

The following Motions and Documents were considered by the GFC Academic Standards Committee at its June 21, 2012 meeting:

Agenda Title: **Office of the Registrar Course Approvals and Denials for June, 2012**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment 4A, to take effect upon final approval.

Agenda Title: **Faculty of Agricultural, Life and Environmental Sciences Proposed Changes to Existing Admission/Transfer and Academic Standing/Graduation Requirements**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer and academic standing/graduation requirements, as submitted by the Faculty of Agricultural, Life and Environmental Sciences and as set forth in Attachment 4B (highlighted in yellow and as amended), to take effect in 2013-2014.

Agenda Title: **Faculty of Graduate Studies and Research Proposed Changes to Existing Admission Requirements**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing graduate admission requirements, as submitted by the Faculty of Graduate Studies and Research and as set forth in Attachment 4C, to take effect in 2013-2014.

Final Amended Item: 4A-4C

Agenda Title: **Proposal for a Master of Arts (MA) in Community Engagement Degree Program (Faculty of Graduate Studies and Research and Faculty of Extension)**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee (proposed) admission/transfer and academic standing/graduation requirements for a (new) Master of Arts (MA) in Community Engagement Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1 [highlighted in yellow], to take effect January, 2013.

Final Recommended Item: 5

Agenda Title: **Proposal for a Master of Arts (MA) in Women's and Gender Studies Degree Program (Faculty of Graduate Studies and Research and Faculty of Arts)**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee (proposed) admission/transfer and academic standing/graduation requirements for a (new) Master of Arts (MA) in Women's and Gender Studies Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts and as set forth in Attachment 1 [highlighted in yellow], to take effect July, 2013.

Final Recommended Item: 6

Agenda Title: Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry Proposal for the Formal Establishment of Independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (Including the Addition of a New Course- and Practicum-Based Route to the Existing Thesis-Based MSc Program) in the Department of Laboratory Medicine and Pathology

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee admission/transfer and academic standing/graduation requirements for independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (including the addition of a new course and practicum-based route to the existing thesis-based MSc Degree Program) in the Department of Laboratory Medicine and Pathology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry and as set forth in Attachment 1 [highlighted in yellow], to take effect in September, 2012.

Final Recommended Item: 7

Agenda Title: Faculty of Arts Proposed Embedded Credit Certificate in European Studies

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in European Studies, as submitted by the Faculty of Arts and as set forth in Attachment 1, for implementation in the Fall of 2013.

Final Item: 8

Agenda Title: Faculty of Arts Proposed Embedded Credit Certificate in Computer Game Development

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Computer Game Development, as submitted by the Faculty of Arts and as set forth in Attachment 1 (as amended), for implementation in the Fall of 2013.

Final Amended Item: 9

Agenda Title: Faculty of Education Proposed Embedded Credit Certificate in Global Citizenship

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Global Citizenship, as submitted by the Faculty of Education and as set forth in Attachment 1 (as amended), for implementation in 2012-2013.

Final Amended Item: 10

Agenda Title: Faculty of Law: Proposed Elimination of the Mature Student Applicant Category

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed elimination of the Faculty of Law's Mature Student Applicant Category, as submitted by the Faculty of Law and as set forth in Attachment 1, to take effect for admissions for 2015-2016.

Final Item: 11

Agenda Title: **Clarification of the English Language Proficiency (ELP) “Blended Grade” Requirement (Proposed Revisions from the Office of the Registrar to Section 13.3.1(3) of the University Calendar)**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed revisions to the English Language Proficiency “blended grade” requirement (University Calendar Section 13.3.1(3)), as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon approval (with publication in the 2013-2014 University Calendar).

Final Recommended Item: 12

Agenda Title: **Proposed Revisions to Section 14.2.2 (Transfer of Credit) of the University Calendar from the Transfer Credit Working Group (Office of the Registrar)**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed revisions to Section 14.2.2 (Transfer of Credit) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1 (as amended), to take effect upon approval (and for publication in the 2013-2014 University Calendar).

Final Amended Item: 13

Agenda Title: **Faculty of Agricultural, Life and Environmental Sciences (ALES) Proposal for the Restructuring of Academic Programs in the Department of Agricultural, Food and Nutritional Science – Proposed Revisions to Admission/Transfer and Academic Standing/Graduation Requirements**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed changes to admission/transfer and academic standing/graduation requirements for programs currently offered and to be offered resulting from the reorganization of academic programming in the Department of Agricultural, Food and Nutritional Science, as submitted by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and as set forth in Attachment 1 [highlighted in yellow], as amended, to take effect in 2014-2015.

Final Recommended Amended Item: 14

OUTLINE OF ISSUE

4A. Office of the Registrar Course Approvals and Denials for June, 2012

4B. Faculty of Agricultural, Life and Environmental Sciences Proposed Changes to Existing Admission/Transfer and Academic Standing/Graduation Requirements

4C. Faculty of Graduate Studies and Research Proposed Changes to Existing Admission Requirements

Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar; Nat Kav, Associate Dean (Academic), Faculty of Agricultural, Life and Environmental Sciences; René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research |
| Presenter | Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee |
| Subject | N/A |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar. |
| The Impact of the Proposal is | See 'Purpose'. |
| Replaces/Revises (eg, policies, resolutions) | Various sections of the University Calendar—see individual items for specific affected Calendar sections; updates the Alberta Transfer Guide. |
| Timeline/Implementation Date | Item 4A: To take effect upon approval. Item 4B: To take effect in 2013-2014. Item 4C: To take effect in 2013-2014. |
| Estimated Cost | N/A |
| Sources of Funding | N/A |
| Notes | N/A |

Alignment/Compliance

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| Alignment with Guiding Documents | <i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> |

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

5. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

6. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be

those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”

7. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

8. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).

9. GFC ASC Terms of Reference (Mandate): GFC ASC’s delegated authority from GFC extends to the following:

- a. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.
- b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.
- c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.
- d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.” (3.D.i-iv.)

10. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure): “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be

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| | considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.” |
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Routing (Include meeting dates)

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| Consultative Route (parties who have seen the proposal and in what capacity) | Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Associate Registrar and Director of Records; Acting Associate Registrar and Director of Enrolment Management (June 13, 2012) |
| Approval Route (Governance) (including meeting dates) | GFC Academic Standards Committee (June 21, 2012) – for final approval |
| Final Approver | GFC Academic Standards Committee |

Attachments:

Attachment 1 (pages 1 – 2): Item 4A – Office of the Registrar

Attachment 2 (pages 1 – 68): Item 4B – Faculty of Agricultural, Life and Environmental Sciences

Attachment 3 (pages 1 – 4): Item 4C – Faculty of Graduate Studies and Research

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment 4A, to take effect upon final approval.

June 7, 2012

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
 Proposals Recommended for APPROVAL of Transfer Credit at the
 Academic Standards Committee Meeting on June 21, 2012

| Sending Institution and Proposal ID# | Sending Institution Courses | UofA Courses | Transfer Agreement Footnotes | Comments |
|--|-----------------------------|-------------------------|--|--|
| GRANDE PRAIRIE REGIONAL COLLEGE | | | | |
| 130126 | PE 3030 (3) | PEDS 303 (3) | | |
| 129816 | PY 4110 (3) | PSYCO 4XX [Science] (3) | | |
| MEDICINE HAT COLLEGE | | | | |
| 130453 | NUTR 200 (3) | NUTR 100 (3) | | |
| MOUNT ROYAL UNIVERSITY | | | | |
| 130782 | GEOL 2153 | EAS 2XX [Science] (3) | | |
| RED DEER COLLEGE | | | | |
| 103579 | BIOC 301 (3) | AUBIO 2XX (3) | Student will not also receive credit for AUBIO or AUCHE 380 at UofA. | RDC's BIOC 301 (3) was previously approved for BIOCH 200 (3). Credit allowed for only one of RDC's BIOC 301 or 393 at UofA. The new agreement will be: BIOC 301 (3) = BIOCH 200 (3) OR AUBIO 2xx (3). Credit allowed for only one of RDC's BIOC 301 or 393 at UofA. Student will not also receive credit for AUBIO or AUCHE 380 at UofA. |
| 104420 | BIOC 393 (3) | AUBIO 2XX (3) | Student will not also receive credit for AUBIO or AUCHE 380 at UofA. | RDC's BIOC 393 (3) was previously approved for BIOCH 200 (3). Credit allowed for only one of RDC's BIOC 301 or 393 at UofA. The new agreement will be: BIOC 393 (3) = BIOCH 200 (3) OR AUBIO 2xx (3). Credit allowed for only one of RDC's BIOC 301 or 393 at UofA. Student will not also receive credit for AUBIO or AUCHE 380 at UofA. |

June 7, 2012

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on June 21, 2012

| Proposal ID # and Sending Institution | Sending Institution | U of A Course Requested | Denial Date | Reason for Denial |
|--|----------------------------|--------------------------------|--------------------|---|
| <hr/> | | | | |
| AMBROSE UNIVERSITY COLLEGE | | | | |
| 129004 | BIO 389 (3) | BIOL 3XX (3) | February 24, 2012 | Instructor does not have a PhD in the field of conservation biology or related ecology field. |

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer and academic standing/graduation requirements, as submitted by the Faculty of Agricultural, Life and Environmental Sciences and as set for th in Attachment 4B (highlighted in yellow and as amended), to take effect in 2013-2014.

Course Changes for the Faculty of ALES

2013/14 Calendar Changes General Sections

Proposed 12.7 Admission and Readmission Deadlines

| Agricultural, Life and Environmental Sciences | | | | | |
|--|--------------|------------------------------------|-----------------------------------|------------------------------------|--|
| Admission | | | Readmission | | Other Requirements |
| Application | Documents | Application | Documents | | |
| All Undergraduate degree programs | | | | | |
| For information on the BSc ENCS (Bilingual) see Faculté Saint-Jean. | | | | | |
| Fall Term | May 1 | External transfer - June 15 | May 1 | June 15 | |
| | | High School - August 1 | | | |
| Winter Term | November 15 | November 15 [Refer to §12.2(9)] | November 15 | November 15 [Refer to §12.2(9)] | |
| Spring/Summer | No admission | | Previous Students - March 1 | March 31 | |
| Note: No admission to BSc Nutrition and Food Sciences for Winter Term | | | | | |
| Special/Visiting | | | | | |
| Fall Term | July 1 | July 15 | July 1 | July 15 | For Special Students: List of planned courses and a brief statement of intent – July 15 (see 15.1.11) |
| Winter Term | November 15 | November 15 | November 15 | November 15 | For Special Students: List of planned courses and a brief statement of intent – November 15 (see 15.1.11) |
| Spring/Summer | March 1 | March 31 | March 1 | March 31 | For Special Students: List of planned courses and a brief statement of intent – March 31 (see 15.1.11) |

15.1.1 BSc in Agricultural/Food Business Management

Entrance to this program normally takes place after

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Entrance to this program normally takes place after

one year of university (or equivalent) studies. The minimum entrance requirement is successful completion of ★30 transferable to the University of Alberta. Normally, students entering this program would have at least ★24 transferable to the program. Normally, the minimum grade point average for application is 2.3. All admissions are competitive.

Students may prepare for the BSc in Agricultural/Food Business Management by completing their first year in the Faculty of Agricultural, Life and Environmental Sciences or in another Faculty or postsecondary institution.

Students interested in Agricultural Business Management may begin in the BSc in Agriculture program. Recommended courses are ★3 BIOL or CHEM, ECON 101 and 102, ★6 ENGL (Two of ENGL 121, 122, 123, 124, 125 recommended), Free electives (★6), MATH 113 or 114, PL SC 221 and STAT 151.

Students interested in Food Business Management may begin in the BSc in Nutrition and Food Science program. Recommended courses are BIOL 107 or 108, CHEM 464 and 263, ECON 101 and 102, ★6 ENGL (ENGL 111, 112, 113, or 114 recommended), MATH 113 or 114, NU FS 100 and STAT 151.

~~Students entering from other institutions or Faculties are assessed transfer credit for equivalent work. For such students, certain recommended first-year courses may be completed once they enter the program.~~

There are no high school entrance requirements for the BSc in Agricultural/Food Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Chemistry 30, Biology 30 and Pure Mathematics 30 or Mathematics 30-1.

one year of university (or equivalent) **pre-professional** studies. The minimum entrance requirement is successful completion of ★24 transferable to the University of Alberta. The minimum **admission** grade point average is 2.3. **(refer to 14.2.1)**

Students may prepare for the BSc in Agricultural/Food Business Management by completing their first year in the Faculty of Agricultural, Life and Environmental Sciences or in another Faculty or postsecondary institution.

Students interested in Agricultural Business Management may begin in the BSc in Agriculture program. Recommended **first year** courses are ★3 BIOL or CHEM, ECON 101 and 102, ★6 ENGL (Two of ENGL 121, 122, 123, 124, 125 recommended), Free electives (★6), MATH 113 or 114, PL SC 221 and STAT 151.

Students interested in Food Business Management may begin in the BSc in Nutrition and Food Science program. Recommended **first year** courses are BIOL 107 or 108, **CHEM 101 and 261**, ECON 101 and 102, ★6 ENGL (**Two of ENGL 121, 122, 123, 124, 125** recommended), MATH 113 or 114, NU FS 100 and STAT 151.

There are no high school entrance requirements for the BSc in Agricultural/Food Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Chemistry 30, Biology 30 and Pure Mathematics 30 or Mathematics 30-1.

Rationale for change:

Business requires minimum *24 for application to BComm. Transfer credit is a common practice for all programs and is addressed elsewhere in the calendar. Recommended courses for Food Business Management pre-professional year are inaccurate.

15.1.2 BSc in Agriculture, BSc in Animal Health, BSc in Environmental and Conservation Sciences, BSc in

15.1.2 BSc in Agriculture, BSc in Animal Health, BSc in Environmental and Conservation Sciences, BSc in

Forestry, and BSc in Nutrition and Food Science (Nutrition and Food Major and Food Science and Technology Major)

See §15.1 for information on admission to the ~~Food Business Management joint degree and §15.1.9 for the BSc in Nutrition and Food Science Nutrition Major.~~

See also Pre-Veterinary Medicine §15.1.8.

I. High School Requirements

Subject Requirements

- (1) English Language Arts 30-1
- (2) Chemistry 30
- (3) Biology 30
- (4) Pure Mathematics 30 or Mathematics 30-1
- (5) Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, **Community Health**, Foods, Forestry, or Wildlife.

II. Nonmatriculated Applicants

Subject Requirements

- (1) Chemistry 30
- (2) Pure Mathematics 30 or Mathematics 30-1
- (3) Biology 30

Other Requirements

See general nonmatriculated requirements §14.3.

Forestry, and BSc in Nutrition and Food Science (Nutrition and Food Major and Food Science and Technology Major)

See §15.1.9 for the BSc in Nutrition and Food Science Nutrition Major.

See also Pre-Veterinary Medicine §15.1.8.

I. High School Requirements

Subject Requirements

- (6) English Language Arts 30-1
- (7) Chemistry 30
- (8) Biology 30
- (9) Pure Mathematics 30 or Mathematics 30-1
- (10) Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods, Forestry, or Wildlife.

II. Nonmatriculated Applicants

Subject Requirements

- (4) Chemistry 30
- (5) Pure Mathematics 30 or Mathematics 30-1
- (6) Biology 30

Other Requirements

See general nonmatriculated requirements §14.3.

III. Transfer Applicants

Please refer to §§14.2 and 15.1.10.

Rationale for change:

Added transfer admission section for consistency with other sections.

15.1.3 BA in Environmental Studies

This program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts. Students can apply for

15.1.3 BA in Environmental Studies

This program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts. Students can apply for

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| <p>admission to either Faculty.</p> <p>I. High School Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Pure Mathematics 30 or Mathematics 30-1 (3) Biology 30 (4) Subject from Group A (Social Studies 30 or 30-1 recommended) (5) Subject from Group A or C <p>II. Nonmatriculated Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Pure Mathematics 30 or Mathematics 30-1 (3) Biology 30 <p>Other Requirements See also general nonmatriculated requirements §14.3.</p> <p>III. Transfer Applicants Please refer to §§14.2 and 15.1.10.</p> | <p>admission to either Faculty.</p> <p>I. High School Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Pure Mathematics 30 or Mathematics 30-1 or Mathematics 30-2 (see Note 1) (3) Biology 30 (4) Subject from Group A (Social Studies 30 or 30-1 recommended) (5) Subject from Group A or C <p>Notes (1) Mathematics 30-1 recommended as a prerequisite for STAT 151.</p> <p>II. Nonmatriculated Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Pure Mathematics 30 or Mathematics 30-1 or Mathematics 30-2 (3) Biology 30 <p>Other Requirements See also general nonmatriculated requirements §14.3.</p> <p>III. Transfer Applicants Please refer to §§14.2 and 15.1.10.</p> |
| <p><i>Rationale for change:</i> Addition of Math 30-2 to admission requirements. Nursing and Education now accept Math 30-2. The Math department will be accepting Math 30-2 as a prerequisite for their introductory statistics courses (141 and 151) but still require Math 30-1 if senior stats classes will be taken.</p> | |

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| <p>15.1.6 BSc in Forest Business Management</p> <p>Entrance to this program normally takes place after one year of university (or equivalent) studies. The minimum entrance requirement is successful completion of ★30 transferable to the University of Alberta. Normally, students entering this program would have at least ★24 transferable to the program. Normally, the The minimum average for application is 2.3. All admissions are competitive.</p> | <p>15.1.6 BSc in Forest Business Management</p> <p>Entrance to this program normally takes place after one year of university (or equivalent) pre-professional studies. The minimum entrance requirement is successful completion of ★24 transferable to the University of Alberta. The minimum admission grade point average is 2.3. (refer to 14.2.1)</p> <p>Students may prepare for the BSc in Forest</p> |
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Students may prepare for the BSc in Forest Business Management by completing their first year in the Faculty of Agricultural, Life and Environmental Sciences in the BSc in Forestry program ~~Students may also prepare in other Faculties and postsecondary institutions.~~ Recommended courses to be completed before entry include the following University of Alberta courses or their equivalents: AREG 214, CHEM 101 or 164, ECON 101 and 102, ENGL (★3), MATH 113 or 114, PL SC 221, REN R 110, 120, and STAT 151. ~~Students at other institutions should attempt to complete: ACCTG 311, CHEM 101 or 164, ECON 101 and 102, ENGL (★3), MATH 113 or 114, MATH 120, MARK 301, SMO 301 and STAT 151 or their equivalents. Students from other programs and institutions will be assessed transfer credit for equivalent work. For such students, recommended first-year courses may be completed once they enter the program.~~

There are no high school entrance requirements for the BSc in Forest Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Chemistry 30, Biology 30 and Pure Mathematics 30 or Mathematics 30-1.

Business Management by completing their first year in the Faculty of Agricultural, Life and Environmental Sciences in the BSc in Forestry program **or in another Faculty or postsecondary institution.** Recommended **first year** courses **include** CHEM 101 or 164, ECON 101 and 102, ENGL (★3), MATH 113 or 114, **Free electives (★3)**, PL SC 221, REN R 110 **and** 120, and STAT 151.

There are no high school entrance requirements for the BSc in Forest Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Chemistry 30, Biology 30 and Pure Mathematics 30 or Mathematics 30-1.

Rationale for change:

Language consistency with Agricultural/Food Business Management entry.

15.1.7 BSc in Human Ecology and BSc in Human Ecology/BEd (Secondary) Combined Degrees

The BSc in Human Ecology is a four-year degree program consisting of *120. The BSc in Human Ecology/BEd (Secondary) Combined Degrees is a five-year program consisting of *150. To gain admission to the Human Ecology program and the first three years of the Combined Degrees program students apply to the Faculty of Agricultural, Life and Environmental Sciences.

Test of Spoken English (TSE): Applicants to the BSc in Human Ecology/BEd (Secondary) program must meet a spoken English requirement (see §13.3.2).

All qualified Year 3 BSc in Human Ecology/ BEd (Secondary) students will be promoted to Year 4 in the Faculty of Education provided that

15.1.7 BSc in Human Ecology and BSc in Human Ecology/BEd (Secondary) Combined Degrees

The BSc in Human Ecology is a four-year degree program consisting of *120. The BSc in Human Ecology/BEd (Secondary) Combined Degrees is a five-year program consisting of *150. To gain admission to the Human Ecology program and the first three years of the Combined Degrees program students apply to the Faculty of Agricultural, Life and Environmental Sciences.

Test of Spoken English (TSE): Applicants to the BSc in Human Ecology/BEd (Secondary) program must meet a spoken English requirement (see §13.3.2).

All qualified Year 3 BSc in Human Ecology/ BEd (Secondary) students will be promoted to Year 4 in the Faculty of Education provided that

- (1) a minimum **AGPA** of 2.0 has been achieved and
- (2) a minimum of *90 applicable to the BSc in Human Ecology/BEd (Secondary) program has been successfully completed.

I. High School Applicants

Subject Requirements

- (1) English Language Arts 30-1
- (2) One of Biology 30, Chemistry 30, or Physics 30 (see Note 1)
- (3) Pure Mathematics 30 or Mathematics 30-1
- (4) Subject from Group A or C
- (5) Subject from Group A, B, C, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following **strands: Community—Health, Cosmetology, Design Studies, Fashion Studies, Foods** (see Notes **2 and 3**).

Notes

(1) Chemistry 30 is required for Textile Science minor. Chemistry 30 and Biology 30 required for Community Nutrition minor. Biology 30 or Chemistry 30 do not have to be included in the five 30-level subjects used for admission, however some courses taken within these minors require Biology 30 and Chemistry 30 as prerequisites.

(2) 5 credits in advanced CTS Fashion Studies **strands** recommended for Clothing, Textiles and Material Culture majors.

(3) 5 credits in advanced CTS Fashion Studies or Foods **strands**—recommended for the Combined Degrees.

II. Nonmatriculated Applicants

Subject Requirements

- (1) English Language Arts 30-1
- (2) One of Biology 30, Chemistry 30 or Physics 30 (**See** Note 1)
- (3) Pure Mathematics 30 **or** Mathematics 30-1

- (1) a minimum **admission grade point average** of 2.0 has been achieved and
- (2) a minimum of *90 applicable to the BSc in Human Ecology/BEd (Secondary) program has been successfully completed.

I. High School Applicants

Subject Requirements

- (1) English Language Arts 30-1
- (2) One of Biology 30, Chemistry 30, or Physics 30 (see Note 1)
- (3) Pure Mathematics 30 or Mathematics 30-1 **or Mathematics 30-2 (see Note 2)**
- (4) Subject from Group A or C
- (5) Subject from Group A, B, C, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following: Cosmetology, Design Studies, Fashion Studies, Foods (see Notes **3 and 4**).

Notes

(1) Chemistry 30 is required for Textile Science minor. Chemistry 30 and Biology 30 required for Community Nutrition minor. Biology 30 or Chemistry 30 do not have to be included in the five 30-level subjects used for admission, however some courses taken within these minors require Biology 30 and Chemistry 30 as prerequisites.

(2) **Mathematics 30-1 recommended as a prerequisite for STAT 151.**

(3) 5 credits in advanced **Career and Technology Studies (CTS)** Fashion Studies recommended for Clothing, Textiles and Material Culture majors.

(4) 5 credits in advanced CTS Fashion Studies or Foods recommended for the Combined Degrees.

II. Nonmatriculated Applicants

Subject Requirements

- (1) English Language Arts 30-1
- (2) One of Biology 30, Chemistry 30 or Physics 30 (**see** Note 1 **above**)
- (3) Pure Mathematics 30, Mathematics 30-1 **or Mathematics 30-2 (see Note 2 above)**

Other Requirements

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| <p>Other Requirements See also general nonmatriculated requirements §14.3.</p> | <p>See also general nonmatriculated requirements §14.3.</p> <p>III. Transfer Applicants Please refer to §§14.2 and 15.1.10</p> |
| <p><i>Rationale for change:</i> Addition of Math 30-2 to admission requirements. Nursing and Education now accept Math 30-2. The Math department will be accepting Math 30-2 as a prerequisite for their introductory statistics courses (141 and 151) but still require Math 30-1 if senior stats classes will be taken. Since STAT 151 was the particular course we needed HECOL students to have advanced math skills for, and that is no longer essential, it's possible to expand our entrance requirements.</p> <p>Also addition of transfer applicant section.</p> | |

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| <p>15.1.8 Pre-Veterinary Medicine</p> <p>Pre-Veterinary Medicine at the University of Alberta qualifies students for application to the Doctor of Veterinary Medicine programs at the University of Calgary or the University of Saskatchewan. Students wishing to apply to Pre-Veterinary Medicine at the University of Alberta should apply to the BSc Animal Health (any major) or BSc Agriculture (Animal Science major)- Specialized advising will be provided to Pre-Veterinary Medicine students.</p> | <p>15.1.8 Pre-Veterinary Medicine</p> <p>Pre-Veterinary Medicine at the University of Alberta qualifies students for application to the Doctor of Veterinary Medicine programs at the University of Calgary or the University of Saskatchewan. Students wishing to apply to Pre-Veterinary Medicine at the University of Alberta should apply to either the BSc Animal Health (any major) or BSc Agriculture (Animal Science major) and then declare pre-veterinary medicine on their application. Specialized advising will be provided to Pre-Veterinary Medicine students.</p> |
| <p><i>Rationale for change:</i></p> | |

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| <p>15.1.9 BSc in Nutrition and Food Science (Nutrition Major)</p> <p>Entrance to this major takes place after at least one year of university (or equivalent) studies.</p> <p>Students normally complete their first year in another major in the BSc in Nutrition and Food Science degree program, normally the (Nutrition and Food major). Faculty admission requirements must be met as outlined in §15.1.2.</p> <p>All admissions are competitive To gain admission to the Nutrition major, Applicants with a minimum of 24 to 53 transferable into the program will be considered for admission to second year if they must present the following:</p> | <p>15.1.9 BSc in Nutrition and Food Science (Nutrition Major)</p> <p>Entrance to this major takes place after at least one year of university (or equivalent) pre-professional studies.</p> <p>Students normally complete their first year in the BSc in Nutrition and Food Science degree program, (Nutrition and Food major). Faculty admission requirements must be met as outlined in §15.1.2.</p> <p>All admissions are competitive and meeting the minimum admission grade point average and course requirements does not guarantee admission to the Nutrition major. All applicants must present a</p> |
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| <p>(1) BIOL 107; CHEM 101, 102, and (164 or 261); and 6 ENGL (or equivalents)</p> <p>(2) NUTR 100 and STAT 151 are recommended.</p> <p>(3) Students must have a minimum GPA of 3.0 in the last 24 transferable to the University of Alberta completed prior to application.</p> <p>Applicants who present *54 or more will be considered for admission to third year with the following requirements:</p> <p>(1) BIOCH 200; BIOL 107; CHEM 101, 102, and 261, 263; *6 ENGL; NUTR 100; PHYSL 210; and STAT 151 (or equivalents)</p> <p>(2) 3 from one of the following: NU FS 223, PSYCO or Social Sciences/Humanities. (Note: NU FS 223 is recommended as it is a requirement of the major)</p> <p>(3) Students must have a minimum GPA of 3.0 in the last 24 transferable to the University of Alberta completed prior to application.</p> | <p>minimum admission grade point average of 3.0 in the last *24 of University transferable work (refer to 14.2.1). Applicants with *24 to *53 transferable into the program will be considered for admission to second year if they present the following:</p> <p>(1) BIOL 107; CHEM 101, 102, and (164 or 261); and 6 ENGL (or equivalents)</p> <p>(2) NUTR 100 and STAT 151 are recommended but not required.</p> <p>Applicants who present *54 or more transferable into the program will be considered for admission to third year if they present the following:</p> <p>(1) BIOCH 200; BIOL 107; CHEM 101, 102, and 261, 263; *6 ENGL; NUTR 100; PHYSL 210; and STAT 151 (or equivalents)</p> <p>(2) 3 from one of the following: NU FS 223, PSYCO or Social Sciences/Humanities. (Note: NU FS 223 is recommended as it is a requirement of the major)</p> |
| <p><i>Rationale for change:</i> Tightening up wording and drawing greater attention to competitive nature of the major.</p> | |

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| <p>15.1.10 Transfer Applicants</p> <p>I. Transfers from other Faculties and other Postsecondary Institutions</p> <p>(1) Students who do not meet the specific subject requirements in §15.1 will not be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Any deficiencies in matriculation subjects must be rectified before admission. Students who are deficient in one or more matriculation subjects may fulfil this deficiency with University transferable work in the same subject area as described in Admission Chart 1.</p> <p>(2) Students registered in another faculty at the University of Alberta or in another postsecondary institution may apply to transfer to the Faculty of Agricultural, Life and Environmental Sciences. Applicants who have completed 24 or more</p> | <p>15.1.10 Transfer Applicants</p> <p>I. Transfers from other Faculties and other Postsecondary Institutions</p> <p>(1) Students who do not meet the specific subject requirements in §15.1 will not be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Any deficiencies in matriculation subjects must be cleared before admission. Students who are deficient in one or more matriculation subjects may fulfil this deficiency with University transferable work in the same subject area as described in Admission Chart 1.</p> <p>(2) Students registered in another faculty at the University of Alberta or in another postsecondary institution may apply to transfer to the Faculty of Agricultural, Life and Environmental Sciences. Applicants who have completed *24 or more transferable to the University of Alberta will</p> |
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transferable to the University of Alberta will be considered for admission on the basis of their admission grade point average (AGPA) if they have an AGPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major) program] and meet all other admission requirements. Applicants to the BSc in Environmental and Conservation Sciences – Bilingual program should see §34.8.1. Refer to §14.2.1(1) for calculation of AGPA. Applicants should note that possession of the minimum requirements does not guarantee admission. Transfer credit will be given for completed course work that is applicable to the degree.

- (3) Transfer applicants who have completed less than 24 transferable to the University of Alberta will be considered for admission on the basis of their high school matriculation average and their postsecondary course work.
- (4) Subsequent to having been required to withdraw from any other postsecondary institution, students must have successfully completed at least 24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major) program) to be considered for admission. Applicants who have twice been required to withdraw from any postsecondary institution or program will not normally be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Refer to §14.2.1(1) for calculation of AGPA.
- (5) Students who have been required to withdraw from the University of Alberta and who then complete 18 transferable to the University of Alberta with an AGPA of 2.7 or 24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major) program) may apply for readmission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §33.4(3)d.ii.].

II. Transfer Within the Faculty of Agricultural, Life and Environmental

be considered for admission on the basis of their admission grade point average (AGPA) if they have an AGPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major) program] and meet all other admission requirements. Applicants to the BSc in Environmental and Conservation Sciences – Bilingual program should see §34.8.1. Refer to §14.2.1(1) for calculation of AGPA. Applicants should note that possession of the minimum requirements does not guarantee admission. Transfer credit will be given for completed course work that is applicable to the degree.

- (3) Transfer applicants who have completed less than 24 transferable to the University of Alberta will be considered for admission on the basis of their high school matriculation average and their postsecondary course work.
- (4) Subsequent to having been required to withdraw from any other postsecondary institution, students must have successfully completed at least 24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major) program) to be considered for admission. Applicants who have twice been required to withdraw from any postsecondary institution or program will not normally be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Refer to §14.2.1(1) for calculation of AGPA.
- (5) Students who have been required to withdraw from the University of Alberta and who then complete 18 transferable to the University of Alberta with an AGPA of 2.7 or 24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major) program) may apply for readmission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §33.4(3)d.ii.].

II. Transfer Within the Faculty of Agricultural, Life and Environmental Sciences

Sciences

Students may transfer from one degree program to another within the Faculty of Agricultural, Life and Environmental Sciences at the beginning of either term of Fall/Winter if the entrance requirements and admission grade point average set for the proposed program are met. Students must submit an *Application for Admission, Readmission or Internal Transfer* form in accordance with the deadlines published in §12.7. Transfer students must meet all requirements for graduation in the new program. For further details, see the sections dealing with each program.

III. Transfer from Approved Diploma Programs

Graduates of Faculty-approved two-year diploma programs may receive up to ★60 towards their degree. Diploma transfer students must present a competitive admission GPA and meet all matriculation subject requirements. Students who do not meet the specific subject requirements in §15.1 will not be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Any deficiencies in matriculation subjects must be cleared before admission to the Faculty. Students who are deficient in one or more matriculation subjects may fulfil this deficiency with University transferable work in the same subject area as described in [Admission Chart 1](#). For details on current transfer agreements and admission requirements, students should contact Agricultural, Life and Environmental Sciences Student Services at (780) 492-4933, 1-800-804-6417 (Western Canada), or new2ales@ales.ualberta.ca or www.ales.ualberta.ca/prospectivestudents.

IV. Admission with Advanced Standing

Students transferring into any program must meet all program requirements. See §14.2 for additional information regarding transfer credits.

V. Admission with Transfer Credit

Students should make an appointment at Student Services Office (231 General Services Building) if they have questions regarding issuance of credit towards their degree. Once this informal avenue has been exhausted, final authority on transfer credit rests with the Dean or designate, with no further Faculty or University appeal available.

Students may transfer from one degree program to another within the Faculty of Agricultural, Life and Environmental Sciences at the beginning of either term of Fall/Winter if the entrance requirements and admission grade point average set for the proposed program are met. Students must submit an *Application for Admission, Readmission or Internal Transfer* form in accordance with the deadlines published in §12.7. Transfer students must meet all requirements for graduation in the new program. For further details, see the sections dealing with each program.

III. Transfer from Approved Diploma Programs

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IV. Admission with Advanced Standing

Students transferring into any program must meet all program requirements. See §14.2 for additional information regarding transfer credits.

V. Admission with Transfer Credit

Students should make an appointment [with the Undergraduate Student Services Office](#) (231 General Services Building) if they have questions regarding [transfer credit awarded](#) towards their degree [program](#). Once this informal avenue has been exhausted, final authority on transfer credit rests with the Dean or designate, with no further Faculty or University appeal available.

Rationale for change:

Cleaning up wording.

15.1.11 Special Students

Special students are those who have been permitted to register in one or more courses which are not being taken for credit toward a degree program. ~~Priority in admission in the Faculty of Agricultural, Life and Environmental Sciences is given to applicants to degree programs, and there may be a limit on the number of special students admitted each year because the Faculty of Agricultural, Life and Environmental Sciences is under enrolment management. Special students may not have access to all courses offered by Agricultural, Life and Environmental Sciences departments. To be considered for admission as a special student in the Faculty of Agricultural, Life and Environmental Sciences, applicants must normally have received a university degree in a related field from an accredited postsecondary institution, present a competitive admission grade point average, and meet English Language Proficiency requirements as specified in §13.3. Special students who wish to continue must reapply each year, and priority is given to students who have not previously attended as special students.~~

15.1.11 Special Students

Special students are those who have been permitted to register in one or more courses which are not being taken for credit toward a degree program. **There** may be a limit on the number of special students admitted each year because the Faculty of Agricultural, Life and Environmental Sciences is under enrolment management **and priority in admission is given to applicants to degree programs.** Special students may not have access to all courses offered by Agricultural, Life and Environmental Sciences departments. To be considered for admission as a special student in the Faculty of Agricultural, Life and Environmental Sciences, applicants must normally have received a university degree in a related field from an accredited postsecondary institution, present a competitive admission grade point average, and meet English Language Proficiency requirements as specified in §13.3. **Applicants must also submit a list of planned courses and a brief statement of intent outlining why they are applying as a special student (further details available at www.ales.ualberta.ca).** Special students who wish to continue must reapply each year, and priority is given to students who have not previously attended as special students. **Special students should apply to the Faculty in which they will take the majority of their courses.**

Rationale for change:

Cleaning up wording, improving screening of Special Student applicants. There has been a noticeable increase in the number of special students admitted the past few years and these students do not count towards the faculty's enrolment targets. Many of the Special students admitted in recent years are doing so to meet admission requirements for programs in other faculties.

15.1.12 Visiting Students

Students from other universities or colleges are eligible to be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences as a visiting student if

- a) They are degree program students at their home institution;**
- b) Their home institution provides a letter of**

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| | <p><u>permission:</u></p> <ul style="list-style-type: none"> c) <u>They have completed a minimum of *24 at their home institution;</u> d) <u>Their academic record shows satisfactory standing;</u> e) <u>They demonstrated English language proficiency (see §13.3.1).</u> <p><u>Visiting student status is granted for up to 12 months from the initial confirmed registration. To extend this period, visiting students must reapply each academic year and present a new letter of permission from their home institution. As the Faculty of Agricultural, Life and Environmental Sciences is a limited enrolment Faculty, priority in admission is given to applicants to degree programs. Visiting students should apply to the Faculty in which they will take the majority of their courses.</u></p> |
| <p><i>Rationale for change:</i></p> <p>This is a new entry to the calendar.</p> | |

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| | <p><u>15.1.13 Aboriginal Applicants</u></p> <p><u>The Faculty of Agricultural, Life and Environmental Sciences encourages Aboriginal students' study toward any of the BSc and BA programs that are offered. To assist more Aboriginal applicants in attaining a degree, the Faculty of Agricultural, Life and Environmental Sciences may offer admission to Aboriginal applicants who meet the minimum application requirements of a program but who may not meet the competitive admission requirements in place for the program.</u></p> <p><u>See §14.1 for additional information on Aboriginal applicants.</u></p> |
| <p><i>Rationale for change:</i></p> <p>This is a new entry to the calendar.</p> | |

| Current (2012/13) Calendar Entry | Proposed (2013/14) Calendar Entry |
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| <p>32.1 General Information</p> <p>The Faculty of Agricultural, Life and Environmental Sciences administers undergraduate programs that lead to the following degrees.</p> | <p>32.1 General Information</p> <p>The Faculty of Agricultural, Life and Environmental Sciences administers undergraduate programs that lead to the following degrees.</p> |

| Current (2012/13) Calendar Entry | Proposed (2013/14) Calendar Entry |
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| <p>BSc in Agricultural/Food Business Management Majors: Agricultural Business Management Food Business Management</p> <p>BSc in Agriculture Majors: Agricultural and Resource Economics Animal Science Crop Science Range and Pasture Management (Effective Fall 2012, applications to this major are no longer accepted. Interested students should consider applying to the BSc Environmental and Conservation Sciences, Wildlife and Rangeland Resources Management major.) Sustainable Agricultural Systems</p> | <p>BSc in Agricultural/Food Business Management Majors: Agricultural Business Management Food Business Management</p> <p>BSc in Agriculture Majors: Agricultural and Resource Economics Animal Science Crop Science Range and Pasture Management (Effective Fall 2012, applications to this major are no longer accepted. Interested students should apply to the BSc Environmental and Conservation Sciences, Wildlife and Rangeland Resources Management major.) Sustainable Agricultural Systems (Effective for Fall 2013, applications to this major are no longer accepted. Interested students should apply to the BSc Environmental and Conservation Sciences, Sustainable Agriculture major.)</p> <p>...</p> |
| <p><i>Rationale for change:</i></p> <p>The Sustainable Agricultural Systems major is being suspended. This suspension is pending government approval.</p> | |

33.1 Admission and Transfer

General University admission requirements are detailed in §§13 and 14. Detailed admission requirements for the Faculty of Agricultural, Life and Environmental Sciences are specified in §15.1.

The Faculty of Agricultural, Life and Environmental Sciences functions under enrolment management. As such, the Faculty's total student enrolment is limited. All applications with the minimum Admission Grade Point Average (AGPA) are evaluated and ranked as part of an applicant pool. Spaces in programs are allocated to the top applications in the applicant pool downward until the spaces in the programs are filled. Therefore, in any given year, the AGPA cutoff to a degree program may be higher than the minimum AGPA required for consideration.

