational theory, strategic management.

Coursework

Normally, all students should complete ★36 during the first two years of study.

Required courses (★12):

- SMO 705 – Seminar in Contemporary Issues
- AND**
- any three of the following:
- SMO 701 – Seminar in Organizational Theory
- SMO 702 – Seminar in Human Behavior in Organization
- SMO 703 – Seminar in Strategic Management
- SMO 704 – Individual Research
- SMO 707 – Seminar in Special Organizational Topics
- SMO 708 – Seminar in Industrial Relations Foundations
- SMO 709 – Seminar in Human Resource

<p>[moved from above]</p> <p>Length of Program</p> <p>The program is normally full-time; candidates are expected to need two years of full-time study to complete the required coursework and comprehensive exams and, normally at least two years to complete the PhD thesis.</p> <p>[...]</p>	<p>Management (HRM)</p> <ul style="list-style-type: none"> SMO 710 – Seminar in Family Business SMO 711 – Seminar in Entrepreneurship <p>Research Methods courses (★12):</p> <p>At least four additional courses, including one qualitative and one quantitative, with the approval of the supervisor.</p> <p>Elective courses (★12):</p> <p>Four additional courses in a cognate discipline as approved by the supervisor. These may include the courses listed above in excess of the four required courses.</p> <p>Thesis</p> <p>Registration in 900-level THES</p> <p>Students must present and defend a thesis embodying the results of their research according to FGSR regulations.</p> <p>Comprehensive and Candidacy Exams</p> <p>All students are required to complete comprehensive and candidacy exams. Comprehensive examinations must be successfully completed within the first 24 months; students are eligible to write the comprehensive exam for their specialization after completing the course requirements. Departments within the Faculty of Business are responsible for administering the comprehensive examinations for students in their specializations. [See Regulations of FGSR>Doctoral Degrees>Program Requirements]</p> <p>[moved from above]</p> <p>Length of Program</p> <p>The program is full-time; candidates are expected to complete the required coursework and comprehensive exams <u>in the first two years</u>, normally <u>followed by</u> at least two years to complete the PhD thesis.</p> <p><u>The maximum time to completion as set by the Faculty of Graduate Studies and Research is six years.</u></p> <p>[...]</p>
<p>Justification: To revise Entrance Requirements and Academic Standing regulations for the Doctoral program in the Faculty of Business and to add a CV to required application documents. This calendar update reflects current practice.</p> <p>Approved by:</p> <ul style="list-style-type: none"> Business PhD Policy Committee 11-April-2018 Business Council 02-May-2018 	

Governance Executive Summary
Action Item

Agenda Title: **Proposed changes to existing minimum Academic Standing Regulations for graduate programs, Faculty of Graduate Studies & Research**

MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed revisions to existing minimum Academic Standing Regulations for graduate programs, as recommended by the GFC Academic Standards Committee, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Tammy Hopper, Chair, GFC Academic Standing Committee Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	To revise existing minimum Academic Standing requirements for graduate programs.
Executive Summary (<i>outline the specific item– and remember your audience</i>)	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Much of the Academic Standing minimum requirement policy currently resides in the Graduate Program Manual (red text in the left-hand column). This is being moved to the Calendar. Any rewording of the policy is for clarification (highlighted in green).</p> <p>These revisions reflect current practice as approved by FGSR Council: https://www.ualberta.ca/graduate-studies/about/graduate-program-manual</p> <p>Because the proposal encompasses significant additions to the university Calendar, approval falls under the authority delegated to GFC's Academic Planning Committee.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Graduate Ombudsman
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<For information on the protocol see the <u>Governance Toolkit section Student Participation Protocol</u> >	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> •
	<u><i>Those who have been informed:</i></u>
Approval Route (Governance) (including meeting dates)	FGSR Council—May 9, 2018 GFC ASC Subcommittee on Standards—June 7, 2018 GFC Academic Standards Committee—June 21, 2018 GFC Academic Planning Committee-September 12, 2018

Strategic Alignment

Alignment with <i>For the Public Good</i>	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole achieve shared strategic goals.
Alignment with Institutional Risk Indicator	
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference

Attachments (each to be numbered 1 - <>)

1. FGSR Academic Standing policy, Calendar copy

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

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: updating of Academic Standing requirements for the Faculty of Graduate Studies and Research.