Applicants should indicate their choice of a degree program and major on their application. Those who have not selected a major by the end of their first year in the program shall be required to

33.1 Admission and Transfer

General University admission requirements are detailed in §§13 and 14. Detailed admission requirements for the Faculty of Agricultural, Life and Environmental Sciences are specified in §15.1.

The Faculty of Agricultural, Life and Environmental Sciences functions under enrolment management. As such, the Faculty's total student enrolment is limited. All applications with the minimum Admission Grade Point Average (AGPA) are evaluated and ranked as part of an applicant pool. Spaces in programs are allocated to the top applications in the applicant pool downward until the spaces in the programs are filled. Therefore, in any given year, the AGPA cutoff to a degree program may be higher than the minimum AGPA required for consideration.

Applicants should indicate their choice of a degree program and major on their application. Those who have not selected a major by the end of their first year in the program shall be required to

declare one before registering for the next academic year.

(1) **Residence Requirement:** A maximum of two years of transfer credit completed outside the University of Alberta will be granted toward an undergraduate degree in the Faculty of Agricultural, Life and Environmental Sciences. This consists of ★60 or its equivalent (~~10 full courses or 20 half courses~~). A minimum of ★60 must be completed at the University of Alberta, of which a minimum of ★30 must be completed while registered in this Faculty. ~~However, the amount of transfer credit granted and the amount of credit completed while registered in this Faculty will vary depending on the requirements of the particular degree.~~ Students are advised to discuss their course and program requirements with Student Services, 231 General Services Building.

(2) **Letter of Permission:** Following initial admission, students are expected to complete all requirements at the University of Alberta. Students may apply for permission to take courses at another institution for **application** to their program ~~here~~ if

- they are degree students in the Faculty of Agricultural, Life and Environmental Sciences;
- they present Satisfactory academic standing (i.e., Fall/Winter Grade Point Average of 2.0 or greater).

Approval is not granted when the student has already received the maximum allowable transfer credit. There is no obligation to grant transfer credit unless prior permission has been obtained from Student Services. Qualified students must contact Student Services, 231 General Services Building to obtain the necessary forms and approval before enrolling at another institution.

(3) **Exchange Programs:** For students already admitted to a program in the Faculty of Agricultural, Life and Environmental Sciences who are participating in approved international exchange programs, credit is considered on a course-by-course basis. The residence requirement defined in (1) above applies to students participating in such exchanges.

declare one before registering for the next academic year.

(1) **Residence Requirement:** A maximum of two years of transfer credit completed outside the University of Alberta will be granted toward an undergraduate degree in the Faculty of Agricultural, Life and Environmental Sciences. This consists of ★60 or its equivalent. A minimum of ★60 must be completed at the University of Alberta, of which a minimum of ★30 must be completed while registered in this Faculty. Students are advised to discuss their course and program requirements with Student Services, 231 General Services Building.

(2) **Permission to take courses at another postsecondary institution:** Following initial admission, students are expected to complete all requirements at the University of Alberta. Students may apply for permission to take courses at another institution for **credit** to their **degree** program if

- they are degree students in the Faculty of Agricultural, Life and Environmental Sciences; **and**
- they present Satisfactory academic standing (i.e., Fall/Winter Grade Point Average of 2.0 or greater).

Approval is not granted when the student has already received the maximum allowable transfer credit. There is no obligation to grant transfer credit unless prior permission has been obtained. Qualified students must contact **Undergraduate** Student Services, 231 General Services Building to obtain the necessary forms and approval before enrolling at another postsecondary institution.

(3) **Exchange Programs:** For students already admitted to a program in the Faculty of Agricultural, Life and Environmental Sciences who are participating in approved international exchange programs, credit is considered on a course-by-course basis. The residence requirement defined in (1) above applies to students participating in such exchanges.

Rationale for change:

Revised for clarity.

33.4 Academic Standing and Graduation

(1) Academic Performance

Academic standing will be assessed on the basis of a grade point average (GPA). Students are expected to maintain a GPA of at least 2.0. See §§23.4(5) and 23.9.2 for information on calculation of GPAs and the academic record.

A review of academic performance is conducted for each student at the end of each Fall/Winter. Decisions regarding continuation will be based on courses completed during Fall/Winter only. Any courses completed during Spring/Summer will not be considered as part of the decision on academic standing.

The assignment and reassignment of academic standing are based on a student's performance in a minimum of ★9. If, at the time of review, the student has attempted fewer than ★9 since the last assignment of academic standing, the review will be deferred and the academic standing assigned at the last review will remain in effect until the next review.

(2) Continuation in BSc in Nutrition and Food Science (Nutrition Major)

Continuation in the BSc in Nutrition and Food Science (Nutrition major) requires a GPA of at least 3.0.

Students who do not attain the required GPAs will be moved to their previous degree program in the Faculty (provided they are not Required to Withdraw). Students who transferred from another Faculty or institution directly into the Nutrition major will be moved to the NU FS major that best fits their completed courses. These students may choose to apply to move to any of the following programs; the Food Science and Technology major (see §§15.1.9 and 34.15.2), the Nutrition and Food major (see §§15.1.9 and 34.15.3) or the BSc in Food Business Management (see §§15.1 and 34.4). The Academic Standing section below will then be applied.

33.4 Academic Standing

(1) Assessment of Academic Standing

Academic standing will be assessed on the basis of a grade point average (GPA). Students are expected to maintain a GPA of at least 2.0. See §§23.4(5) and 23.9.2 for information on calculation of GPAs and the academic record.

A review of academic performance is conducted for each student at the end of each Fall/Winter. Decisions regarding continuation will be based on courses completed during Fall/Winter only. Any courses completed during Spring/Summer will not be considered as part of the decision on academic standing.

The assignment and reassignment of academic standing are based on a student's performance in a minimum of ★9. If, at the time of review, the student has attempted fewer than ★9 since the last assignment of academic standing, the review will be deferred and the academic standing assigned at the last review will remain in effect until the next review.

(2) Continuation in BSc in Nutrition and Food Science (Nutrition Major)

Continuation in the BSc in Nutrition and Food Science (Nutrition major) requires a GPA of at least 3.0.

Students who do not attain the required GPA will be moved to the Nutrition and Food Science major that best fits their completed courses. The Application of Academic Standing section below (§33.4.3) will then be applied.

(3) Application of Academic Standing

- a. **Satisfactory Standing** [GPA 2.0 or higher; GPA between 2.0 and 2.9 for BSc in Nutrition and Food Science (Nutrition major), see §33.4(2)].

Students who maintain a satisfactory standing are permitted to continue their studies in the Faculty subject to meeting the specific requirements of their degree and the general requirements of the University of Alberta.

- b. **Marginal Standing** (GPA 1.7 to 1.9, inclusive). Students receiving their first marginal standing are permitted to continue their studies in the Faculty under academic warning. At the next assignment of academic standing, such students must present a Fall/Winter GPA of at least 2.0 on a minimum of ★9 to clear academic warning and continue their studies with Satisfactory Standing.

- c. **Unsatisfactory Standing** (GPA of 1.6 or lower). Students with unsatisfactory standing are required to withdraw (see d. Required to Withdraw).

Students who are required to withdraw from the Faculty at the end of Fall/Winter may not register for the following Summer or Fall/Winter Terms. Students who register for Summer or Fall/Winter courses prior to the requirement to withdraw will have their registration cancelled without penalty.

- d. **Requirement to Withdraw**

Students with Unsatisfactory Standing or who are placed on Marginal Standing twice during their Academic career in the Faculty will normally be required to remain out of the Faculty (required to withdraw).

- i. Students who have completed less than ★60 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offense under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.

The Faculty will determine whether to recommend a student for participation in the

(3) Application of Academic Standing

- a. **Satisfactory Standing** [GPA 2.0 or higher].

Students who maintain a satisfactory standing are permitted to continue their studies in the Faculty subject to meeting the specific requirements of their degree and the general requirements of the University of Alberta.

- b. **Marginal Standing** (GPA 1.7 to 1.9, inclusive). Students receiving their first marginal standing are permitted to continue their studies in the Faculty under academic warning. At the next assignment of academic standing, such students must present a Fall/Winter GPA of at least 2.0 on a minimum of ★9 to clear academic warning and continue their studies with Satisfactory Standing.

- c. **Unsatisfactory Standing** (GPA of 1.6 or lower). Students with unsatisfactory standing are required to withdraw (see d. Required to Withdraw).

Students who are required to withdraw from the Faculty at the end of Fall/Winter may not register for the following Summer or Fall/Winter Terms. Students who register for Summer or Fall/Winter courses prior to the requirement to withdraw will have their registration cancelled without penalty.

- d. **Requirement to Withdraw**

Students with Unsatisfactory Standing or who are placed on Marginal Standing twice or more during their Academic career in the Faculty will normally be required to remain out of the Faculty (required to withdraw).

- i. Students who have completed less than ★60 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offense under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.

Fresh Start program and will notify the student of that option. Successful completion of ★18 with a GPA of at least 2.7 or ★24 with a GPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] will be required for readmission. Further detailed information can be found in §§14.5, 23.6.2(3)a. and 220.5.

If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty as transfer students as described in §15.1.10.

- ii. Students may discontinue studies for one year and apply for readmission. Students who are readmitted will return on academic probation as described in Section §23.6.2 subject to the terms specified by the Faculty at the time of the requirement to withdraw.
See Note.
- iii. Students who complete ★18 transferable to the University of Alberta with an AGPA of 2.7 or ★24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] at another postsecondary institution may reapply for admission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §§15.1.10 (I)(4) and 23.6.2(3)a.]
- iv. Students may petition their Required to Withdraw status and if successful will proceed on probation. At the next assignment of academic standing, such students must raise their Fall/Winter GPA to at least 2.0. Should their Fall/Winter GPA fall below 2.0 at anytime during the rest of their program they will be required to withdraw and will not be readmitted to

The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. Successful completion of ★18 with a GPA of at least 2.7 or ★24 with a GPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] will be required for readmission. Further detailed information can be found in §§14.5, 23.6.2(3)a. and 220.5.

If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty as transfer students as described in §15.1.10.

- ii. Students may discontinue studies for one year with permission of the Faculty and apply for readmission. Students who are readmitted will return on academic probation as described in Section §23.6.2 subject to the terms specified by the Faculty at the time of the requirement to withdraw.
- iii. Students who complete ★18 transferable to the University of Alberta with an AGPA of 2.7 or ★24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] at another postsecondary institution may reapply for admission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §§15.1.10 (I)(4) and 23.6.2(3)a.]
- iv. Students may petition their Required to Withdraw status and if successful will proceed on Academic Probation. At the next assignment of academic standing, such students must raise their Fall/Winter GPA to at least 2.0. Should their Fall/Winter GPA fall below 2.0 at any time during the rest of their program they will be

the Faculty.

- v. Students who have been required to withdraw and who, after being readmitted, again fall below a Fall/Winter GPA of 2.0 will be required to withdraw and will not be readmitted to the Faculty.

— **Note:** Students with marginal standing or who are on academic probation are only permitted to interrupt their programs with the prior, written approval of the Associate Dean (Academic). Should students in either of these categories interrupt their programs for more than twelve months without prior approval, readmission will not be granted unless the student meets the current readmission criteria.

(4) First-Class Standing: For the purposes of scholarships and awards, First-Class Standing in a given year is awarded to any undergraduate student who obtains a GPA of not less than 3.5, the GPA to be computed on a minimum of ★24 taken during that year, the year to consist of Fall/Winter. Students who attend for only one term of Fall/Winter are eligible if they complete at least ★12 with a minimum GPA of 3.5.

(5) Dean's List: This designation is given to students who achieve a GPA of at least 3.7 on a minimum of ★18 in Fall/Winter. Students who attend for only one term of Fall/Winter are eligible if they complete at least ★9 with a minimum GPA of 3.7.

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a.— Application for Graduation: Students must apply for graduation on Bear Tracks under "Academics" at (<https://www.beartracks.ualberta.ca>) by February 1 for Spring Convocation or by September 1 for Fall Convocation.

b.— Convocation: Students completing degree requirements during the Fall Term or Winter Term will graduate at Spring Convocation; those completing degree requirements during the Spring/Summer will graduate at Fall Convocation.

(7) Curriculum and Graduation

required to withdraw and will not be readmitted to the Faculty.

- v. Students who have been required to withdraw and who, after being readmitted, again fall below a Fall/Winter GPA of 2.0 will be required to withdraw and will not be readmitted to the Faculty

(4) First-Class Standing: First-Class Standing in a given year is awarded to any undergraduate student who obtains a GPA of not less than 3.5 on a minimum of ★24 taken during Fall/Winter. Students who attend for only one term of Fall/Winter are eligible if they complete at least ★12 with a minimum GPA of 3.5.

(5) Dean's List: This designation is given to students who achieve a GPA of at least 3.7 on a minimum of ★18 in Fall/Winter. Students who attend for only one term of Fall/Winter are eligible if they complete at least ★9 with a minimum GPA of 3.7.

The programs for the BSc degrees in Agricultural/Food Business Management, Agriculture, Environmental and Conservation Sciences, BSc (Environmental and Conservation Sciences—Bilingual), BSc (Environmental and Conservation Sciences)/BA (Native Studies) Combined Degrees, Forest Business Management, Forestry, Human Ecology, Human Ecology/BEd Combined Degrees, and Nutrition and Food Science, must conform to the descriptions in §34.4 to §34.16, respectively. BSc in Environmental and Conservation Sciences/BA in Native Studies Combined students should also see §34.10.2. Although students are advised to discuss their programs with an Academic Advisor, students are ultimately responsible for the completeness and accuracy of their registrations.

— Students registered in the BSc in Forestry and BSc in Forest Business Management programs are required to complete Forestry Field Schools (FOR 101, 302, 303, and 304). Students registered in the BSc in Environmental and Conservation Sciences, the BSc in Environmental and Conservation Sciences—Bilingual and the BSc in Environmental and Conservation Sciences/BA in Native Studies programs are required to complete ENCS Field School (ENCS 207).

— Students registered in the following BSc degree programs require ★120 to graduate: Agriculture, Agricultural/Food Business Management, Environmental and Conservation Sciences, Human Ecology, and Nutrition and Food Science. Students registered in the BSc in Forestry and Forest Business Management degree programs require ★123 to graduate. Students registered in the BSc in Human Ecology/BEd and the BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees require ★150 to graduate.

(8) Courses Extra to the Degree

Courses successfully completed while registered in a program which are not being used for degree credit are known as courses extra to the degree. Such courses are, however, included in the assessment of academic standing. Students who register for more than a minimum number of courses for graduation should designate the additional courses as extra. In order to exclude courses in excess of the minimum requirement from the contract for graduation, students must designate such courses as “extras” at the time of registration for their final year.

(9) Graduation Grade Point Average

To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (10) below] and obtain a GPA of at least 2.0 on their last $\star 60$ normally completed during the third and fourth years.

— Where more than $\star 60$ were completed in the last two years, the grades from all courses completed in the last year will be used in this calculation. Additional credits from the previous term(s) (whether completed at this university or at another institution) will be used as necessary to make the $\star 60$ requirement.

— Where fewer than $\star 60$ were completed in the last two years, the grades from all courses completed in the last two years will be used in this calculation. Additional credits from the previous term(s) (whether completed at this university or at another institution) will be used as necessary to make the $\star 60$ requirement. The grade points for additional courses needed to make $\star 60$ will be calculated by multiplying the GPA of all courses completed in that term by the number of credits required to make $\star 60$.

— Where students have designated successfully completed courses extra to the degree, the designated courses will not be included in the calculation of the graduation GPA.

(10) Extension to the Graduating Year

Students who have successfully completed at least $\star 120$, $\star 123$ or $\star 150$ [for programs as indicated in (6)] who do not meet program requirements for graduation, and who are otherwise eligible to continue in their program of study, may continue to register to the end of the next Fall/Winter of study in order to meet graduation requirements.

— Students who have been given their first assignment of “Marginal Standing” (i.e. Academic Warning) in their graduating year, may continue to register to the end of the next Fall/Winter of study. Students must complete a minimum $\star 9$ to a maximum $\star 15$ to meet the “Satisfactory Standing” requirement for graduation [see (8) above].

— Students who are in Unsatisfactory Standing, (i.e., Required to Withdraw), may petition/appeal to be allowed to complete one further Fall/Winter of study to meet the “Satisfactory Standing” for graduation requirements. If graduation requirements

are not met within the Fall/Winter period, such students will be required to withdraw and will not normally be readmitted.

(11) Graduation with Distinction

This designation is awarded to a student achieving a grade point average of 3.5 or greater on the last ★60. The same calculation as detailed in Graduation Grade Point Average in (8) above applies.

(12) Reexamination Policy

See §23.5.5 for University Regulations.

(13) Nonstandard course load

Students wishing to take more than ★15 in a term must have satisfactory standing and approval of an Academic Advisor and Student Services, 234 General Services Building.

Rationale for change:

Subsections 6 through 11 have been included in a new Section 33.5 Graduation

Subsection 12 is deleted as unnecessary

Subsection 13 is included in a new Section 33.6 Courses

[TEXT FROM 33.4...]

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- d. **Application for Graduation:** Students must apply for graduation on Bear Tracks under "Academics" at (<https://www.beartracks.ualberta.ca>) by February 1 for Spring Convocation or by September 1 for Fall Convocation.
- e. **Convocation:** Students completing degree requirements during the Fall Term or Winter Term will graduate at Spring Convocation; those completing degree requirements during the Spring/Summer will graduate at Fall Convocation.

(7) Curriculum and Graduation

The programs for the BSc degrees in Agricultural/Food Business Management, Agriculture, Environmental and Conservation Sciences, BSc (Environmental and Conservation Sciences—Bilingual), BSc (Environmental and

33.5 Graduation

(1) Application for Graduation:

Students must apply for graduation on Bear Tracks (<https://www.beartracks.ualberta.ca>) by February 1 for Spring Convocation or by September 1 for Fall Convocation.

(2) Convocation:

Students completing degree requirements during the Fall Term or Winter Term will graduate at Spring Convocation; those completing degree requirements during the Spring/Summer will graduate at Fall Convocation.

(3) Degree Requirements:

Students registered in the following degree programs require ★120 to graduate: **BSc** Agriculture, **BSc** Agricultural/Food Business Management, **BSc** Animal Health, **BSc** Environmental and Conservation Sciences, **BA** Environmental Studies, **BSc** Human Ecology, and

Conservation Sciences)/BA (Native Studies) Combined Degrees, Forest Business Management, Forestry, Human Ecology, Human Ecology/BEd Combined Degrees, and Nutrition and Food Science, must conform to the descriptions in §34.4 to §34.16, respectively. BSc in Environmental and Conservation Sciences/BA in Native Studies Combined students should also see §34.10.2. Although students are advised to discuss their programs with an Academic Advisor, students are ultimately responsible for the completeness and accuracy of their registrations.

— Students registered in the BSc in Forestry and BSc in Forest Business Management programs are required to complete Forestry Field Schools (FOR 101, 302, 303, and 304). Students registered in the BSc in Environmental and Conservation Sciences, the BSc in Environmental and Conservation Sciences – Bilingual and the BSc in Environmental and Conservation Sciences/BA in Native Studies programs are required to complete ENCS Field School (ENCS 207).

Students registered in the following BSc degree programs require ★120 to graduate: Agriculture, Agricultural/Food Business Management, Environmental and Conservation Sciences, Human Ecology, and Nutrition and Food Science. Students registered in the BSc in Forestry and Forest Business Management degree programs require ★123 to graduate. Students registered in the BSc in Human Ecology/BEd and the BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees require ★150 to graduate.

(8) Courses Extra to the Degree

Courses successfully completed while registered in a program which are not being used for degree credit are known as courses extra to the degree. Such courses are, however, included in the assessment of academic standing. Students who register for more than a minimum number of courses for graduation should designate the additional courses as extra. In order to exclude courses in excess of the minimum requirement from the contract for graduation, students must designate such courses as “extras” at the time of registration for their final year.

(9) Graduation Grade Point Average

To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (10) below]

BSc Nutrition and Food Science. Students registered in the BSc in Forestry and Forest Business Management degree programs require ★123 to graduate. Students registered in the BSc in Human Ecology/BEd and the BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees require ★150 to graduate.

(4) Courses Extra to the Degree

Courses successfully completed while registered in a program which are not being used for degree credit are known as courses extra to the degree. Such courses are, however, included in the assessment of academic standing. Students who register for more than a minimum number of courses for graduation should designate the additional courses as extra. In order to exclude courses in excess of the minimum requirement from the contract for graduation, students must designate such courses as “extras” at the time of registration for their final year.

(5) Graduation Grade Point Average

To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present

and obtain a GPA of at least 2.0 on their last ★60 normally completed during the third and fourth years.

Where more than ★60 were completed in the last two years, the grades from all courses completed in the last year will be used in this calculation. Additional credits from the previous term(s) (whether completed at this university or at another institution) will be used as necessary to make the ★60 requirement.

Where fewer than ★60 were completed in the last two years, the grades from all courses completed in the last two years will be used in this calculation. Additional credits from the previous term(s) (whether completed at this university or at another institution) will be used as necessary to make the ★60 requirement. The grade points for additional courses needed to make ★60 will be calculated by multiplying the GPA of all courses completed in that term by the number of credits required to make ★60.

Where students have designated successfully completed courses extra to the degree, the designated courses will not be included in the calculation of the graduation GPA.

(40) Extension to the Graduating Year

Students who have successfully completed at least ★120, ★123 or ★150 [for programs as indicated in (6)] who do not meet program requirements for graduation, and who are otherwise eligible to continue in their program of study, may continue to register to the end of the next Fall/Winter of study in order to meet graduation requirements.

Students who have been given their first assignment of “Marginal Standing” (i.e. Academic Warning) in their graduating year, may continue to register to the end of the next Fall/Winter of study. Students must complete a minimum ★9 to a maximum ★15 to meet the “Satisfactory Standing” requirement for graduation [see (8) above].

Students who are in Unsatisfactory Standing, (i.e., Required to Withdraw), may petition/appeal to be allowed to complete one further Fall/Winter of study to meet the “Satisfactory Standing” for graduation requirements. If graduation requirements are not met within the Fall/Winter period, such students will be required to withdraw and will not normally be readmitted.

(44) Graduation with Distinction

This designation is awarded to a student achieving a grade point average of 3.5 or greater on the last ★60. The same calculation as detailed in

Satisfactory Academic Standing [see (6) below] and obtain a GPA of at least 2.0 on their last ★60 normally completed during the third and fourth years.

Where more than ★60 were completed in the last two years, the grades from all courses completed in the last year will be used in this calculation. Additional credits from the previous term(s) (whether completed at this university or at another institution) will be used as necessary to make the ★60 requirement.

Where fewer than ★60 were completed in the last two years, the grades from all courses completed in the last two years will be used in this calculation. Additional credits from the previous term(s) (whether completed at this university or at another institution) will be used as necessary to make the ★60 requirement. The grade points for additional courses needed to make ★60 will be calculated by multiplying the GPA of all courses completed in that term by the number of credits required to make ★60.

Where students have designated successfully completed courses extra to the degree, the designated courses will not be included in the calculation of the graduation GPA.

(6) Extension to the Graduating Year

Students who have successfully completed at least ★120, ★123 or ★150 [for programs as indicated in (6)] who do not meet program requirements for graduation, and who are otherwise eligible to continue in their program of study, may continue to register to the end of the next Fall/Winter of study in order to meet graduation requirements.

Students who have been given their first assignment of “Marginal Standing” (i.e. Academic Warning) in their graduating year, may continue to register to the end of the next Fall/Winter of study. Students must complete a minimum ★9 to a maximum ★15 to meet the “Satisfactory Standing” requirement for graduation [see (8) above].

Students who are in Unsatisfactory Standing, (i.e., Required to Withdraw), may petition/appeal to be allowed to complete one further Fall/Winter of study to meet the “Satisfactory Standing” for graduation requirements. If graduation requirements are not met within the Fall/Winter period, such students will be required to withdraw and will not normally be readmitted.

(7) Graduation with Distinction

This designation is awarded to a student

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| <p>Graduation Grade Point Average in (8) above applies.</p> | <p>achieving a grade point average of 3.5 or greater on the last ★60. The same calculation as detailed in Graduation Grade Point Average in (5) above applies.</p> |
| <p><i>Rationale for change:</i></p> <p>Creation of a new Graduation section provides clarity and organizes content in a more logical manner.</p> | |

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| <p>New Section</p> | <p><u>33.6 Courses</u></p> <p>(1) <u>Selection of Courses</u></p> <p><u>Students are responsible for familiarizing themselves with program requirements and limitations as specified in the Calendar, for ensuring their programs are properly planned in accordance with degree specifications, and for the completeness and accuracy of their registration. Please read the Calendar carefully before registering in courses, and if you are in doubt about any regulations pertaining to your program, consult the Undergraduate Student Services Office (231 General Services Building) for clarification.</u></p> <p><u>Students wishing to take more than ★15 in a term must have satisfactory standing and approval of the Undergraduate Student Services Office (231 General Services Building).</u></p> <p>(2) <u>Selection of First-Year Courses</u></p> <p><u>Beginning first-year students who have completed no credits toward their programs normally restrict their registration to junior courses. First year students contemplating taking senior level courses should be careful to ensure that they have completed any prerequisites.</u></p> <p>(3) <u>Withdrawal from Courses</u></p> <p><u>Courses from which the student withdraws up to and including the last day for registration in the Fall and Winter Terms will not appear on the student's record. Courses from which the student withdraws after the last day of registration and up to and including the last day for dropping courses will appear with a grade of "W" (Withdrew with permission) on the transcript.</u></p> <p><u>Deadlines for withdrawing from courses are</u></p> |
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| | listed in §11. |
| <p><i>Rationale for change:</i></p> <p>Moved text from Section 33.4.13</p> <p>Largely based on material from the Faculty of Science Calendar Section.</p> | |

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| <h3>33.5 Interruption of Studies</h3> <p>Students who wish to take a break from studies for more than 12 months follow the new program requirements when they return to the Faculty. Permission to follow their current requirements can be requested by writing the Associate Dean (Academic) at least 14 days prior to the beginning of the term the student wishes to miss.</p> | <h3>33.7 Interruption of Studies</h3> <p>Students who wish to take a break from studies for more than 12 months <u>will be required to reapply in order to continue with their studies.</u> <u>Students will follow the new program requirements when they return to the Faculty.</u> Permission to follow their current requirements can be requested by writing the Associate Dean (Academic) at least 14 days prior to the beginning of the term <u>that</u> the student wishes to miss.</p> <p><u>Students with marginal standing or who are on academic probation are only permitted to interrupt their studies with the prior, written approval of the Associate Dean (Academic). Should students in either of these categories interrupt their programs for more than twelve months without prior approval, readmission will not be granted unless the student meets the current readmission criteria.</u></p> |
| <p><i>Rationale for change:</i></p> <p>Moved text from Section 33.4.3.d.v</p> | |

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| <h3>33.6 Time Limit to Complete Program</h3> <p>Although there is no time limit for degree completion, program requirements change with time. Eight years from the year of original admission, students who have not yet completed their degree and wish to do so must follow the program requirements in the current <i>Calendar</i>. Exception requests must be submitted to the Associate Dean (Academic).</p> | <h3>33.8 Time Limit to Complete Program</h3> <p>...</p> |
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Rationale for change:

33.7 Petitions and Appeals

The Faculty of Agricultural, Life and Environmental Sciences has petition and appeal procedures so that students who encounter special problems relating to academic standing, grade or course concerns, and program requirements have them reviewed in an equitable manner. A copy of these Faculty regulations regarding petitions and appeals may be obtained from Student Services, 231 General Services Building.

Note: Deadlines exist for submission of petitions and appeals. Contact the Faculty for details.

Under certain conditions, an unsuccessful appeal within the Faculty may be carried to the General Faculties Council Academic Appeals Committee. See §23.8.

33.9 Petitions and Appeals

The Faculty of Agricultural, Life and Environmental Sciences has petition and appeal procedures so that students who encounter special problems relating to academic standing, grade or course concerns, and program requirements have them reviewed in an equitable manner. A copy of these Faculty regulations regarding petitions and appeals may be obtained from Undergraduate Student Services, 231 General Services Building.

Note: Deadlines exist for submission of petitions and appeals. Contact the Faculty for details.

Under certain conditions, an unsuccessful appeal within the Faculty may be carried to the General Faculties Council Academic Appeals Committee. See §23.8.

Rationale for change:

33.8 Student Advisory Services

Undergraduate students seeking advice on academic matters ~~should do the following:~~

- ~~(1) For information regarding Faculty regulations on admission, readmission, program requirements, transfer credit, course registration, withdrawal, and graduation requirements, students should consult Student Services, 231 General Services Building.~~
- ~~(2) Students who are encountering special difficulties related to their programs or to Faculty decisions, and students with problems of an individual nature, should contact the Associate Dean (Academic), 231 General Services Building.~~

33.10 Student Advisory Services

Undergraduate students seeking advice on academic matters, are encountering special difficulties related to their programs or to Faculty decisions, and students with problems of an individual nature should consult Undergraduate Student Services, 231 General Services Building.

Rationale for change:

34.1 Degrees Offered

The Faculty offers programs leading to ten BSc degrees with a common structure (see §32.1 for a complete program listing). Curricular elements are drawn from the natural and social sciences and consist primarily of courses offered by the Faculty. Foundation courses, which provide basic background principles, are also offered by the Faculties of Arts, Business and Science.

- (1) **Program Core:** The Program Core consists of the central program elements in each degree.
- (2) **Requirements of the Major:** The major focuses specialization within each degree. Most programs offer majors, and some allow a double major. In those programs, one or two majors must be declared (see Note)
- (3) **Requirements of Minors:** Minors provide structured customization of the degree. Not all programs and majors include minors. Whether minors are optional or required, students who will complete a minor must declare it (see Note).
- (4) **Approved Program Electives (APEs):** APEs build on the requirements of the major and allow some customization of the learning experience. These groupings further develop depth of knowledge in key aspects of the major. Most APEs are taken at the senior level; normally only ★6 APEs are allowed at the 100- and 200-level. APEs should be selected from lists developed annually by the Faculty; additional assistance is available from Academic Advisors (see Note).
- (5) **Free Electives:** Free Electives allow students to broaden their background and knowledge base. These courses may build on their discipline or be of personal interest but unrelated to their program.
- (6) **Capstone Courses:** Capstone Courses synthesize knowledge and skills learned throughout the four years of the program. These courses are integrative and experiential, and are taken in the final year. The Faculty reviews potential Capstone Courses annually to ensure that specific criteria are met. Some programs and majors specify the Capstone Course that must be taken (see Note under individual programs

34.1 Degrees Offered

The Faculty offers programs leading to ten BSc degrees with a common structure and one BA (see §32.1 for a complete program listing). Curricular elements are drawn from the natural and social sciences and consist primarily of courses offered by the Faculty. Foundation courses, which provide basic background principles, are also offered by the Faculties of Arts, Business and Science.

- (1) **Program Core:** The Program Core consists of the central program elements in each degree.
- (2) **Requirements of the Major:** The major focuses specialization within each degree. Most programs offer majors, and some allow a double major. In those programs, one or two majors must be declared (see Note)
- (3) **Requirements of Minors:** Minors provide structured customization of the degree. Not all programs and majors include minors. Whether minors are optional or required, students who will complete a minor must declare it (see Note).
- (4) **Approved Program Electives (APEs):** APEs build on the requirements of the major and allow some customization of the learning experience. These groupings further develop depth of knowledge in key aspects of the major. Most APEs are taken at the senior level; normally only ★6 APEs are allowed at the 100- and 200-level. APEs should be selected from lists developed annually by the Faculty; additional assistance is available from Undergraduate Student Services (see Note).
- (5) **Free Electives:** Free Electives allow students to broaden their background and knowledge base. These courses may build on their discipline or be of personal interest but unrelated to their program.
- (6) **Capstone Courses:** Capstone Courses synthesize knowledge and skills learned throughout the four years of the program. These courses are integrative and experiential, and are taken in the final year. The Faculty reviews potential Capstone Courses annually to ensure that specific criteria are met. Some programs and majors specify the Capstone Course that must be taken (see Note under individual programs

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| <p>or majors); others allow selection from a list of courses or specify a given course in a given year (see Note below).</p> <p>(7) Course Sequencing: Students should complete all junior requirements before taking senior courses. 100-level courses from Program Cores should be taken in first year. Prerequisites must be followed and considered when planning course sequencing. Prerequisites and corequisites for each course are found in the Courses Listings section of the Calendar.</p> <p>Note: Forms to declare majors and minors, lists of APE courses and lists of Capstone Courses for a given year are available from Student Services, 231 General Services Building. The lists are also posted at www.ales.ualberta.ca</p> <p>The Faculty also jointly offers two BSc degree programs with the Faculty of Business in Agricultural/Food Business Management and Forest Business Management. The Faculty offers two combined degrees, a BSc Human Ecology/BEd and a BSc Environmental and Conservation Sciences/BA Native Studies. In the combined degrees programs students can complete two degrees in five years. The Faculty offers a four year BSc Environmental and Conservation Sciences—Bilingual degree jointly with Faculté Saint-Jean.</p> | <p>or majors); others allow selection from a list of courses or specify a given course in a given year (see Note below).</p> <p>(7) Course Sequencing: Students should complete all junior requirements before taking senior courses. 100-level courses from Program Cores should be taken in first year. Prerequisites must be followed and considered when planning course sequencing. Prerequisites and corequisites for each course are found in the Courses Listings section of the Calendar.</p> <p>Note: Forms to declare majors and minors, lists of APE courses and lists of Capstone Courses for a given year are available from <u>Undergraduate</u> Student Services, 231 General Services Building. The lists are also posted at www.ales.ualberta.ca.</p> |
| <p><i>Rationale for change:</i></p> | |

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| <p>34.3.1 Pre-Veterinary Medicine Program</p> <p>(1) General Information: The Pre-Veterinary Medicine program at the University of Alberta is intended to allow the student to meet the entry requirements of either the University of Calgary Faculty of Veterinary Medicine or the Western College of Veterinary Medicine, University Saskatchewan while working towards a degree offered by the Faculty. Only Alberta residents are eligible to apply to the University of Calgary Faculty of Veterinary Medicine, while the Western College of Veterinary Medicine typically admits only students from western Canada with quotas for each province. Students with the highest academic standing during their pre-veterinary years will generally receive preference. Application may be made to veterinary programs once necessary requirements are met, after two or more years of study. For detailed</p> | <p>34.3.1 Pre-Veterinary Medicine</p> <p>(1) General Information: Pre-Veterinary Medicine at the University of Alberta is intended to allow the student to meet the entry requirements of either the University of Calgary Faculty of Veterinary Medicine or the Western College of Veterinary Medicine, University Saskatchewan while working towards a degree offered by the Faculty. Only Alberta residents are eligible to apply to the University of Calgary Faculty of Veterinary Medicine, while the Western College of Veterinary Medicine typically admits only students from western Canada with quotas for each province. Students with the highest academic standing during their pre-veterinary years will generally receive preference. Application may be made to veterinary programs once necessary requirements are met, after two or more years of study. For detailed information on residence policy</p> |
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information on residence policy and admissions procedures, contact the Admissions Office of the veterinary schools.

Applicants should be aware of the total time required to obtain a veterinary degree and license to practice in Alberta - a minimum of two years of pre-veterinary studies (normally three to four years pre-veterinary), then four years of veterinary studies at an accredited institution, at which point the DVM degree is awarded.

Students planning to enter Pre-Veterinary Medicine should note the entrance requirements in §15.1.8. Inquiries about ~~the program~~ should be addressed to Student Services, 231 General Services Building, Faculty of Agricultural, Life and Environmental Sciences, University of Alberta. E-mail questions@ales.ualberta.ca.

(2) Required Courses: A minimum of two full years of university training are required for admission to the Western College of Veterinary Medicine or to the University of Calgary Faculty of Veterinary Medicine. ~~The program of study, completed over two to four years, includes the following: Biochemistry (*6), Biology (*6), Chemistry (*6), English (*6), Genetics (*3), Introductory Microbiology (*3), Mathematics or Statistics (*6), Organic Chemistry (*3), and Physics (*6) (WCVM only). In addition, to the above preprofessional courses, degree program requirement courses and free program electives totaling *15 will be taken to make up a full course load.~~

(3) Courses taken in the Pre-Veterinary Medicine Program (*60)

- a. *6 from ENGL 121, 122, 123, 124 or 125
- b. PL SC 331 and AN SC 391; or BIOCH 200 and 310
- c. BIOL 107 and 108
- d. BIOL 207 and 208
- e. CHEM 101 and 102
- f. CHEM 261
- g. *3 STAT (STAT 151 recommended)
- h. MATH 113 (or 114)
- i. PHYS 124 and 126
- j. *15 Electives and/or Program Requirement Courses

(4) Completion of Programs in the Faculty of Agricultural, Life and Environmental Sciences: Students will complete the requirements of ~~the pre-~~

and admissions procedures, contact the Admissions Office of the veterinary schools.

Applicants should be aware of the total time required to obtain a veterinary degree and license to practice in Alberta - a minimum of two years of pre-veterinary studies (normally three to four years pre-veterinary), then four years of veterinary studies at an accredited institution, at which point the DVM degree is awarded.

Students planning to enter Pre-Veterinary Medicine should note the entrance requirements in §15.1.8. Inquiries about Pre-Veterinary Medicine should be addressed to Student Services, 231 General Services Building, Faculty of Agricultural, Life and Environmental Sciences, University of Alberta. E-mail questions@ales.ualberta.ca.

(2) Courses: A minimum of two full years of university training are required for admission to the Western College of Veterinary Medicine or to the University of Calgary Faculty of Veterinary Medicine.

Pre-veterinary courses can be taken in either the BSc Agriculture Program (Animal Science major) or the B.Sc. Animal Health Program (any major). All courses required for application to veterinary programs can be completed over two to four years while meeting the requirements of either of these programs. A course selection guide sheet showing the courses normally required for application to the western Canadian veterinary programs will be issued to students selecting Pre-Veterinary Medicine. Knowledgeable Faculty Advisors are available to provide further information to Pre-Veterinary Medicine students in Faculty of Agricultural, Life & Environmental Sciences programs.

(3) Completion of Programs in the Faculty of Agricultural, Life and Environmental Sciences: Students will complete the requirements of Pre-Veterinary Medicine while registered in the Faculty

~~veterinary medicine program~~ while registered in the Faculty and working towards one of the degrees the Faculty offers. ~~Alternately, students may complete all the requirements of the pre-veterinary medicine program and then transfer into a degree program and earn one of the degrees that the Faculty offers.~~ Undergraduate students seeking advice on academic matters should refer to §33.8.

and working towards one of the degrees the Faculty offers. Undergraduate students seeking advice on academic matters should refer to §33.8.

Rationale for change:

Already approved but did not make the draft for 2012-13.

34.3.2 Other Preprofessional Programs

Those wishing to apply to professional programs, such Business, Education, Law, Medicine, Pharmacy or others, must normally complete one or more preprofessional years before applying for admission to the program. The required courses or their equivalents may be taken by students who are registered in various programs in the Faculty of Agricultural, Life and Environmental Sciences, with careful selection of free electives and approved program electives.

34.3.2 Other Preprofessional Programs

Those wishing to apply to professional programs, such ~~as~~ Business, Education, Law, Medicine, Pharmacy or others, must normally complete one or more preprofessional years before applying for admission to the program. The required courses or their equivalents may be taken by students who are registered in various programs in the Faculty of Agricultural, Life and Environmental Sciences, with careful selection of free electives and approved program electives.