Current	Proposed																																																																																								
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Academic Standing</p> <p>Explanation of Grading System</p> <p>Important Notification: Effective September 1, 2003, the University of Alberta implemented a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages. Letter grading scales are more commonly applied throughout North America.</p> <p>The University of Alberta uses a letter grading system for most courses. For students registered in the Faculty of Graduate Studies and Research the normal passing grade is C+ (see Minimum Faculty Requirements below). In addition, some courses are offered on a credit/fail basis.</p> <p>The grade distribution according to the four-point system is as follows:</p> <p>Course Grades Obtained by Graduate Students</p> <table border="1"> <thead> <tr> <th>Descriptor</th> <th>Alpha Grade</th> <th>Grade Point Value</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Excellent</td> <td>A+</td> <td>4.0</td> <td></td> </tr> <tr> <td>A</td> <td>4.0</td> <td></td> </tr> <tr> <td>A-</td> <td>3.7</td> <td></td> </tr> <tr> <td rowspan="2">Good</td> <td>B+</td> <td>3.3</td> <td></td> </tr> <tr> <td>B</td> <td>3.0</td> <td>Minimum admission GPA</td> </tr> <tr> <td rowspan="2">Satisfactory</td> <td>B-</td> <td>2.7</td> <td>Min. Academic Standing GPA</td> </tr> <tr> <td>C+</td> <td>2.3</td> <td>Minimum Course Pass Mark</td> </tr> <tr> <td rowspan="5">Failure</td> <td>C</td> <td>2.0</td> <td></td> </tr> <tr> <td>C-</td> <td>1.7</td> <td></td> </tr> <tr> <td>D+</td> <td>1.3</td> <td></td> </tr> <tr> <td>D</td> <td>1.0</td> <td></td> </tr> <tr> <td>F</td> <td>0.0</td> <td></td> </tr> </tbody> </table> <p>[Added from the Graduate Program Manual 7.4.1]</p>	Descriptor	Alpha Grade	Grade Point Value		Excellent	A+	4.0		A	4.0		A-	3.7		Good	B+	3.3		B	3.0	Minimum admission GPA	Satisfactory	B-	2.7	Min. Academic Standing GPA	C+	2.3	Minimum Course Pass Mark	Failure	C	2.0		C-	1.7		D+	1.3		D	1.0		F	0.0		<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Academic Standing</p> <p>Explanation of Grading System</p> <p>The University of Alberta uses a letter grading system for most courses. For students registered in the Faculty of Graduate Studies and Research the normal passing grade is C+ (see Minimum Faculty Requirements below). In addition, some courses are offered on a credit/no credit (CR/NC) basis.</p> <p>The grade distribution according to the four-point system is as follows:</p> <p>Course Grades Obtained by Graduate Students</p> <table border="1"> <thead> <tr> <th>Descriptor</th> <th>Alpha Grade</th> <th>Grade Point Value</th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Excellent</td> <td>A+</td> <td>4.0</td> <td></td> </tr> <tr> <td>A</td> <td>4.0</td> <td></td> </tr> <tr> <td>A-</td> <td>3.7</td> <td></td> </tr> <tr> <td rowspan="2">Good</td> <td>B+</td> <td>3.3</td> <td></td> </tr> <tr> <td>B</td> <td>3.0</td> <td>Minimum admission GPA</td> </tr> <tr> <td rowspan="2">Satisfactory</td> <td>B-</td> <td>2.7</td> <td>Min. Academic Standing GPA</td> </tr> <tr> <td>C+</td> <td>2.3</td> <td>Minimum Course Pass Mark</td> </tr> <tr> <td rowspan="5">Failure</td> <td>C</td> <td>2.0</td> <td></td> </tr> <tr> <td>C-</td> <td>1.7</td> <td></td> </tr> <tr> <td>D+</td> <td>1.3</td> <td></td> </tr> <tr> <td>D</td> <td>1.0</td> <td></td> </tr> <tr> <td>F</td> <td>0.0</td> <td></td> </tr> </tbody> </table> <p>The grade equivalencies for graduate students according to the letter grade as well as detailed information about grade remarks can be found in Evaluations Procedures and Grading System under '4. Assigning Grades' and '5. Final Grades and Remarks'.</p>	Descriptor	Alpha Grade	Grade Point Value		Excellent	A+	4.0		A	4.0		A-	3.7		Good	B+	3.3		B	3.0	Minimum admission GPA	Satisfactory	B-	2.7	Min. Academic Standing GPA	C+	2.3	Minimum Course Pass Mark	Failure	C	2.0		C-	1.7		D+	1.3		D	1.0		F	0.0	
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[Calendar entry moved below to after Grade Grievances and Appeals]

Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate programs must maintain a minimum cumulative program grade point average of 2.7 throughout the course of the program. (In cases where the cumulative program grade point average falls between 2.3 and 2.7, departments may recommend termination of program, or continuation in the program for a specified probationary period; in any case, convocation (see note) shall not take place with a cumulative program grade point average of less than 2.7.) Notwithstanding the above, a student whose academic standing falls below a grade point average of 2.7 may be required to withdraw at any time.

The above are minimum grades and grade point averages acceptable to the Faculty of Graduate Studies and Research. Individual departments may require higher grades than these.

Note: Postgraduate Certificate students are listed in the convocation program but do not attend the ceremony.

Failure in or Failure to Complete a Course or Research Work

Satisfactory performance in the coursework component of a graduate program entails completion of all courses taken as part of the student's program requirements (i.e., courses designated as extra to the student's program requirements **and audited courses** are excluded).

Normally, the minimum acceptable passing grade in individual courses is C+ (see [Minimum Faculty Requirements above](#)); however, some departments may require higher grades.

Graduate students are not permitted to take reexaminations.

Regardless of their category, students who do not obtain an acceptable grade, or fail to complete a course that is required as part of their graduate program, must have the approval of the department and the Faculty of Graduate

For the purpose of [promotion and graduation](#), FGSR defines the cumulative grade point average (CGPA) as the average of all graded courses, including failed grades, taken for credit towards a degree program. Grades for courses designated as extra to degree are not included in this calculation. All courses that are not necessary to or an integral part of a graduate program must be designated and approved by FGSR as extra to the degree at the time of registration.

Failure in or Failure to Complete a Course or Research Work

Satisfactory performance in the coursework component of a graduate program entails completion of all courses taken as part of the student's program requirements (i.e., courses designated as extra to the student's program requirements are excluded). Normally, the minimum acceptable passing grade in individual courses is C+ (see [Minimum Faculty Requirements below](#)); however, some departments may require higher grades.

Graduate students are not permitted to take reexaminations.

Regardless of their category, students who do not obtain an acceptable grade, or fail to complete a course that is required as part of their graduate program, must have the approval of the department and the Faculty of Graduate

Studies and Research to retake the course and must obtain a passing grade.

Alternatively, students may take an alternate course recommended by the department and approved by the Faculty of Graduate Studies and Research, but they must also obtain a passing grade.

In calculating a student's GPA, both the original failing grade and the grade received when the course is retaken or the alternate taken will be used. The failing grade and the grade achieved for the repeated or substitute course will appear on the student's transcript. A Grade of IN~~4~~ is counted as a numeric grade of 0.0 in the computation of the GPA.

A student whose course and/or research work is unsatisfactory may at any time be required to withdraw.

[From GPM 7.4.1; new to Calendar] Grades of Incomplete (IN)

In exceptional cases only, the instructor may assign a grade of Incomplete (IN) to a course (including Project courses for course-based master's programs). If a grade of Incomplete is assigned, the instructor must indicate on the Grade Report form the date by which the course requirements will be met. If a grade of Incomplete is assigned on the Grade Report form but no date for completion is indicated, the Incomplete will be changed to a grade of Incomplete Fail by the FGSR.

Time Limits on Incomplete Grades

Maximum time limits on Incomplete (IN) grades:

- April 30 for Fall term courses (September-December);
- August 31 for Winter term (January-April) or two-term courses of Fall/Winter;
- October 31 for Spring term courses;
- December 31 for Summer term courses or two-term courses of Spring/Summer.

The FGSR may consider written department requests for extensions beyond these time limits only under exceptionally compelling circumstances.

If an Incomplete has not been cleared by the date shown on the Grade Report form, it will be changed to Incomplete Fail by the FGSR.

Repeating Courses

- Students may not repeat any successfully completed university course or course for which transfer credit has been awarded, except with the written approval of the Dean of the Faculty in which they are enrolled.
- Only one re-registration for credit or audit will be

Studies and Research to retake the course and must obtain a passing grade.

Alternatively, students may take an alternate course recommended by the department and approved by the Faculty of Graduate Studies and Research, but they must also obtain a passing grade.

In calculating a student's CGPA, the original failing grade will be included. The failing grade and the grade achieved for the repeated or substitute course will appear on the student's transcript. A Grade of IN~~5~~ is counted as a numeric grade of 0.0 in the computation of the CGPA.