34.4 BSc in Agricultural/Food Business Management

34.4.1 General Information

This program is for ~~individuals~~ interested in applying business skills and tools to management of organizations in the agriculture and food industries. Agricultural/Food Business Management graduates develop a strong understanding of business concepts and principles applied to these sectors and have a basic knowledge of the scientific processes involved.

The program provides the background for a career in an agricultural or food business setting. Graduates may choose careers in management, sales or finance, but they also have the ability to interact comfortably with technical specialists and have a good understanding of the products and processes with which they are involved. Graduates may become scientists and technical specialists with

34.4 BSc in Agricultural/Food Business Management

34.4.1 General Information

This program is for students interested in applying business skills and tools to management of organizations in the agriculture and food industries. Agricultural/Food Business Management graduates develop a strong understanding of business concepts and principles applied to these sectors and have a basic knowledge of the scientific processes involved.

...

a deeper understanding of business management.

The program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Business. Although it is administered in the Faculty of Agricultural, Life and Environmental Sciences, the program is managed by an interdisciplinary committee with representation from both Faculties.

See §15.1.1 for admission information and recommended courses in the first year of studies.

Students are provided with the analytical, scientific and educational foundation on which to build the business and technical components of their field. Students in both majors take courses in business including accounting, finance, marketing and human resources. Each student in the program is expected, through a Capstone course, to integrate knowledge from the agricultural or food sciences with the business management disciplines.

(1) Requirements of the BSc in Agricultural/Food Business Management Program (★99)

- a. *6 ENGL: (two of ENGL 121, 122, 123, 124, and 125 recommended)
- b. ALES 204
- c. SMO 301
- d. ECON 101 and 102
- e. STAT 151
- f. *3 BIOL or CHEM (see Note 1)
- g. ACCTG 311 and 322
- h. AREC 200 and 214
- i. AREC 313, 473, and 484
- j. AREC 433 or 482
- k. ECON 281 and 282
- l. FIN 301
- m. MARK 301
- n. MATH 113 or 114
- o. *21 Approved Program Electives [see §34.1(4) and Note 2]
- p. 12 Free Electives
- q. *3 Capstone Course [see §34.1(6), the note under each major below, and Note 3]

Notes

- (1) Food Business Management majors are required to take BIOL 107 or 108.
- (2) Approved Program Electives include ALES electives offered by the Faculty of Agricultural, Life and Environmental

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| <p>Sciences, and BUS electives offered by the Faculty of Business.</p> <p>(3) See §34.1 for program planning and structure details.</p> | |
| <p><i>Rationale for change:</i></p> | |

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| <p>34.4.3 Food Business Management Major</p> <p>Graduates of this major will develop the abilities required of business professionals working within the food processing and retailing sectors. Graduates develop an understanding of the scientific and economic relationships that influence activities in the food industry. Graduates fully understand and appreciate the business management skills needed to manage organizations effectively and efficiently within this industry.</p> <p>Students complete courses in food chemistry, engineering and microbiology. This provides a solid scientific background that is combined with food business management and economics courses. Graduates are well positioned for management careers in the food processing and retailing industry.</p> <p>(1) Requirements of the Major (★21)</p> <ol style="list-style-type: none"> AREC 384 or 333 CHEM (164 or 261) and 263 NU FS 100, 363, 373 and 374 (see Note 1 below) CHEM 101 (taken as APE; see Note 2) <p>Notes</p> <ol style="list-style-type: none"> Students who take NU FS 373 in the first year of the program should select an Approved Program Elective in place of NU FS 100. Students who have received credit for CHEM 164 do not require CHEM 261. CHEM 101 is a prerequisite for CHEM 261. The ★3 for CHEM 101 is counted as an APE in the program requirements (See §34.4.1). The capstone course for this major is one of AREC 423 or NU FS 450. | <p>34.4.3 Food Business Management Major</p> <p>...</p> <p>(1) Requirements of the Major (★21)</p> <ol style="list-style-type: none"> AREC 384 or 333 CHEM (164 or 261) and 263 (<u>see Note 1</u>) NU FS 100, 363, 373 and 374 (<u>see Note 2</u>) <p>Notes</p> <ol style="list-style-type: none"> <u>Students who are ineligible to take CHEM 164 are required to take CHEM 261. CHEM 101 is a prerequisite for CHEM 261 and is counted as an APE in the program requirements for students who require it (See §34.4.1).</u> <u>Students who take NU FS 373 in the first year of the program should select an Approved Program Elective in place of NU FS 100.</u> The capstone course for this major is one of AREC 423 or NU FS 450. |
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Rationale for change:

34.5 BSc in Agriculture

34.5.1 General Information

- (1) The Faculty offers courses leading to the degree of Bachelor of Science in Agriculture. The program provides students with an understanding of the scientific principles underlying the many facets of agriculture together with their application in agricultural systems and related industries. Through a broadly based educational experience, students develop capacities for critical and independent thought and clear expression of ideas. Throughout the program, emphasis is placed on integrating several areas in the physical, biological, and social sciences relevant to modern agricultural practices.

Graduates will have a background in basic social, natural, and agricultural sciences, with an emphasis on sustainable production, renewable agricultural resource management, and economic analysis. Graduates qualify to apply to be Articling Agrologists which can lead to status as Professional Agrologists.

- (2) During their first year, or before they register for their second year, students should consult an Academic Advisor. Course choices may affect scheduling for majors.
- ~~(3) Students in the Pre-Veterinary Medicine program (§34.3.1) are able to continue in the BSc in Agriculture degree and will normally receive credit for courses already completed successfully.~~

(4) Requirements of the BSc in Agriculture Program Core (*60)

- ~~a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125 recommended)~~
- ~~b. ALES 204~~
- ~~c. AREC 323 or SMO 304~~
- ~~d. ECON 101 and 102~~
- ~~e. STAT 151~~

34.5 BSc in Agriculture

34.5.1 General Information

- (1) The Faculty offers courses leading to the degree of Bachelor of Science in Agriculture. The program provides students with an understanding of the scientific principles underlying the many facets of agriculture together with their application in agricultural systems and related industries. Through a broadly based educational experience, students develop capacities for critical and independent thought and clear expression of ideas. Throughout the program, emphasis is placed on integrating several areas in the physical, biological, and social sciences relevant to modern agricultural practices.

Graduates will have a background in basic social, natural, and agricultural sciences, with an emphasis on sustainable production, renewable agricultural resource management, and economic analysis. Graduates qualify to apply to be Articling Agrologists which can lead to status as Professional Agrologists.

- (2) During their first year, or before they register for their second year, students should consult an Academic Advisor. Course choices may affect scheduling for majors.

(4) Requirements of the BSc in Agriculture Program Core (*39)

- a. *3 ENGL: (one of ENGL 121, 122, 123, 124 or 125 recommended)
- b. ALES 204
- c. ECON 101
- d. STAT 151
- e. *3 from BIOL 107, 108, 207, 208 (see Note)

~~f. *3 from BIOL 107, 108, 207, 208 (see Note)~~
~~g. *3 from BIOL 107, 108, 207, 208; BIOCH 200 or PL SC 331; AN SC 391 or BIOCH 310; (see Note)~~
~~h. AREC 200~~
~~i. AREC 214~~
~~j. AN SC 200~~
~~k. MATH 113 or 114~~
~~l. PL SC 221~~
~~m. SOILS 210~~
~~n. *12 Free Electives~~
~~o. *3 Capstone Course [see note under each major as well as §34.1(6)]~~
 Note: BIOL 108 and 208 are required for the Sustainable Agricultural Systems, Animal Science and Range and Pasture Management Majors, and the Pre-Veterinary Medicine Program.

f. AREC 200
 g. AN SC 200
 h. MATH 113 or 114
 i. PL SC 221
 j. REN R 210
 k. *6 Free Electives
 l. *3 Capstone Course [see note under each major as well as §34.1(6)]
 Note: BIOL 108 and 208 are required for the Sustainable Agricultural Systems and Animal Science Majors, and Pre-Veterinary Medicine.

Rationale for change:

To accommodate desired flexibility in the program as well as easily accommodate proposed new majors (awaiting GFC and AET approval), it is necessary to reduce the size of the program core. The courses that are being removed from the core are not deemed to be necessary for all students in the program. Courses that have been removed from the program core may still be required by individual majors.

34.5.2 Agricultural and Resource Economics Major

(1) **General Information:** This major provides students with an understanding of the basic principles of economics and develops a scientific background sufficient to apply economic tools to production, processing, marketing, and financing and consumption in the agri-food and other resource industries. Students will gain expertise in the use of economic theory in agricultural and other natural resource industries, and will develop analytical techniques that permit them to understand and assess a wide variety of policy and market issues. The program develops knowledge of applied social, agricultural, and natural sciences that permits graduates to succeed in a variety of agricultural and natural resource settings.

(2) Requirements of the Major (*60)

- a. ACCTG 300
- b. *6 from 400-level AREC
- c. AREC 313, 333, 384, and 473
- d. ECON 281 and 282
- e. ENCS 473 or FOREC 473
- f. AREC 365
- g. *3 from REN R 432 or R SOC
- h. *24 Approved Program Electives [see §34.1(4)]

34.5.2 Agricultural and Resource Economics Major

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(2) Requirements of the Major (*81)

- a. ACCTG 300
- b. *6 from 400-level AREC
- c. AREC 313, 333, 384, and 473
- d. ECON 281 and 282
- e. ENCS 473 or FOREC 473
- f. AREC 365
- g. *3 from REN R 432 or R SOC
- h. ECON 102

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| <p>Note: The capstone course for this major is one of AREC 410 or 423</p> | <p>i. <u>AREC 214</u> j. <u>AREC 323 or SMO 310</u> k. <u>AREC 430 or AREC 433</u> k. <u>*3 ENGL</u> l. <u>*24 Approved Program Electives [see §34.1(4)]</u> m. <u>*6 Free Electives</u></p> <p>Note: The capstone course for this major is one of AREC 410 or 423.</p> |
| <p><i>Rationale for change:</i> In response to the elimination of *21 from the BSc in Agriculture Program Core.</p> | |

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| <h3>34.5.3 Animal Science Major</h3> | |
| <p>(1) General Information: The Animal Science Major encompasses studies of livestock, including dairy, swine, beef, poultry and diversified livestock.</p> <p>This major enables students to gain an understanding of the scientific disciplines of animal science including physiology, genetics, biochemistry, nutrition, and behavior. Students will also learn how to integrate and apply these concepts to solve problems in animal production systems.</p> <p>Graduates with this major find opportunities in a wide range of agri-business industries, government agencies and primary agriculture.</p> <p>(2) Requirements of the Major (*60)</p> <p>a. AN SC 310, 311, and 312 b. AN SC 484 or 485 c. *6 from AN SC 471, 472, 474, 475, and 476 d. BIOL 107 and 207 e. AN SC 260 or *3 NUTR f. *6 from AN SC 461, 462 and 463 g. *6 from Organic Chemistry-or Inorganic Chemistry h. *21 Approved Program Electives [see §34.1(4)]</p> <p>Note: The capstone course for this major is AN SC 479.</p> | <p>(2) Requirements of the Major (*81)</p> <p>a. AN SC 310, 311, and 312 b. AN SC 484 or 485 c. *6 from AN SC 471, 472, 474, and 476 d. *9 from BIOL 107, <u>108</u>, 207 and <u>208</u> e. AN SC 260 or *3 NUTR f. *6 from AN SC 461, 462 and 463 g. *6 from Organic Chemistry, <u>Inorganic Chemistry, or Physics</u> h. <u>ECON 102</u> i. <u>AREC 323 or SMO 310</u> j. <u>*27 Approved Program Electives [see §34.1(4)]</u> k. <u>*6 Free Electives</u></p> <p>Note: The capstone course for this major is AN SC 479.</p> |
| <p><i>Rationale for change:</i> In response to the elimination of*21 from the BSc in Agriculture Program Core.</p> | |

34.5.4 Crop Science Major

(1) General Information: This major focuses on the agronomy and science of agricultural crop production. It provides students with an in-depth understanding of plant growth, soils and factors affecting crop production. Crop responses to a range of environmental factors are addressed. Students learn about biotechnological, breeding and production management techniques used to develop, grow and market well-adapted, high quality and high yielding crop cultivars. Students also develop skills to respond to economic situations, market demands, environmental constraints and societal expectations.

Graduates with this major are able to work and serve in technical, sales and management positions with agri-business industries, in advisory, regulatory and management positions with government agencies, or in primary production.

(2) Requirements of the Major (*60)

- a. *6 from BIOL 107, 108, 207, 208, (BIOCH 200 or PL SC 331), (BIOCH 310 or AN SC 391), EAS 101, 102 (not taken in core)
- b. BOT 340
- c. *6 of Organic Chemistry, Inorganic Chemistry or Physics
- d. PL SC 324, 355, and 495
- e. *6 from ENT 207, PL SC 352, 380
- f. *3 from ENCS 356, PL SC 354, 357
- g. PL SC 465 or SOILS 460
- h. *24 Approved Program Electives [see §34.1(4)]

Note: The capstone course for this major is PL SC 499.

(2) Requirements of the Major (*81)

- a. *6 from BIOL 107, 108, 207, 208, (BIOCH 200 or PL SC 331), (BIOCH 310 or AN SC 391), EAS 101, 102 (not taken in core)
- b. BOT 340
- c. *6 from Organic Chemistry, Inorganic Chemistry or Physics
- d. PL SC 324, 355, and 495
- e. *6 from ENT 207, PL SC 352, 380
- f. *3 from ENCS 356, PL SC 354, 357
- g. PL SC 465 or SOILS 460
- h. *3 ENGL
- i. ECON 102
- j. AREC 214
- k. AREC 323 or SMO 310
- l. *27 Approved Program Electives [see §34.1(4)]
- m. *6 Free Electives

Note: The capstone course for this major is AN SC 479.

Rationale for change:

In response to the elimination of *21 from the BSc in Agriculture Program Core.

34.5.5 Range and Pasture Management Major

(Effective Fall 2012, applications to this major are no longer accepted. Interested students should consider applying to the BSc Environmental and Conservation Sciences, Wildlife and Rangeland Resources Management major.)

Students currently enrolled in the BSc Agriculture Range and Pasture Management major will be allowed to finish their degree program no later than ~~2014-2015~~.

- (1) ~~**General Information:** In this cross disciplinary major students are introduced to the theory and practice of managing soil-plant-animal relationships within the context of cultivated and native grasslands used by wildlife and domestic herbivores. Key areas of study include the structure, function, and ecology of native and cultivated plant communities, plant and animal physiology, plant-animal interactions under grazing, response of plant communities to grazing, the complementary and conflicting requirements of domestic herbivores and wildlife, and intensive versus extensive-based production systems.~~

~~— Graduates are prepared for careers as consultants or land and livestock managers with government agencies, conservation associations or agri-businesses involved in the management of private and public (e.g. multiple-use) grazing land.~~

(2) ~~**Requirements of the Major (★60)**~~

- ~~a. *3 from AN SC 472 or 474~~
- ~~b. *6 from BIOL 107, 207, (BIOCH 200 or PL SC 331), (BIOCH 310 or AN SC 391), EAS 100, 105~~
- ~~c. *3 from AN SC 260, 310, 311, BOT 340, REN R 321~~
- ~~d. ENCS 356 and 406~~
- ~~e. *6 of Organic Chemistry, Inorganic Chemistry or Physics~~
- ~~f. *6 from ENCS 376, ENCS 407, FOR 340, PL SC 352, REN R 414~~
- ~~g. PL SC 354~~
- ~~h. SOILS 420 or 460~~
- ~~i. *24 Approved Program Electives [see §34.1(4)]~~

Note: The capstone course for this major is one of

34.5.7 Range and Pasture Management Major

(Effective Fall 2012, applications to this major are no longer accepted. Interested students should consider applying to the BSc Environmental and Conservation Sciences, Wildlife and Rangeland Resources Management major.)

Students currently enrolled in the BSc Agriculture Range and Pasture Management major will be allowed to finish their degree program no later than 2017-2018.

AN SC 474; ENCS 471; or PL SC 499.

Rationale for change:

Major is suspended. 2017-18 is a more reasonable completion expectation.

34.5.6 Sustainable Agricultural Systems Major

(1) ~~**General Information:** Knowledge about individual components of agricultural systems (including people, plants, animals and soil, water and other resources) has expanded rapidly, but less is known about how these systems work as a whole. There is a need to integrate knowledge from a number of disciplines in order to maintain and enhance the performance of agricultural systems so that resource use is efficient and sustainable. Agricultural systems can be viewed from a local, national or international perspective. A systems approach to sustainable agriculture considers the linkages between human activity and institutions with agricultural production systems. Key areas of study include agricultural production systems, natural resource management and the interrelationships of these with social and economic systems.~~

~~— Graduates are prepared for careers in agriculture and systems analysis within government or the agriculture and food industry.~~

(2) ~~**Requirements of the Major (★60)**~~

- a. ~~* 3 from AREC 333, 384, 473~~
- b. ~~*6 from AN SC 471, 472, 474, 475, 476, ENCS 356, PL SC 354, 355, 357, 440~~
- c. ~~*6 from AN SC 391, BIOCH 200 or PL SC 331, BIOL 107, 207, EAS 100, 105, Organic Chemistry, Inorganic Chemistry, PHYS~~
- d. ~~*3 from EAS 221, FOREN 201, REN R 410~~
- e. ~~SOILS 420~~
- f. ~~REN R 250~~
- g. ~~ENCS 461~~
- h. ~~AREC 365~~

34.5.6 Sustainable Agricultural Systems Major

(Effective Fall 2013, applications to this major are no longer accepted. Interested students should apply to the BSc Environmental and Conservation Sciences, Sustainable Agriculture major.)

Students currently enrolled in the BSc Agriculture Sustainable Agricultural Systems major will be allowed to finish their degree program no later than 2018-2019.

- i. ~~REN R 450~~
- j. ~~R SOC 355~~
- k. ~~*24 Approved Program Electives [see §34.1(4)]~~

Note: ~~The capstone course for this major is one of AN SC 471, 472, 474, 475, or 476; ENCS 471; PL SC 499.~~

Rationale for change:

Major is being suspended subject to the creation of a new Sustainable Agriculture major in the BSc ENCS program.

34.6 BSc in Animal Health

34.6.1 General Information

- (1) The BSc Animal Health program provides a strong background in basic life sciences with application in animal immunology and infection, animal physiology, nutrition, behavior and welfare, animal production and food processing. It is of value to students with an interest in the food animal production industry or in the field of companion animals. Experiential learning is a substantial component of this program.

The competitiveness of animal agriculture in western Canada depends on refinement and continued adaptation of production systems that respond to public sensitivities related to animal welfare and the safety of the food supply. Three majors within this degree (Companion and Performance Animals, Food Animals and Food Safety and Quality) will provide students with enrichment to match their interest and career goals. Graduates of the program will be well positioned for careers in the companion and performance animal industries or in the food-production value chain, from primary livestock and poultry production, through to product safety and quality.

- (2) During their first year, or before they register for their second year, students should consult an Academic Advisor. Course choices may affect scheduling for majors.
- (3) While registered in the BSc Animal Health

34.6 BSc in Animal Health

34.6.1 General Information

- ... (3) While registered in the BSc Animal Health

program students may complete the requirements of the Pre-Veterinary Medicine program (§34.3.1) in order to be eligible to apply for admittance to Doctor of Veterinary Medicine (DVM) programs at either the University of Saskatchewan's Western College of Veterinary Medicine or the University of Calgary's Faculty of Veterinary Medicine.

(4) Requirements of the program (★72)

- a. ALES 204
- b. AN SC 100
- c. AN SC 411
- d. AREC 200 or 323
- e. BIOCH 200
- f. BIOL 107, 108, 207, 208
- g. CHEM 101, 102 and 261
- h. ECON 101 and 102
- i. *3 ENGL
- j. IMIN 200
- k. *3 MATH
- l. MICRB 265
- m. STAT 151
- n. *12 Free Electives
- o. *3 Capstone [see Note 2 and 34.1(6)]

Notes

- ~~(1) Students who plan to apply to the Western College of Veterinary Medicine are required to obtain credit for ★6 physics and an additional ★3 biochemistry (see §34.3.1). These courses are to be included within the ★12 free electives.~~
- (2) The capstone course for this program is AN SC 499.

program students may complete the requirements for Pre-Veterinary Medicine (§34.3.1) in order to be eligible to apply for admittance to Doctor of Veterinary Medicine (DVM) programs at either the University of Saskatchewan's Western College of Veterinary Medicine or the University of Calgary's Faculty of Veterinary Medicine.

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Notes

- (1) The capstone course for this program is AN SC 499.

Rationale for change:

We are removing Note 1 because they are requirements for another University's program, and can be communicated through advising.

34.7 BA in Environmental Studies

34.7.1 General Information

- (1) The Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts have worked together to develop this degree which will educate students in the

scientific, cultural, economic, moral, political and social dimensions of environmental issues. As the subject matter transcends the boundaries of any single discipline or faculty, this degree is offered through a collaborative program that draws on the Faculties of Native Studies and Science.

This degree will provide graduates with interdisciplinary expertise to identify, frame, and contribute to the solution of environmental problems. Graduates will have a broad educational foundation in environmental studies, social studies and the humanities, for careers in law, business, economics, resource management, journalism as well as graduate education in either the professions or in research.

(2) This program is not available as an After Degree.

(3) Program Requirements (★120)

Residency Requirements: In the ★120 required to complete the degree, the following must be included:

- a. ★60 must be successfully completed at the U of A
- b. a minimum of (★30) must be taken while registered in the Faculty of Agricultural, Life and Environmental Sciences.

The following courses, comprising ★78, are common to all routes within the program:

- a. ★6 Junior ENGL
- b. ★3 Humanities (See Arts Chart 1, Group 2)
- c. ★3 Fine Arts (See Arts Chart 1, Group 1)
- d. BIOL 108
- e. ECON 101
- f. ENCS 352
- g. NS 200
- h. PHIL 355
- i. POLS 101
- j. REN R 250
- k. STAT 141 or 151
- l. ★3 from ANTHR 230, ~~ENCS 260~~, STS 200
- m. ★6 from ~~ENCS 204~~, PL SC 221, REN R 120, ~~SOILS-210~~
- n. ★3 from AREC 365 or ECON 369
- o. EAS 221
- p. ★6 ENST 400

The following courses, comprising ★78, are common to all routes within the program:

- a. ★6 Junior ENGL
- b. ★3 Humanities (See Arts Chart 1, Group 2)
- c. ★3 Fine Arts (See Arts Chart 1, Group 1)
- d. BIOL 108
- e. ECON 101
- f. ENCS 352
- g. NS 200
- h. PHIL 355
- i. POLS 101
- j. REN R 250
- k. STAT 141 or 151
- l. ★3 from ANTHR 230, REN R 260, STS 200
- m. ★6 from REN R 205, PL SC 221, REN R 120, REN R 210
- n. ★3 from AREC 365 or ECON 369
- o. EAS 221
- p. ★6 ENST 400

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| <p>q. AREC 173 r. EAS 205 s. NS 435 t. POLS 230 or 240 u. BIOL 208 v. ★3 from AREC 313, EAS 392, NS 390, SOC 210 w. ★3 from ENCS 473 or EAS 494</p> <p>In addition to the courses listed above, students must select two of the following concentrations: Canadian Environmental Studies, Global Political Ecology, Indigenous Environmental Studies, Sociology of the Environment, and Urban Environments, for additional courses up to ★30. There are ★12 credits in free electives</p> | <p>q. AREC 173 r. EAS 205 s. NS 435 t. POLS 230 or 240 u. BIOL 208 v. ★3 from AREC 313, <u>HGP 399</u>, NS 390, SOC 210 w. ★3 from ENCS 473 or <u>HGP 450</u></p> <p>In addition to the courses listed above, students must select two of the following concentrations: Canadian Environmental Studies, Global Political Ecology, Indigenous Environmental Studies, Sociology of the Environment, and Urban Environments, for additional courses up to ★30. There are ★12 credits in free electives</p> |
| <p>Canadian Environmental Studies</p> <p>(1) General Information: This concentration brings together the diverse knowledge required to understand the environmental challenges facing Canadians as well as the proposed solutions that are the subject of public debates.</p> <p>(2) Requirements of the Concentration (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be posted on the website.</p> <p>a. POL S 333; one of BIOL 333, 366, 367 or ENCS 364, BIOL 381; one of POLS 327 or NS 240; HIST 359; one of POL S 325, 385, 429, 432, 440, 470, or SOC 372.</p> <p>Global Political Ecology</p> <p>(1) General Information: This concentration introduces students to political ecology as an interdisciplinary, multi-scalar framework for analyzing social problems and ecological problems. Political ecology has roots in the discipline of human geography and has been strongly shaped by the theoretical approaches of political economy, cultural studies, and gender analysis.</p> <p>(2) Requirements of the Concentration (*15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be</p> | <p>Canadian Environmental Studies</p> <p>(1) General Information: This concentration brings together the diverse knowledge required to understand the environmental challenges facing Canadians as well as the proposed solutions that are the subject of public debates.</p> <p>(2) Requirements of the Concentration (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be <u>available from the Undergraduate Student Services Office (231 GSB).</u></p> <p>(3) POL S 333; one of BIOL 333, 366, 367 or <u>REN R 364</u>, BIOL 381; one of POLS 327 or NS 240; HIST 359; one of POL S 325, 385, 429, 432, 440, 470, or SOC 372.</p> <p>Global Political Ecology</p> <p>(1) General Information: This concentration introduces students to political ecology as an interdisciplinary, multi-scalar framework for analyzing social problems and ecological problems. Political ecology has roots in the discipline of human geography and has been strongly shaped by the theoretical approaches of political economy, cultural studies, and gender analysis.</p> <p>(2) Requirements of the Concentration (*15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that</p> |

counted towards this concentration will be ~~posted on the website.~~

- a. POLS 333; RSOC 355; one of SOC 269, POLS 345, 364, RSOC 365, or WST 310; one of ~~EAS 493~~ or POLS 434; one of INTD 303, AREC 375, AREC 485.

Indigenous Environmental Studies

- (1) **General Information:** The concentration introduces students to indigenous perspectives and issues in environment and resource management.
- (2) **Requirements of the Concentration** (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be ~~posted on the website.~~
 - a. ANTH 323, ~~EAS 254~~; NS 390; R SOC 355; one of HIST 460 or NS 380; NS 403.

Sociology of the Environment Concentration

- (1) **General Information:** This concentration will offer students an in-depth understanding of the applications of sociology to environmental problems.
- (2) **Requirements of the Concentration** (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be ~~posted on the website.~~
 - a. SOC 212, 334, 352; R SOC 355, 365, 450

Urban Environments

- (1) **General Information:** This concentration focuses on the links between the environment and human settlement. Principles and practices of land use planning and environmental planning will be used to examine the development and use of urban areas. Students will explore current urban issues.
- (2) **Requirements of the Concentration** (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be

can be counted towards this concentration will be available from the Undergraduate Student Services Office (231 GSB).

- (3) POLS 333; RSOC 355; one of SOC 269, POLS 345, 364, RSOC 365, or WST 310; one of HGP 452 or POLS 434; one of INTD 303, AREC 375, AREC 485.

Indigenous Environmental Studies

- (1) **General Information:** The concentration introduces students to indigenous perspectives and issues in environment and resource management.
- (2) **Requirements of the Concentration** (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be available from the Undergraduate Student Services Office (231 GSB).
- (3) ANTH 323, HGP 250; NS 390; R SOC 355; one of HIST 460 or NS 380; NS 403.

Sociology of the Environment Concentration

- (1) **General Information:** This concentration will offer students an in-depth understanding of the applications of sociology to environmental problems.
- (2) **Requirements of the Concentration** (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration will be available from the Undergraduate Student Services Office (231 GSB).
- (3) SOC 212, 334, 352; R SOC 355, 365, 450

Urban Environments

- (1) **General Information:** This concentration focuses on the links between the environment and human settlement. Principles and practices of land use planning and environmental planning will be used to examine the development and use of urban areas. Students will explore current urban issues.
- (2) **Requirements of the Concentration** (★15 from below). Other courses may be approved annually if they relate significantly. Updated lists of courses that can be counted towards this concentration

~~posted on the website.~~
a. EAS 293, 296, 391, 499; POLS 434

will be available from the Undergraduate Student Services Office (231 GSB).
a. HGP 210, 240, 355, 499; POLS 434

Rationale for change:

Accommodates the name and number changes for ENCS, SOILS, FOR courses that are administered by the Renewable Resources Department to REN R (see Calendar changes submitted for Renewable Resources courses). Similarly, changes reflect changes of some EAS courses to HGP.

34.8 BSc in Environmental and Conservation Sciences

34.8.1 General Information

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- (1) The BSc in Environmental and Conservation Sciences program requires coursework in basic sciences, environmental sciences, resource assessment, environmental philosophy, environmental policy, and natural resource/environmental economics. Students must choose a major by their second year of study. Students should consult with ~~an academic advisor~~ about selection of Approved Program Electives.

(2) **Requirements of the BSc in Environmental and Conservation Sciences Program Core (★81)**

- a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125); or ALES 204 and 3 ENGL
- b. AREC 214, 323, and 365
- c. ECON 101 and 102
- d. STAT 151
- e. BIOL 108 and 208
- f. ~~*3 in Organic Chemistry~~
- g. ~~*3 from CHEM, PHYS 124, 126~~
- h. ~~ENCS 204, 260, 307, and 473~~
- i. REN R 299 (field school) (See Note 1)
- j. MATH 113 or 114
- k. REN R 110 and 250
- l. R SOC 355

34.8 BSc in Environmental and Conservation Sciences

34.8.1 General Information

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- (1) The BSc in Environmental and Conservation Sciences program requires coursework in basic sciences, environmental sciences, resource assessment, environmental philosophy, environmental policy, and natural resource/environmental economics. Students must choose a major by their second year of study. Students should consult with the Undergraduate Student Services Office (231 GSB) about selection of Approved Program Electives.

(2) **Requirements of the BSc in Environmental and Conservation Sciences Program Core (★81)**

- a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125); or ALES 204 and 3 ENGL
- b. AREC 214, 323, and 365
- c. ECON 101 and 102
- d. STAT 151
- e. BIOL 108 and 208
- f. (CHEM 101 and 261) or (CHEM 164 and 263)
- g. REN R 205, 260, 307, and 473
- h. REN R 299 (field school) (See Note 1)
- i. MATH 113 or 114
- j. REN R 110 and 250
- k. R SOC 355
- l. REN R 210

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| <p>m. SOILS 210 n. PL SC 221 o. *9 Free Electives p. *3 Capstone Course [see §34.1(6) and Note]</p> <p>Notes</p> <p>(1) REN R 299 is normally taken in the spring between second and third year. (2) See §34.1 for program planning and structure details.</p> | <p>m. PL SC 221 n. *9 Free Electives o. *3 Capstone Course [see §34.1(6) and Note]</p> <p>Notes</p> <p>(1) REN R 299 is normally taken in the spring between second and third year. (2) See §34.1 for program planning and structure details.</p> |
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Rationale for change:

Accommodates the name and number changes for ENCS, SOILS, FOR courses that are administered by the Renewable Resources Department to REN R (see Calendar changes submitted for Renewable Resources courses).

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| <p>34.8.2 Conservation Biology Major</p> <p>(1) Requirements of the Major (*39) a. *9 from BIOL 332, BOT 332, ENCS 356, 376, 406, 476, FOR 322 b. ENCS 364 c. ENCS 462 d. *3 REN R 120, 327; ENCS 406, 407 or BOT 322 e. *21 Approved Program Electives [see §34.1(4) and Note]</p> <p>Note: The Capstone Course for this major is ENCS 464.</p> | <p>34.8.2 Conservation Biology Major</p> <p>(1) Requirements of the Major (*39) a. *9 from BIOL 332, BOT 332, ENCS 356, <u>ENCS 406, REN R 376, REN R 476, 322</u> b. <u>REN R</u> 364 c. <u>REN R</u> 462 d. *3 REN R 120, 327; ENCS 406, 407 or BOT 322 e. *21 Approved Program Electives [see §34.1(4) and Note]</p> <p>Note: The Capstone Course for this major is <u>REN R</u> 464.</p> |
| <p>34.8.4 Human Dimensions of Environmental Management Major</p> <p>(1) Requirements of the Major (*39) a. ENCS 352 b. ENCS 271 c. SOC 315 d. R SOC 365 e. R SOC 450 f. *24 Approved Program Electives [see §34.1(5) and Note]</p> <p>Note: The Capstone Course for this major is R SOC 430.</p> | <p>34.8.4 Human Dimensions of Environmental Management Major</p> <p>(1) Requirements of the Major (*39) a. ENCS 352 b. <u>REN R</u> 271 c. SOC 315 d. R SOC 365 e. R SOC 450 f. *24 Approved Program Electives [see §34.1(5) and Note]</p> <p>Note: The Capstone Course for this major is R SOC 430.</p> |

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| <p>34.8.5 Land Reclamation Major</p> <p>(1) Requirements of the Major (*39)</p> <p>a. ENCS 455 and 475</p> <p>b. *3 from BOT 322; ENCS 406, 407; REN R 120, 327</p> <p>c. *3 from ENCS 356, 406, 407, PL SC 352, 354, REN R 120</p> <p>d. *6 from SOILS 420, 430, 440, 450, 460</p> <p>e. *3 Capstone Course [See Note]</p> <p>f. *18 Approved Program Electives [see §34.1(4)]</p> <p>Note: The Capstone Course for this major is REN R 495 (*6). *3 of this course fulfills the Program requirement for a *3 Capstone Course; the remaining *3 is a requirement for the Land Reclamation major.</p> | <p>34.8.5 Land Reclamation Major</p> <p>(1) Requirements of the Major (*39)</p> <p>a. <u>REN R 482 and 483</u></p> <p>b. *3 from BOT 322; ENCS 406, 407; REN R 120, 327</p> <p>c. *3 from ENCS 356, 406, 407, PL SC 352, 354, REN R 120</p> <p>d. *6 from <u>REN R 441, 442, 443, 444, 445</u></p> <p>e. *3 Capstone Course [See Note]</p> <p>f. *18 Approved Program Electives [see §34.1(4)]</p> <p>Note: The Capstone Course for this major is REN R 495 (*6). *3 of this course fulfills the Program requirement for a *3 Capstone Course; the remaining *3 is a requirement for the Land Reclamation major.</p> |
| <p>34.8.6 Wildlife and Rangeland Resources Management Major</p> <p>(1) Requirements of the Major (*39)</p> <p>a. ENCS 356 and 406</p> <p>b. ENCS 376</p> <p>c. SOILS 420 or 460</p> <p>d. REN R 450</p> <p>e. ENCS 474</p> <p>f. *21 Approved Program Electives [see §34.1(5) and Note]</p> | <p>34.8.6 Wildlife and Rangeland Resources Management Major</p> <p>(1) Requirements of the Major (*39)</p> <p>a. ENCS 356 and 406</p> <p>b. <u>REN R 376</u></p> <p>c. <u>REN R 441 or 445</u></p> <p>d. REN R 450</p> <p>e. <u>REN R 474</u></p> <p>f. *21 Approved Program Electives [see §34.1(5) and Note]</p> |
| <p><i>Rationale for change:</i></p> <p><i>Accommodates the name and number changes for ENCS, SOILS, FOR courses that are administered by the Renewable Resources Department to REN R (see Calendar changes submitted for Renewable Resources courses).</i></p> | |

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| <p>34.9 BSc in Environmental and Conservation Sciences— Bilingual/Baccalauréat ès sciences (sciences de l'environnement et de la</p> | <p>34.9 BSc in Environmental and Conservation Sciences— Bilingual/Baccalauréat ès sciences (sciences de l'environnement et de la</p> |
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| <p>conservation—bilingue)</p> <p>34.9.1 General Information</p> <p>...</p> <p>(3) Courses are taken in both languages in every year of the program. Year 1 is primarily taken at Faculté Saint-Jean, and later specialization courses are taken from the Faculty of Agricultural, Life and Environmental Sciences. Courses must be carefully sequenced throughout the four years; therefore, students should plan their programs carefully with help from Academic Advisors from both Faculties.</p> <p>....</p> <p>Required Courses (*30)</p> <p>a. AREC 323 b. ENCS 204, 260, 307, and 473 c. PL SC 221 d. REN R 110, 250 and 299 (field school; See Note) e. SOILS 210</p> | <p>conservation—bilingue)</p> <p>34.9.1 General Information</p> <p>...</p> <p>(3) Courses are taken in both languages in every year of the program. Year 1 is primarily taken at Faculté Saint-Jean, and later specialization courses are taken from the Faculty of Agricultural, Life and Environmental Sciences. Courses must be carefully sequenced throughout the four years; therefore, students should plan their programs carefully with help from Advisors from both Faculties.</p> <p>...</p> <p>Required Courses (*30)</p> <p>a. AREC 323 b. <u>REN R 205</u>, 260, 307, and ENCS 473 c. PL SC 221 d. REN R 110, 250 and 299 (field school; See Note) e. <u>REN R</u> 210</p> |
| <p><i>Rationale for change:</i></p> <p><i>Accommodates the name and number changes for ENCS, SOILS, FOR courses that are administered by the Renewable Resources Department to REN R (see Calendar changes submitted for Renewable Resources courses).</i></p> | |

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| <p>34.10 BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees—Human Dimensions of Environmental Management Major</p> <p>(2) Requirements of the BSc in Environmental and Conservation Sciences Program Core (*75) (See notes and §123.5.2)</p> <p>a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125); or ALES 204 and *3 ENGL b. AREC 214, 323, and 365. c. ECON 101 and 102 d. STAT 151 e. BIOL 108 and 208 f. *3 Organic Chemistry</p> | <p>34.10 BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees—Human Dimensions of Environmental Management Major</p> <p>(34.10.1)...</p> <p>(2) Requirements of the BSc in Environmental and Conservation Sciences Program Core (*75) (See notes and §123.5.2)</p> <p>a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125); or ALES 204 and *3 ENGL b. AREC 214, 323, and 365. c. ECON 101 and 102 d. STAT 151 e. BIOL 108 and 208 f. *3 Organic Chemistry</p> |
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| <p>g. *3 from CHEM, PHYS 124, 126 h. ENCS 204, 260, 307, and 473 i. REN R 299 (field school) (see Note 4) j. MATH 113 or 114 k. REN R 110 and 250 l. R SOC 355 m. SOILS 210 n. PL SC 221 o. *3 Free Elective (see Note 1) p. R SOC 430 [*3 Capstone Course, (see §34.1(6))]</p> <p>Note: The Capstone Course for this major is R SOC 430.</p> <p>(3) Requirements of the Human Dimensions in Environmental Management Major (*33) a. ENCS 352 b. ENCS 271 c. SOC 315 (see Note 3) d. AREC 450 or R SOC 365 e. *21 Approved Program Electives [see Note 1 and §34.1(5) and Note]</p> | <p>g. *3 from CHEM, PHYS 124, 126 h. <u>REN R 205</u>, 260, 307, and ENCS 473 i. REN R 299 (field school) (see Note 4) j. MATH 113 or 114 k. REN R 110 and 250 l. R SOC 355 m. <u>REN R 210</u> n. PL SC 221 o. *3 Free Elective (see Note 1) p. R SOC 430 [*3 Capstone Course, (see §34.1(6))]</p> <p>Note: The Capstone Course for this major is R SOC 430.</p> <p>(3) Requirements of the Human Dimensions in Environmental Management Major (*33) a. ENCS 352 b. <u>REN R 271</u> c. SOC 315 (see Note 3) d. AREC 450 or R SOC 365 e. *21 Approved Program Electives [see Note 1 and §34.1(5) and Note]</p> |
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Rationale for change:

Accommodates the name and number changes for ENCS, SOILS, FOR courses that are administered by the Renewable Resources Department to REN R (see Calendar changes submitted for Renewable Resources courses).