A student whose course and/or research work is unsatisfactory may at any time be required to withdraw.

Grades of Incomplete (IN)

In exceptional cases only, the instructor may assign a grade of Incomplete (IN) to a course. If a grade of Incomplete is assigned, the instructor must indicate on the Grade Report form the date by which the course requirements will be met. If a grade of Incomplete is assigned on the Grade Report form but no date for completion is indicated, the Incomplete will be changed to a grade of Incomplete Fail (IN5) by the FGSR.

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Maximum time limits on Incomplete (IN) grades:

- April 30 for Fall term courses (September-December);
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The FGSR may consider written department requests for extensions beyond these time limits only under exceptional circumstances.

If an Incomplete has not been cleared by the date shown on the Grade Report form, it will be changed to Incomplete Fail (IN5) by the FGSR.

Repeating Courses

- Students may not repeat any successfully completed university course or course for which transfer credit has been awarded, except with the written approval of the Dean, FGSR.
- Only one re-registration for credit or audit will be

permitted in any failed university course, except with the written approval of the Dean of the Faculty in which the student is enrolled.

- Only one re-registration for credit or audit will be permitted in any university course in which a student has received a final grade of W, except with the written approval of the Dean of the Faculty in which the student is enrolled.
- If a student contravenes regulations listed above, the Dean may withhold credit or indicate the course as extra to the degree on the registration that contravenes the regulation.
- Students may repeat a first-term course in the second term, if it is offered, as long as the student complies with regulations listed above.

Students are responsible for monitoring the number of times they have repeated a course.

Withdrawals (W) from courses will be considered together with failures (WF or F) when a faculty is restricting the number of multiple registrations in a course.

Grade Grievances and Appeals

Grade grievances and appeals initiated by students are not within the jurisdiction of the FGSR but rather the Faculty that teaches the course. Refer to the Calendar for additional information.

[Existing calendar entry moved from above]

Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate programs must maintain a minimum cumulative program grade point average of 2.7 throughout the course of the program. (In cases where the cumulative program grade point average falls between 2.3 and 2.7, departments may recommend termination of program, or continuation in the program for a specified probationary period; in any case, convocation (see note) shall not take place with a cumulative program grade point average of less than 2.7.) Notwithstanding the above, a student whose academic standing falls below a grade point average of 2.7 may be required to withdraw at any time.

The above are minimum grades and grade point averages acceptable to the Faculty of Graduate Studies and Research. Individual departments may require higher grades than these.

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- Only one re-registration for credit or audit will be permitted in any university course in which a student has received a final grade of W, except with the written approval of the Dean, FGSR.
- If a student contravenes regulations listed above, the Dean, FGSR may withhold credit or indicate the course as extra to the degree on the registration that contravenes the regulation.
- Students may repeat a first-term course in the second term, if it is offered, as long as the student complies with regulations listed above.
- Students may re-register in the 900-level capstone courses and in thesis (THES) as often as is required.

Students are responsible for monitoring the number of times they have repeated a course.

Withdrawals (W) from courses will be considered together with failing grades when a faculty is restricting the number of multiple registrations in a course.

Grade Grievances and Appeals

Grade grievances and appeals for course grades are within the jurisdiction of the Faculty that teaches the course and cannot be subsequently appealed to FGSR.

[moved from above]

Minimum Faculty Requirements

Regardless of the student's category, the pass mark in any course taken while registered in the Faculty of Graduate Studies and Research is a grade of C+.

All students in degree programs (including time spent as a qualifying graduate student) or diploma or certificate programs must maintain a minimum cumulative grade point average of 2.7 throughout the course of the program. (In cases where the cumulative grade point average falls between 2.3 and 2.7, departments may recommend the student be required to withdraw, or continuation in the program for a specified probationary period; in any case, convocation shall not take place with a cumulative grade point average of less than 2.7.) Notwithstanding the above, a student whose cumulative grade point average falls below 2.7 may be required to withdraw.

The above are minimum grades and grade point averages acceptable to the Faculty of Graduate Studies and Research. Individual departments may require higher grades than these. See Graduate Programs.

Note: Postgraduate Certificate students are listed in the convocation program but do not attend the ceremony.

**[From GPM 7.4.2; new to Calendar]
Academic Probation**

For deficiencies with respect to a student's term or cumulative grade point average, departments may recommend either termination, or the continuation in a graduate program for a specified probationary period where a student's term or cumulative program grade point average falls between 2.3 and 2.7 (unless the department has adopted a higher standard). See Academic Regulations > Academic Standing in the Calendar. On termination for unsatisfactory performance, see Section 7.14: Termination of a Student's Program of the Graduate Program Manual. (FGSR Council 2014/05/21)

**[From GPM 7.14; new to Calendar]
Termination of a Student's Program**

Students wishing to withdraw from their program, or departments recommending termination of a student's program, must do so in writing according to the information below.

Recommendation for Termination by a Department

On occasion it becomes necessary to consider the termination of a student's program. Only the Faculty of Graduate Studies and Research (FGSR) can terminate a graduate student's program.

The reasons for termination may include:

- Failure to maintain adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to terminate for these reasons must be documented in the academic record or student's file: for example, grades, exam reports, etc;
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate

Academic Probation

Academic probation is used to address deficiencies in program or performance standards relevant to a student's particular program of studies such as CGPA, or progress in research. The conditions attached to a period of academic probation are designed to meet the specific needs of a student's academic situation.

When a student's term or cumulative grade point average falls between 2.3 and 2.7 or the minimum required by the program (See Graduate Programs), departments may recommend to the Faculty of Graduate Studies and Research continuation in a graduate program on academic probation for a specified period.

Change of Category

Departments may recommend a change of category to FGSR for doctoral students to master's programs due to poor academic performance.

When this occurs following the doctoral candidacy examination, please refer to [Decision of the Candidacy Committee](#) for details.

Required to Withdraw

Departments may recommend to FGSR that students be required to withdraw on academic grounds. Reasons for the recommendation include:

- Failure to maintain adequate academic standing; failure to meet requirements set out in a conditional admission; candidacy or final oral examination failure; or expiry of program time limit. Requests to require to withdraw for these reasons must be documented in the academic record or student's file: for example, grades, exam reports, etc;
- Failure to make satisfactory academic progress in other aspects of the program, such as adequate

progress in research. Requests to ~~terminate~~ for these reasons should be supported by evidence that the process of ~~progressive discipline (as outlined below)~~ has been followed;

- ~~Failure to secure a supervisor (for thesis-based students); or~~ [see last bullet]
- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program.

The following considerations apply:

- Cannot ~~terminate~~ except for just cause;
- ~~Except in documented emergency cases (health, safety issues, etc.)~~ students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice; ~~and~~
- ~~Cases requiring mediation should be brought first to the Chair and then, if necessary to the FGSR for resolution.~~

progress in research. Requests to require to withdraw for these reasons should be supported by evidence that the process of feedback, assessments and warnings has been followed;

- Failure to complete the practicum component of a graduate program, if that practicum component is an integral part of the program;
- Failure of the department to secure alternate supervision for a thesis-based student following dissolution of a supervisory relationship (see [Resolving Conflicts in Supervisor-Student Relationships](#)) as it is an academic requirement that thesis-based students have a supervisor (see [Appointment of the Supervisor\(s\)](#)).

The following considerations apply:

- Cannot require to withdraw except for just cause;
- Students shall be given adequate warning, feedback and timelines related to what is the nature of the inadequate progress, what special performance would be required to rectify the inadequacy, and what is the timeline for demonstration of the required improved performance;
- Student should be given an opportunity to respond in writing to any warning given;
- Meetings with appropriate advisors (members of supervisory committee; Chair's designate, etc.) may assist the process of providing adequate warning and advice.

The decision to require a student to withdraw rests with the Associate Deans, FGSR. Students may appeal to the FGSR Academic Appeals Committee. For details, see [Appeals and Grievances](#).

Justification: Ensuring that all Academic Standing policy is in the Calendar.

Approved by: FGSR Council May 9, 2018

**Governance Executive Summary
Information Item**

Agenda Title: **Calendar entry for the Master of Education in Educational Studies**