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| <p>34.11 BSc in Forest Business Management</p> <p>34.11.1 General Information</p> <p>...</p> <p>(1) Requirements of the BSc in Forest Business Management Program Core (★ 123) a. *3 ENGL (one of ENGL 121, 122, 123, 124, or 125 recommended) b. ALES 204 c. *3 from SMO 301, 311, 321 d. ECON 101 and 102 e. STAT 151 f. CHEM 101 or 164 g. ACCTG 311 and 322 h. AREC 214 i. BIOL 208 j. *6 400-level Approved Program Electives</p> | <p>34.11 BSc in Forest Business Management</p> <p>34.11.1 General Information</p> <p>...</p> <p>(1) Requirements of the BSc in Forest Business Management Program Core (★ 123) a. *3 ENGL (one of ENGL 121, 122, 123, 124, or 125 recommended) b. ALES 204 c. *3 from SMO 301, 311, 321 d. ECON 101 and 102 e. STAT 151 f. CHEM 101 or 164 g. ACCTG 311 and 322 h. AREC 214 i. BIOL 208 j. *6 400-level Approved Program Electives</p> |
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| <p>from the Faculty of Business [see §34.1(5)]</p> <ul style="list-style-type: none"> k. ECON 281 l. ENCS 204 or 364 m. ENT 380 n. FIN 301 o. REN R 299 (field school) (See Note 1) p. FOR 101, 210, 314, 322, 323, and 340 (See Note 1) q. FOR EC 345 and 473 r. FOREN-335 and 355 s. MARK 301 t. MATH 113 or 114 u. PL SC 221 and 385 v. REN R 110, 120, 201, 321, 350, and 430 w. SOILS 210 x. *3 Free Electives y. MGTSC 312 or AREC 313 z. *3 Capstone Course [see §34.1(6) and Note 2] <p>Notes</p> <ul style="list-style-type: none"> (1) FOR 101 (★0) must be taken in the student's first year (or in the student's initial year in the BSc in Forest Business Management program) just before the start of regular classes. REN R 299 (★3) is normally taken in the spring between second and third year, but must be taken before beginning fourth year (see §231 for Forest Science course descriptions). (2) See §34.1 for program planning and structure details. The capstone for this program is either AREC 423 or FOR 431. | <p>from the Faculty of Business [see §34.1(5)]</p> <ul style="list-style-type: none"> k. ECON 281 l. <u>REN R 205</u> or 364 m. ENT 380 n. FIN 301 o. REN R 299 (field school) (See Note 1) p. <u>REN R 101, 215, 314, 322 and 323</u> (See Note 1) q. FOR EC 345 and 473 r. <u>REN R 335 and 345</u> s. MARK 301 t. MATH 113 or 114 u. PL SC 221 and 385 v. REN R 110, 120, 201, 321, <u>340, 350, and 430</u> w. <u>REN R 210</u> x. *3 Free Electives y. MGTSC 312 or AREC 313 z. *3 Capstone Course [see §34.1(6) and Note 2] <p>Notes</p> <ul style="list-style-type: none"> (1) <u>REN R 101</u> (★0) must be taken in the student's first year (or in the student's initial year in the BSc in Forest Business Management program) just before the start of regular classes. REN R 299 (★3) is normally taken in the spring between second and third year, but must be taken before beginning fourth year (see §231 for Forest Science course descriptions). (2) See §34.1 for program planning and structure details. The capstone for this program is either AREC 423 or <u>REN R 431</u>. |
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Rationale for change:

FOR 340 was changed to REN R 340 in 2011-12.

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| <p>34.12 BSc in Forestry</p> <p>...</p> | <p>34.12 BSc in Forestry</p> <p>...</p> |
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(1) Requirements of the BSc in Forestry Program (*123)

- a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125 recommended) or *3 ENGL and *3 WRS.
- b. ALES 204
- c. AREC 214 and 323
- d. ECON 101 and 102
- e. STAT 151
- f. CHEM 101 or 164
- g. BIOL 208
- h. ~~ENCS 201~~ or 364
- i. ENT 380
- j. REN R 299 (field school) (see Note 1)
- k. ~~FOR~~ 101, ~~210~~, 314, 322, and 323
- l. FOREC 345 and 473
- m. ~~FOREN~~ 335, and ~~355~~
- n. MATH 113 or 114
- o. PL SC 221 and 385
- p. REN R 110, 120, 201, 321, 340, 350, and 430 (see Note 2)
- q. ~~SOILS~~ 210
- r. ~~12~~ Approved Program Electives [see §34.1(4)]
- s. *12 Free Electives
- t. *3 Capstone Course [see Note 3 and §34.1(6)]

Notes

(1) ~~FOR~~ 101 (*0) must be taken just before the start of regular classes in the first year. REN R 299 (*3) is normally taken in the spring between the second and third year, but must be taken before beginning fourth year (see §231 for Forest Science course descriptions).

~~(2) Credit will be granted for only one of FOR 340 or REN R 340~~

~~(3) The Capstone Course for this program is FOR 431.~~

~~(4) See §34.1 for program planning and structure details.~~

(1) Requirements of the BSc in Forestry Program (*123)

- a. *6 ENGL: (two of ENGL 121, 122, 123, 124 or 125 recommended) or *3 ENGL and *3 WRS.
- b. ALES 204
- c. AREC 214 and 323
- d. ECON 101 and 102
- e. STAT 151
- f. CHEM 101 or 164
- g. BIOL 208
- h. REN R 205 or 364
- i. ENT 380
- j. REN R 299 (field school) (see Note 1)
- k. REN R 101, 215, 314, 322, and 323
- l. FOREC 345 and 473
- m. REN R 335 and 345
- n. MATH 113 or 114
- o. PL SC 221 and 385
- p. REN R 110, 120, 201, 321, 340, 350, and 430 (see Note 2)
- q. REN R 210
- r. *12 Approved Program Electives [see §34.1(4)]
- s. *12 Free Electives
- t. *3 Capstone Course [see Note 3 and §34.1(6)]

Notes

(1) REN R 101 (*0) must be taken just before the start of regular classes in the first year. REN R 299 (*3) is normally taken in the spring between the second and third year, but must be taken before beginning fourth year (see §231 for Forest Science course descriptions).

(2) The Capstone Course for this program is REN R 431.

(3) See §34.1 for program planning and structure details.

34.13 BSc in Human Ecology

34.13.1 General Information

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Requirements of the BSc in Human Ecology Program (★60)

- a. *6 ENGL or 3 ENGL and 3 WRS
- b. *3 ALES 204
- c. AREC 323 or SMO 301
- d. ECON 101 and 102
- e. SOC 210 or STAT 151 (see Note 3)
- f. HECOL 100, 201, 300, and 408
- g. *6 Capstone Course HECOL 409 (see §34.1 Note 6)
- h. *3 from MARK 312, NS 390, PSYCO 212, SOC 315, W ST 302 (See Note 6)
- i. *6 Natural Sciences from BIOL, CHEM, EAS (Faculty of Science), PSYCO (Faculty of Science), NUTR 100, NU FS 100, PHYS (see Note 4)
- j. *6 from Social Science/Humanities (see Note 5)
- k. *6 Free Electives (see Note 6)

Notes

- (1) Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present ★36 in Human Ecology, Nutrition and Food Science, or Nutrition, including HECOL 100, plus ★12 in course work closely related to their specialization.
- (2) A course may be used for credit only once in a program.
- (3) SOC 210 is recommended for the Family Ecology major.
- (4) PSYCO 104 is required for the Family Ecology major. CHEM 101 is required for the Textile Science minor. NUTR 100 and BIOL 107 are required for the Community Nutrition minor and one of them must be taken as a Free Elective.
- (5) SOC 100 and PSYCO 105 are required for Family Ecology major. Social Sciences/Humanities courses are selected from Agricultural and Resource Economics

34.13 BSc in Human Ecology

34.13.1 General Information

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Requirements of the BSc in Human Ecology Program (★60)

- a. *6 ENGL or 3 ENGL and 3 WRS
- b. *3 ALES 204
- c. AREC 323 or SMO 301
- d. ECON 101 and 102
- e. SOC 210 or STAT 151 (see Note 3)
- f. HECOL 100, 201, 300, and 408
- g. *6 Capstone Course HECOL 409 (see §34.1 Note 6)
- h. *3 from HGP 399, MARK 312, NS 390, PSYCO 212, SOC 315, W ST 302 (See Note 6)
- i. *6 Natural Sciences from BIOL, CHEM, EAS (Faculty of Science), PSYCO (Faculty of Science), NUTR 100, NU FS 100, PHYS (see Note 4)
- j. *6 from Social Science/Humanities (see Note 5)
- k. *6 Free Electives (see Note 6)

Notes

- (1) Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present ★36 in Human Ecology, Nutrition and Food Science, or Nutrition, including HECOL 100, plus ★12 in course work closely related to their specialization.
- (2) A course may be used for credit only once in a program.
- (3) SOC 210 is recommended for the Family Ecology major.
- (4) PSYCO 104 is required for the Family Ecology major. CHEM 101 is required for the Textile Science minor. NUTR 100 and BIOL 107 are required for the Community Nutrition minor and one of them must be taken as a Free Elective.
- (5) SOC 100 and PSYCO 105 are required for Family Ecology major. Social Sciences/Humanities courses are selected from Agricultural and Resource Economics

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| <p>(AREC), any course offered by the Faculty of Arts, Native Studies (NS, except NS 100), Rural Sociology (R SOC), and Theology (CHRTC or CHRTP).</p> <p>(6) MARK 312 is required for the Fashion Merchandising and Interiors minors. Take the prerequisite MARK 301 as a Free Elective. The prerequisite for MARK 301 (MATH 113) has been waived for Human Ecology students.</p> | <p>(AREC), any course offered by the Faculty of Arts, Native Studies (NS, except NS 100), Rural Sociology (R SOC), and Theology (CHRTC or CHRTP).</p> <p>(6) MARK 312 is required for the Fashion Merchandising and Interiors minors. Take the prerequisite MARK 301 as a Free Elective. The prerequisite for MARK 301 (MATH 113) has been waived for Human Ecology students.</p> |
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Rationale for change:

Addition of a research methods course that may be of interest, especially to community ecology students.

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| <h3>34.13.3 Family Ecology Major</h3> <p>The Family Ecology major with minors in Aging, Child and Youth Studies, Community Diversity, Community Ecology, Community Nutrition, or International Development provides students with the opportunity to learn about family strengths, issues, prevention and intervention techniques across the life span. Some areas that will be covered are parent-child relationships, family relations, community diversity, community development, sexuality, family challenges, aging, and family finances. Graduates will work in jobs such as program coordinators, career counselors, family support workers, credit counselors, retirement planners, life skills educators, and community programmers.</p> <p>(1) Requirements of the Major (*45)</p> <ol style="list-style-type: none"> HECOL 210, 211, 310, 313, 315, 321, 322, 412, 443, 440, and 443 HECOL 212 or 414 HECOL 301 SOC 271 *3 Free Elective <p>Requirements of the Minor (*15)</p> <p>See §§34.13.5 to 34.13.9 and 34.13.12 for course requirements.</p> | <h3>34.13.3 Family Ecology Major</h3> <p>The Family Ecology major with minors in Aging, Child and Youth Studies, Community Diversity, Community Ecology, Community Nutrition, or International Development provides students with the opportunity to learn about family strengths, issues, prevention and intervention techniques across the life span. Some areas that will be covered are parent-child relationships, family relations, community diversity, community development, sexuality, family challenges, aging, and family finances. Graduates will work in jobs such as program coordinators, career counselors, family support workers, credit counselors, retirement planners, life skills educators, and community programmers.</p> <p>(1) Requirements of the Major (*45)</p> <ol style="list-style-type: none"> HECOL 210, 211, 310, 313, 315, 321, 322, 412, 440, and 443 HECOL 212 or 414 HECOL 301 SOC 271 *3 Free Elective <p>Requirements of the Minor (*15)</p> <p>See §§34.13.5 to 34.13.9 and 34.13.12 for course requirements.</p> |
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Rationale for change:

The advanced family counseling skills developed in HECOL 413 are not core for practice in all Minors. HECOL 413 will remain a requirement in three of the Minors but be an option in the others.

34.13.4 Clothing, Textiles and Material Culture Major

The major in Clothing, Textiles and Material Culture explores the material world of everyday life, from textiles to home interiors. This multidisciplinary, holistic major examines the theoretical, technical, creative, and applied aspects of the near environment, with a particular focus on clothing and textiles. Through studying the production, design, evaluation, and consumption of items such as fabrics, fashionable garments, museum exhibits, and home interiors, students gain both advanced academic knowledge and relevant practical experience.

After their first year, students declare a minor in Fashion Merchandising, Interiors, Material Culture and Design Studies, or Textile Science.

(1) Requirements of the Major (*45)

- a. HECOL 170, 241, 250, 254 ~~or 354~~, 268, 270, 333, 360, 370 and 441
- b. *6 from HECOL 354, 454, 460, 462, 464, 465, 469, 470, 473, 476, 490, 493
- c. *3 from HECOL 301, MARK 432
- d. *6 Free Elective (see Note)

Note: Students completing a minor in Fashion Merchandising or Interiors must take MARK 301 as a free elective.

(2) Requirements of the Minor (*15)

See §§34.13.10, 34.13.11, 34.13.13, and 34.13.14.

34.13.4 Clothing, Textiles and Material Culture Major

The major in Clothing, Textiles and Material Culture explores the material world of everyday life, from textiles to home interiors. This multidisciplinary, holistic major examines the theoretical, technical, creative, and applied aspects of the near environment, with a particular focus on clothing and textiles. Through studying the production, design, evaluation, and consumption of items such as fabrics, fashionable garments, museum exhibits, and home interiors, students gain both advanced academic knowledge and relevant practical experience.

After their first year, students declare a minor in Fashion Merchandising, Interiors, Material Culture and Design Studies, or Textile Science.

(1) Requirements of the Major (*45)

- a. HECOL 170, 241, 250, 254 268, 270, 333, 360, 370 and 441
- b. *6 from HECOL 354, 454, 460, 462, 464, 465, 469, 470, 473, 476, 490, 493
- c. *3 from HECOL 301, MARK 432
- d. *6 Free Elective (see Note)

Note: Students completing a minor in Fashion Merchandising or Interiors must take MARK 301 as a free elective.

(2) Requirements of the Minor (*15)

See §§34.13.10, 34.13.11, 34.13.13, and 34.13.14.

Rationale for change:

The prerequisite for HECOL 354 has been changed to no longer allow students to by-pass HECOL 254 by having taken fashion studies in high school. This means all students must take HECOL 254.

34.13.5 Minor in Aging

Students in the Family Ecology major (see §34.13.3) may choose to complete a minor in Aging, which focuses on the personal, physical, social, and community strengths and challenges experienced by

34.13.5 Minor in Aging

Students in the Family Ecology major (see §34.13.3) may choose to complete a minor in Aging, which focuses on the personal, physical, social, and community strengths and challenges experienced by people in later life families. See §34.1(3) and

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| <p>people in later life families. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. HECOL 212 or 414</p> <p>b. *6 from ANTHR 110, PEDS 385, PSYCO 459, SOC 375, 473, 475</p> <p>c. *6 from ANTHR 110, EDPY 446, INT D 370, 410, PEDS 385, PHIL 386, PSYCO 459, RLS 100, SOC 342, 375, 473, 475</p> | <p>Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. HECOL 212 or 414</p> <p>b. <u>HECOL 413</u></p> <p>c. *9 from ANTHR 110, EDPY 446, INT D 370, 410, PEDS 385, PHIL 386, PSYCO 459, RLS 100, SOC 342, 375, 473, 475</p> |
| <p><i>Rationale for change:</i></p> | |

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| <p>34.13.6 Minor in Child and Youth Studies</p> <p>Students in the Family Ecology major (see §34.13.3) may complete a minor in Child and Youth Studies, which focuses on child and adolescent development from psychological and sociological perspectives, with an emphasis on vulnerable children and youth. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. PSYCO 223</p> <p>b. *9-12 from EDPY 446, HECOL 492, INT D 410, LAW 578 (See Note), PEDS 293, PSYCO 327, 423, SOC 224, 321, 342, 377</p> <p>Note: There are no prerequisites for this course; contact the professor to register.</p> | <p>34.13.6 Minor in Child and Youth Studies</p> <p>Students in the Family Ecology major (see §34.13.3) may complete a minor in Child and Youth Studies, which focuses on child and adolescent development from psychological and sociological perspectives, with an emphasis on vulnerable children and youth. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. PSYCO 223 <u>and HECOL 413</u></p> <p>b. *9 from <u>CSL 350</u>, EDPY 446, HECOL 492, INT D 410, LAW 578 (See Note), PEDS 293, PSYCO 327, 423, SOC 224, 321, 342, 377</p> <p>Note: There are no prerequisites for this course; contact the professor to register.</p> |
| <p><i>Rationale for change:</i></p> <p>Addition of HECOL 413 as a requirement, and addition of a CSL course that has been offered as HECOL 492 in the past.</p> | |

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| <p>34.13.7 Minor in Community Diversity</p> <p>Students in the Family Ecology major (see §34.13.3) may complete a minor in Community Diversity, which focuses on anthropological, historical, political, and sociological understandings of ethno-cultural and racial diversity that characterizes</p> | <p>34.13.7 Minor in Community Diversity</p> <p>Students in the Family Ecology major (see §34.13.3) may complete a minor in Community Diversity, which focuses on anthropological, historical, political, and sociological understandings of ethno-cultural and racial diversity that</p> |
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| <p>contemporary Canadian society. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. *15 from ANTHR 110, 150, 207, EDPY 446, HECOL 492, INT D 410, NS 200, 240, 244, 300, 314, 320, 330, 340, 345, 375, 420, 442, 485, PHIL 368, POL S 266, 299, 327, SOC 260, 301, 343, 370, W ST 310, 360</p> | <p>characterizes contemporary Canadian society. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. <u>HECOL 413</u></p> <p>b. <u>*12 (see note) from ANTHR 110, 150, 207; CSL 350; EDPY 446; HECOL 462, 492; INT D 410; NS 110, 111, 200, 210, 211, 300, 314, 320, 330, 340, 345, 375, 420, 442, 485; PHIL 368; POL S 266, 299, 327; SOC 260, 301, 343, 370; W ST 310, 360</u></p> <p><u>Note: At least *6 must be at the 300 or 400 level.</u></p> |
| <p><i>Rationale for change:</i></p> <p>Addition of HECOL 413 as a requirement, and addition of a CSL course that has been offered as HECOL 492 in the past.</p> | |

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| <p>34.13.8 Minor in Community Ecology</p> <p>Students in the Family Ecology major (see §34.13.3) may complete a minor in Community Ecology, which focuses on human interaction with natural and human-built physical environments in rural and urban settings. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. *3-9 from EAS 391, HECOL 462, SOC 251, 352</p> <p>b. *3-9 from EAS 293, ECON 462, REN R 401, SOC 453</p> <p>c. *3-9 from AREC 365, EAS 493, ENCS 467, NS 435, POL S 333, R SOC 355, 365, 450</p> <p>Note: At least *3 has to be taken from each category a, b or c.</p> | <p>34.13.8 Minor in Community Ecology</p> <p>Students in the Family Ecology major (see §34.13.3) may complete a minor in Community Ecology, which focuses on human interaction with human-built physical environments in rural and urban settings. See §34.1(3) and Note.</p> <p>(1) Requirements of the Minor (*15)</p> <p>a. <u>*15 (see Note) from HGP 100, 210, 240, 252, 310, 315, 341, 342, 343, 452; ECON 462; HECOL 462; POL S 333; R SOC 355, 365, 450; SOC 251, 345, 352, 445</u></p> <p>Note: <u>At least *6 must be at the 300 or 400 level.</u></p> |
| <p><i>Rationale for change:</i></p> <p>Removal of courses focused only on natural resources, and addition of courses related to urban and social planning within cities.</p> | |

34.13.9 Minor in Community Nutrition

Students in the Family Ecology major (see §34.13.3) may complete a minor in Community Nutrition, which focuses on basic principles of nutrition across the lifespan, contemporary dietary patterns, and strategies for addressing nutrition problems and for promoting healthy diets in the community. See §34.1(3) and Note.

(1) Requirements of the Minor (*15)

- a. NU FS 223, 305, 356, and 377
- b. *3 from ANTHR 372, NS 375, NU FS 352, SOC 382

Notes

- (1) NUTR 100 is required as a prerequisite and must be taken as the Natural Science option in §34.13.1.
- (2) In addition students interested in this minor are required to take BIOL 107 as a Free Elective.

34.13.9 Minor in Community Nutrition

Students in the Family Ecology major (see §34.13.3) may complete a minor in Community Nutrition, which focuses on basic principles of nutrition across the lifespan, contemporary dietary patterns, and strategies for addressing nutrition problems and for promoting healthy diets in the community. See §34.1(3) and Note.

(1) Requirements of the Minor (*15)

- a. NU FS 223, 305, 356, and 377
- b. *3 from ANTHR 372, HECOL 413, NS 376, NU FS 352, 410, SOC 382

Notes

- (1) NUTR 100 is required as a prerequisite and must be taken as the Natural Science option in §34.13.1.
- (2) In addition students interested in this minor are required to take BIOL 107 as a Free Elective.

Rationale for change:

Addition of HECOL 413 and NUFS 410 to give students in this minor some course options for the development of advanced communication skills.

34.13.11 Minor in Interiors

Students in the Clothing, Textiles and Material Culture major (see §34.13.4) may complete a minor in Interiors which focuses on design practice and material culture theory as they relate to the creation of comfortable and appealing home environments. See §34.1(3) and Note.

(1) Requirements of the Minor (*15)

- a. *12 from Faculty of Extension Residential Interiors Certificate Program
- b. *3 from ART, ART H, DES

34.13.11 Minor in Interiors

Students in the Clothing, Textiles and Material Culture major (see §34.13.4) may complete a minor in Interiors which focuses on design practice and material culture theory as they relate to the creation of comfortable and appealing home environments. See §34.1(3) and Note.

(1) Requirements of the Minor (*15)

- a. *12 from Faculty of Extension Residential Interiors Certificate Program
- b. *3 from ART, ART H, DES, HECOL 462, 465

Rationale for change:

A calendar change proposed in 2010/11 but not yet correctly noted in the Calendar.

34.13.12 Minor in International Development

Students in the Family Ecology major (see §34.13.3) may complete a minor in International Development, which focuses on international issues and events related to economics, health, human rights, and politics, with a particular emphasis on developing countries. See §34.1(3) and Note.

(1) Requirements of the Minor (*15)

- a. *15 from ANTHR 207, ECON 213, HECOL 462, 492; INT D 303, 370, 410; POL S 260, 266, 357, 359, 396; R SOC 365; SOC 269, 343, 352

34.13.12 Minor in International Development

Students in the Family Ecology major (see §34.13.3) may complete a minor in International Development, which focuses on international issues and events related to economics, health, human rights, and politics, with a particular emphasis on developing countries. See §34.1(3) and Note.

(1) Requirements of the Minor (*15)

- a. *15 (see note) from ANTHR 207, ECON 213, HECOL 413, 462, 492; INT D 303, 370, 410; POL S 260, 266, 357, 359, 396; R SOC 365; SOC 269, 343, 352

Note: At least *6 must be at the 300 or 400 level.

Rationale for change:

Addition of HECOL 413 as an option in this minor.

34.14 BSc in Human Ecology/BEd (Secondary) Combined Degrees

(1) General Information (See also §15.6.6)

The Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Education offer a five-year integrated program of *150 leading to the degrees of Bachelor of Science in Human Ecology and Bachelor of Education (Secondary). Students can do the Combined BSc in Human Ecology/BEd Degrees to teach in Career and Technology Studies (CTS) strands such as Fashion Studies, Career Transitions, Foods, Community Health, or other teachable majors as well as Career and Life Management (CALM). Students apply for admission to the Faculty of Agricultural, Life and Environmental Sciences and are registered in that Faculty for the first three years of the program. All qualified Year 3 BSc in Human Ecology/BEd students will be promoted to Year 4 in the Faculty of Education provided that

- a. a minimum GPA of 2.0 has been achieved and
- b. a minimum of *90 applicable to the BSc in Human Ecology/BEd program has been successfully completed.

Notes

(1) Students in Year 3 who have completed less than *90 toward the BSc in Human Ecology/BEd program, but who have a GPA of at least 2.0, may remain in Year 3 of that program in the Faculty of Agricultural, Life and Environmental Sciences for one additional year.

(2) A student who has been assigned a grade of "W" or "NC" in an Education Field Experience course is entitled to a second registration in this course. See also §22.1.3 Reregistration in Courses. Notwithstanding §22.1.3, students who receive a "W" or "NC" in the second attempt of a Field Experience course, will be required to withdraw from the combined degrees program, but may transfer back to the BSc in Human Ecology program.

(3) The final year of the program will normally be taken in attendance at the University of Alberta. Exemptions from this regulation can be made only with approval of the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Education.

34.14 BSc in Human Ecology/BEd (Secondary) Combined Degrees

(1) General Information (See also §15.6.6)

The Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees program provides a five-year integrated program of *150 that prepares graduates for teaching CTS strands such as Foods and Fashion Studies. Coursework within the two Faculties is taken concurrently. Students initially apply for admission to the Faculty of Agricultural, Life and Environmental Sciences and are considered to be registered in that Faculty for the first three years of the program. All qualified Year 3 BSc in Human Ecology/Bachelor of Education students will be promoted to Year 4 in the Faculty of Education provided a minimum GPA of 2.0 has been achieved and a minimum of *90 applicable to the BSc in Human Ecology/BEd (Secondary) Degrees program has been successfully completed. See §15.6.6 for detailed admission requirements and procedures for entry to Year 4 of this Combined Degrees Program.

Notes

(1) Students in Year 3 who have completed less than *90 toward the BSc in Human Ecology/BEd program, but who have a GPA of at least 2.0, may remain in Year 3 of that program in the Faculty of Agricultural, Life and Environmental Sciences for one additional year.

(2) A student who has been assigned a grade of "W" or "NC" in an Education Field Experience course is entitled to a second registration in this course. See also §22.1.3 Reregistration in Courses. Notwithstanding §22.1.3, students who receive a "W" or "NC" in the second attempt of a Field Experience course, will be required to withdraw from the combined degrees program, but may transfer back to the BSc in Human Ecology program.

(3) The final year of the program will normally be taken in attendance at the University of Alberta. Exemptions from this regulation can be made only with approval of the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Education.

(2) Required Courses

Courses for the Combined BSc in Human Ecology/BEd Degrees must be carefully sequenced throughout the five years; therefore, students should plan their programs carefully with help from Academic Advisors from both Faculties.

Program Core (*84) (see Note 1 and 3)

- a. *6 ENGL, or *3 ENGL and *3 WRS
- b. ALES 204
- c. ECON 101 and 102
- d. STAT 151 or SOC 210
- e. *6 Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (see Note 4)
- f. *6 Free Electives
- g. HECOL 100, 170, 201, 210, 211, 250, 313, and 254 ~~or 354~~
- h. HECOL 321 or 322
- i. *9 HECOL (see Note 4)
- j. *3 HECOL at 400-level ~~or above~~
- k. ~~EDIT 202~~
- l. *3 from NU FS 200, 223, 372, or 373
- m. NUTR 100 and NU FS 100
- n. *3 from MARK 312, NS 390, SOC 315, W ST 302

BEd Core (*66)

- a. *18 Minor (See Note 2)
- b. EDU 250
- c. EDFX 350, 450 (*6)
- d. EDPS 310 and 410
- e. EDPY 200, 301, and 303
- f. ~~300-level EDSE course (Minor)~~
- g. EDSE 432, 433, 451
- h. ~~HE ED 110~~
- i. *6 from Faculty of Education

Notes

- (1) Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present *36 in Human Ecology, Nutrition and Food Science, or Nutrition, including HECOL 100, plus *12 in course work closely related to their specialization.
- (2) Students should declare their minor early in the program by filling out a form in 231 General Services Building. To decide on a minor, consult Education Chart 3.
- (3) The Management in Organizations and Capstone Course requirements in §§34.1 and 34.13 are met by completion of Faculty of Education requirements.
- (4) Students in the Combined BSc Human Ecology/BEd degree cannot take HECOL 301.

(2) Program Requirements

Courses for the Combined BSc in Human Ecology/BEd Degrees must be carefully sequenced throughout the five years; therefore, students should plan their programs carefully with help from Academic Advisors from both Faculties.

Program Core (*84) (see Note 1 and 3)

- a. *6 ENGL, or *3 ENGL and *3 WRS
- b. ALES 204
- c. ECON 101 and 102
- d. STAT 151 or SOC 210
- e. *6 Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (see Note 4)
- f. *6 Free Electives
- g. HECOL 100, 170, 201, 210, 211, 250, 313, and 254
- h. HECOL 321 or 322
- i. *9 HECOL (see Note 4)
- j. *3 HECOL at 400-level
- k. HE ED 110
- l. *3 from NU FS 200, 223, 372, or 373
- m. NUTR 100 and NU FS 100
- n. *3 from MARK 312, NS 390, SOC 315, W ST 302

BEd Core (*66)

- a. *18 Minor (See Note 2)
- b. EDU 250
- c. EDFX 350, 450 (*9)
- d. EDPS 310 and 410
- e. EDPY 200, 301, and 303
- f. EDSE 3XX (Minor), 307, 317 (Major), 417 (Major), 451
- g. EDIT 202

Notes

- (1) Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present *36 in Human Ecology, Nutrition and Food Science, or Nutrition, including HECOL 100, plus *12 in course work closely related to their specialization.
- (2) Students should declare their minor early in the program by filling out a form in 231 General Services Building. To decide on a minor, consult Education Chart 3.
- (3) The Management in Organizations and Capstone Course requirements in §§34.1 and 34.13 are met by completion of Faculty of Education requirements.
- (4) Students in the Combined BSc Human Ecology/BEd degree cannot take HECOL 301.

HECOL 268 or 270 is recommended. HECOL 300 is not recommended.

HECOL 268, 270, or 354 are recommended. HECOL 300 is not recommended

Year 1 (*30) Taken in the Faculty of Agricultural, Life and Environmental Sciences

1. ENGL (*3)
2. ENGL or WRS (*3)
3. ECON 101 (*3)
4. ECON 102 (*3)
5. HECOL 100 (*3)
6. HECOL 201 (*3)
7. HECOL 170 (*3)
8. Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (*3)
9. NUTR 100 (*3)
10. Free elective (*3)

Year 2 (*30) Taken in the Faculty of Agricultural, Life and Environmental Sciences

1. ALES 204 (*3)
2. NU FS 100 (*3)
3. STAT 151 or SOC 210 (*3) (SOC 210 recommended) (See Note 1) (*3)
4. HECOL 250 (*3)
5. HECOL 210 (*3)
6. HECOL 211 (*3)
7. HE ED 110 (*3)
8. Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (*3)
9. Minor: choose any two courses from the specific teaching minor (*6)

Year 3 (*30) Taken in the Faculty of Agricultural, Life and Environmental Sciences

1. EDIT 202 (*3)
2. MARK 312, NS 390, SOC 315, W ST 302 (*3) (See Note 1) (*3)
3. HECOL 313 (*3)
4. HECOL 321 or 322 (*3)
5. HECOL 254 (*3)
6. EDU 250 (*3)
7. EDPY 200 (*3)
8. NU FS 200, 223, 372, or 373 (*3)
9. Minor: choose any two courses from the specific teaching minor (*6)

Year 4 (*30) Taken in the Faculty of Education
Term 1

Introductory Professional Term (See Notes 2 and 3)

1. EDFX 350 (*3)
2. EDPS 310 (*3)
3. EDPY 303 (*3)
4. EDSE 307 (*3)
5. EDSE 317 (*3) (Human Sciences)

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| | <p><u>Term 2</u></p> <ol style="list-style-type: none"> <u>1. EDPY 301 (*3)</u> <u>2. HECOL Option (*3)</u> <u>3. Free elective (*3)</u> <u>4. Minor: choose any two courses from the specific teaching minor (*6)</u> <p><u>Year 5 (*30) Taken in the Faculty of Education</u></p> <p><u>Term 1</u></p> <ol style="list-style-type: none"> <u>1. EDPS 410 (*3)</u> <u>2. EDSE 3XX (Minor) (*3)</u> <u>3. HECOL Option (*6)</u> <u>4. HECOL 400-level (*3)</u> <p><u>Term 2</u></p> <p><u>Advanced Professional Term (See Notes 2 and 4)</u></p> <ol style="list-style-type: none"> <u>1. EDFX 450 (*9)</u> <u>2. EDSE 417 (*3) (Human Sciences)</u> <u>3. EDSE 451 (*3) (Human Sciences)</u> <p><u>Notes</u></p> <p><u>(1) Students are advised to consider prerequisite courses for advanced courses when planning their program, e.g., SOC 315 requires SOC 100 and 210 as prerequisites.</u></p> <p><u>(2) All courses in the Introductory and Advanced Professional Terms are integrated and must be taken concurrently.</u></p> <p><u>(3) The Introductory Professional Term must be taken in Term 1, Year 4.</u></p> <p><u>(4) The Advanced Professional Term must be taken in Term 2, Year 5.</u></p> |
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Rationale for change:

Changes made in this section parallel changes made to corresponding sections within Faculty of Education listings of the Combined Degree.

The prerequisite for HECOL 354 has been changed to no longer allow students to by-pass HECOL 254 by having taken fashion studies in high school. This means all students must take HECOL 254.

HE ED 110 is a HECOL-related requirement and EDIT 202 is an Education requirement so the course locations have been switched to reflect this.

Addition of HECOL 354 to the list of recommended courses to take.

34.15.3 Nutrition and Food Major

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(1) Requirements of the Major (*60)

- a. BIOL 207
- b. NUTR 100
- c. NU FS 201, 223, 283, 305, ~~352~~, 356, 374,

34.15.3 Nutrition and Food Major

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(1) Requirements of the Major (*60)

- a. BIOL 207
- b. NUTR 100
- c. NU FS 201, 223, 283, 305, 356, 374, 377,

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| <p>377</p> <p>d. PHYSL 210 (6)</p> <p>e. *24 Approved Program Electives [12 must be from advanced (300- or 400-level) NUTR or NU FS courses as noted on the APE list unless a student has declared a minor.] (See Note 1)</p> <p>...</p> | <p><u>458</u></p> <p>d. PHYSL 210 (6)</p> <p>e. *24 Approved Program Electives [12 must be from advanced (300- or 400-level) NUTR or NU FS courses as noted on the APE list unless a student has declared a minor.] (See Note 1)</p> <p>...</p> |
| <p><i>Rationale for change:</i></p> | |

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| <p>34.15.6 Minor in Human Ecology</p> <p>Students in the Nutrition and Food major (see §34.15.3) or in the Nutrition major (see §34.15.4) may choose a minor in Human Ecology by incorporating the following *48 into their program through careful selection of their Approved Program Electives and Free Electives. Depending on course selections made in major and minor areas of study, students may be eligible to apply to become a professional Human Ecologist or Professional Home Economist (information is available from 3-02 Human Ecology Building). See §34.1(4) and Note.</p> <p>(1) Requirements for the Minor (15)</p> <ol style="list-style-type: none"> a. HECOL 100 b. HECOL 201 c. HECOL 301 d. *6 from HECOL 300, 310, 313, 322, 412, 413, 414, 440, 443 | <p>34.15.6 Minor in Human Ecology</p> <p>Students in the Nutrition and Food major (see §34.15.3) or in the Nutrition major (see §34.15.4) may choose a minor in Human Ecology by incorporating the following <u>*15</u> into their program through careful selection of their Approved Program Electives and Free Electives. Depending on course selections made in major and minor areas of study, students may be eligible to apply to become a professional Human Ecologist or Professional Home Economist (information is available from 3-02 Human Ecology Building). See §34.1(4) and Note.</p> <p>(1) Requirements for the Minor (15)</p> <ol style="list-style-type: none"> a. HECOL 100 b. HECOL 201 c. HECOL 301 d. *6 from HECOL 300, 310, 313, 322, 412, 413, 414, 440, 443 |
| <p><i>Rationale for change:</i></p> | |

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| <p>34.16 BSc After an Undergraduate Degree not from the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta</p> | <p>34.16 BSc After an Undergraduate Degree not from the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta</p> |
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An applicant holding an undergraduate degree may qualify for an ALES BSc Degree by meeting the following requirements:

- (1) An applicant who holds an undergraduate degree (either from the University of Alberta or another university) and who wishes to pursue a degree in the Faculty of Agricultural, Life and Environmental Sciences must satisfy all admission requirements (see §15.1), as well as program, academic standing and graduation requirements of the particular degree program (see §§33.4 and 34). The total number of units of course weight required to satisfy the program requirements will vary depending on the degree held and the degree sought; however, a minimum of 54 will always be required. In some cases, more than 54 will be required depending on the applicability of courses completed as part of the first degree. The specific course requirements are determined by transfer credit assessment at the time of admission.
- (2) Any deficiency in a matriculation requirement or a high school prerequisite to a program requirement must be cleared before admission to the degree program.
- (3) A minimum of 54 must be completed while registered at the University of Alberta, 30 of which must be completed while registered in the Faculty of Agricultural, Life and Environmental Sciences.
- (4) The degree program selected may be the same as the first degree program if another major is selected.
- (5) Combined degree programs are not available to students who already have one of the two degrees.

~~34.16.1 BSc After an Undergraduate Degree not from the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta~~

~~In addition to courses counted towards the first degree, students must satisfactorily complete a minimum of ★54 (normally the last 54) while registered at the University of Alberta, ★30 of which must be completed while registered in the After~~

An applicant holding an undergraduate degree may qualify for an ALES BSc Degree by meeting the following requirements:

- (1) An applicant who holds an undergraduate degree (either from the University of Alberta or another university) and who wishes to pursue a degree in the Faculty of Agricultural, Life and Environmental Sciences must satisfy all admission requirements (see §15.1), as well as program, academic standing and graduation requirements of the particular degree program (see §§33.4 and 34). The total number of units of course weight required to satisfy the program requirements will vary depending on the degree held and the degree sought; however, a minimum of 54 will always be required. In some cases, more than 54 will be required depending on the applicability of courses completed as part of the first degree. The specific course requirements are determined by transfer credit assessment at the time of admission.
- (2) Any deficiency in a matriculation requirement or a high school prerequisite to a program requirement must be cleared before admission to the degree program.
- (3) A minimum of 54 must be completed while registered at the University of Alberta, 30 of which must be completed while registered in the Faculty of Agricultural, Life and Environmental Sciences.
- (4) The degree program selected may be the same as the first degree program if another major is selected.
- (5) Combined degree programs are not available to students who already have one of the two degrees.