Item

Action Requested	<input checked="" type="checkbox"/> Information
Proposed by	Deborah Burshtyn, Interim Vice Provost and Dean, Faculty of Graduate Studies and Research Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Elaine Simmt, Associate Dean Graduate Studies & Director M.Ed. in Educational Studies Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to formalize the inclusion of all program requirements and academic regulations in the University Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines.</p> <p>The MEd in Educational Studies was approved by GFC Academic Planning Committee on October 22, 2003.</p> <p>The program requirements, with minor changes, reflect the courses listed in the original proposal approved by APC in October 2003. Minor program changes are delegated to the Dean of the Faculty of Graduate Studies and Research (GFC Policy Manual section 37) who has subdelegated authority to the discipline-specific Faculty. The entire proposal has received Faculty of Education approval.</p> <p>Changes to entrance requirements were approved by the GFC Academic Standards Committee on June 20, 2018.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Elaine Simmt, Associate Dean Graduate Studies & Director M.Ed. in Educational Studies
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Maria Chia (Graduate Calendar project specialist), Janice Hurlburt Graduate Governance and Policy Coordinator, and Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research (FGSR)
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Education Graduate Academic Advisory Committee (GAAC), May 16, 2018 GFC ASC Subcommittee on Standards—June 7, 2018 GFC Academic Standards Committee—June 21, 2018</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator</p>	
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC ASC Subcommittee on Standards—June 7, 2018 (for discussion) GFC Academic Standards Committee—June 21, 2018 GFC Academic Planning Committee – September 12, 2018 (for information) GFC Policy Manual section 37 – Course and Program Changes</p>

Attachments (each to be numbered 1 - <>)

1. Educational Studies Calendar copy

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

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2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Educational Studies [Graduate] Educational Studies Program 832 Education South University of Alberta Edmonton, Alberta T6G 2G5 E-mail: mesinfo@ualberta.ca www.mes.ualberta.ca</p> <p>General Information The MEd in Educational Studies offers leadership development for educators and administrators through either of the program strands, Leadership and School Improvement (K-12) or Leadership and Educational Improvement in Postsecondary Education. Each program is designed to provide theory, skills, and insights into practice that can be readily applied in the workplace. Educators from all fields, educational managers, and administrators may use this degree to enhance their professional knowledge and improve their educational practice. The programs, designed for working professionals in a wide number of areas, are completed in a minimum of two years through a combination of summer residencies and online courses in a cohort model.</p> <p>Entrance Requirements Minimum admission requirements are a four-year baccalaureate degree or equivalent, with a minimum grade point average of 3.0 on a four-point scale or equivalent (based on the last 60 units of course work). Applicants are required to have at least two years of teaching experience and, where applicable, a TOEFL score of at least 580 (paper-based) or 92 (Internet-based). See English Language Requirement.</p>	<p>Graduate Programs</p> <p>Educational Studies [Graduate] Educational Studies Program 832 Education South University of Alberta Edmonton, Alberta T6G 2G5 E-mail: mesinfo@ualberta.ca www.mes.ualberta.ca</p> <p>General Information The MEd in Educational Studies offers leadership development for educators and administrators. <u>The program is designed to provide theory, skills, and insights into practice that can be readily applied in the workplace. The program, designed for working professionals in a wide number of areas, is completed in two years through a combination of summer residencies and online courses in a cohort model.</u></p> <p>Entrance Requirements Minimum admission requirements are a four-year baccalaureate degree or equivalent, with a minimum grade point average of 3.0 on a four-point scale or equivalent (based on the last 60 units of course work). Applicants are required to have at least two years of teaching experience.</p> <p><u>Where applicable, applicants with international qualifications are required to demonstrate English Language Proficiency through one of the following:</u></p> <ul style="list-style-type: none"> • a TOEFL score of at least 580 (paper-based), <u>237 (computer-based) or a total score of 92 (Internet-based) with a score of at least 24 on speaking and writing and 20 on reading and listening.</u> • <u>An Academic IELTS overall score of 6.5 with a minimum score of 6.5 on each band</u> • <u>A PTE Academic score of 63</u> <p><u>Applicants are also required to submit a letter of intent, a current resume, and two professional letters of recommendation.</u></p>

Graduate Program Requirements

The Degree of MEd (Educational Studies) [Graduate] Program Requirements

This is a course-based program that requires the completion of ★30 in graduate-level course work, including ★24 of required, core courses. ~~One of the core courses is a ★3 research project.~~ Students are required to attend two three-week summer residencies, one during their first year and one during their second year.

Information on ~~graduate~~ courses is available at www.mes.ualberta.ca.

~~Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program. The program must be completed within six years from admission.~~

Length of Program

Core courses are scheduled to permit completion of the degree by part-time study within two years ~~but can be extended up to six years from admission.~~

Graduate Courses

Graduate courses can be found in Course Listings, under the subject heading Educational Studies (EDU)

Graduate Program Requirements

The Degree of MEd (Educational Studies) [Graduate] Program Requirements

This is a course-based program that requires the completion of ★30 in graduate-level course work, including ★24 of required, core courses. Students are required to attend two three-week summer residencies, one during their first year and one during their second year.