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| Degree program in the Faculty of Agricultural, Life and Environmental Sciences. | |
| <p><i>Rationale for change:</i> Content has been replaced with 34.16 and should have been deleted last year</p> | |

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| <p>34.17 BSc After an Undergraduate Degree from the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta</p> <p>General Information</p> <p>An applicant holding an undergraduate degree may qualify for an ALES BSc Degree by meeting the following requirements:</p> <ol style="list-style-type: none"> (1) An applicant who holds a degree from the Faculty of Agricultural, Life and Environmental Sciences and who wishes to pursue another degree in the Faculty must satisfy all admission requirements (see §15.1), as well as program, academic standing and graduation requirements of the particular degree program (see §§33.4 and 34). The total number of units of course weight required to satisfy the program requirements will vary depending on the degree held and the degree sought; however, a minimum of *30 will always be required. In some cases, more than *30 will be required depending on the applicability of courses completed as part of the first degree. The specific course requirements are determined by transfer credit assessment at the time of admission. (2) Any deficiency in a matriculation requirement or a high school prerequisite to a program requirement must be cleared before admission to the degree program. (3) A minimum of 30 must be completed while registered in the Faculty of Agricultural, Life and Environmental Sciences. | <p>34.17 BSc After an Undergraduate Degree from the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta</p> <p>General Information</p> <p>An applicant holding an undergraduate degree may qualify for an ALES BSc Degree by meeting the following requirements:</p> <ol style="list-style-type: none"> (1) An applicant who holds a degree from the Faculty of Agricultural, Life and Environmental Sciences and who wishes to pursue another degree in the Faculty must satisfy all admission requirements (see §15.1), as well as program, academic standing and graduation requirements of the particular degree program (see §§33.4 and 34). The total number of units of course weight required to satisfy the program requirements will vary depending on the degree held and the degree sought; however, a minimum of *30 will always be required. In some cases, more than *30 will be required depending on the applicability of courses completed as part of the first degree. The specific course requirements are determined by transfer credit assessment at the time of admission. (2) Any deficiency in a matriculation requirement or a high school prerequisite to a program requirement must be cleared before admission to the degree program. (3) A minimum of 30 must be completed while registered in the Faculty of Agricultural, Life and Environmental Sciences. |
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- (4) The degree program selected may be the same as the first degree program if another major is selected.
- (5) Combined degree programs are not available to students who already have one of the two degrees.

- (4) The degree program selected may be the same as the first degree program if another major is selected.
- (5) Combined degree programs are not available to students who already have one of the two degrees.

~~34.17.1 BSc After an Undergraduate Degree from the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta~~

~~In addition to courses counted towards the first degree, students must satisfactorily complete a minimum of ~~★30~~ while registered in the After Degree program in the Faculty of Agricultural, Life and Environmental Sciences.~~

Rationale for change:

Content has been replaced with 34.17 and should have been deleted last year

34.19 Graduate Studies

Programs leading to advanced degrees at the Master's and Doctorate levels are offered by most Faculty departments. Course programs and thesis projects are arranged in consultation with Faculty members or with the Department's graduate coordinator.

See this Calendar's Graduate Programs §202 for general information about graduate studies. Specific information about requirements and opportunities in a particular field of study may be obtained from the appropriate Department in the Faculty of Agricultural, Life and Environmental Sciences.

34.19 Graduate Studies

Programs leading to advanced degrees at the Master's and Doctorate levels are offered by most Faculty departments. Course programs and thesis projects are arranged in consultation with Faculty members or with the Department's graduate coordinator.

See this Calendar's Graduate Programs §202 for general information about graduate studies. Specific information about requirements and opportunities in a particular field of study may be obtained from the appropriate Department in the Faculty of Agricultural, Life and Environmental Sciences. These Departments include:

- Agricultural, Food and Nutritional Science
- Human Ecology
- Renewable Resources
- Resource Economics and Environmental Sociology

Rationale for change:

Include a list of Departments for reference purposes.

New Section

34.21 Certificate in Community Engagement and Service-Learning

Students in the Faculty of Agricultural, Life & Environmental Sciences are encouraged to pursue the Certificate in Community Engagement and Service-Learning. See §45.1 for the requirements of the certificate.

Rationale for change:

ALES students are encouraged to pursue a CSL certificate.

| Current (2012/13) Calendar Entry | Proposed (2013/14) Calendar Entry |
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| <p>34.5 BSc in Agriculture ...</p> <p>34.5.6 Sustainable Agricultural Systems Major</p> <p>(1) General Information: Knowledge about individual components of agricultural systems (including people, plants, animals and soil, water and other resources) has expanded rapidly, but less is known about how these systems work as a whole. There is a need to integrate knowledge from a number of disciplines in order to maintain and enhance the performance of agricultural systems so that resource use is efficient and sustainable. Agricultural systems can be viewed from a local, national or international perspective. A systems approach to sustainable agriculture considers the linkages between human activity and institutions with agricultural production systems. Key areas of study include agricultural production systems, natural resource management and the interrelationships of these with social and economic systems. — Graduates are prepared for careers in agriculture and systems analysis within government or the agriculture and food industry.</p> <p>(2) Requirements of the Major (*60) a. *3 from AREC 333, 384, 473 b. *6 from AN SC 471, 472, 474, 475, 476, ENCS 356, PL SC 354, 355, 357, 440 c. *6 from AN SC 391, BIOCH 200 or PL SC 331, BIOL 107, 207, EAS 101, 102, Organic Chemistry, Inorganic Chemistry, PHYS d. *3 from EAS 221, FOREN 201, REN R 410 e. SOILS 420 f. REN R 250 g. ENCS 461 h. AREC 365 i. REN R 450 j. R SOC 355 k. *24 Approved Program Electives [see §34.1(4)] Note: The capstone course for this major is one of AN SC 471, 472, 474, 475, or 476; ENCS 471; PL SC 499.</p> | <p>34.5.8 Sustainable Agricultural Systems Major</p> <p>(Effective for Fall 2013, applications to this major are no longer accepted. Interested students should apply to the BSc Environmental and Conservation Sciences, Sustainable Agriculture major.)</p> <p>Students currently enrolled in the BSc Agriculture Sustainable Agricultural Systems major will be allowed to finish their degree program no later than 2018-2019.</p> |
| <p>New Major</p> | <p>34.8 BSc in Environmental and Conservation Sciences ...</p> <p>34.8.7 Sustainable Agriculture Major</p> <p>The complexity associated with individual components of conventional agricultural systems such as annual cropping operations (including plants, soil, water and other resources) has rapidly</p> |

| Current (2012/13) Calendar Entry | Proposed (2013/14) Calendar Entry |
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| | <p><u>expanded, including their response to intensive management practices, but less is known about how these lands can be managed using specific production practices and land use systems that optimize their long-term productivity while mitigating impacts on the environment. This program provides a basic introduction to agricultural production systems on western Canadian landscapes, and examines alternative management systems and practices that conserve soil and water resources while optimizing agricultural productivity and the provision of ecological goods and services deemed important for society. International, regional and local perspectives are included, as well as the role of various social organizations in promoting sustainable agriculture.</u></p> <p><u>Graduates are prepared for careers in agri-business, extension, consulting and government administration, in support of primary agriculture and environmental stewardship.</u></p> <p><u>(1) Requirements of the Major (*39)</u></p> <p><u>a. REN R 360 and 483</u></p> <p><u>b. PL SC 495</u></p> <p><u>c. REN R 450</u></p> <p><u>d. REN R 445</u></p> <p><u>e. *3 from ENT 207, PL SC 380 or PL SC 352</u></p> <p><u>f. *3 from PL SC 354, PL SC 355 or REN R 414</u></p> <p><u>g. *3 from REN R 441, 442, 443 or 444</u></p> <p><u>h. *15 Approved Program Electives</u></p> <p><u>Note: The Capstone Course for this major is PL SC 499.</u></p> |
| <p>Rationale: Currently, the Sustainable Agricultural Systems Major is offered within the BSc Agriculture degree program, where enrollment has been relatively low. Moreover, the identity of this major has been brought into doubt as it remains unclear as to how this program provides a unique alternative program to the mainstream contemporary programs in Crop Science (i.e. Plant Production Systems/Agronomy) and Animal Science (i.e. Animal Production Systems), which have been the traditional focus for most students enrolling in the BSc Agriculture degree.</p> <p>In contrast, a significant opportunity exists within the BSc ENCS program to provide a novel and identifiable alternative to existing majors. Although these majors provide significant opportunities in the training of students and development of highly qualified personnel who understand and manage a diversity of land use issues, few (if any) of these programs provide a concerted effort to address the key interface of intensive agriculture and the environment. Therefore, a significant gap remains despite the fact that the agricultural industry footprint continues to represent one of the largest spatial extents in Alberta and western Canada.</p> <p>Surveys of undergraduate students conducted in April 2010 revealed that 27% of respondents from the ENCS program indicated they would have been interested in a Sustainable Agriculture major, had it been available at that time. Finally, an important additional benefit of a SA program in ENCS is that it will also serve as an agricultural 'soil-based' major, which is currently lacking. The main major with a soil emphasis is Land Reclamation, which remains heavily focused on the rehabilitation of soils following severe disturbance such as oil and gas extraction, mining, etc. The Faculty believes that the Sustainable Agriculture major is better situated in the ENCS program for pedagogical reasons, and will attract more students if situated in the ENCS degree program.</p> <p>Subject to AET approval.</p> | |



To: GFC Academic Standards Committee

Date: May 31, 2012

From: René Poliquin, Vice-Dean
Faculty of Graduate Studies and Research

Re Proposed Changes to the Calendar - Graduate Admission/Academic Standing Requirements

Please find below proposed graduate program changes to the 2013-2014 Calendar that now require consideration by the GFC Academic Standards Committee.

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing graduate admission requirements, as submitted by the Faculty of Graduate Studies and Research and as set forth in Attachment 4C, to take effect in 2013-2014.

| Current | Proposed |
|---|---|
| <p>205.49 Neuroscience ... 205.49.1 General Information ... Entrance Requirements</p> <p>Applicants are expected to have graduated with a four-year degree, which will normally be in a biological science. The minimum grade-point average for students having a degree from the University of Alberta is 3.3, while applicants from other institutions are expected to have equivalent qualifications. Students already possessing a master's degree will be considered for the PhD program provided they meet the minimum requirements for the MSc degree in Neuroscience. Applicants whose first language is not English must obtain a score of at least 600 (paper-based) or 100 (internet-based) on the TOEFL examination with at least a score of 20 on each of the individual skill areas or equivalent scores on other language proficiency tests approved by the Faculty of Graduate Studies and Research (see §203.2.4).</p> <p>...</p> | <p>205.49 Neuroscience ... 205.49.1 General Information ... Entrance Requirements</p> <p>Applicants are expected to have graduated with a four-year <u>undergraduate</u> degree. The minimum grade-point average for students having a degree from the University of Alberta is 3.3, while applicants from other institutions are expected to have equivalent qualifications. Students already possessing a master's degree will be considered for the PhD program provided they meet the minimum requirements for the MSc degree in Neuroscience. Applicants whose first language is not English must obtain a score of at least 600 (paper-based) or 100 (internet-based) on the TOEFL examination with at least a score of 20 on each of the individual skill areas or equivalent scores on other language proficiency tests approved by the Faculty of Graduate Studies and Research (see §203.2.4).</p> <p>...</p> |



| Current | Proposed |
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| <p>205.52 Occupational Therapy</p> <p>...</p> <p>205.52.1 General Information</p> <p>...</p> <p>Entrance Requirements</p> <p>...</p> <p>Applicants are required to submit a curriculum vitae in a pre-set format (available for download with the Online Application for Graduate Admission), two letters of recommendation, and a personal statement letter describing the applicant's knowledge of occupational therapy and what the applicant can bring to the program.</p> <p>...</p> <p>All aspects of a student's record, including failures and withdrawals, are considered by the Admissions Committee. Students who have received a failing grade in any postsecondary course or courses may submit a letter to the Admissions Committee explaining the extenuating circumstances which contributed to an unsatisfactory standing.</p> <p>Students with a cumulative GPA of 3.5 or greater will normally be recommended for acceptance or conditional acceptance by March 15 of the admission year. The remaining applicants will be advised of their status by June 30 of the admission year.</p> | <p>205.52 Occupational Therapy</p> <p>...</p> <p>205.52.1 General Information</p> <p>...</p> <p>Entrance Requirements</p> <p>...</p> <p>Applicants are required to submit a curriculum vitae in a pre-set format (available for download with the Online Application for Graduate Admission), two letters of recommendation, and a personal statement letter describing the applicant's knowledge of occupational therapy and how their academic studies and personal experiences have prepared them to become an occupational therapist.</p> <p>...</p> <p>All aspects of a student's record, including failures and withdrawals, are considered by the Admissions Committee. Students who have received a failing grade in any postsecondary course or courses may submit a letter to the Admissions Committee explaining the extenuating circumstances which contributed to an unsatisfactory standing.</p> <p>Students with a very competitive GPA will normally be recommended for acceptance or conditional acceptance by March 15 of the admission year. The remaining applicants will be advised of their status by June 30 of the admission year.</p> <p>...</p> |



| Current | Proposed |
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| <p>205.60 Physical Therapy</p> <p>...</p> <p>205.60.1 General Information</p> <p>The Department of Physical Therapy offers a program leading to the Master of Science degree in Physical Therapy (MScPT).</p> <p>The course-based MScPT program is designed to provide students with the clinical and evaluative skills necessary for the practice of physical therapy. This course-based master's degree is for students who hold undergraduate degrees in a variety of fields.</p> <p>205.60.2 The Degree of MSc in Physical Therapy (course-based)</p> <p>Entrance Requirements</p> <p>Annual admission is for 80 positions. The selection process is competitive and will be based mainly on the GPA in the most recent ★60 taken prior to January of the admission year. The grade point average of the prerequisite courses may be</p> | <p>205.60 Physical Therapy</p> <p>...</p> <p>205.60.1 General Information</p> <p>The Department of Physical Therapy offers a program leading to the Master of Science degree in Physical Therapy (MScPT).</p> <p>The course-based MScPT program is designed to provide students with the clinical and evaluative skills necessary for the practice of physical therapy. This course-based master's degree is for students who hold undergraduate degrees in a variety of fields.</p> <p><u>The MScPT program is currently offered at three campus locations: Edmonton, Camrose and Calgary. Of the students admitted to the program, a portion are admitted to our Edmonton, Camrose and Calgary campuses based on student preference. All students begin the program with a 1 month residency in Edmonton to study anatomy and establish initial face-to-face connections with the colleagues they will be working with via technology throughout the remainder of their program. With the MScPT program's distributed education model, students at all campuses complete the same core program of required courses as their colleagues enrolled at the other campuses. Each campus will offer unique elective opportunities reflective of local expertise and community partnerships in addition to the online electives available to all.</u></p> <p>205.60.2 The Degree of MSc in Physical Therapy (course-based)</p> <p>Entrance Requirements</p> <p>The selection process is competitive and will be based mainly on the GPA in the most recent ★60 taken prior to January of the admission year. The grade point average of the prerequisite courses may be included in the admissions evaluation process. In addition to academic requirements an interview will</p> |



| Current | Proposed |
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| <p>included in the admissions evaluation process. In addition to academic requirements an interview will be required. While preference will be given to residents of Alberta, approximately 15% of the available seats will be offered to out-of-province and international applicants.</p> <p>Licensing by Professional Associations: Graduates from the course-based MScPT in Physical Therapy program may apply for membership in the Canadian Physiotherapy Association, 955 Green Valley Crescent, Suite 270, Ottawa, ON, K2C 3V4, and the College of Physical Therapists of Alberta, 300, 10357 109 Street, Edmonton, AB, T5J 1N3.</p> | <p>be required. While preference will be given to residents of Alberta, approximately 15% of the available seats will be offered to out-of-province and international applicants.</p> |

OUTLINE OF ISSUE

Agenda Title: Proposal for a Master of Arts (MA) in Community Engagement Degree Program (Faculty of Graduate Studies and Research and Faculty of Extension)

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee (proposed) admission/transfer and academic standing/graduation requirements for a (new) Master of Arts (MA) in Community Engagement Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1 [highlighted in yellow], to take effect January, 2013.

Item

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| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Katy Campbell, Dean, Faculty of Extension |
| Presenters | Katy Campbell, Dean, Faculty of Extension; René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Al Cook, Associate Dean (Research), Faculty of Extension |
| Subject | Master of Arts (MA) in Community Engagement Degree Program in the Faculty of Extension |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | <p>The goal of the MA in Community Engagement is to enable graduate students to explore the key concepts associated with community engagement and develop their understanding of the historical and contemporary perspectives that are shaping this field. These include: social theory on knowledge and power, social change theory, the process of public engagement, and critical pedagogy literature. The proposed *21, thesis-based graduate program will consist of five required courses, two of which are new courses and two electives. It is interdisciplinary in nature and will appeal to students with backgrounds in education, the humanities and social sciences, health sciences, human ecology, community development and environmental sustainability. Academics within the Faculty of Extension will provide the academic leadership drawing upon the growing literature that will anchor the proposed program: engaged scholarship; and the study of the engagement process (often referred to as the scholarship of engagement).</p> <p>In proposing an MA in Community Engagement, the Faculty of Extension is responding to the need to study the engagement process, outcomes, and impacts. The need for scholarly collaboration has become more acute and pervasive. Although community engagement in North America has roots in the land-grant colleges and the extension movement, scholarship and fields of practice have begun to emerge to fill the need for some theoretical grounding and disciplinary rigor regarding the nature of co-created knowledge.</p> |
| The Impact of the Proposal is | The program will have impact at several levels. Within the University of Alberta, the program will complement a range of offerings in which community engagement occurs by adding a reflective scholarly approach to the study of that engagement. |

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| | <p>“Engaged scholarship represents one way of making research relevant to organizational practitioners by bridging the gap between theory and practice. Engaged scholarship is viewed as a form of collaborative inquiry between academics and practitioners that leverages their different perspectives to generate useful organizational knowledge” (Barge, Shockley-Zalabak, 2008, p. 1). The need for research into the theoretical and practice-based elements of community engagement is readily apparent. Continued conceptual work is critical and ethically necessary for informing the socio-political and economic discourse. Increasingly, post secondary educational institutions are engaging in the study of community engagement (Fear <i>et al</i>, 2006, Giles, 2008; Holland <i>et al</i>, 2010).</p> <p>A second impact is the contribution of the the University of Alberta MACE program to the emerging body of knowledge in the scholarship of engagement</p> <p>A third impact is on the broader community. Consultation with community leaders regarding the proposed program led to these representative comments:</p> <ul style="list-style-type: none"> • NGO Director: “I welcome this and believe it gives credibility to this type of work. A transfer of knowledge back and forth from the community and academia will allow community and academics to work together and create a win-win situation.” • Former NGO Director: “[T]his will be a huge benefit to the community as well to help deal with issues and provide support.” • School district representative: “[The scholarship of community engagement] is a necessary issue as we talk about complex issues which require people with complex disciplines but we don’t always have opportunities for disciplines to work together. This is an opportunity to make progress in making opportunities available across disciplines.” <p>Finally, the academic impact on other programs will be minimal. The proposed program complements other programs in the system. Members of the Faculty of Extension are currently engaged in research activity and course development with other post-secondary institutions and the possibility for adjunct appointments, student exchanges, and joint courses exist as outlined in Appendix D in the proposal. The proposed MA in Community Engagement supports the vision of Alberta Advanced Education and Technology (February, 2009) to address “the lifelong learning [that is] foundational to an individual’s employability and personal fulfillment and to Alberta’s competitiveness” by providing “an opportunity for students to engage in a program of study that fulfills an immediate need and also has the potential to ladder into existing program[s]” (p.1). It will also expand elective choices related to the field of community engagement and the scholarship of community engagement for students in graduate degree programs throughout Campus Alberta.</p> |
| Replaces/Revises (eg, policies, resolutions) | N/A |



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| Timeline/Implementation Date | January, 2013. |
| Estimated Cost | See attached. |
| Sources of Funding | This new program will be funded internally by the Faculty of Extension through reallocation of existing resources |
| Notes | N/A |

Alignment/Compliance

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| Alignment with Guiding Documents | Aligns with <i>Dare to Deliver; Dare to Discover</i> values - Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota</p> |



programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

6. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*). [...]

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

7. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the *University Calendar*.”

9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part

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| | <p>of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).</p> <p>Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)</p> <p>10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:</p> <p>"Existing Undergraduate and Graduate Programs:</p> <ul style="list-style-type: none"> - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p>11. PSLA: "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))</p> |
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Routing (Include meeting dates)

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| <p>Consultative Route (parties who have seen the proposal and in what capacity)</p> | <p>Survey of potential students through listservs – Addressed by Item 21 and Appendix G in the proposal.</p> <p>Community members through advisory committee of Faculty of Extension Centres summarized in Item 13, letters from community organizations in Appendix F in the proposal.</p> <p>The Dean of Extension met with other University of Alberta Deans (and Interim Deans) including: Anita Molzhan, Nursing; Lory Laing, School of Public Health; Verna Yiu, Medicine and Dentistry; John Kennelly, Agricultural, Life and Environmental Sciences; Lesley Cormack, Arts; and Nathalie Kermaal, Native Studies. See Section 25 and Appendix F (letters of support) in the proposal.</p> <p>Department Chairs whose courses are mentioned in the sample programs (Section 19) were consulted and agreed that their courses could be taken by MACE students. Consulted with the Office of the Provost and Vice-President (Academic) (Kathleen Brough and Bill Connor).</p> |
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| | GFC ASC Subcommittee on Standards – June 5, 2012 |
| Approval Route (Governance) (including meeting dates) | Extension Faculty Council (March 15, 2012) – for recommendation; Faculty of Extension Executive Planning committee (April 11, 2012; budget approval) – for recommendation; Faculty of Graduate Studies and Research Council (May 16, 2012) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval |
| Final Approver | GFC Academic Planning Committee |

Attachments:

1. Attachment 1 (pages 1 – 43): Proposal for a Master of Arts (MA) in Community Engagement Degree Program in the Faculty of Extension

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

Program Approval Template C

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

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

This Template applies to

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

Basic Information

1. Title of the program: Master of Arts in Community Engagement
2. Proposed start date: January 2013
3. Length of the program (years):2
4. University and academic unit: University of Alberta, Faculty of Extension, Faculty of Graduate Studies and Research
5. Collaborating partners at other institutions:
6. Contact persons, with telephone and e-mail addresses: Dr. Albert Cook, Associate Dean Research, telephone 2-5001, al.cook@ualberta.ca Dr. Katy Campbell, Dean, 2-2681, katy.campbell@ualberta.ca
7. Completed/proposed approval path: 1. General Program Policy & Review Committee, 2. Faculty of Extension Council, 3. Faculty of Graduate Studies & Research Council, 4. GFC ASC Subcommittee on Standards, 5. Academic Standards Committee, 6. General Faculties Council Academic Planning Committee, 7. Alberta Advanced Education & Technology and Campus Alberta Quality Council.
8. Attach proposed program and course University Calendar descriptions, overall program structure and requirements, and other supporting documentation.

See Appendix A

Rationale and Quality

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

The goal of the program is to enable graduate students to explore the key concepts associated with community engagement and develop their understanding of the historical and contemporary perspectives that are shaping this field. These include: social theory on knowledge and power, social change theory, the process of public engagement, and critical pedagogy literature. The proposed *21-credit, thesis-based, graduate program will consist of five courses, three of which are new courses, and two electives. It is interdisciplinary in nature and will appeal to students with backgrounds in education, the humanities and social sciences, health sciences, human ecology, community development and environmental sustainability. The proposed program will also appeal to students who have participated in Community Service-Learning (CSL) and related community-based learning and research opportunities. The Faculty of Extension will provide the academic leadership drawing upon the growing literature that will anchor the proposed program: engaged scholarship; and the study of the engagement process (often referred to as the scholarship of engagement). CSL staff will lend expertise in setting up and supporting CSL components of course(s).

Initially a thesis-based route will be offered to full-time and part-time students in an effort to add to the knowledge base in this growing field. The possibility of including a course-based route and/or Post Baccalaureate Certificate as well as offering these programs via distance delivery and/or blended learning modes will be pursued as interest warrants.

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

In proposing a Master of Arts in Community Engagement the Faculty of Extension is responding to the need to study the engagement process, outcomes, and impacts. The need for scholarly collaboration has become more acute and pervasive. Although community engagement in North America has roots in the land-grant colleges and the extension movement, scholarship and fields of practice have begun to emerge to fill the need for some theoretical grounding and disciplinary rigor regarding the nature of co-created knowledge (Fear, Rosaen, Bawden, & Foster-Fishman, 2006).

What is community engagement? Not entirely codified, understandings of the theory and practice of community engagement can be found in disciplines ranging from public health to library science, political science to adult education, business to recreation administration. Concepts like democracy, community, sustainability, citizenship, social capital, knowledge production, social justice are often contested yet foundational. Philosophical and ethical principles and positions are being articulated to address issues of purpose and power and to align practices with belief systems. Practices include: designing, developing, and evaluating community engagement processes, community-based education, community-based research and evaluation, community service-learning, community economic development, monitoring policy development and implementation, stakeholder management, etc. Those who are entering positions that require a foundation in community engagement could be called upon to: manage change, think strategically, network effectively, develop partnership models, be proficient in cross-cultural communication, be competent project managers and be skilled in the art of facilitation, including facilitating community-engaged learning and research.

“Engaged scholarship represents one way of making research relevant to organizational practitioners by bridging the gap between theory and practice. Engaged scholarship is viewed as a form of collaborative inquiry between academics and practitioners that leverages their different perspectives to generate useful organizational knowledge” (Barge, Shockley-Zalabak, 2008, p. 1). The need for research into the theoretical and practice-based elements of community engagement is readily apparent. Continued conceptual work is

critical and ethically necessary for informing the socio-political and economic discourse. Increasingly, post secondary educational institutions are engaging in the study of community engagement (Fear et al., 2006, Giles, 2008; Holland et al., 2010). Courses dealing with some aspects of community engagement are offered at the non-credit, undergraduate and graduate levels as academics study, teach, integrate, and apply aspects of community engagement in their research. For example: EXLGP 8209 *Citizen Engagement and Consultation*; NS 445, *Community Development Process*; HGP 343 *Health, Space and Place*; HPS 506 *Health, Community and Development*; CSL 100 *An Introduction to Community Engagement*, CSL 300 *Theory and Practice in Community Service-Learning* CSL 350 *Selected Topics in Community Service-Learning*, CSL 550 *Selected Topics in Community Service-Learning*, PHS 602, *Engaged Scholarship for Health*.

The Faculty of Extension has almost 100 years of experience in engaging with a broad range of communities, chiefly in Alberta, in dealing with issues of economic, environmental, social, and cultural development. The Faculty recently embraced the study of community engagement in its multiple forms as its academic domain and, in keeping with the University of Alberta's Academic Plan (Dare to Deliver, 2011-2015), to engage with communities in carrying out its learning, discovery, and citizenship functions.

Currently the Faculty of Extension offers an embedded graduate certificate in community-based research and evaluation and a number of credit and non-credit courses that relate to various aspects of community engagement. The Faculty also offers an MA in Communications and Technology (established in 2000) and is now proposing to add an MA in Community Engagement to its existing suite of learning opportunities in this area.

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

There is a significant amount of community-based research and coursework within the Faculty of Extension and members of the academic staff are frequently called upon by other academic units to sit on supervisory committees, provide instruction, and mentor graduate students in this area. For example, although the Faculty of Extension does not currently have a doctoral level program, members of the academic staff are supervising or members of supervising committees for eighteen doctoral students. (See Appendix B). Faculty research profiles are listed on the Faculty of Extension website <http://www.extension.ualberta.ca/research/faculty-members/>

Programs related to the field of community-engagement that are currently offered by the Faculty of Extension include an embedded Certificate in Community-Based Research and Evaluation which is designed to support graduate students in existing degree programs to develop their capacity in this area. One graduate course in this program, INT D 500 (*An Introduction to Community Based Research and Evaluation*) will serve as the basis for the research methods course in the proposed MA program. Other academic units also offer courses in the area; the School of Public Health offers a doctoral level course, *Engaged Scholarship for Health*, and various disciplines include coursework related to community engagement within their graduate programs. Examples include: Education Policy Studies, Human Ecology, Resource Economy and Environmental Sociology, Nursing, and Business. For students in the proposed program who hold professional qualifications in any of these areas the opportunity to link their studies directly into their professional backgrounds would likely be of considerable interest.

The Faculty of Extension has offered a masters degree in communications and technology for over a decade giving members of our academic staff considerable supervisory experience. Over and above that

members of the academic staff have participated in graduate programs at universities beyond those in Alberta. Faculty members' areas of expertise, supervisory experience at master's and doctoral levels, supervisory experience in community placements, and the status of their graduate students are outlined in Appendix B. From the information on the employment of graduates that is presented here, our faculty members have worked with graduates who entered a wide variety of sectors including: government, educational institutions, health care, the private sector, and NGOs.

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

With the diversity of programs and the interdisciplinary nature of our staffing model the Faculty of Extension is an excellent living laboratory for research and further learning in community engagement. Examples of some of the Faculty's initiatives include: The City Region Studies Centre <http://www.crsc.ualberta.ca/>, Community-University Partnership for the Study of Children Youth and Families <http://www.cup.ualberta.ca/>, and the Centre for Public Involvement <http://www.extension.ualberta.ca/research/institutes-and-centres/cpi/>. These groups have formalized collaborations with many community organizations. Staff in these areas conducts research over a wide range of community-based issues which continually involve graduate research assistants. Additional initiatives are being conducted by other members of the Faculty of Extension and their partners in new immigrant communities, Aboriginal communities, seniors organizations, the three levels of government, the private sector, and not-for-profit organizations. Faculty members receive external funding from: private foundations, provincial government departments, and the federal government through two of the Tri-council groups – CIHR and SSHRC. Financial support for graduate students is provided through these sources along with the opportunity to obtain excellent community-based experience provincially, nationally and internationally. Faculty research profiles are listed on the Faculty of Extension website <http://www.extension.ualberta.ca/research/faculty-members/>

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

A discussion was held with members of the steering committee for the Community-University Partnership for the Study of Children Youth and Families (CUP). Participants included representatives from small non-government agencies, K-12 school districts and government departments. There was general agreement that the proposed program has value. Typical comments included:

- NGO Director: "I welcome this and believe it gives credibility to this type of work. A transfer of knowledge back and forth from the community and academia will allow community and academics to work together and create a win-win situation."
- Former NGO Director: "this will be a huge benefit to the community as well to help deal with issues and provide support."
- School district representative: "[the scholarship of community engagement] is a necessary issue as we talk about complex issues which require people with complex disciplines but we don't always have opportunities for disciplines to work together. This is an opportunity to make progress in making opportunities available across disciplines."

Letters of support from community organizations are included in Appendix F

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

In *Dare to Discover* (2004) the University's framework for future growth and development "Connecting Communities" is one of the four cornerstones. The proposed MA in Community Engagement will further the

University's goal of fostering "partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning, identifying research challenges, and translating and disseminating our research outcomes." (p. 3). Further the university's Academic Plan (*Dare to Deliver*) states that "[b]y connecting our students and researchers with institutions and communities around the globe we will be able to influence and help shape the future prosperity and well being of the province, our country and the world." *Dare to Deliver* also highlights the need for the university to "...connect with communities by: [e]mbracing and extending strengths such as ... Enterprise Square (the home of the Faculty of Extension) in order to enhance the University's interconnectedness with local communities." (p. 9). The proposed MA in Community Engagement is one way of achieving that goal.

In the Comprehensive Institutional Plan (2011) the university is described "[a]s the province's flagship comprehensive academic research institution, the University of Alberta offers undergraduate and graduate programs, a full range of postdoctoral fellowships, certificate and outreach programs, an important array of co-curricular activities, and a variety of professional development and continuing education opportunities". In an effort to "become a destination of choice for students and faculty from Alberta, Canada, and around the world, the University must continue to evolve by creating integrated and innovative curricular programs, enriched co-curricular opportunities, and internationally recognized research and scholarship networks." (p 9) The proposed MA in Community Engagement is one such approach that will help the University achieve this goal through a carefully designed blend of study, community service-learning and thesis research.

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

The results of student course evaluations and a review of overall student performance will be analysed as part of an annual curriculum review process. This will form the core of the formative evaluation that will be conducted during the first four years of operation of the proposed graduate program. A summative evaluation will be conducted during the fifth year and will include information from the formative evaluation process, feedback from students, graduates, employees, and organizations that have contributed to the operation of the proposed graduate program (e.g., community service-learning sites, corporations, agencies, NGOs, professional organizations). The Faculty of Extension has the capacity to undertake such evaluation projects through our Evaluation Research Services unit.

Criteria for program evaluation will include: completion times and rates, community partner satisfaction with student community service-learning placements, employability of graduates, student demand for the program, financial viability of the program, course evaluations and other measures of formal course delivery, quality of master's theses measured by publication and/or conference presentations, success of graduates seeking doctoral study.

Demand and Administration

16. Outline the expected impact of the new program in terms of professional and academic opportunities for current and prospective students.
Please see questions #24 and #25.

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

Initially 5-6 students will be admitted on an annual basis until a total enrolment of 20-24 students is reached. The main impact on other programs will be their capacity to accommodate additional students in elective courses. There are two, 3-credit, graduate level electives required in the proposed program.

Depending upon the undergraduate preparation students’ electives might include courses such as: HECOL 682 *Program Planning & Evaluation*, HPS 618 *Diversity and Health in Families & Communities*, CSL 550 *Selected Topics in Community Service-Learning*, EDPS 522 *Citizenship Education: Global Contexts*, POLS 526 *Selected Topics in Urban Politics*, R SOC 542 *Risk Communication & Policy*, R SOC 530 *Social Impact Assessment*. Relevant graduate level course work with a CSL component may also satisfy elective requirements. Given the overall enrolment and the diversity of student interests it is not expected that student numbers in the proposed program will have a negative impact on other academic units. An example of a full-time and part-time student’s possible programs of study is included in # 19.

See Appendix C- Enrolment

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

Enrolment in the proposed MA in Community Engagement will not have a negative impact on existing graduate programs within the Campus Alberta system. Given the enrolment that is expected over five years (5-6 students per year until a total of 20-24 students is reached) it is not expected that these numbers will negatively affect any graduate programs at the University of Alberta (See Appendix C for Projected Enrolment). The implementation of the proposed program will provide opportunities for graduate students within the Campus Alberta system to complete courses in community-engaged scholarship as electives, it will provide an avenue for those completing undergraduate degrees in the social sciences and natural sciences to complete graduate work in an area that will enhance Alberta’s productivity (e.g., municipal government – land use planning, resource industry – development and expansion of mining areas and pipeline routes). Applicants to the proposed program will likely be attracted from a variety of disciplines; it is not anticipated that any professional organizations will be affected by the implementation of the proposed degree.

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

The intake in the first year of the program will be 5-6 students and move forward in increments of 5-6 until a total of 20-24 students is reached (See Appendix C for full projected enrolment plan). The proposed degree could be completed within two years of full-time study. The proposed course schedule is outlined below. The Faculty of Extension will work with the CSL program to develop a seminar designed to assist students to integrate knowledge from their theoretical course work with the community service-learning component. Electives will be selected in consultation with the supervisor to complement the student’s thesis research. Part-time students should be able to complete their requirements within the four year time limit, but they will likely have to study through Intersession to do so.

| Term | Year 1 | Year 2 |
|-----------------|------------------------------|--------------------|
| Term 1 (Fall) | 3 Required courses | THESIS Elective |
| Term 2 (Winter) | CSL 550 | THESIS Elective |
| Intersession | Spring Term CSL 550 cont. | |

Sample Programs of Study

Note that the relevant academic units have been contacted and agree that “students” in the proposed graduate program could expect to take the electives that have been used in this example.

Part-time student with an undergraduate degree and practice experience in the health sciences

| Term | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------------|---|--|---|--|
| Term 1 (Fall) | MACE 501 Practice of Engaged Scholarship | REHAB 568 Statistical Analysis & Interpretation of Research | Elective HECOL 682 Program Planning & Eval. THES 903 | Elective HPS 616 Risk Communication THES 903 |
| Term 2 (Winter) | MACE 502 Theoretical Foundations of the Scholarship of Engagement | MACE 503 Methods of Community Based Research | THES 903 | THES 903 |
| Intersession | Spring/Summer Terms CSL 550 Community Service-Learning | | | |

Full-time student with an undergraduate degree in the social sciences, no related work experience.

| Term | Year 1 | Year 2 |
|-----------------|---|---|
| Term 1 (Fall) | MACE 501 Practice of Engaged Scholarship MACE 502 Theoretical Foundations of the Scholarship of Engagement MACE 503 Methods of Community Based Research | Elective SOC 549 Social Movements THES 906 |
| Term 2 (Winter) | CSL 550 Community Service-Learning SOC 518 Qualitative Methods of Social Research | Elective HGP 500 Topics in Human Geography THES 906 |

The major impact on other University of Alberta programs will be that some members of the academic staff in the Faculty of Extension have been teaching and supervising students in graduate programs offered in other academic units (i.e., outside the Faculty of Extension). These professors will give priority to supervising and teaching in the proposed MA in Community Engagement. However, it is expected that the traditional process of drawing members of supervisory committees from across the university will not be negatively affected by the implementation of the proposed program.

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

The proposed MA in Community Engagement supports the vision of Alberta Advanced Education and Technology (February 2009) to address “the lifelong learning [that is] foundational to an individual’s employability and personal fulfillment and to Alberta’s competitiveness” by providing “an opportunity for students to engage in a program of study that fulfills an immediate need and also has the potential to ladder into existing program[s]” (p.1). It will also expand elective choices related to the field of community engagement and the scholarship of community engagement for students in graduate degree programs throughout Campus Alberta. The Faculty of Extension plans to offer these courses in blended and/or e-learning formats should student demand warrant. It is anticipated that selected community service-learning options might also be available to graduate students in related areas within Campus Alberta.

While it does not duplicate any graduate degree that is currently offered in the Campus Alberta system, professional programs often touch on some of the concepts that are central to community engagement (e.g., the process of stakeholder engagement). To our knowledge the scholarship of community engagement (e.g., the study of the effectiveness of the process) is not central to any other graduate degree offered at Alberta’s major universities.

The proposed program complements other programs in the system. Members of the Faculty of Extension are currently engaged in research activity and course development with other post-secondary institutions and the possibility for adjunct appointments, student exchanges, and joint courses exist as outlined in Appendix D.

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

There is a growing interest in all sectors of society, including government, business, and civil society, in engaging more meaningfully with each other and with the communities and publics with which they interact. Increasingly leaders in all sectors of Canadian society are recognizing that they are dealing with complex issues of economic, social, cultural, and environmental sustainability that call on them to work together and with a variety of communities of interest. Whether justified in terms of a financial return, efficiency, effectiveness, or social benefit, there is a growing consensus that success lies in engaging in two-way communication, developing common agendas, and partnering to implement solutions of mutual benefit. These activities are variously labelled community engagement, stakeholder consultation, civic engagement, public relations, external relations, partnerships, collaborations, and the like.

It is expected that there will be interest beyond the University of Alberta. However, the Faculty of Extension’s experience is that graduates from its citation or certificate level programs are often interested in pursuing higher level qualifications in their initial areas of study. It is also readily apparent that many programs at the University of Alberta have been oversubscribed and as a result well qualified students are turned away e.g., Health Promotion Studies, Occupational Therapy. The proposed MA in Community Engagement would provide a viable alternative for well qualified prospective graduate students who find themselves in this position.

Results of a survey in which respondents were invited to participate directly through some University and non-University controlled listserves indicated that there is a strong interest in the proposed program, particularly in four aspects: community engagement, community development, the ability to participate in community service-learning, and opportunities to take electives in related disciplines. An overall summary of the results is contained in Appendix G.

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

Because this degree will be one of the first of its type in Canada it is difficult to make quantitative predictions of job opportunities. The program has been developed out of a long history of engagement with community organizations through the Faculty of Extension centres and is based on the need for effective research that is conducted with a community focus and an understanding of university-community partnerships. Federal, provincial and municipal government departments and agencies, educational institutions, libraries, professional associations, non-profit organizations, and large and small businesses increasingly require their staff to carry out these functions for which their pre-service and in-service education and training have not prepared them well. A preliminary survey of employment opportunities that required community engagement skills (October through December 2011) included positions with government, private sector, municipalities, educational institutions, and non-governmental organizations. (See Appendix E for specific examples).

It is therefore timely and appropriate for the Faculty of Extension to respond to the increasing need for employees who understand the theoretical underpinnings of community engagement by developing a suite of learning opportunities that include non-credit and credit programs. Consultation with community organizations has occurred throughout the process of developing the underlying concepts and the formal proposal for the proposed degree. The CUP reference group (see item #13) was also asked to comment on this topic. Representatives of larger organizations (e.g., Alberta Health Services, government departments, school boards) indicated an interest in hiring graduates of this program. One representative of a community based foundation commented that:

“... there is a lot of opportunity for people with this type of training to work in the community. While no one agency may be able to afford this on their own, three or four agencies could hire someone together and it could work in terms of integrating services and learning to work together.”

These comments are typical of those received from community members. The letters of support are included in Appendix F.

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

To ensure the success of this program, sufficient community placements must be available. In general community organizations with which we have consulted are receptive to providing such placements and many have hosted them in the past. Consultations (for example, see item #13 above) also addressed this question specifically. Some of the feedback included:

- When working on developing this program it is important to engage some potential community partners who could provide partnerships in the beginning. Agencies often hear about these opportunities at the last minute, but it takes start up time to develop a situation that would help both the student and agency. A program director suggested having these conversations as it develops and using them as demonstrations as it moves forward. If they could count on having a student for up to 8 months, one day a week, it would be a wonderful resource in terms of both research and collaboration.
- All NGO's have a number of social work students coming through, but when you have a grad student for a sustained time there is opportunities for more higher level involvement. This would provide good opportunities for making a real impact.
- With regards to placement one NGO director indicated that in the past many placements did not last longer than the normal volunteer training, i.e., 12 hours. It is usually all giving on the organization/agency part. However, this proposal [extended community service practicum] has real potential.

- The long term placements are the only ones that have been a benefit to one member's organization. Another community member believes that community service-learning placement in agencies can impact decisions in the future because they might allow students to experience the real issues and then someday those students may move into a position where they can make change.

The community members agreed that longer placements are preferred. Based on this type of input the proposed MA program will include a community service-learning experience that is long enough to be of benefit to both sponsoring organizations and students. The CSL Program has agreed to work with Extension to accomplish this goal. The CSL program has extensive evaluation data on CSL experiences (www.csl.ualberta.ca) which supports the feedback reported above. It is clear that CSL partner organizations continue to provide these placements "because of what they get from the experience of co-educating students." CSL partnerships also serve as a good recruitment source for these agencies.

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

Sufficient community service-learning spaces for the initial years of operation (first two years) of the proposed graduate program exist within the Faculty of Extension's centres and research groups affiliated with the those centres (e.g., Community-University Partnership for the Study of Children Youth and Families, the City-Regional Studies Centre and the, Centre for Public Involvement. Other collaborative initiatives that Faculty of Extension academics have with communities include: First Nations Child and Family Service agencies, First nations Child and Family Caring Society (Ottawa-affiliated with Faculty of Extension), Multicultural Health Brokers, The City of Edmonton (Community Services), Alberta Human Services, Public Health Agency of Canada, Edmonton Public School Board, Alberta Education, Bent Arrow Traditional Healing Society, Success by Six, United Way, Yellowhead Tribal College and/or 5 First Nations of the Yellowhead Tribal Council, Hope Foundation, Edmonton Mennonite Centre for Newcomers, Pembina Hills School Division, Edmonton Catholic Schools, Edmonton YMCA, Kara Family Resource Centre, Legal Resource Centre of Alberta Ltd. , Aboriginal Health Program, Alberta Health Services, First Nations Inuit Health, Health Canada, Native Counselling Services of Alberta, Maskwacis Cree First Nations, Buffalo Lake Metis Settlement, and Families First Edmonton. The CSL program partners with over seventy organizations, some of which will be appropriate for the MA in Community Engagement program.

One current program in the Faculty of Extension has extensive experience in developing and coordinating research focussed community placements. The Community-University Partnership for the Study of Children, Youth and Families (CUP) assists the Department of Educational Psychology facilitating an eight-month practicum for doctoral students. Students are placed in an agency for eight hours a week to collaborate with an agency on research and evaluation issues. At the end of the practicum, the student provides a project report (e.g., program evaluation, literature review, research grant proposal, research paper, presentation to staff) that will be of interest and of use to the agency. The cost to the agency is time and a workspace. In addition to the community placement, the students meet every two weeks to learn about community research and discuss common issues and concerns. Every year new agencies and organizations seek students and the number of placements often exceeds the number of students available to fill them. CSL is similar to the kind of community placements that CUP and other Extension programs coordinate.

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

Opportunities for graduates of the proposed program to undertake an individual, interdisciplinary, PhD within the University of Alberta and other Campus Alberta institutions currently exist. For those students who also have previous degrees or professional qualifications in specific areas opportunities to pursue studies in community engagement as it is related to their field would also be available. Potential areas include: education policy studies, human ecology, nursing, pharmacy, physical education and recreation, political science, psychology, public health, rehabilitation medicine, resource economics and environmental sociology, or strategic management and organization. The appropriate leaders in each of these academic units have all indicated that graduates from the proposed MA in Community Engagement would be eligible to apply for doctoral level work in their respective fields.

The Dean of Extension met with other University of Alberta deans (and interim deans) including: Dr. Anita Molzhan, Nursing, Dr. Lory Laing, School of Public Health, Dr. Verna Yiu, Medicine and Dentistry, Dr. John Kennelly, ALES, Dr. Lesley Cormack, Arts, and Dr. Nathalie Kermoal, Native Studies. All were interested and supportive. There was a willingness to discuss details such as courses that could be available for electives, and/or acceptance of our courses as electives within existing programs. Some Deans believed that faculty members would be interested in serving on an advisory committee and agreed to consider who and how their faculty might participate.

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

This new program will be funded internally by the Faculty of Extension through reallocation of existing resources as shown in the 5 year budget template in Appendix G.

Instructional resources are primarily salaries for academic staff.

Faculty members in the Faculty of Extension have indicated that they were committed to an annual intake of 5-6 students/year. Each faculty member will be responsible for supervising or co-supervising one entering student with a typical load of two students at any one time. Accepted students will be matched with a faculty member's research program or area of expertise. Each faculty member has also committed to develop and teach courses as the MA program evolves, broker student placements and bring community research partnerships into the program to provide case examples and mentorship.

GRA support and graduate student research expenses will be provided from several sources. Research grants held by academics within the Faculty of Extension currently provide full or partial support to 10-15 graduate students who are enrolled in other faculties. These funds will be available to students in the proposed program. The terms of reference of the Faculty of Extension Research Committee include allocation of GRA and graduate student research funding. Because this is a thesis-based program students will be eligible for some scholarship funding administered through FGSR (e.g., U of A Recruitment Scholarship – Master's Level).

To provide administrative support for students in the proposed program (e.g., program information, assistance with community service-learning or other aspects of the degree requirements, co-ordination and reporting to FGSR) an Office of Graduate Studies will be formed within the Faculty of Extension which will handle both the MACT degree offered in a blended format and the Embedded Certificate in Community-Based Research and Evaluation. The current MACT non-academic personnel will be expanded to staff this

office. Applications will be handled through that office following a similar process to that currently used in the MACT program.

The Faculty's current level of IT support, student carrels and Wi-Fi networks are sufficient to support graduate students in the proposed MA program. The Budget Template in Appendix H lists the calculated Faculty of Extension support for the graduate student lab that contains work stations and Wi-Fi capability.

A library impact statement is attached in Appendix H.

Liability issues will be addressed by utilizing CSL 550 for student placements. (See letter of support in Appendix I)

Additional Questions – University of Alberta

27. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

This will be the first graduate degree program in community engagement to be offered in Alberta and one of the first in Canada. There are other programs in community-university engagement, but they are at a certificate or non-credit level. University of Alberta degree programs that address portions of the planned content for the proposed degree include Anthropology, Health Promotion, Human Ecology, Education Policy Studies, Educational Psychology, Nursing, Public Health, Resource Economy and Environmental Sociology, Sociology, Psychology, and Political Science. The Certificate in Community Engagement and Service-Learning is available to undergraduates across the University of Alberta. The University of Alberta is an ideal place for the proposed degree given its focus on “engaging communities near and far” as one of the cornerstones in its academic plan. This focus is also at the heart of the Faculty of Extension's academic plan. By developing this degree, the University Alberta will enhance its leadership role in furthering our understanding of community-university engagement.

Courses dealing with some aspects of community engagement are offered at the non-credit, undergraduate and graduate levels at other institutions (e.g., Michigan State University – Graduate Certification in Community Engagement; Royal Roads University – Graduate Certificate in Sustainable Community Development; Maryland Institute College of Art – MA in Community Arts; Centre for Research on Educational and Community Services (CRECS), Faculty of Social Sciences, Faculty of Education, University of Ottawa - Graduate Certificate Program in Program Evaluation, Coady International Institute, St. Francis Xavier University, Antigonish, NS - Master of Adult Education – Community Development Stream.; Simon Fraser University - Certificate in Community Economic Development, and Certificate in Dialogue and Civic Engagement, Carleton University – an MA in Public Administration. None of these programs have the focus on community engagement that is proposed here.

28. How will research, scholarly work, and teaching be integrated to enhance student learning?

Each academic within the Faculty of Extension (those who will teach and supervise students in the proposed degree program) has an integrated cycle of scholarship in teaching, research and community service. Each faculty member's active research program is solidly based in the greater community. Students will conduct research with community partners, complete community service-learning in various agencies and take coursework that provides theoretical background for these experiences. This combination of activities will provide an ideal environment for integration of research, scholarship and student learning.

Contained in the Faculty Standards and Faculty Evaluation Committee annual report template for the Faculty of Extension is a requirement that each member of the academic staff report annually on their

integration of research, teaching and community engagement. This data will enable an annual review of the degree to which integration is being achieved.

29. Further to Question #15 above, when should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

A summative evaluation will be carried out in the fifth year of operation of the proposed graduate program. Feedback from the formative evaluation process described in question #15 as well as information gathered from students, graduates, employees, and others will be used to enhance and ensure the continuing quality of the proposed graduate program. The summative review will be arranged and overseen by the Associate Dean, Engaged Learning in consultation with the program director and advisory/steering committee. The evaluation team will include an Associate Dean from FGSR and at least one external reviewer, e.g., a senior academic leader in a relevant scholarly area in relation to the proposed graduate program.

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Appendix A- Calendar Copy

| CURRENT | PROPOSED |
|--------------------|---|
| <p>New program</p> | <p>96.3 Community Engagement Graduate Program The Community Engagement Graduate Program in the Faculty of Extension offers an in-depth theoretical examination of the conceptual and philosophical underpinnings of community engagement, along with critical analysis of related evidence-based research, and the opportunity to gain practical experience in the application of this growing field. The Master of Arts in Community Engagement (MACE) degree is an interdisciplinary graduate program designed for those seeking to provide reflective and informed leadership in community engagement and sustainability with industry, post secondary education, government, and not-for-profit agencies. The MACE program is a thesis-based degree. Refer to 20X.XX for more information and visit the program’s website at www.mace.ca, email mace@alberta.ca or telephone (780) XXX-XXXX. For course listings see XXX under Community Engagement (MACE).</p> <p>205.15 Community Engagement Faculty of Extension University of Alberta Enterprise Square 10230 Jasper Avenue Edmonton, Alberta T6J 4P6 E-mail mace@ualberta.ca www.mace.ca</p> |
| <p>New program</p> | <p>205.15.1 General Information The Community Engagement Graduate Program in the Faculty of Extension offers an in-depth theoretical examination of the conceptual and philosophical underpinnings of community engagement, along with critical analysis of related evidence-based research, and the opportunity to gain practical experience in the application of this growing field. The Master of Arts in Community Engagement (MACE) degree is an interdisciplinary graduate program designed for those seeking to provide reflective and informed leadership in community engagement and sustainability applied to industry, post secondary education, government, and not-for-profit settings.</p> |

The MACE program is a thesis-based degree comprised of coursework in theory and analysis of community engagement, collaboration, partnership development, cultural awareness, research methodology, project management, and policy development. An opportunity for practical experience is available to all students through the community service-learning component within the MACE program.

Entrance Requirements

The minimum admission requirements are those set out in the minimum acceptable standards in 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 credits; preference will be given to those with community-based experience; and if required (see 203.24) a minimum overall score on an approved English language examination as described below. PTE Academic score of at least 59; a minimum acceptable TOEFL score of 580 (paper-based) or a total score of 92 with a score of at least 20 on each of the individual skill areas (internet-based); or a minimum overall band score of 7.0, with at least 6 on each test band, on the IELTS. Applicants should arrange for their English language test results to be sent directly to the Faculty of Extension.

Applicants are required to provide

1. A current curriculum vitae
2. Three letters of reference
3. At least one year of relevant experience is preferred
4. A letter of not more than 800 words that outlines the anticipated research topic(s) or areas of thesis research. The applicant should identify appropriate faculty members from the Faculty of Extension as potential supervisors

205.15.2 The Degree of MA in Community Engagement Program Requirements

Students must complete the following:

- (1) **Required courses (*15)** MACE 501 The Practice of Community Engaged Scholarship, MACE 502 Theoretical Foundations of the Scholarship of Engagement, MACE 503 Methods of Community-Based Research, one additional research methods course, CSL

- 550 (*3) [Selected Topics in Community Service-Learning]
- (2) **Electives:** two graduate-level courses (*6) approved by the student's supervisor
 - (3) **Thesis:** successfully complete and defend a thesis on a research topic in the area defined in consultation with the student's supervisory committee. The scope and quality of the thesis should be appropriate to form the basis of a refereed journal publication. Students are required to present the results of their thesis at a student seminar prior to their defence.

Length of Program

Students may undertake the MA on a part-time or full-time basis. The maximum time permitted for completion of the program is four years (part- or full-time) from the date of registration.

XXX. XX. X Graduate Courses

Graduate course can be found in 231, Course Listings, under the subject heading Community Engagement (MACE).

XXX. XXX Community Engagement (MACE)

Faculty of Extension

Graduate Courses

MACE 501: The Practice of Community Engaged Scholarship

*3 (*fi* 6) (either term, 0-3s-0). An introduction to the conceptual foundations of the practice of community-engaged research and evaluation, with application across diverse disciplines and forms of engagement (e.g., health care, community development, government). A required course for students in the XXX program; others interested must seek consent of the instructor.

MACE 502: Theoretical Foundations of the Scholarship of Engagement

*3 (*fi* 6) (either term, 0-3s-0). An examination of the theoretical foundations that have shaped the study of community engagement. Students will explore this through a broad spectrum of disciplines and themes. A required course for students in the XXX program; others interested must seek consent of the instructor.

MACE 503 Methods of Community-Based Research *3 (*fi* 6) (either term, 0-3s-0). An introduction to research which broadly includes quantitative,

qualitative, and mixed methods. Research design, formulating research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar, while some classes will be structured, the intent is for participants to learn from each other's experiences and research examples.

CSL 550 Topics in Community Service-Learning: Reflexive Community Practice *1-6 (variable) (variable, unassigned). A seminar that explores critical, ethical, and reflective approaches to the everyday practice of community engagement. Students will build personal, practical, and professional skills through significant contribution to a community-based project that draws on multiple facets of community engaged scholarship. Pre-requisite MACE 501 and 502.

Appendix B - Graduate Student Supervision Experience

| Name | Expertise-related to community engagement | Master's students supervised/committee | PhD students supervised / committee | Students supervised in community placements | Status of Students (aggregated) |
|--------------------|---|--|---|---|--|
| Mary Beckie | <ul style="list-style-type: none"> • Qualitative Methodology • Sustainable communities planning and development • Scholarship of engagement • Citizen/public engagement | 6/0 | 1 Postdoc 1 PhD mentorship 2 PhD candidacy examiner | 20 | Master's graduates - 2 in progress; 2 with industry; 2 with provincial government Postdoc - 1 in a tenure-track university position PhD - 1 mentored in qualitative research received SSHRC Postdoc position |
| Cindy Blackstock | <ul style="list-style-type: none"> • Indigenous child rights • Public policy and advocacy | 3/1 | 1/0 | 15 | Master's graduates - 1 practicing indigenous human rights law. 2 in progress. PhD - 1 in progress. Community placement students have gone on to pursue careers in NGO's, human rights, business, and law. |
| Katy Campbell | <ul style="list-style-type: none"> • Scholarship of community engagement • Research in communications & technology | 25/5 | 0/13 | 2 | Master's graduates - 8 with government, 4 with NGO/health sector, 7 with private sector, 11 with educational institutions PhD - 4 with government, 6 with educational institutions, 2 in progress |
| Sherry Ann Chapman | <ul style="list-style-type: none"> • Study of community-based research (CBRE) • Critical engagement | 0/3 | 0/1 | 10 | 4 degrees in progress 10 embedded certificates in progress |

| | | | | | |
|-----------------|--|------|-----|----|--|
| Fay Fletcher | <ul style="list-style-type: none"> • Social Determinants of Health • Aboriginal & community health • Community based research • Health education and program development • Relational leadership and accountability | 5/3 | 1/1 | 4 | Master's graduates – 6, 2 in progress PhD 2 in progress |
| Rebecca Gokiert | <ul style="list-style-type: none"> • Community-based research evaluation & methodology • Early childhood measurement • Academic & clinical assessment | 3/2 | 1/2 | 10 | Master's graduates – 1 in research, 4 in progress PhD graduates – 1 Postdoc, 1 with an educational testing company, 1 in progress |
| Gordon Gow | <ul style="list-style-type: none"> • Social media for community organizations • MARS Lab community-engaged research projects | 12/0 | 0/0 | 0 | Master's graduates – 4 in progress 8 MACT graduates in various employment settings |
| Martin Guardado | <ul style="list-style-type: none"> • Qualitative Methodology • Community-based research | 3/2 | 1/0 | 0 | Master's - 5 in progress PhD - 1 in progress |
| Yoshi Iwasaki | <ul style="list-style-type: none"> • Culture and Human Diversity • Active Living • Health and Quality of Life | 12/5 | 4/6 | 4 | Master's graduates - 2 in PhD programs, 2 with government, 4 with educational institutions, 6 with NGOs, (3 unknown) PhD graduates - 4 with educational institutions, 4 with government, 1 in progress, (1 unknown) |

| | | | | | |
|--------------------------|--|------------|------------|----------|---|
| <p>Maria Mayan</p> | <ul style="list-style-type: none"> • Qualitative Methodology • Public policy • Knowledge translation | <p>1/8</p> | <p>4/7</p> | <p>8</p> | <p>Master's graduates - 4 in progress (2 unknown), 1 with an educational institution, 1 with a political party 1 with federal government PhD students - 9 in progress, 2 with educational institutions</p> |
| <p>Kyle Y. Whitfield</p> | <ul style="list-style-type: none"> • Community Development • Citizen Engagement • Social Planning • Social Citizenship | <p>5/1</p> | <p>0/0</p> | | <p>1 completing PhD program (4 unknown)</p> |

Appendix C - Projected Enrolment

| Proposed Enrolment | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Annual Ongoing |
|---------------------------------|---------|---------|---------|---------|----------------|
| Total Full-Time head count | 3 | 6 | 9 | 12 | 12 |
| • Full-Time Year 1 | 3 | 3 | 3 | 6 | 6 |
| • Full-Time Year 2 | | 3 | 3 | 3 | 3 |
| • Full-Time Year 3 | | | 3 | 3 | 3 |
| • Full-Time Year 4 | | | | | |
| Total Part-Time head count | 3 | 3 | 9 | 12 | 12 |
| • Part-Time Year 1 | 3 | | 3 | 6 | 6 |
| • Part-Time Year 2 | | | 3 | 3 | 3 |
| • Part-Time Year 3 | | | 3 | 3 | 3 |
| • Part-Time Year 4 | | | | | |
| Total Work Experience hc | 3 | 12 | 18 | 18 | 18 |
| • Work Experience Year 1 | 3 | 6 | 9 | 9 | 9 |
| • Work Experience Year 2 | | 6 | 4 | 3 | 3 |
| • Work Experience Year 3 | | | 5 | 3 | 3 |
| • Work Experience Year 4 | | | | 3 | 3 |
| Total FLE | 4.5 | 9 | 13.5 | 18 | 18 |
| • FLE Year 1 | 4.5 | | 4.5 | 4.5 | 4.5 |
| • FLE Year 2 | | 9 | 4.5 | 4.5 | 4.5 |
| • FLE Year 3 | | | 4.5 | 4.5 | 4.5 |
| • FLE Year 4 | | | | | |
| Anticipated Number of Graduates | NA | 3 | 6 | 9 | 12 |

Appendix D - Campus Alberta impact

| Campus Alberta Partner | Type of interaction | Possible impact of proposed MA program | Possible synergies with proposed MA program |
|-----------------------------------|---|--|---|
| U of Calgary Athabasca University | <ul style="list-style-type: none"> • Joint research • Course development | Courses within proposed MA will be available via e-Learning to interested U of C and AU students as possible electives. Course on the social economy currently being co-developed. | AU offers MA in Integrated Studies – there are potential synergies with the Community Studies and the Adult Education specializations and the proposed MA program |
| Blue Quills First Nations College | <ul style="list-style-type: none"> • Research and teaching | Blue Quills First Nations College has a Masters of Education in collaboration with UofA Faculty of Education. Possibility of adjunct appointments. Possible student interest in courses. | Opportunities for students in the proposed program to take Blue Quills First Nations College courses as electives. |
| Yellowhead Tribal College | <ul style="list-style-type: none"> • Research partnership • Student supervision • Teaching | Offering a condensed CBRE methods course for undergrad students | Direct link to 5 First Nation communities and the College for CBRE community-service-learning placements. |
| U of Calgary Environmental Design | <ul style="list-style-type: none"> • Potential research • Teaching • Guest lectures | Courses within proposed MA will be available via e-Learning to interested U of C students as possible electives. | There could be a shared interest in some key courses |

Appendix E - Employment Opportunities Requiring an Understanding of Community Engagement

Municipal governments (Race Relations Specialist; Public Involvement Program Coordinator, City of Edmonton),
non-profit organizations (Employee Engagement Officer, World Wildlife Fund Canada; Community Engagement Assistant,
Alzheimer Society of Thunder Bay; Community Engagement Coordinator Arts Smarts, Toronto),

Private sector corporations (Community Engagement Manager, Wattpad; Manager Community Engagement, Oil and Gas Sector, Fort
McMurray),

Municipal agencies (Engagement Coordinator (Internship)Thunder Bay Chamber of Commerce; Youth Engagement Coordinator,
Public Health & Emergency Services Department, Oxford County, Woodstock Ontario),

Educational institutions (Sustainability Engagement Coordinator, Office of Sustainability, University of Calgary),
Government departments such as Government Communications and Public Engagement (Government of British Columbia).

Appendix F - Summary of Survey of Potential Students for the proposed MA in Community Engagement

The total number of responses was 138. The number of specific emails that were invited to participate directly through the University was 2,156. The invitation was also sent to some related, non-University controlled listservs. The estimated response rate was around 6%. This is a low response rate. However, since the purpose of this survey was to gauge potential interest in the program among potential audiences, the sample was purposeful and not random. The number of responses was large enough to provide preliminary answers about different aspects of the proposed graduate program. Many of the respondents had a predisposition to this type of program. Below is a brief summary of the results:

- In general, the respondents indicated an interest in the program with about half indicating familiarity with the term “Community Engagement”.
- The three highest ranking reasons for making a decision for applying to a graduate program were:
 - Ability to get field experience through work with the community
 - Financial support, and
 - The multidisciplinary nature of the graduate program.
- Field experience and applied research were highly rated reasons for making a decision to apply for a graduate program.
- Over 40% of the respondents indicated that they would be likely or very likely to consider applying for the program, assuming interest and meeting the program’s requirements.
- The top three components listed that would be of interest to respondents were:
 - Community engagement,
 - Community development, and
 - Taking courses in a related discipline.
- A large majority of respondents indicated that a program like this was relevant or very relevant to other students/colleagues in their discipline/domain.
- Over half of the participants indicated being interested or very interested in the three described required courses for the program.
 - A large majority indicated being interested or very interested in the practicum, which is consistent with the interest in fieldwork.
 - There was also considerable interest in the possible electives that were described.
- More respondents indicated a preference for a full-time rather than part-time program.
- For financial assistance, the most common response was scholarship or bursary, and the next most common responses were Research or Teaching Assistants, and concurrent employment.
- When asked about a preference of thesis-based or course-based masters, half indicated a preference to course-based masters. Most of the remaining responses indicated an equal preference for either type of masters.
- On the other hand, a majority of respondents indicated that it was important or very important that the degree allow for a continuation of their graduate education. There was some interest in being able to continue with a PhD interest.
- Most preferred face-to-face as the delivery method, with fewer, but a significant number of respondents indicating a preference for a hybrid of face-to-face and online instruction. Considerably fewer indicated a preference for online instruction.
- Preference for a practical and applied degree was strongly preferred to a theoretical degree.

Appendix G

| MA Community Engagement Budget | | | | | | | Ongoing |
|---------------------------------------|--|----------------------|------------------|------------------|----------------|----------------|----------------|
| | | Start up year | 2013-2014 | 2014-2015 | 2015-16 | 2016-17 | |
| EXPENDITURES | | | | | | | |
| <i>Academic Salaries</i> | | | | | | | |
| Note 1 | Continuing | 100,000 | 102,000 | 104,040 | 106,121 | 108,243 | 110,408 |
| Note 2 | Sessional Lecturers | | | | | | |
| | Academic Benefits | 20,000 | 26,148 | 26,671 | 27,204 | 27,748 | 28,303 |
| | Start-up costs | | | | | | |
| | Total Academic Costs | 120,000 | 128,148 | 130,711 | 133,325 | 135,992 | 138,712 |
| <i>Graduate Assistants</i> | | | | | | | |
| Note 3 | Teaching | | | | | | |
| | Research (FT students 8 mo, 12 hour GRAs) | 20,205 | 20,205 | 40,410 | 60,615 | 80,820 | 80,820 |
| | GA Benefits | | | | | | |
| | Total GA Costs | 20,205 | 20,205 | 40,410 | 60,615 | 80,820 | 80,820 |
| <i>Non-Academic Salaries</i> | | | | | | | |
| | Continuing Grade 8 step4 | 26,148 | 26,148 | 26,671 | 54,409 | 55,497 | 56,607 |
| | Part-time and Temp | | | | | | |
| | Non-Academic Benefits | 6,014 | 6,014 | 6,134 | 12,514 | 12,764 | 13,020 |
| | Total Non-Academic Costs | 32,162 | 32,162 | 32,805 | 66,923 | 68,261 | 69,626 |
| <i>Non-Salary Costs</i> | | | | | | | |
| Note 4 | Travel & entertainment | 2,250 | 2,250 | 3,750 | 6,750 | 9,000 | 9,000 |
| | Dues, Fees, Memberships | | | | | | |
| | Communications | | | | | | |
| Note 5 | Supplies and Sundries | 171 | 171 | 285 | 513 | 684 | 684 |
| | Consumables | | | | | | |
| Note 5 | Recruitment | 3,897 | 3,897 | 6,495 | 11,691 | 15,588 | 15,588 |
| | Visiting Speakers | | | | | | |
| Note 5 | Marketing/Advertising | | | | | | |
| | Total Non-Salary Costs | 6,318 | 6,318 | 10,530 | 18,954 | 25,272 | 25,272 |

| | | | | | | | |
|---|---|----------------|----------------|----------------|----------------|----------------|----------------|
| <i>Other Operating Costs</i> | | | | | | | |
| Note 6 | Faculty Overhead (If applicable) Computing-student workstations Library Costs Central Admin Overhead | 5,333 | 5,333 | 8,888 | 15,998 | 21,330 | 21,330 |
| | Total Other Costs | 5,333 | 5,333 | 8,888 | 15,998 | 21,330 | 21,330 |
| | Gross Operating Costs | 184,018 | 192,166 | 223,344 | 295,814 | 331,675 | 335,760 |
| REVENUES | | | | | | | |
| Note 7: | Contribution from Faculty | 11,651 | 11,651 | 19,418 | 34,952 | 46,602 | 46,602 |
| Note 8: | Contribution in Kind from Faculty (existing positions) Other: Specify | 136,081 | 144,229 | 147,114 | 166,787 | 170,122 | 173,525 |
| | Other : Grants (GRA support) | 20,205 | 20,205 | 40,410 | 60,615 | 80,820 | 80,820 |
| Note 9: | Other: Annual Advancement Proceeds | 0 | | | | | |
| Note 10: | Other: Positive Net variance 2011-2012 | 16,081 | 16,081 | 16,403 | 33,461 | 34,131 | 34,813 |
| | | 0 | | | | | |
| | Total Revenues | 184,018 | 192,166 | 223,344 | 295,814 | 331,675 | 335,760 |
| NON-OPERATING COSTS/ ONE TIME ONLY | | | | | | | |
| | | 0 | 0 | 0 | | | 0 |
| | Equipment | 0 | 0 | 0 | | | 0 |
| | Renovations | 0 | 0 | 0 | | | 0 |
| | Total Non-Operating Costs | 0 | 0 | 0 | 0 | 0 | 0 |
| | <i>Revenue minus Cost</i> | 0 | 0 | 0 | 0 | 0 | 0 |
| | <i>Revenue minus Cost per student</i> | 0 | 0 | 0 | 0 | 0 | 0 |
| | Full time students | 3 | 3 | 6 | 9 | 12 | 12 |
| | Part time students | 3 | 3 | 3 | 9 | 12 | 12 |
| | 6735 | 6 | | | | | |

Budget Notes

Note 1: Faculty of Extension teaching load is 2 courses per year. Teaching is 40% of full load, average salary is \$125K., teaching in this program = 1.5 FTE for 3 required courses and 0.5 for practicum coordination. Cost = (2 FTE) (0.4) (125000)= \$100000

Note 2: benefits 20%

Note 3: GRA support will come from research grants held by Faculty of Extension academics, and the Faculty's Research Funds

Note 4: travel to support community placements

Note 5: estimates based on current MACT program scaled to number of students and program characteristics

Note 6: Per student share of Faculty of Extension rental cost for Enterprise Square graduate student lab

Note 7: Non-salary costs and computing

Note 8: Academic salaries plus 50% of support staff salary

Note 9: The Faculty of Extension has established support of this program as its highest priority for fund raising

Note 10: The Faculty of Extension has a Positive Net variance 2011-2012 that will be applied to the first five years of the program

Appendix H - Library Impact Statement



UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the MA in Community Engagement. We anticipate that the new program will incur additional costs for Library acquisitions. There will also be costs associated with providing access to electronic resources as outlined in the table below.

The attached memo outlines the research that was conducted that determined that our current print and electronic collections would need to be enhanced to meet the needs of faculty and students participating in this program. It was written based on information provided in the proposal stating that total enrollment in this program would begin with a full time equivalent of 4.5 and increase incrementally to a total of 18 FTE in 2016/17.

We support the creation of the proposed program and look forward to working with the faculty and students in the years to come.

Executive summary of costs

Table with 3 columns: Total Costs (for both programs), Start Up, Ongoing (expected annual maintenance costs). Rows include Collections Budget, Capital Budget, Operating/Staffing Budget, Incremental Cost for Licensed Resources, and Total Costs: Summary.

Date:

Signed:

[Handwritten signature of Kathryn Arbuckle]

Kathryn Arbuckle
Interim Chief Librarian

[Handwritten signature of Christine Brown]

Christine Brown
Head, Humanities and Social Sciences Library



April 20, 2012

To: Christine Brown, Head, Humanities and Social Sciences Library

From: Grant Kayler, Public Services Librarian / Sociology Liaison

Re: Library Impact Statement for Faculty of Extension MA program in Community Engagement

This is a highly interdisciplinary program that draws on disciplines across the social sciences and education, and will have a relatively small number of students. These two factors suggest to me that its impact on service (e.g. consultations) will be quite dispersed among liaisons and will thus not be large in any particular area. Regarding collections support, I note from searches on Amazon and our own catalogue that we are missing a number of very new community engagement titles and these should be purchased. A rough estimate of \$2,500 should be sufficient for these. Regarding online databases/journals, many of our existing online sources have relevant content and should be sufficient, however Ulrich's indicates a couple of journals specifically on the topic which we do not have and should be considered for purchase (estimate of \$500 per journal). As well there will be more demands on online licences for which the library uses a figure of \$200 per student.

Let me know if you need anything else.

Grant

Appendix I
Letters of support

3rd Floor, Edmonton Clinic Health Academy
Edmonton, Alberta, Canada T6G 2T4
lory.laing@ualberta.ca
www.publichealth.ualberta.ca

May 7, 2012

Dr. K. Campbell
Dean, Faculty of Extension
University of Alberta
Room 2-246 Enterprise Square
10230 Jasper Ave
Edmonton, AB
T5J 4P6

Dear Dr. Campbell:

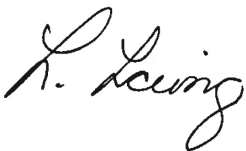
Re: Master of Arts in Community Engagement (MACE)

I am writing in support of the proposal being put forward by the Faculty of Extension for a Master of Arts in Community Engagement. Having reviewed the proposal, it appears to have merit and should provide graduate students with the opportunity to explore key concepts in relation to community engagement. While there is some looseness with respect to substituting engaged scholarship with community engagement, the proposal appears to focus on community engagement. There is also brief reference to the scholarship of engagement. The program appears to be largely based on several new courses that Extension will offer, and on existing courses elsewhere (notably courses offered by the School of Public Health- HPS, and PHS courses).

I believe that as the full program is developed, any inconsistencies or lack of clarity about the difference between engaged scholarship, and community engaged scholarship, will be addressed. Given that the bulk of the proposal is about community engagement it largely holds together. As the program takes shape, the new courses in theories, methods, statistical analysis, and qualitative methods will need to mesh to provide a sound research foundation.

In terms of discussion about access to School of Public Health courses we would be happy to accept requests from MACE students to participate and would ensure their inclusion as long as there is space available. I would suggest that the description of PHS 602 (Engaged Scholarship for Health) be revised according to the track changes in the attachment.

Sincerely,



Lory Laing, PhD
Interim Dean



April 30, 2012

Dr. Katy Campbell, Dean
Faculty of Extension
Enterprise Square
10230 Jasper Avenue
University of Alberta
Edmonton, Alberta T5J 4P6

Dear Dr. Campbell,

The Faculty of Native Studies is pleased to support the M.A. in Community Engagement to be implemented by the Faculty of Extension. After reviewing the proposal, I found that your MA program offers an in-depth theoretical background necessary to study the engagement process, outcomes, and impacts including unique features such as a mandatory Community Service-Learning component, which will undoubtedly be very attractive to students. The Faculty of Extension already has an impressive list of possible CSL placements for students, some with Aboriginal organizations, thus providing extremely valuable practicum experiences. The new program developed by the Faculty of Extension will be the first of its kind in Alberta and one of the first in Canada positioning the University of Alberta as a leader in the field. I have no doubt that the courses offered as part of this program will be attractive to some of our students in Native Studies.

We wish the Faculty of Extension the best of luck in this new and exciting endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Kermoal', written over a horizontal line.

Dr. Nathalie Kermoal
Dean (Interim)



3rd floor, Edmonton Clinic Health Academy
Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.6236
Fax: 780.492.2551
Deans_office@nurs.ualberta.ca
www.nursing.ualberta.ca

May 5, 2012

Dr. Katy Campbell
Dean, Faculty of Extension
University of Alberta
10230 Jasper Avenue
Edmonton, AB T5J 4P6

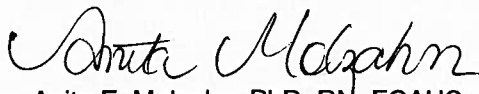
Dear Katy:

I am pleased to write in support of the proposed Master of Community Engagement. The program is innovative and will make contributions to the development of theory and knowledge regarding community engagement that will be useful to our discipline as well as many others.

Much of the work done by nurses involves community engagement, so the development of this area of scholarship will be of great interest to our faculty members and students. I can anticipate that graduate students in nursing may wish to take courses in the program as electives.

I wish you all the best as you implement this program. The fit with your Faculty's mission relating to engaged scholarship is clearly visible in this proposal.

Sincerely,


Anita E. Molzahn, PhD, RN, FCAHS
Professor and Dean

2-14 Agriculture-Forestry Centre
Edmonton, Alberta, Canada T6G 2P5
Tel: 780.492.4931
Fax: 780.492.8524
www.ales.ualberta.ca

April 23, 2012

Dr. Katy Campbell,
Dean Faculty of Extension
University of Alberta
10230 Jasper Avenue
Edmonton, AB T5J 4P6

Dear Katy:

Thank you for meeting with me to share your plan for development of a thesis-based MA in Community Engagement (MACE) by the Faculty of Extension. I have reviewed and discussed your proposal within my faculty, and I am happy to provide support for it.

We are confident that this degree will align with many of the elective graduate courses in ALES' departments and our understanding is that the core focus of the new program will be theoretical foundations of engagement rather than the disciplinary contexts in which it is practiced.

ALES courses and research provide a number of critical contexts in which engagement between the University and the greater communities of interests occurs. This disciplinary context will be available to MACE students through electives in ALES departments, particularly in Human Ecology.

ALES faculty and students provide a disciplinary focus that will complement the Faculty of Extension focus on the scholarship of engagement. Furthermore, the existing collaborations between ALES and Extension will be strengthened by the establishment of this program, as it will develop an academic research training environment focusing on the scholarship of engagement at the UofA.

I wish you well in the development of this important new program, and I look forward to continued collaboration between our Faculties.

Sincerely,



John J. Kennelly, PhD.
Dean, Faculty of Agricultural, Life & Environmental Sciences

May 4, 2012

11039 Saskatchewan Drive
Edmonton, Alberta, Canada T6G 2B4
780.492.2420
www.csl.ualberta.ca


To Whom It May Concern:

I am pleased to write a letter in support of the Masters of Arts in Community Engagement (MACE) proposed by the Faculty of Extension. MACE is a manifestation of the Faculty's institutional commitment to the scholarship of engagement. It not only builds on expertise found internally in the Faculty, such as in CUP, the CBRE program, the City-Region Studies Centre, and the Center for Public Involvement; it also adds to a growing number of programs and initiatives across the University of Alberta committed to both practicing and understanding community engagement, including our own Community Service-Learning Program.

The MACE program's scope of offerings – including methods, theories, and practices of engagement – will likely attract a wide range of students, from seasoned community-based practitioners to recent bachelor-level graduates such as those that undertake the Certificate in Community Engagement and Service-Learning. Our own experience tells us that a number of undergraduate students who get a taste for non-profit sector work (e.g., students who earn our Certificate) continue to seek ways to further build their skills and knowledge.