Core Courses (★24)

- [EDU 511-Introduction to Educational Improvement](#)
- [EDU 512- Leadership in Educational Settings](#)
- [EDU 503- Foundations of Curriculum](#)
- [EDU 510 Fundamentals of Educational Research](#)
- [EDU 513- Leadership for Educational Change](#)
- [EDU 514- Planning for Educational Change](#)
- [EDU 515- Conducting Educational Research](#)
- [EDU 900- Program Synthesis](#)

Information on elective courses is available at <https://www.ualberta.ca/educational-studies/mes-program/elective-courses>.

Length of Program

Core courses are scheduled to permit completion of the degree by part-time study within two years.

The maximum time to complete the course-based MEd program as set by the Faculty of Graduate Studies and Research is six years.

Graduate Courses

Graduate courses can be found in Course Listings, under the subject heading Educational Studies (EDU)

Justification: To revise Entrance Requirements and Academic Standing Regulations to reflect current practice and supplement English Language Proficiency requirement information.

Approved by:

Dr. E.S. Simmt, MES Director, April 26, 2018

Faculty of Education Graduate Academic Advisory Committee (GAAC), May 16, 2018

**Governance Executive Summary
Information Item**

Agenda Title: **Calendar entry for the Master of Education in Health Sciences Education**

Item

Action Requested	<input checked="" type="checkbox"/> Information
Proposed by	Deborah Burshtyn, Interim Vice Provost and Dean, Faculty of Graduate Studies and Research Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Elaine Simmt, Associate Dean Graduate Studies & Director M.Ed. in Educational Studies Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to formalize the inclusion of all program requirements and academic regulations in the University Calendar.
Executive Summary	<p>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar.</p> <p>Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines.</p> <p>The MEd program in Health Sciences Education was approved by GFC Academic Planning Committee on May 13, 2009, and Alberta Advanced Education as a first-level specialization in 2010. It is an interdisciplinary program offered by the Faculty of Education in collaboration with the Health Sciences Council. The program is housed administratively in the Department of Educational Psychology and up until now only existed in the Calendar as a link from the Educational Psychology [Graduate] entry.</p> <p>The program requirements, with minor changes, reflect the courses listed in the original proposal approved by APC in May 2009. Minor program changes are delegated to the Dean of the Faculty of Graduate Studies and Research (GFC Policy Manual section 37) who has subdelegated authority to the discipline-specific Faculty. The entire proposal has received Faculty of Education approval.</p> <p>Changes to entrance requirements were approved by the GFC Academic Standards Committee on June 20, 2018.</p>
Supplementary Notes and	

context	
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Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the <u>Governance Toolkit section Student Participation Protocol</u>></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> Michelle Vaage - Health Sci Ed. Program, Graduate Program Administrator
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> Maria Chia (Graduate Calendar project specialist), Janice Hurlburt Graduate Governance and Policy Coordinator, and Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research (FGSR)
	<p><u><i>Those who have been informed:</i></u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Education Graduate Academic Advisory Committee (GAAC)—May 16, 2018 GFC ASC Subcommittee on Standards—June 7, 2018 (for discussion) GFC Academic Standards Committee—June 21, 2018 GFC Academic Planning Committee – September 12, 2018 (program requirements) (for information)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole achieve shared strategic goals.</p>
<p>Alignment with Institutional Risk Indicator</p>	
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference GFC Policy Manual section 37 – Course and Program Changes</p>

Attachments (each to be numbered 1 - <>)

1. Health Sciences Education Calendar copy

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

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:

Approved program (APC 2009)	Proposed
<p><i>excerpt from program approved by APC , May 13, 2009</i></p> <p><i>minimum admission requirements:</i></p> <p><i>a) a four year undergraduate degree (in a health related discipline) with a cumulative average of a minimum of 3.0 GPA (on a four point letter grading scale), or equivalent, in the last *60 of the program</i></p> <p><i>b) three letters of reference</i></p> <p><i>c) a statement of research interest(s)</i></p> <p><i>d) where applicable, a TOEFL score of at least 560 (paper-</i></p>	<p>Graduate Programs</p> <p><u>Health Sciences Education [Graduate]</u> <u>6-102 Education Centre North</u> <u>University of Alberta</u> <u>Edmonton, Alberta T6G 2G5</u> <u>E-mail: medhse@ualberta.ca</u> <u>uab.ca/medhse</u></p> <p><u>General Information</u> <u>The Health Sciences Education offers a program leading to the degree of MEd (course-based and thesis-based). This program is intended for those in Health Disciplines. Further information and admissions criteria may be found at www.edpsychology.ualberta.ca/graduateprograms/healthscienceseducation.aspx.</u></p> <p><u>The MEd programs are designed to extend the knowledge and skills of health sciences educators in the areas of educational pedagogy, educational research, and interprofessional leadership within the collaborative context of communities of practice of professional educators.</u></p> <p><u>This is a part-time program designed for health professionals or health professional educators who are working full-time.</u></p> <p><u>Applications open on February 1. The deadline for applications is August 1.</u></p> <p><u>Entrance Requirements</u></p> <p><u>Applicants must have a four year undergraduate degree (normally in a health related discipline) with a cumulative average of a minimum of 3.0 GPA (on a four point letter grading scale), or equivalent, in the last ★60 of undergraduate or graduate study.</u></p> <p><u>Applicants should also have teaching experience in a health related discipline.</u></p> <p><u>If applicable, applicants with international qualifications</u></p>

based) or 92 (internet-based)

e) relevant professional experience

must provide proof of English Language Proficiency. Any one of the following is acceptable:

- TOEFL score of 580 (paper-based); or
- TOEFL score of 237 (computer-based); or
- TOEFL score of 93 (internet-based) with a score of at least 24 on speaking and writing, and 20 on reading and listening; or
- An IELTS score of 7.0 with no band less than 6.5; or
- An official CAEL (Canadian Academic English Language assessment system) score of at least 70 in all bands.

Applicants are also required to submit

- Three letters of reference (two of which must be from someone knowledgeable about the applicant's abilities and potential to pursue academic work.);
- a Statement of Intent which includes scholarly interests and relevance of work and teaching experience (500-800 words):
 - explanation of what is desired from this degree.
 - areas of interest in scholarly work or research.
 - professional interests.
 - interest in interprofessional teamwork in education and practice;
- Curriculum Vitae.

All students will be admitted to the course-based program. Students may request a change of program category to a thesis-based route after completion of ★6 to ★9 credits of required coursework, in consultation with their advisor(s).

Graduate Program Requirements

The Degree of MEd (Health Sciences Education)[Graduate]

The program is designed as a blended delivery format. Blended delivery consists of a small number of face-to-face classes combined with synchronous and asynchronous online sessions. Each blended delivery course is of eight week duration. Two consecutive days of the course are face-to-face. The synchronous sessions occur at some point during the week highlighted in the course schedule. The course instructor(s) determine when the face-to-face and synchronous sessions occur. The May course is 5 days in a row strictly face-to-face.

Program Requirements

The MEd can be taken as a thesis-based program or as a

course-based program.

Required coursework (★24):

All students are required to take the following eight courses:

- EDPY 597(★3)- Philosophy of Teaching
- EDPY 501(★3)- Introduction to Methods of Educational Research in Health Sciences
- EDPY 597(★3)- Learning and Teaching at the Adult Level
- EDPY 597(★3)- Curriculum Studies in the Health Sciences
- EDPY 597(★3)- Program Evaluation
- EDPY 597(★3)- Assessment and Evaluation in Health Sciences I
- EDPY 597(★3)- Assessment and Evaluation in Health Sciences II
- EDPY 597(★3)- Integrating Technology Across the Curriculum

Course-based Program

In addition to the required courses, students must complete the following:

Elective courses (★6)

- two graduate-level (500 or higher) elective courses, to be selected in consultation with their advisor.

Capping Exercise

- EDPY 903 (★3)- Directed Research Project

Thesis-based Program

- Registration in 900-level THES.

Length of Program

The maximum time to complete the course-based MEd program as set by the Faculty of Graduate Studies and Research is six years. The maximum time to complete the thesis-based MEd program as set by the Faculty of Graduate Studies and Research is four years.

Justification: The MEd program in Health Sciences Education was approved by Advanced Education as a first-level specialization in 2010. It is an interdisciplinary program between the Faculty of Education and the health science faculties. The program is housed administratively in the Department of Educational Psychology and up until now only existed in the Calendar as a link from the Educational Psychology [Graduate] entry. As an interdisciplinary first-level program, it was decided it should have a separate Calendar entry.

The calendar change adding ELP scores (IELTS and CAEL) is new. Other changes reflect current practice.

Approved by: Dr George Buck, Department Chair, May 3, 2018

Faculty of Education Graduate Academic Advisory Committee (GAAC), May 16, 2018