The CSL Program also looks forward to working with the MACE program to develop and support the CSL 550 course and any other service-learning opportunities that may arise. We are especially pleased to develop this relationship because it addresses the persistent challenge of coordinating among community engagement initiatives across the U of A, and thus of building opportunities for programs to co-develop and co-serve partners based on their respective strengths. In this case, the Faculty of Extension will cover the cost of course instruction and the CSL Program will provide its usual set of supports for adoption of CSL: professional development in CSL pedagogy, identification and development of suitable community projects, and preparation and support for instructor, community partner, and student participants. Given that both the Faculty of Extension and the CSL Program have a broad base of partners and strong evaluation programs, we will work together to identify possible student projects and to develop suitable evaluative tools.

Sincerely,



Sara Dorow
Academic Director, CSL Program
Associate Professor, Sociology



May 25, 2012

Dr. Katy Campbell
Dean
Faculty of Extension
2-246 Enterprise Square

Dear Katy,

I am writing in full support of the proposed Master of Arts in Community Engagement. The program is fully aligned with Dare to Deliver II and it responds directly to the cornerstones in Dare to Discover.

Community engagement is a critical piece in ensuring that Universities are increasingly understood as relevant to the communities in which they are located and which they purport to serve. This is especially true to my way of thinking since many community colleges have sought and received university status, thus redefining their roles relative to communities. It is also noteworthy I think that granting councils are opening their programs to community colleges.

Hence engagement of academics as “public academics”, to quote our President appears not as something we could be concerned with but rather as an area that we need to fully embrace and understand in all its ramifications. This program will serve an important role in that respect in addition to creating a foyer of expertise among the students it will graduate.

Congratulations on this important and timely initiative.

Marc Arnal
Dean

AR74791

March 12, 2012

Dr. Katy Campbell
Dean, Faculty of Extension
University of Alberta
Enterprise Square
10230 Jasper Avenue
Edmonton, Alberta
T5J 4P6

Dear Dr. Campbell:

Your letter regarding your proposed Master of Arts in Community Engagement Graduate Studies program has been shared with me. Engagement with education stakeholders is one of the cornerstones of the work of the Ministry of Education, so this program is of interest to us and is timely.

For the next few years, one requirement of all Alberta Initiative for School Improvement Cycle 5 projects with every school authority in the province is "Parent and Community Engagement", to demonstrate active and meaningful engagement of key education stakeholders. Engagement among school community stakeholders has always been important, but recognition of the critical need for purposeful and careful planning for engagement is now being infused throughout the education system. We see that graduates of the Master of Arts in Community Engagement program would have much to offer the ministry, school authorities and education stakeholders in regard to high-quality community engagement.

We believe that a strength of the proposed program is the blending of theory and practice. The Ministry of Education currently provides placements for summer student interns, so given the focus on community engagement within the ministry, there would be potential for student placements from the Master of Arts in Community Engagement program. The ministry could also play a role in sharing information with provincial school authorities about the opportunities and benefits of hosting a student placement in their jurisdictions. The placement opportunities would be based on the needs of the ministry or school authority and the experiential needs of the students in the program within the timeframe of the field experience practicum.

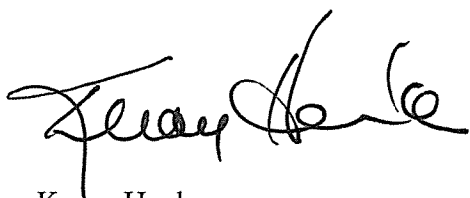
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Dr. Katy Campbell
Page Two

Another of the program's strengths is that it is interdisciplinary by design. As such, we recognize value in ministry staff participating, on request, as short-term guest lecturers, provided the topic and timing is suitable, given ministry mandates and priorities and availability of appropriate expertise. One recent area of focus for the ministry has been online engagement, and this might be an area for your consideration where we could offer some expertise.

Thank you for the opportunity to review the information about your proposed Master of Arts in Community Engagement graduate program. We appreciate the opportunity to provide our thoughts on the benefits for Alberta's Kindergarten to Grade 12 education system and how we might contribute to the success of your future students.

Sincerely,

A handwritten signature in black ink, appearing to read "Keray Henke". The signature is fluid and cursive, with a large initial "K" and a long, sweeping underline.

Keray Henke
Deputy Minister
Alberta Education



Boyle Street Community Services
10116 - 105 Avenue
Edmonton, AB T5H 0K2

Ph: 780-424-4106
Fax: 780-425-2205
DONATE: www.boylestreet.org

February 27, 2012

Dear Dr. Campbell:

I am writing on behalf of Boyle Street Community Services to extend our support for the new graduate program for an *MA in Community Engagement* to be implemented by the Faculty of Extension.

After reviewing the information you provided about the programme we determined that there would be a demand for this expertise in the work we are involved in. Although funds are limited within our agency, we could see ourselves, in partnership with other Inner City Agencies, being able to provide future professional opportunities to work in our field. In addition, we would certainly be very open to provide practicum placements to support the experiential requirements of the program.

Our ability to provide learning support through guest lectures, advisory board participation would be possible but due to our own financial need providing student financial assistance and financial support for the program would not be possible.

Thank you for your outreach to our agency with this opportunity and we look forward to working with you in the future.

Sincerely

Julian Daly
Executive Director
Boyle Street Community Services

*Located in the inner-city of Edmonton Alberta, **Boyle Street Community Services** has for 40 years been dedicated to addressing the needs of people who are homeless, impoverished and marginalized. We provide an entry point, a place for people to access support and resources which are tailored and customized to meet their needs. We believe that our work with people is effective in assisting them grow healthier through involvement in a strong and accepting community.*

February 10, 2012

Ms. Katy Campbell, PhD
Dean, Faculty of Extension
University of Alberta
Enterprise Square
10230 Jasper Avenue
Edmonton, Alberta
T5J 4P6

Dear Ms. Campbell:

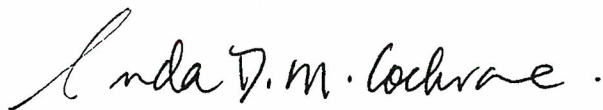
Thank you for your letter outlining the Faculty of Extension's proposed development of a Community Engagement graduate program.

The Community Services Department delivers a wide range of services and programs to Edmontonians all of which contribute to creating a safe, healthy and vibrant city. We undertake significant public consultation as part of our development of neighbourhood, recreation, social, cultural, parks, and fire response services and facilities. In fact, all City departments are committed to community engagement as a way to help ensure City Council is given the widest possible range of opinions and input to consider when making decisions. City Council expects this.

In response to your three specific questions, I do believe there is a growing demand for community engagement expertise. We are always pleased to partner with the University of Alberta on placement opportunities and because your proposed program aligns so well with our needs, I expect we would welcome student placements should the opportunity arise. While I cannot commit to providing financial support for the program, Community Services has many talented and experienced employees who I believe would serve as ideal guest lecturers, or as participants on an advisory board.

Thank you for the opportunity to provide input. I would be happy to discuss this with you further.

Yours truly,



Linda D.M. Cochrane
General Manager
Community Services

LDMC/lw

April 19, 2012

Dr. Katy Campbell
Dean, Faculty of Extension
University of Alberta
2nd Floor Enterprise Square
10230 Jasper Avenue
Edmonton, AB T5J 4P6

Dear Dr. Campbell:

Re: Proposed MA in Community Engagement

Thank you for the letter in which you outlined the proposed graduate program in community engagement. As a leader in the safe and reliable distribution of energy across North America, Enbridge adheres to a strong set of corporate values and has adopted and implemented a number of corporate responsibility policies and practices. We contribute positively to society by building lasting relationships with our stakeholders, acting ethically and responsibly, and supporting the needs of communities, our investors, governments, our employees and others.

To deliver our services to our diverse clientele we rely upon the expertise of our professional project teams, including those who are knowledgeable in stakeholder engagement, facilitation, and consultation. While much of our work in this area is currently based on industry best practice and our over 60 years of successful project and operations experience, to have access to individuals who have studied the design, development, and evaluation of community engagement would assist industries like ours in continuing to develop best practices in this area. We see the need for research into the theoretical and practice-based elements of community engagement.

The Faculty of Extension appears to be well placed to offer the proposed graduate program given its 100 year history of community engagement and the collaborative networks and partnerships that have subsequently developed. Current initiatives such as the City Region Studies Centre, the Community-University Partnership for the Study of Children, Youth and Families, and the Centre for Public Involvement will provide excellent areas for graduate students to gain the interdisciplinary perspectives that are required.

The program of studies should provide a good balance of theory, practice and research experiences. Given the demands upon our workforce, the possibility of part-time study and distance delivery increases the possibility of full-time employees being able to undertake graduate level study. We would

.../2

that there is a growing interest in all sectors of society, including government, business, and civil society in engaging more meaningfully with each other and with the communities and publics with which they interact. While to date we have not hired an individual whose background is solely in community-engagement, we definitely see a need for corporations such as ours to have teams who are competent in this area. To this end we would be open to discussing the possibility of community service learning opportunities for graduate students in the proposed program who have relevant backgrounds.

We support the development of the proposed program and appreciate the opportunity to have input at this stage. We wish you well with the proposed program and look forward to collaborating in any way we can to make it a success.

Sincerely,



Linda L. Palladino
Vice President, Human Resources and Development
Enbridge Inc.

LLP/LC

OUTLINE OF ISSUE

Agenda Title: Proposal for a Master of Arts (MA) in Women’s and Gender Studies Degree Program (Faculty of Graduate Studies and Research and Faculty of Arts)

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee (proposed) admission/transfer and academic standing/graduation requirements for a (new) Master of Arts (MA) in Women’s and Gender Studies Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts and as set forth in Attachment 1 [highlighted in yellow], to take effect July, 2013.

Item

| | |
|------------------|---|
| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Lesley Cormack, Dean, Faculty of Arts |
| Presenters | René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Bill Street, Associate Dean (Student Programs), Faculty of Arts; Lise Gotell, Chair, Women’s Studies Program, Faculty of Arts |
| Subject | Master of Arts (MA) in Women’s and Gender Studies Degree Program in the Faculty of Arts |

Details

| | |
|---|---|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | The purpose of the proposal is to establish an MA in Women’s and Gender Studies Program at the University of Alberta. The new program will include a thesis-based route and a course-based route, with an annual intake of 10 – 12 students. The new MA program is a response to ongoing student demand for graduate education in Women’s and Gender Studies. It has been designed in reference to four founding principles: the program should be transparent (ie, easy to navigate); it should have systems built in to enable students to move through it in a timely way; it should recognize that the discipline often attracts non-traditional students; and the program must offer meaningful and rigorous training to students who plan to continue to the Doctor of Philosophy (PhD) as well as those who plan to enter the workforce. |
| The Impact of the Proposal is | This program will be unique in the three prairie provinces, and its components, such as the workshops and the Community Service-Learning (CSL) requirements, will be unique in Canada. It will benefit current and prospective students at this and other universities in Alberta by allowing them to complete a Master’s degree in Women’s and Gender Studies in this province. Albertan and out-of-province students will be attracted by the high caliber of faculty members in the Department, the number and variety of feminist researchers across campus who are affiliated with the Department, and the opportunity to test their academic training in CSL placements (the CSL Program has a history of outstanding community partnerships with non-profit organizations in Edmonton). |
| Replaces/Revises (eg, policies, resolutions) | The Faculty of Arts’ Women’s Studies Program (Department of Women’s and Gender Studies) will offer a new graduate program. |
| Timeline/Implementation Date | Planned recruitment in late 2012, with the first cohort to be admitted for July 1, 2013. |



| | |
|--------------------|---|
| Estimated Cost | The change is cost neutral with two exceptions: existing Department resources will be re-allocated to fund graduate assistantships; the Faculty of Arts will fund two graduate assistantships per year. The total estimated budget is \$51,736. |
| Sources of Funding | Women's Studies Program (Department of Women's and Gender Studies) (reallocation of funding); Faculty of Arts (reallocation of funding). |
| Notes | N/A |

Alignment/Compliance

| | |
|---|---|
| Alignment with Guiding Documents | Aligns with <i>Dare to Deliver; Dare to Discover</i> values - Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. PSLA: The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> |



The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

6. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*). [...]

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

7. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the *University Calendar*.”

9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic)

| | |
|--|--|
| | <p>has determined that the proposed changes are substantial in nature. ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).</p> <p>Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)</p> <p>10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:</p> <p>"Existing Undergraduate and Graduate Programs:</p> <ul style="list-style-type: none"> - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p>11. PSLA: "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))</p> |
|--|--|

Routing (Include meeting dates)

| | |
|---|--|
| Consultative Route (parties who have seen the proposal and in what capacity) | GFC ASC Subcommittee on Standards – June 5, 2012 |
| Approval Route (Governance) (including meeting dates) | Women's Studies Executive Committee (December 13, 2010) – for recommendation; Women's Studies Council, (January 13, 2012) – for recommendation; Faculty of Arts Executive Committee, (February 9, 2012) – for recommendation; Faculty of Graduate Studies and Research Council (May 16, 2012) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval |
| Final Approver | GFC Academic Planning Committee |

Attachments:



1. Attachment 1 (pages 1 – 71): Proposal for a Master of Arts (MA) in Women's and Gender Studies Degree Program in the Faculty of Arts

Prepared by: René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research, rene.poliquin@ualberta.ca, and Joanne McKinnon, Assistant Chair (Administration), Women's Studies Program, Faculty of Arts, joanne.mckinnon@ualberta.ca

PROGRAM APPROVAL TEMPLATE C

BASIC INFORMATION

- 1. Title of program:** M.A. in Women's and Gender Studies
- 2. Proposed start date:** September 1, 2013
- 3. Length of the program:** One to two years
- 4. University and academic unit:** University of Alberta, Women's Studies Program,¹ Faculty of Arts, Faculty of Graduate Studies
- 5. Collaborating partners at other institutions:** N/A
- 6. Contact person with telephone and email address:** Lise Gotell, Chair, 780-492-0326, lise.gotell@ualberta.ca.
- 7. Approval path:**
 - o Women's Studies Council²
 - o Women's Studies Program Executive Committee³
 - o Faculty of Arts, Arts Executive Committee⁴
 - o Faculty of Graduate Studies and Research Council⁵
 - o Academic Standards Committee Sub-committee on Standards (SOS)
 - o GFC Academic Standards Committee (ASC)
 - o GFC Academic Planning Committee (APC)
 - o Post-Secondary Programs Branch, Alberta Advanced Education and Technology (AET) for System Coordination Review
 - o Campus Alberta Quality Council (CAQC) for quality review
- 8. Attach proposed program and course University Calendar descriptions, overall program structure and requirements, and other supporting documentation:** [see Appendix A, "M.A. Program in Women's and Gender Studies, University Calendar Description and List of Courses to be Changed/Added," and Appendix B, "M.A. Program in Women's and Gender Studies: Summary Document"].

¹ The Women's Studies Program has also submitted a Proposal for the Establishment a Department of Women's and Gender Studies [see Appendix K].

² The Women's Studies Program Council considered and unanimously approved the final version of this proposal (with appendices) at it January 13, 2012 meeting.

³ The Women's Studies Executive Committee unanimously approved the proposal (without appendices) at its December 13, 2010 meeting.

⁴ The Arts Executive Committee considered and unanimously approved the final version of this proposal on February 9, 2012.

⁵ FGSR Council considered and unanimously approved the proposal on May 16, 2012.

RATIONALE AND QUALITY

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

The M.A. in Women's and Gender Studies has been designed in reference to four founding principles: the program should be transparent (i.e., easy to navigate); the program should have systems built into it to enable students to move through it in a timely way; the program should recognize that Women's and Gender Studies often attracts non-traditional students; and the program must offer meaningful and rigorous training to students who plan to continue to the PhD, as well as those who plan to enter the workforce.

The M.A. in Women's and Gender Studies is, in part, a traditional Master's program. Students may complete the degree either through a course-based route or with a thesis route. Students completing the degree by course work are required to take 7 courses (or 21 credits), including one 3 credit course with a required Community Service-Learning (CSL) component, and to complete a capping project. The capping project consists of an M.A. Portfolio, a synthesizing document that highlights a student's accomplishments and learning in the program. Although specific contents will vary, all portfolios will be accompanied by a 7-10 page (3500 to 4000 word) introduction and academic or policy-based research work totaling 25-30 pages (10,000 to 12,000 words), or the equivalent in creative work. Students completing the degree by thesis take 6 courses (18 credits) and write a thesis of approximately 80-100 pages (20,000-25,000) words. Both the capping project and the thesis are based upon original research or creative activity. Students choosing the course option will normally complete the degree in 12 months. Students choosing the thesis option will normally complete the degree in 12-24 months. All students must also complete the Graduate Ethics Training requirement of the Faculty of Graduate Studies and Research (FGSR) by taking the web-based course offered by the FGSR. Additional training in research ethics is provided as a component of WGS 5XX (Praxis Workshop) (which includes a workshop on ethical standards in community-based research) and in WGS 5XX (Research Workshop) (which includes the submission of an ethics statement for proposed M.A. research as a required assignment). All students are required to take WGS 5XX and WGS 5XX.

The M.A. Program has two distinctive features relative to other M.A programs in the Faculty of Arts and many other Women's and Gender Studies graduate programs in Canada.

1. First, it has a Community Service-Learning (CSL) component. WGS 5XX (Praxis Workshop), a core required course, includes a 20-hours of CSL.⁶ This form of active engagement with non-profit organizations, ranging from women's shelters to literary magazines to centres for new Canadians, offers the following benefits:

⁶ In WGS 5XX (Praxis Workshop), CSL is a required component. Students must complete 20-hours of volunteer work in a community placement arranged as part of the Praxis Workshop course. The CSL work is treated as a learning component (that is, it is like readings or akin to a lab). Students are not assessed on the quality of their volunteer work, but instead on how they integrate this experiential learning into traditionally graded assignments that may include seminar participation, presentations, field journals, blogs, community-based research projects and research papers.

- it breaks down, or troubles, the relationship between theory and practice; and it permits students to acquire a variety of transferable research tools and skills, including the ability to work collaboratively with people across sectors. The CSL component of the M.A. is aligned with the University of Alberta's commitments to discovery-based learning, giving concrete expression to the goal of community engagement.
2. Second, the two required workshop courses provide "hands on" training in research ethics and practices, including the development of programs of original research, and (through attendance at the Feminist Research Speakers Series) integrate students into cultures of feminist research across campus, exposing them to current issues in interdisciplinary feminist research.

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

The new program responds to ongoing student demand. As indicated in #20 below, the program is unique in the Prairie Provinces. Components of the program—including the workshops and the CSL requirement—are unique in Canada. Although the M.A. in Gender Studies and Feminist Research offered by McMaster University has a "Knowledge in Action" community outreach course, ours is the only M.A. in Women's and Gender Studies with a CSL component supported by a longstanding CSL Program with a history of outstanding community partnerships with women's organizations in Edmonton. In addition, the Department of Women's and Gender Studies has been offering a CSL component in two of our undergraduate courses for the last five years (in two sections of 201: "Introduction to Women's Studies" and in 431: "Feminism and Sexual Assault"). We have well-developed expertise in this area.

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

Four faculty members hold full-time tenured and tenure-track appointments in the Department of Women's and Gender Studies,⁷ while another two, also tenured and tenure-track, hold cross-appointments with other departments. The total full-time equivalent (FTE) in faculty appointments is 5.25 positions (moving to 5.5 in 2012-2013). Women's and Gender Studies is the home department for all six faculty members. Their expertise crosses the three major areas represented in our Faculty of Arts: social sciences, humanities, and fine arts. Professor Lise Gotell (full-time in WGS) works in the area of Canadian and comparative feminist legal and political studies, with expertise in the legal regulation of sexuality and sexual violence. Professor Philomina Okeke-Ihejirika (full-time in WGS) works in the areas of development studies, immigration studies, and gender representation in tertiary education, particularly in West Africa. Professor Felice Lifshitz (0.51 in WGS, 0.49 at Campus Saint-Jean)⁸ works in the areas of women's history, women and religion, and the history of feminist thought. Associate Professor

⁷ A proposal for to transform the Women's Studies Program into a Department of Women's and Gender Studies is moving through governance (See Appendix K, "Proposal for the Establishment of a Department of Women's and Gender Studies"). We expect that it will receive final approval in Fall 2012. For simplicity, we refer to the Department of Women's and Gender Studies.

⁸ Professor Lifshitz is in the process of having her appointment transferred fully to the Faculty of Arts. When this occurs, she will be 75% WGS and 25% Religious Studies.

Susanne Luhmann (full-time in WGS) works in the areas of trauma and cultural memory studies (drawing especially from film and literature) as well as feminist and queer theory. Assistant Professor Michelle Meagher (full-time in WGS) works in the area of feminist visual culture and feminist cultural studies, with particular expertise in genres of self-portraiture. Assistant Professor Chloë Taylor (0.75 in WGS, 0.25 in Philosophy) works in the areas of feminist philosophy, philosophy of sexuality, 20th-century French philosophy (especially Foucault), feminist critical animal studies, and the philosophy of food. Four of the six faculty members appointed to the Department of Women's and Gender Studies hold, or have held, SSHRC Standard Research Grants. All have served on doctoral and master's supervisory committees in other departments or universities.

As indicated in section 17 below, we target an annual intake of 10-12 students annually, for a normal "steady state" of 15 students in the program. With the program's current complement of 5.25 FTE (and expected complement of 5.5), these student numbers would bring us in line with the Faculty of Arts' desire to move to a 3:1 ratio of graduate students to faculty members. While numbers will vary from year to year, we anticipate that 20% of M.A. students will opt to complete the degree by thesis, suggesting that faculty in the program can anticipate supervising one thesis student and two course-based students each.

However, we also have additional expertise on which to draw. The University of Alberta – and the Faculty of Arts in particular – is an internationally recognized centre of excellence for feminist work in all areas of Women's and Gender Studies. The 2008 external review of the Women's Studies Program remarked on the "depth and sophistication of feminist scholarship at the University of Alberta." The Department of Women's and Gender Studies functions as the hub of a large and active interdisciplinary network of scholars, including more than 110 who are formally associated with the Department as Research Affiliates. This cross-faculty network includes leading researchers from the Faculty of Arts, the Faculty of Agriculture, Life and Environmental Sciences, the Faculty of Education, the Faculty of Law, the Faculty of Native Studies, the Faculty of Nursing, the Faculty of Physical Education and Recreation, the Faculty of Rehabilitation Medicine, the School of Business, the School of Public Health, Campus Saint-Jean and the Augustana Campus. A complete list of Research Affiliates is available on our web site at <http://www.womensstudies.ualberta.ca/>. Our Research Affiliates participate in the Department's annual Feminist Research Speakers Series (a component of the proposed M.A. program), which draws on scholars from across campus, as well as nationally and internationally. The Research Affiliates represent an unusually strong and diverse resource for staffing graduate supervisory committees, providing additional supervisory expertise, and teaching graduate seminars which Women's Studies M.A. students can take (see Appendix C, "Letters of Support from Deans, Chairs and Research Chairs," for letters of support from other graduate programs and indications of their willingness to permit our students to take their seminars, space permitting⁹) and which supplement the graduate seminars that will be

⁹ The following letters of support were submitted: Professor Katy Campbell, Dean of Extension; Professor Nathalie Kerboal, Dean of Native Studies; Professor Jennifer Kelly, Chair, Department of Educational Policy Studies, Faculty of Education; Professor Lisa Phillips, Chair, Department of Anthropology; Professor Susan Hamilton, Chair, Department of English and Film Studies; Professor Garrett Epp, Interim Chair, Department of Modern Language and Cultural Studies; Professor Bruce Hunter, Chair, Department of Philosophy; Professor Andrew Gow, Director, Religious Studies Program; Professor Helen Boritch, Interim Chair, Department of Sociology; Professor Beverly Lemire, Henry Marshall Tory Chair, Department of History;

offered by the Department of Women's and Gender Studies. Students from other graduate programs on campus are also eligible (and encouraged) to take Women's Studies seminars.

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

As indicated in #11 above and #28 below, the program exposes the learner to a high-quality learning experience in the following ways:

- Through the quality of the graduate seminars it offers;
- By providing ongoing mentorship in research (through the workshop format as well as through individual supervisors who are well-recognized within their fields);
- By bringing students into frequent and sustained contact with researchers from across campus and elsewhere (primarily through the Feminist Research Speakers Series);
- By giving students opportunities to acquire a variety of transferable skills through their CSL placements.

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

Attached (see Appendix D, "Letters of Support from Women's Groups") are letters of support from:

- Pearl Bennett, President (on behalf of Board and Membership), *Caribbean Women's Network for Support and Learning*.
- Patricia Garrett, Director, *Wings of Providence Shelter*.
- Jan Reimer, Provincial Coordinator, *Alberta Council of Women's Shelters*.
- Jennifer Tamaszewski, Chair, *Women's Legal Education and Action Fund*.
- Laurie Kehlor, Volunteer Coordinator, *Lurana Shelter Society*.

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

The University has reaffirmed the cornerstones and goals of its strategic plan (*Dare to Discover*) and has finalized revisions of its academic plan (*Dare to Deliver 2011-2015*). The most current version of the accessibility plan is the December 2009 *Institutional Access Plan*. The new program reflects the University's vision and planning documents in the following ways:

- It contributes to a differential increase in graduate student numbers;
- It increases the number of CSL opportunities, crucially and almost uniquely at the graduate level;
- It provides an opportunity for the "best and brightest students" to complete an M.A. in Women's and Gender Studies in Alberta;
- It provides opportunities for "non-traditional" students (e.g., older and returning students, students with family obligations who cannot leave Alberta) to complete a graduate program in Women's and Gender Studies, particularly students who want to complete a degree part-time;

- Through careful program design, it provides graduate training that integrates learning, discovery, and citizenship.

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

The Program will continuously evaluate its success through the following measures:

- Its ability to recruit its top-ranked applicants.
- Numbers of external scholarships and awards held by its students.
- Completion rates and times.
- Graduates' success in gaining access to their first choices in further programs in higher education, e.g., doctoral programs, law schools, social work programs, etc.
- Graduates' success in securing employment in the field, especially in the not-for-profit sector.
- Exit interviews of graduating students.

See also comments in response to question #29 below.

DEMAND AND ADMINISTRATION

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

The new program will benefit current and prospective students at the University of Alberta (and the universities of Lethbridge, Calgary, Grant MacEwan, and Mount Royal) by allowing them to complete a Master's degree in Women's and Gender Studies in Alberta. Out of province students will be attracted by the caliber of faculty members in the Department of Women's and Gender Studies, the number and variety of feminist researchers across campus who are affiliated with the Department, and the opportunity to test their academic training in CSL placements. The Department of Women's and Gender Studies has an excellent track record in placing its undergraduate alumni in outstanding graduate programs and positioning them to take up leadership positions in the community. Alumni of the program have gone on to do graduate training at top universities and to work as professors, lawyers, policy analysts, research managers, librarians, filmmakers, and physicians. An M.A. in Women's and Gender Studies Program offers advanced training for students who wish to pursue the PhD (or other advanced degree) elsewhere or who want to position themselves for more advanced positions in the job market.

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

The expected enrolment impact on the Department of Women's and Gender Studies will be both gradual and manageable, particularly as we will be able to shift supervisory activities to WGS from our commitments to other programs (See Appendix E, "Implementation and Enrollment Plan"). The enrolment will be phased in over a three-

year period, allowing WGS faculty members time to reallocate extensive graduate supervisory responsibilities to our program.¹⁰

We do anticipate that the presence of a lively M.A. program will have a very positive effect on undergraduates in the department, providing us with teaching assistants for our re-designed and larger introductory courses and foregrounding the research culture of the unit.

We target an eventual intake of 10-12 new students annually, a target we anticipate achieving in approximately three years. Current enrolment at the undergraduate level is approximately 615. While introductory undergraduate classes normally fill to capacity each term, 400-level courses – which will be combined with 500-level graduate seminars – have room to accommodate the projected intake of graduate students. In addition to the two required core courses (Praxis Workshop and Research Workshop), we plan to offer two 500-level graduate seminars annually and another three-four “slashed” 400/500-level courses. (M.A. students in the 400/500-level courses would be expected to do additional work, and to work at a higher level.) An average annual intake of 10 to 12 M.A. students provides sufficient numbers to create a lively cohort without overtaxing the capacity of the program to deliver high quality graduate seminars and to supervise theses and capping projects (See Appendix E, “Implementation and Enrollment Plan”).

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

We do not anticipate any significant enrolment impact on programs at other institutions or regulatory bodies. As indicated in question #20 below, there is no equivalent program in Alberta (or Saskatchewan or Manitoba).

While there are no M.A. programs in Women's and Gender Studies west of Ontario and east of Vancouver, the University of British Columbia Vancouver offers both M.A. and Ph.D. programs (as of April 1, 2012, offered by the Institute for Gender, Race, Sexuality and Social Justice). In the past academic year (2011-2012), UBC's M.A. in Women's and Gender Studies accepted only four students (all with some funding). The impact of our program on UBC's is likely to be minimal since there is clearly an untapped market in M.A.-level training in WGS in Canada's west. Our proposed program is poised to fill a gap.

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

See attached, Appendix E, “Implementation and Enrollment Plan” and Appendix F, “MA WGS Budget.”

¹⁰ Our faculty members are heavily involved in graduate training in other graduate programs. Professor Taylor and Professor Lifshitz (both jointly-appointed) are engaged in supervision and committee work in Philosophy and Religious Studies. Professor Gotell and Professor Meagher are adjunct in Sociology, where they co-supervise students and sit on committees. Professors Okeke and Professor Luhmann are involved in graduate committee work in the Faculty of Arts and also, for Okeke, in ALES and Education.

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

The proposed M.A. in Women's and Gender Studies is unique not only in Alberta but in the three Prairie Provinces.

Athabasca University, the University of Calgary, and the University of Lethbridge offer B.A. programs in Women's Studies or Women's and Gender Studies. None of these universities offers a graduate program in the field. The same is true of the University of Regina, the University of Manitoba, the University of Winnipeg, and Brandon University. The Women's and Gender Studies Program at the University of Saskatchewan plans to develop a graduate program but has not yet done so.

Currently students wishing to pursue a Master's degree in Women's and Gender Studies must leave not only Alberta but the Prairies altogether.

The Department of Women's and Gender Studies at the University of Alberta already works with Campus Alberta in facilitating transfer agreements between similar undergraduate programs in the province. The proposed M.A. in Women's and Gender Studies would permit students from the Universities of Athabasca, Calgary, Lethbridge, Grant MacEwan, and Mount Royal to receive graduate training in Women's and Gender Studies without leaving the province.

The CSL component of the proposed M.A. ensures that the program contributes to resolving challenges faced by Albertans and seeking improvements to the quality of life in Alberta.

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

The Department of Women's and Gender Studies receives numerous student inquiries about the possibility of completing an M.A. in the area (at least a dozen inquiries a year), even without advertising. Prospective students are attracted by the research excellence of members of the Department and by the University of Alberta's reputation for excellence in feminist research.

Some of our recent graduates have gone on to pursue graduate degrees in Women's and Gender Studies at other institutions. We contacted recent graduates to ask if they would have been or remain interested in pursuing their MA training at the University of Alberta (see Appendix G, "Letters of Support from Recent Graduates"). All students who wrote letters emphasized their strong support for an M.A. Program in Women's and Gender Studies at the University of Alberta. Students expressed their interest in the proposed program, noting the exceptional quality of the undergraduate program – "The Women's Studies Program at the University of Alberta is an exceptional program, offering first-class university instruction, engaged and student-focused instructors, and many opportunities to experiment with community-focused learning;" "[B]eing able to complete graduate work under the supervision of the phenomenal professors in the Women's Studies program at the U of A is a possibility that I am exceptionally excited about. Each professor within the Women's Studies department is an absolutely awe-

inspiring source of knowledge and insight..." Some emphasized family constraints that make going elsewhere for graduate work difficult or impossible. Notably, letters were received from alumni who are non-traditional students, including one who would need to complete the M.A. part-time because of work and family obligations and another who has a visual impairment. Currently, students like this are prevented from pursuing graduate studies in their field because they cannot leave Edmonton. Students commented on the uniqueness of the program with its required CSL component. In short, these letters suggest a strong interest in the proposed program.

In order to gauge interest among our current students, as one indication of demand, a short questionnaire was administered in 300-level and 400-level Women's Studies classes in November 2011 (see Appendix H, "Brief Student Interest Survey"). Students were told that participation was voluntary and anonymous and that they should only fill out the survey once.¹¹ A total of 72 students completed the survey; 24 were Women's Studies majors, 22 were Women's Studies minors, 16 were majors and minors in other fields but with an interest in Women's and Gender Studies. Ten students reported being "none of the above" – that is, they were majors and minors in other fields and without an interest in Women's and Gender Studies.

- An overwhelming majority of respondents reported having an interest in an M.A. Program in Women's and Gender Studies at the University of Alberta – 82% of all respondents would definitely or perhaps apply.
- Predictably, a higher proportion of WST¹² majors reported that they would definitely apply to the proposed M.A. Program – 16/24 or 67% -- with 96% of WST majors indicating that they would definitely or perhaps apply.
- Of WST minors responding, 8/22 or 36% indicated that they would definitely apply and 19/22 or 86% would definitely or perhaps apply. Three "definitely not" responses came from students currently applying to pursue graduate or professional training in other fields.
- Even majors in minors in other fields but with an interest in Women's and Gender Studies expressed strong interest in the proposed program, with 12/16 or 75% indicating that they would definitely or perhaps apply.

| | Definitely | Perhaps | Definitely Not | Total |
|--|-------------------|----------------|-----------------------|--------------|
| WST Major | 16 (67%) | 7 (29%) | 1 (4%) | 24 |
| WST Minor | 8 (36%) | 11(50%) | 3 (14%) | 22 |
| Major/Minor in other fields with interest in Women's and Gender Studies | 4 (25%) | 8 (50%) | 4 (25%) | 16 |
| None of the Above | 1 (10%) | 3 (30%) | 6 (60%) | 10 |
| Total | 29 (41%) | 29 (41%) | 13 (18%) | 72 |

While this questionnaire only taps a slice of the potential demand, focusing as it does only on our own (and often strong)¹³ undergraduates, it confirms that there would be a

¹¹ Several students are enrolled in more than one 300-400-level WST class.

¹² The unit is currently named "Women's Studies." The calendar designation is "WST." If the Proposal for the Establishment of a Department of Women's and Gender Studies is approved, our calendar designation will also change to WGS.

solid market for an M.A. program in Women's and Gender Studies at the University of Alberta. Respondents emphasized the high quality of the undergraduate program, family or personal constraints and a desire to work with one of the Women's and Gender Studies faculty members as the most frequent reasons for their interest in applying to the proposed program.

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

It is difficult to assess labour market demand for any Master's program in Arts. However, graduates of the M.A. in Women's and Gender Studies Program will be well equipped to enter specific fields in the labour market. Concrete experience working with a range of not-for-profit organizations—building skills in such areas as community-based research, program evaluation, arts management and policy analysis—will position graduates for senior positions in the not-for-profit sector and the arts and culture sectors. Equipped with rigorous critical thinking and practical writing skills, graduates will also be well-prepared for policy and research positions in municipal, provincial and federal governments and in higher education.

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

Master of Arts programs do not typically require support from professional organizations and regulatory bodies. However, our proposed M.A. in Women's and Gender Studies will receive support from the University of Alberta's Community Service-Learning Program in securing placements for our graduate students in the not-for-profit sector. We have consulted with local community agencies and women's groups. Letters of support are included¹⁴ (see Appendix D, "Letters of Support from Women's Groups"). It is important to note that since the Women's Studies Program began offering courses with a CSL component at the undergraduate level in 2006, several of our graduates have found employment in the not-for-profit sector. M.A. training will improve the qualifications of students for senior level positions in Edmonton's Alberta's non-profit organizations.

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

Over the last six years, the Department of Women's and Gender Studies has worked with the CSL Program to build ongoing and relevant service-learning placements (currently nearly 80-100 per year) for undergraduate students in not-for-profit organizations working in areas related to women's issues and in the broader field of

¹³ Of the last ten WST B.A. or B.A. Honours students who have applied to M.A. programs, there has been a 100% acceptance rate. Moreover, 6/10 have secured SSHRC CGS funding, with another 1/10 students accepted with full funding into an Ivy League M.A. (Yale).

¹⁴ Letters of support were received from: Pearl Bennett, President, on behalf of Board of Caribbean Women's Network; Patricia Garrett, Executive Director, Women's Of Providence; Jan Reimer, Provincial Coordinator, Alberta Council of Women's Shelters; Jennifer Tomaszewski, Chair, Women's Legal Education and Action Fund Board of Directors; Laurie Kehlor, Volunteer Coordinator, Lurana Shelter Society.

gender and sexuality. These relationships provide the bases from which to create effective graduate-level praxis placements in areas relevant to student research and professional interests. For example, four faculty members have now participated in a Humanities 101 program housed at a local second-stage women's shelter. This ongoing project, providing remedial and post-secondary experiences for shelter residents, provides a site for graduate praxis placements as tutorial assistants, programs evaluators, and policy analysts. The Women's Studies Program is also in the process of applying for a CSL Partnership Grant with the YWCA. The purpose of this grant is to support the YWCA in a long-term project for girls and to provide the Graduate Program in Women's and Gender Studies with long-term placements for M.A. students. The CSL Program has also built relationships with a range of community partners who could provide diverse graduate-level professional and experiential learning opportunities for our M.A. students. The CSL Program and the Department of Women's and Gender Studies have established partnerships with diverse Edmonton-area women's groups as a result of longstanding WGS-CSL course offerings, beginning in 2005. Providing placements for 10-12 WGS graduate students annually is a very manageable goal for the CSL Program which now provides more than 500 placements on a yearly basis. The experiential learning components of the proposed M.A. program have been developed in close collaboration with the CSL program. (See Appendix I, "Letter of Support from Sara Dorow, Director of CSL").

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

Women's and Gender Studies is an interdisciplinary field. Graduates holding the M.A. degree who wish to pursue further study typically pursue degrees in Law or Social Work, or doctoral degrees in Women's and Gender Studies (where course-based M.A. degrees are the typical requirement) or in related social sciences or humanities fields. As indicated in #16 above, alumni of the B.A. program have gone on to do graduate training at top universities and to work as professors, lawyers, policy analysts, research managers, librarians, filmmakers, and physicians. Graduates from the M.A. program will be even better prepared for further study in a variety of fields.

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

In what follows, we outline the budget and resource implications of the new program. See also Appendix F, "MA WGS Budget" for additional budget information.

- Library: A Library Impact Statement, attesting that the Library is already well-equipped to support an M.A. in Women's and Gender Studies, is attached (see Appendix J, "Library Impact Statement").
- Space: In May 2008 the Department moved from the Tory Building (where it shared space with the Department of Anthropology) into its own expanded space in Assiniboia Hall. The Faculty of Arts made this space available to the Department of Women's and Gender Studies on the understanding that we

- would be developing a new M.A. program. Our current space includes office space for teaching assistants (six per office), a student lounge, a boardroom/seminar room that is well equipped to accommodate graduate seminars, and a small exhibition space.
- Costs associated with CSL placements: The WGS (CSL) component of the proposed M.A. in Women's and Gender Studies may require that students undergo Police Information Checks or Youth Intervention Checks prior to their placement in some non-profit organizations. The CSL Program manages these processes and absorbs related costs. For the CSL program, the cost of securing placements and of processing security checks for our proposed M.A. program is less than for a small course. The Women's Studies undergraduate program currently has 80-100 students annually doing CSL placements. The addition of a mandatory CSL requirement for 10-12 graduate students annually is a marginal cost increase for the CSL program. The CSL Program enthusiastically supports our MA program; it will be the first Canadian graduate program in which service-learning is required. See the attached letter of support from Sara Dorow, Director of the CSL Program (Appendix I).
 - Student services and administrative services (e.g., Registrar's Office): The proposed M.A. in Women's and Gender Studies is a relatively small program with a maximum annual intake of 10 to 12 students. The impact on student and administrative services, including the Faculty of Graduate Studies and Research, is minimal. Current support staff levels in the Department of Women's and Gender Studies includes a pod of seven administrative support positions, shared with East Asian Studies, Linguistics and Philosophy. Two Graduate Advisor/Research Coordinator positions who will handle all aspects of graduate administration for the new M.A. Program (see Appendix K, especially "Women's and Gender Studies Organization Chart"). The Associate Chair and Chair will be responsible for recruitment, to include contacts with Canadian and American Women's and Gender Studies Chairs and Directors, development of a graduate section of our web-page and dissemination of a poster and a brochure (highlighting the unique features of the program and faculty member's expertise). Based upon our consultations with colleagues in other Canadian Women's and Gender Studies Departments offering M.A. programs, we can expect 50-75 applications annually. Applications will be triaged by the Associate Chair and reviewed by a committee composed of two WGS faculty members.
 - Budget: The program's proposed budget of \$51,736 will be achieved through reallocations. The new program requires some modest adjustment to the Department's budget to enable it to (1) continue to offer the same level and quality of undergraduate programming, and (2) offer Teaching Assistantships to qualified applicants. The Faculty of Arts has committed to providing two Graduate Teaching Assistantships (GTAs/GRAs) (\$21,763) to the program. Women's and Gender Studies will be increasing the size of 200-level courses (from 45-75), to reduce the number of non-special sessions sections from 8-5 in order to free up resources (approximately \$18,000) that we can dedicate to M.A. funding. Two one-term T.A. positions (approximately \$12,000) that are currently offered to graduate students from other programs will be dedicated to our M.A. students. In addition, Finally, RA funding will be available through faculty-members research grants. (See also Appendix F).

ADDITIONAL QUESTIONS – UNIVERSITY OF ALBERTA

27. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

As indicated above, this program would be unique in the Prairie Provinces. However, it would also bring the University of Alberta in line with major research-intensive universities in Canada, the United States, the United Kingdom, and elsewhere. Within Canada alone, the following major universities already offer an M.A. in Women's and Gender Studies (or an equivalent program name):

- M.A. in Women's and Gender Studies, University of British Columbia (http://www.wmst.ubc.ca/prgm_masters.html#TOP)
- M.A. in Women and Gender Studies, University of Toronto (<http://www.wgsi.utoronto.ca/>)
- MA in Gender Studies, Queen's University (<http://www.queensu.ca/genderstudies/index.html>)
- M.A. in Women's Studies and Feminist Research, University of Western Ontario (<http://www.uwo.ca/womens/grad.html>)
- M.A. in Gender Studies and Feminist Research, McMaster University (<http://gsfr.mcmaster.ca/MA/index.html>)
- M.A. in Women's Studies, York University (<http://www.yorku.ca/gradwmst/ma/index.html>)

Contrary to common belief that Women's and Gender Studies programs are in decline, new programs continue to be developed in response to student demand. The Queen's M.A. in Gender Studies, for example, welcomed its first students in Fall 2009. The University of Western Ontario opened its new PhD program in Gender Studies and Feminist Research in Fall 2010. Enrolment in the undergraduate program in the Department of Women's and Gender Studies at the University of Alberta has increased more than 45% in the last five years, with correspondingly increasing demand for a Master's program.

A unique component of the proposed M.A. in Women's and Gender Studies is the Community Service-Learning (CSL) requirement. Only McMaster University's M.A. in Gender Studies and Feminist Research has a similar requirement: their Knowledge in Action community outreach core course (local community outreach and participatory action research).

Our own CSL requirement is distinguished by its affiliation with the well-established WGS Program at the University of Alberta (<http://www.csl.ualberta.ca/>). The Women's Studies Program has an outstanding track record of involvement in CSL initiatives at the undergraduate level (with ongoing CSL components in sections of WST 201 "Introduction to Women's Studies" and WST 431 "Feminism and Sexual Assault"), expertise that will inform our graduate program.

28. How will research, scholarly work, and teaching be integrated to enhance student learning?

Faculty members appointed to the Department of Women's and Gender Studies engage in advanced research in the areas of feminist political and legal studies, gender and development (especially in the nations of West Africa), women and immigration, feminist

and queer theory, trauma and cultural memory studies, feminist cultural studies, feminist visual studies, feminist philosophy, philosophy of food, women's history, and women and religion. In addition, the Department serves as the nexus of a broad, university-wide community of feminist scholars (see #11 above). The M.A. in Women's and Gender Studies is designed to draw on these strengths in a way that integrates research, scholarly work, and teaching:

- Faculty members teach in areas of well-established research expertise, bringing their research into the classroom and training students to develop research projects and programs of their own;
- Students attend talks in the annual Feminist Research Speakers Series and participate in the discussion that follows the presentation of research papers by scholars from across campus and elsewhere;
- Student proposals for capping projects or theses are developed in a workshop format (in WGS 5XX) with feedback from peers as well as faculty members;
- Students who hold Graduate Teaching Assistantships receive training, mentoring, and classroom teaching experience of their own.

29. Further to question #15 above, when should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

The M.A. in Women's and Gender Studies should be evaluated on the same regular basis, and by the same methods, as other graduate programs in the Faculty of Arts. The program does not require accreditation from a professional body. The evaluation team will normally consist of full professors of Women's and Gender Studies from comparable, research-intensive Canadian and American universities. Feedback from students, employers and other interested parties will be integrated into the Department's self-study, as per normal external review protocols. Evaluation criteria will include:

- Its ability to recruit its top-ranked applicants.
- Numbers of external scholarships and awards held by its students.
- Completion rates and times.
- Graduates' success in gaining access to their first choices in further programs in higher education, e.g., doctoral programs, law schools, social work programs, etc.
- Graduates' success in securing employment in the field, especially in the not-for-profit sector.
- Exit interviews of graduating students.

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Appendix A, "M.A. Program in Women's and Gender Studies, University Calendar Description and List of Courses to be Changed/Added"

Appendix B, "M.A. Program in Women's and Gender Studies: Summary Document"

Appendix C, "Letters of Support from Deans, Chairs and Research Chairs"

Appendix D, "Letters of Support from Women's Groups"

Appendix E, "Implementation and Enrollment Plan"

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Appendix G, "Letters of Support from Recent Graduates"

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Appendix I, "Letter of Support from Sara Dorow, Director of CSL"

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Appendix K, "Proposal for the Establishment a Department of Women's and Gender Studies"

APPENDIX A
UNIVERSITY CALENDAR DESCRIPTION AND LIST OF COURSES TO BE
ADDED/CHANGED

205.xx Women's and Gender Studies

Department of Women's and Gender Studies
1-17 Assiniboia Hall
University of Alberta
Edmonton, Alberta T6G 2E7
<http://www.womensstudies.ualberta.ca>

205.xx.1 General information

The Department of Women's and Gender Studies offers a program leading to the degree of Master of Arts. The Department of Women's and Gender Studies is home to a well-established, university-wide, interdisciplinary program housed in the Faculty of Arts. It draws from a strong, broad-based community of feminist scholars in one of Canada's top research universities. Core faculty conduct research in the areas of feminist legal studies, gender and development, gender and immigration, sexuality and queer studies, feminist theory, feminist visual culture, feminist cultural studies, feminist philosophy, feminist history, religious studies and memory/trauma studies.

The Department of Women's and Gender Studies encourages applicants to submit their applications January 15 to be considered for admission, awards and graduate assistantship funding.

Application forms are available at www.gradstudies.ualberta.ca. Detailed graduate program information is available on the Department's homepage at www.womensstudies.ualberta.ca.

Entrance requirements

Normally a four-year BA in Women's Studies or a related discipline with a minimum grade point average of 3.3 (or B+) in the last two years of full-time undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and, where applicable (see §203.2.4), a minimum TOEFL score of 580 (paper-based) or 92 (internet-based). Potential applicants, including non-traditional students, are encouraged to contact the Chair of the department to discuss their qualifications.

Financial assistance

Financial assistance in the form of graduate assistantships (normally teaching assistantships) for full-time MA students may be available. For further information about awards, scholarships, and financial assistance, please contact the Chair of the department and consult <http://www.gradstudies.ualberta.ca/>.

205.xx.2 The Degree of MA

Program requirements

There are two options for completing the MA in Women's and Gender Studies: 1) as a thesis-based degree, or 2) as a course-based degree. For the thesis-based MA, normally *18 of graduate-level courses and a thesis are required. The course-based MA requires *21 of graduate-level courses and a capping project (WGS 900). The required capping project is a portfolio – a synthesizing document that highlights students' learning in the program and that will include a major research paper, a field statement, a creative project **or** a policy/program/legal analysis. All students (both course-based and thesis-based) are required to take WGS 5XX (Praxis Workshop), which includes a mandatory Community Service-Learning component and WGS 5XX (Research Workshop). All students must complete a mandatory ethics training requirement (see §203.9). Those who have not already taken a course in Feminist Research Methodologies (or the equivalent) will normally be required to take WGS 302 in addition to their other courses. All students must complete minimum of *12 courses in WGS (including the required courses, 5XX (Praxis Workshop) and 5XX (Research Workshop)). There is no residence requirement.

Length of program

The time required to complete the MA will vary with the program (thesis- or course-based) and the candidate. Full-time students in the course-based MA program will normally complete the program within 12 months, while those enrolled in the thesis-based program will normally complete within 24 months. However, the Department of Women's and Gender Studies recognizes that many of its students are non-traditional and that part-time registration may be their preferred option. The Faculty of Graduate Studies and Research stipulates that thesis-based students must complete all degree requirements within four (4) years of registering for the program; course-based students must complete all degree requirements within six (6) years of registering.

205.xx.3 Graduate Courses

Graduate courses can be found in §231, Course Listings, under the subject heading Women's and Gender Studies (WGS). Graduate courses offered by other departments may be taken with the consent of the student's Women's and Gender Studies supervisor.

231.xx

***5XX (3) Praxis Workshop** (fall term only, 0-3s-0): In addition to attendance at the Feminist Research Speakers Series, students will explore feminist approaches to Community Service-Learning (CSL) and complete 20 hours of CSL work.

***5XX (3) Research Workshop** (winter term only, 0-3s-0): In addition to attendance at the Feminist Research Speakers Series, students will examine interdisciplinary approaches to feminist scholarship, and prepare and develop their thesis or research project proposals.

5XX (3) Approaches to Women's and Gender Studies (either term, 0-3s-0): An examination of interdisciplinary approaches to feminist scholarship with an emphasis on critical analysis and knowledge production.

5XX (3) Feminist Cultural Studies (either term, 0-3s-0): Examines gender as a category of analysis in contemporary cultural theory in order to examine how gendered subjects are produced and regulated through everyday cultural practices.

5XX (3) Gendering Development (either term, 0-3s-0): Examines the intersection of gender and the developmental process with particular emphasis on feminist discourses of development history, theory and practice.

5XX (3) Feminist Legal Studies (either term, 0-3s-0): An advanced examination of feminist legal theories and strategies with an emphasis on the contemporary North American and British context. Topics will vary.

5XX (3) Feminist Theory Now (either term, 0-3s-0): Examines current preoccupations within feminist theory. Topics and geographical focus will vary.

5XX (3) Feminist Historiography (either term, 0-3s-0): Examines contemporary and historical approaches to writing feminist histories of a variety of regions and time periods.

500 (3): Directed Readings in Women's and Gender Studies (variable, unassigned)

5XX (3): Topics in Women's and Gender Studies (either term, 0-3s-0)

410/5XX (3) Feminism/Postmodernism (either term, 0-3s-0): An introductory exploration of tensions, disadvantages, and advantages of postmodernism for feminist theory and practice in relation to cultural and political issues such as representation, agency, identity/difference/ambiguity, nature, bodies, sexualities, and community. (Not open to students with credit in W ST 410).

420/5XX (3) Law and Feminism in Canada (either term, 0-3s-0): A focus on the fundamentally contradictory role of law for women in Canada, building on the insights offered by feminist cross-disciplinary legal scholarship. (Not open to students with credit in W ST 420).

431/5XX (3) Feminism and Sexual Assault (either term, 0-3s-0): Interdisciplinary consideration of conceptual, political, and legal strategies that feminists have deployed to confront sexual coercion with an emphasis on the contemporary North American context. (Not open to students with credit in W ST 431)

440/5XX (3) Body Politics (either term, 0-3s-0): An examination of contemporary theoretical approaches to bodies and embodiment, with particular emphasis on the ways that race, class, sexuality, gender, and (dis)ability shape bodily experiences. (Not open to students with credit in W ST 440).

450/5XX (3) Transnational Feminisms (either term, 0-3s-0): This course provides a deeper understanding of women's issues globally and across nations. Topics may include feminist theorizing, women's movements, development, human rights, reproductive politics and social. (Not open to students with credit in W ST 450).

460/5XX (3) Masculinities (either term, 0-3s-0): This course surveys the status of masculinity and the emergence of contemporary masculinity studies within, alongside

and, at times, against feminism and Women's Studies. (Not open to students with credit in W ST 460)

470/5XX (3) Sexualities (either term, 0-3s-0): Special Topics: This course offers advanced examination of selected issues in sexuality studies. (Not open to students with credit in W ST 470).

498/5XX (3) Special Topics in Women's Studies (either term, 0-3s-0): Special topics will vary.

499/5XX (3) Special Topics in Feminist Theory (either term, 0-3s-0): This course offers advanced study of selected issues in current feminist theorizing (not open to students with credit in W ST 499).

***900 (3) Directed Research Project** (variable, unassigned)

APPENDIX B

MA in Women's and Gender Studies Summary document

Course-based MA

- *21 credits of courses at the graduate level (up to *9 may be taken outside the Department), including the 2 required courses: 5XX Praxis Workshop (that includes a 90 minute workshop on ethical standards in community-based research) and 5XX Research Workshop (that includes an ethics statement as a required assignment)
- completion of the Graduate Ethics Training (GET course) (see <http://www.gradstudies.ualberta.ca/degreesuperv/ethics/index.htm>)
- an MA portfolio (described below): WGS 900 Directed Research Project
- average completion for full-time students: 12 months
- the Faculty of Graduate Studies and Research stipulates that course-based students must complete all degree requirements within 6 years of registering in the program.

Thesis-based MA

- *18 credits of courses at the graduate level (up to *9 may be taken outside the Department), including the 2 required courses: 5XX Praxis Workshop (that includes a 90 minute workshop on ethical standards in community-based research) and 5XX Research Workshop (that includes an ethics statement as a required assignment)
- completion of the Graduate Ethics Training (GET course) requirement; see <http://www.gradstudies.ualberta.ca/degreesuperv/ethics/index.htm>
- a thesis (between 80-100 pages)
- oral defense of the thesis
- average completion time for full-time students: 24 months
- the Faculty of Graduate Studies and Research stipulates that thesis-based students must complete all degree requirements within 4 years of registering in the program.

MA Portfolio

The MA portfolio serves as a capping exercise for students completing the course-based MA in Women's and Gender Studies. When completing this capping project, students must enroll in WGS 900. The portfolio is a synthesizing document that highlights student's accomplishments and learning in the program. Although specific contents will vary (see below), all portfolios will be accompanied by a 7-10 page (3,500 to 4,000 word) introduction. In the introduction, MA candidates will (a) provide an explanation of why particular work has been included in the portfolio, (b) discuss how research and training in Women's and Gender Studies has shaped the work, and (c) reflect upon its bearing on future studies or professional employment.

The portfolio itself will include one of the following or some combination of the following, to be selected and developed in consultation with the student's supervisor:

- A major research paper. The MRP requires students to engage in original research on an approved topic. Typically expanding upon work produced for a seminar class, the MRP will range from 25-30 pages (10,000 to 12,000 words). The goal is to produce an article-length piece of research that would be ready for submission to a peer-reviewed journal.
- A field statement. The FS is a comprehensive, critical review of scholarship that defines the field (or a subfield) of Women's and Gender Studies. It should explain major texts, issues, debates, trends, and shifts in the field or subfield under consideration. The FS

APPENDIX B

will range from 25-30 pages (10,000 to 12,000 words). The goal is to produce a paper ready for presentation at an academic conference.

- A creative work. Students may elect to submit materials that are creative in scope, including (but not limited to) creative, journalistic, or blog writing, performance, mixed or mass media, and/or design. The goal is to produce a creative work that could be published or displayed. The size and scope of the creative work will be determined in consultation with the student's supervisor.
- A policy/program/legal analysis. The PPLA requires students to employ scholarship in Women's and Gender Studies to produce a useful and practical analysis of a policy or legal question or to engage in a program evaluation relevant to non-profit community organization. The goal is to use research and policy analysis to produce a legal/policy brief or a program analysis that will be used by a community organization. Typically expanding upon a student's CSL experiences, the PPLD will range from 25-30 pages (10,000 to 12,000 words). Students may elect to produce several shorter policy documents that attend to multiple issues or that make comparisons and connections between organizations.

Owing to the very different projects enabled by the MA program in Gender and Women's Studies, the portfolio's composition must be discussed in consultation with the student's supervisor. Portfolio proposals will normally be due by May 1, and final Portfolios will normally be submitted to primary advisor and an assigned reader by August 1 for approval.



February 14, 2012

Mazi Shirvani, Dean
Faculty of Graduate Studies and Research
2-33 Triffo Hall
Killam Centre for Advanced Study

Dear Mazi:

I am writing in support of the establishment of an MA in Women's and Gender Studies. I have reviewed the program summary, proposal and calendar description and I am happy to endorse this initiative. The MA will provide a unique graduate experience by virtue of the program's mandatory Community Service Learning component and the range of options from which students may choose in order to complete the portfolio requirement. The program embodies rigorous academic standards in its mandatory course requirements, the number of required courses, and the expectations of the thesis and portfolio options. Thus, in terms of its academic virtues, the proposed MA is well conceived and fully in line with other MA programs in the Faculty of Arts.

The establishment of an MA in Women's and Gender Studies also promises to increase graduate enrollment in the Faculty of Arts. As the only MA in this field in the prairie provinces, the University of Alberta program is likely to attract any interested candidates, and thus be able to ensure the admission of high quality graduate students. In turn, of course, the prospect of SSHRC funding is also strengthened. Moreover, the addition of an MA in Women's and Gender Studies may well contribute to the retention of its excellent faculty members. It will certainly enhance their research capacity and their ability to offer enhanced learning experiences to undergraduate students with the support of graduate teaching assistants.

Women's and Gender Studies is an expanding and dynamic area of scholarly endeavour. The proposal was considered and unanimously approved by Arts Executive Committee on February 9, 2012. Adding this MA program to our offerings will strengthen the reputation of the University of Alberta as a leading research institution, offering a breadth and depth of

intellectual experiences to its graduate students and contributing to a body of knowledge that concerns very significant and challenging social phenomena. Again, it should be noted that the program embodies the academic plan's commitment to fostering engaged citizens through its CSL program requirement. And in turn, this requirement connects the university to the community in very productive projects and interactions.

I am delighted that the Women's Studies Program has worked so diligently to prepare this proposal and I fully support their initiative.

Sincerely,



Lesley Cormack
Dean of Arts

cc. Lise Gotell, Chair of Women's Studies

LC/sk

Enterprise Square, 10230 Jasper Ave
Edmonton, Alberta, Canada T5J 4P6
Tel: 780.492.2681
Fax: 780.492.6735
katy.campbell@ualberta.ca
www.extension.ualberta.ca

September 19, 2011

Dr. Lise Gotell
Professor and Chair, Women's Studies
1-05 Assiniboia Hall
University of Alberta
Edmonton
Canada T6G 2E7

Dear Dr. Gotell

Re: Proposed MA in Women's and Gender Studies

We are pleased to see the Department's proposal for a graduate degree in this area. Particularly the broader view, gender studies, that has emerged and the inclusion of a community service learning component. We agree with the Department's view that this "distinctive feature" will provide a valuable opportunity for candidates to apply the theoretical concepts that they will be examining, analysing, and critiquing within the proposed program.

We would hope that the Department will also look to the academic and programming resources that are offered within the Faculty of Extension. We would encourage students and supervisors to review our Faculty's graduate course offerings; in such areas as communication, community engagement, and qualitative research methodology, as they design comprehensive programs to support candidate's thesis and capping exercise research requirements.

We look forward to the proposed MA in Women's and Gender Studies receiving approval and to working with members of the academic staff in the further development of learning and research opportunities in areas of mutual interest.

Sincerely



Katy Campbell, PhD
Dean



Walter Archer, PhD
Interim Associate Dean, Engaged Learning



September 8, 2011

Dr. Lise Gotell, Chair
Department of Women's and Gender Studies
1-17 Assiniboia Hall
University of Alberta
Edmonton, Alberta T6G 2E7

Dear Dr. Lise Gotell,

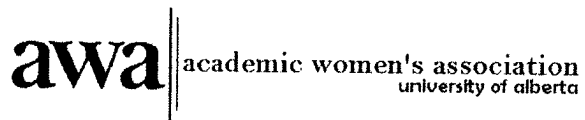
The Faculty of Native Studies is pleased to support the M.A. in Women's and Gender Studies proposed by the Department of Women's and Gender Studies. After reviewing the proposal, I found that the program offers unique features that include a mandatory Community Service-Learning component and a required research workshop course, which will undoubtedly be very attractive to students. While all of the University of Alberta's major comparator institutions have graduate programs in this field, the M.A. in Women's and Gender Studies will be the first in the prairie provinces, positioning the University of Alberta as a leader in the field. I have no doubt that the courses offered as part of this program will be attractive to many of our students in Native Studies; indeed, scholars have demonstrated that feminism has much to offer Aboriginal women in their colonial struggles.

We wish the Department of Women's and Gender Studies the best of luck in this new and exciting adventure.

Sincerely,

Dr. Nathalie Kermoal
Dean (Interim)
Faculty of Native Studies

Appendix C



September 27, 2011

Dr. Lise Gotell, Chair & Professor
Women's Studies Program
1-02E Assiniboia Hall
University of Alberta
Edmonton, AB T6G 2E7

Dear Dr. Gotell:

I am pleased to submit this letter of support for the establishment of Master of Arts in Women's and Gender Studies on behalf of the University of Alberta's Academic Women's Association. The program will provide stimulating and meaningful content for upper level students who have developed a deep academic interest in these fields and should attract some of the best and the brightest students. The program will also enhance the social sciences and humanities programs offered by this institution. Given the profile of the University of Alberta within Western Canada and beyond, it is appropriate that the Faculty of Arts take the initiative to offer a program that is unique to Western Canada. The proposed Master of Arts in Women's and gender Studies will help to enhance the University of Alberta's reputation among peer institutions.

I must commend the program committee for its decision to offer students a choice to pursue either a thesis or project route. This enables the program to be tailored to individual student needs. I also appreciate the Committee's decision to incorporate a community service learning component into the program. Undoubtedly, the CSL component will provide practical learning opportunities for students and is likely to produce unique learning outcomes. Additionally, this engagement will help to put "theory into practice" and result in significant contributions to our community. The Academic Women's Association also supports efforts to develop e-learning opportunities so that the program is accessible to students who are seeking further education, but are off-site and/or pursuing employment opportunities.

As the President of the Academic Women's Association I whole heartedly support the implementation of a Master of Arts in Women's and Gender Studies. I look forward to the contributions the students and faculty members will make provincially, nationally, and internationally.

Yours truly,

Holli Bjerland, BA
President (2011-2012)

Department of Educational Policy Studies

7-104 Education North Building
Edmonton, Alberta, Canada T6G 2G5www.uofaweb.ualberta.ca/edpolicystudies

Tel: 780.492.7625

Fax: 780.492.2024

September 23, 2011

MA in Women's and Gender Studies

I write in support of the Women's Studies M.A. in Women's and Gender Studies.

I regard the proposed programme as a useful addition to the University as a whole and more specifically to the Department of Educational Policy Studies.

There are several innovative components of the new MA programme in Women's and Gender Studies that make it a first in relation to other such programmes presently offered in Western Canada. The programme provides the possibility for the University of Alberta to become a leader in this area of work.

Of particular note the inclusion of a Praxis workshop allows students the opportunity to identify how feminist theories encountered in the classroom can be used to analyze experiences garnered during the Community Service Learning component of their courses. In terms of pedagogy, the inclusion of a portfolio will be attractive to students as it enables them to apply critical thinking to variety of scholarly topics. The idea of preparing a major research paper, a creative work or a legal /policy document is an innovative way to cap the Masters level programme and set up a strong foundation for possible future work at the PhD level.

The courses identified in the proposal will offer strong intellectual extensions for graduate students in the Department of Educational Policy Studies. Presently we have a number of students who have a strong interest in issues of gender and education and are seeking electives that will strengthen their knowledge in these areas of scholarship. The opportunity to take electives external to our department allows students to become acquainted with faculty members whose areas of research overlaps with their own and who might well become members of supervisory committees.

In terms of courses, 450/5XX (3) Transnational Feminisms would offer students a good introduction to this area of work and give depth of knowledge for those interested in learning how to work respectfully in countries of the South. The Global Citizenship Education Research Centre is within the Faculty of Education and the co-Directors, Dr. Ali Abdi and Dr. Lynette Shultz, are faculty members within the Department of Educational Policy Studies. Over the past few years the Centre has attracted a number of new graduate students whose interests are related to education, transnationalism and women.

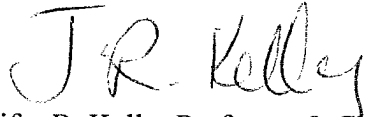
The inclusion of masculinities (460/5XX (3) Masculinities) as a topic worthy of scholarly exploration will strengthen the work presently undertaken in our department. In particular I applaud the fact that the course will allow for exploration of masculinities "within, alongside and, at times, against feminism and Women's Studies."

Finally, I envisage that students in the M.A in Women's and Gender Studies will find some of our department courses on social movements, critical ontologies and indigenous knowledge,

Appendix C

race, racialization and education useful additions to their in-depth knowledge of gender and women. We have a strong interdisciplinary emphasis in our department and I think this would work well with an MA in Women's and Gender Studies, which aims to highlight the significance and connection of gender to other social categories.

Sincerely,

A handwritten signature in black ink that reads "J R Kelly". The letters are cursive and connected.

Jennifer R. Kelly, Professor & Chair
Department of Educational Policy Studies.



22 September 2011

Lise Gotell, PhD
Professor and Chair, Women's Studies
University of Alberta
1-05 Assiniboia Hall
University of Alberta
Edmonton
Canada T6G 2E7

Dr. Professor Gotell,

This letter offers full support from the Department of Anthropology for the proposed MA program in Women's and Gender Studies. In reading through the proposal, it is apparent that students in the graduate program in the Department of Anthropology can benefit from course offerings and that courses currently offered in the Department of Anthropology may be of interest to students in Women's and Gender Studies. For example, in the 2011-12 academic year, we offer a course taught by Dr. Kathleen Lowrey entitled, *Anthropology and the Twentieth Century*, which includes the emergence of new social movements and which addresses feminism, gender, and sexuality among other social factors. The course, *Topics in Medical Anthropology: Engendering Food, Bodies, Health*, taught by Dr. Helen Vallianatos (who was awarded a Graduate Certificate in Women's & Gender Studies in the same year she received her PhD) is focused directly on gendered experiences of biologies and well-being. We would welcome the expansion of courses in the areas of Women's and Gender Studies for our students, and very much appreciate the increased opportunity to take part in graduate training, teaching, and cooperative, cross-faculty and interdisciplinary research in these areas.

In summary, the Department of Anthropology gives enthusiastic support to the proposal to expand the Women's and Gender Studies program to the graduate level. This support may take the form of cross-listed graduate courses, of opening appropriate Anthropology graduate course offerings to students in the Women's and Gender Studies MA program, of faculty members taking part on supervisory committees, and of increased research collaborations between scholars in both programs.

Sincerely,

Lisa Philips, PhD
Professor and Chair
Department of Anthropology
University of Alberta
13-15 Henry Marshall Tory Building
Edmonton, AB T6G 2H4



UNIVERSITY OF ALBERTA

7 November 2011

Dr. Lise Gotell, Chair
Women's Studies Program
Faculty of Arts

Re: Proposal for MA in Women's and Gender Studies

Dear Lise:

I am delighted to write in strong support of Women's Studies proposal to offer an MA in *Women's and Gender Studies*.

The Department of English and Film Studies has a long history of collaboration with Women's Studies, from cross-listing courses to collaborative teaching to participation in Women's Studies governance at every level. The collaboration has always been rich and rewarding for students, instructors, and administrators.

EFS welcomes the opportunities that the graduate courses offered through this new MA will provide to those of our graduate students who seek to expand their studies in literary and film studies through it. Our students will benefit from the increased scholarly and research attention to feminist projects, critical frameworks, and areas of study, which speak directly to the many research interests of graduate students in EFS. And we, in turn, will welcome Women's and Gender Studies MA students in our own EFS courses wherever interest and space makes this possible.

The Department of English and Film Studies offers wholehearted support for this important initiative in graduate studies at the University of Alberta. Its strong vision, combined with the strengths of Women's Studies faculty members, ensures its success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan Hamilton', written in a cursive style.

Susan Hamilton, Professor and Chair
Department of English and Film Studies

Subject: RE: Letter of support for MA in Women's and Gender Studies

Date: Wednesday, September 21, 2011 4:40 PM

From: Epp, Garrett <garrett.epp@ualberta.ca>

To: Lise Gotell <lise.gotell@ualberta.ca>

My apologies for the long delay – I had wanted to put this by a few folks here, and that took longer than expected.

Would you like something very official, on letterhead?

All I would say is that I fully support the proposal, which not only distinctive, building on the unique interdisciplinary strengths of Women's and Gender Studies as the field (and unit) has developed here at the University of Alberta, but also speaks to and builds on strengths across the Faculty of Arts, including this department. Everyone here who has seen the proposal sees it as a good thing for all concerned, an excellent means of bridging our programs and sharing both students and resources.

garrett.epp@ualberta.ca

From: Gotell, Lise

Sent: Thursday, September 08, 2011 11:05 AM

To: Epp, Garrett

Subject: Letter of support for MA in Women's and Gender Studies

Dear Garrett:

I hope you are well and surviving this busy time.

I trying to get the Women's and Gender Studies M.A. proposal completed. One of the remaining tasks is to seek internal letters of support. I am writing to request a letter from you as Interim Chair of MLCS.

Please find attached the nearly final draft of the proposal, as well as a summary document and calendar description. This is the latest version of the MA proposal, approved by the Women's Studies Executive Committee and vetted by the Faculty of Arts, FGSR and the Provost's Office.

As you will note, the program will include several unique features that set it apart from existing Women's and Gender Studies M.A. programs, including a mandatory Community Service-Learning component and required research workshop courses. While all of the

UofA's major comparator institutions have graduate programs in this field, ours will be the first in the Prairie provinces.

Should you choose to write a letter of support, it need not be long. We would, of course, be very happy to have your graduate students take our courses. In addition, we hope that it would be possible for our students take gender focussed grad courses in MLCS. If you are able to write a letter of support, it would be useful for you to note that our courses would be attractive to some of your students and that you would be willing to allow our students to take your classes, space and background permitting.

I am aiming for final submission of the proposal in mid October and so it would be helpful if I received letters of support by late September.

Thanks in advance for your time.

Kindest regards,

Lise

--

Lise Gotell, PhD
Professor and Chair, Women's Studies
University of Alberta
Mailing Address:
1-05 Assiniboia Hall
University of Alberta
Edmonton
Canada T6G 2E7
Office Address:
1-02E Assiniboia Hall
Phone: 780-492-0326
Lise.gotell@ualberta.ca
<http://www.uofaweb.ualberta.ca/womensstudies/>



UNIVERSITY OF ALBERTA
Interdepartmental Correspondence

To: Lise Gotell, Chair
Department of Women's Studies

Date: October 1, 2011

From: Bruce Hunter, Chair
Department of Philosophy

Subject: Letter of Support for the proposed M.A. in Women's Studies

Dear Lise

The Department of Philosophy is pleased to support the establishment of a Master's of Arts programme in Women's Studies at the University of Alberta. The Department has long collaborated with Women's Studies through cross listed courses and other research and teaching initiatives, and expect that, with the establishment of a MA programme in Women's Studies, these connections would be strengthened for the mutual benefit of our graduate programmes. Currently, we have considerably expertise in feminist philosophy, most notably, Dr. Cressida Heyes, Canada Research Chair in the Philosophy of Gender and Sexuality, who regularly teaches seminars in feminist philosophy and related topics, and Dr. Chloe Taylor, with a joint appointment in Philosophy and Women's Studies and offering courses in both departments. Graduate students in Women's Studies would be welcome to take their courses in Philosophy as well as to avail themselves of their supervisory expertise, and we expect that a MA programme in Women's Studies would be welcome by the increasing number of graduate students we attract in feminist philosophy for the opportunities that would offer them for graduate instruction and supervisory assistance. I also note that other members of the department have interests in feminist philosophy and sometimes offer classes that might be of interest to MA students in Women's Studies. Finally, I note that the proposed MA in Women's Studies would not only be the only such on the Prairies, but, with its CSL component, would stand out among graduate programmes in Women's Studies. The proposal has my enthusiastic support.

Yours sincerely,

A handwritten signature in black ink that reads "Bruce Hunter". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Bruce Hunter, Chair

Department of Philosophy
Faculty of Arts



14 September, 2011

Prof. Lise Gotell
Chair, Women's Studies
1-05 Assiniboia Hall
University of Alberta
Edmonton, AB T6G 2E7

Dear Prof. Gotell,

I am delighted to hear of the Women's and Gender Studies M.A. proposal and offer both my personal support and that of the Program in Religious Studies. With one RS faculty member, Dr. Catherine Caufield, already teaching some of her courses in the area of women and religion, and about to devote the vast majority of her teaching to Religious Studies, your new program and both our existing graduate programs all stand to benefit from substantial synergies. The recent appointment of Prof. Felice Lifshitz in WGS further enriches the mix, as most of her classes will be of interest to our students. WGS graduate students would be very welcome to take gender-focused graduate courses in Religious Studies, and your courses in this area would be attractive to many of our students. Because we see our M.A. and Ph.D. programs as inherently interdisciplinary, we would certainly want many of our students to take your graduate classes, space and background permitting. We should plan from the outset to cross-list the appropriate courses so that students in either program can take them for credit in their own area without special permission or paperwork.

Please accept my best wishes for a successful application in this critical area, one that has been missing from our graduate offerings for too long.

Sincerely,

Andrew Gow, Ph.D.
Professor of History and Adjunct professor of Religious Studies
Director, Program in Religious Studies
Office of Interdisciplinary Studies
Faculty of Arts, University of Alberta



September 22, 2011

Dr. Lise Gotell, PhD
Professor and Chair, Women's Studies
University of Alberta

Dear Dr. Gotell:

Re: Proposed MA in Women's and Gender Studies

I am very pleased to write this letter in support of the proposed MA in Women's and Gender Studies. The MA program would be a very important and timely addition to graduate studies at the University of Alberta as there are no equivalent programs in the Prairie provinces, and many other leading institutions in Canada, as well as internationally, have strong Women's Studies graduate programs in place.

The proposed program, which will offer both a course-based and a thesis-based MA, has been carefully and thoughtfully developed to build on the well-established strengths of faculty members and undergraduate programming in the Women's Studies program. In addition, the proposed MA program has several distinctive features that will set it apart from other comparable Women's and Gender Studies graduate programs in Canada, making it very attractive to potential graduate students. In particular, the mandatory Community Service-Learning (CSL) component and the required workshop courses will provide students with the opportunity for active engagement with the community at large, as well as helping to integrate students into the feminist research community.

The Department of Sociology envisions a number of advantages to us from the proposed MA program which will serve to reinforce and expand the positive collaboration and graduate student involvement which has existed for many years between our two departments. First, our graduate students would certainly benefit since the proposed program would offer new graduate courses that would enhance available offerings to our students. At the moment, the Department of Sociology has few course offerings at the graduate level with respect to gender/feminist theory, and we usually have several students who have an interest in such courses to full their "outside" course requirement. In turn, taking courses in the Women's Studies Department may well lead to connecting with faculty members who can serve on committees, which is also beneficial to our students.

Second, we are likely to gain registrations from the Women Studies students which we would welcome, space and student background permitting. We currently have a number of graduate courses which are likely to draw interest from Women's Studies students, both for theory and methods, as well as some of the substantive areas (e.g. criminology and socio-legal studies, gender & family, work, religion). And, third, the proposed MA in Women's and Gender Studies also offers another potential venue from we might recruit students to our PhD program.



For all of the reasons noted above, I am very supportive of the proposed MA program in Women's and Gender Studies. It will serve to strengthen existing ties between our departments, provide new opportunities for our graduate students, and will enhance the University of Alberta's profile making it more attractive to potential graduate students.

Sincerely,

A handwritten signature in black ink, appearing to read "Helen Boritch".

Helen Boritch
Acting Chair



26 August 2011

Dr Lesley Cormack
Dean of Arts
University of Alberta

Proposed MA in Women's and Gender Studies

Dear Lesley:

The Department of Women's Studies is a pivotal entity in the Faculty of Arts and in the University as a whole. It makes invaluable contributions to the undergraduate programming of the Arts Faculty and to the wider scholarly exchange of faculty and graduate students through its successful speakers series. The proposed MA in Women's and Gender Studies is a timely development, building on its core strengths, while also serving the wider priorities of the University.

The mandate for Community Service-Learning is a particularly innovative element of this proposed MA. It offers great potential for student learning, all the while building bridges between the university and wider communities. Women's Studies is a well-established interdisciplinary field. The elements of this proposed MA offer an excellent opportunity to build on the strengths of this Department and to expand its offerings. No equivalent programme is currently offered in the Prairie regions.

In sum, this proposal represents an excellent opportunity to build on strengths, offer new opportunities for graduate training, and fill a gap not currently served by other regional universities. This proposal has my enthusiastic support.

Sincerely,

Beverly Lemire
Professor & Henry Marshall Tory Chair



Lise Gotell, Chair
Women's Studies Program
Assiniboia Hall

September 8 2011

Dear Dr. Gotell:

Re: Support for the new MA degree in Women's and Gender Studies

I am pleased to write in support of your application to institute a new MA program in Women's and Gender Studies (WGST) at the University of Alberta.

I've been here since 1999, and over that time have seen a steady and steadily growing interest among students in scholarship on gender at the undergraduate level. Many excellent students don't find this niche until relatively late in their undergraduate programs, and I teach a lot of fourth years who are keen to continue their work in Women's and Gender Studies at a higher level, but who lack the opportunity to do so through a graduate degree. The new program would thus meet a need for local students who, for professional or personal reasons, don't want to leave Edmonton, but want to continue the education they've received at U of A. It would also meet another need, by providing a prairie-province option for students who want to pursue graduate work in WGST at a major Canadian research university with a strong community of feminist faculty.

I receive many inquiries from such students, but Philosophy does not sustain a strong enough graduate program in feminist philosophy to make our MA a very attractive option for most. Part of the mandate of my Canada Research Chair in Philosophy of Gender and Sexuality is to strengthen graduate-level research in humanistic approaches to the study of gender, and having the option of an MA in WGST to which I might direct prospective applicants would help me recruit more and better students in good faith. Like many other faculty working in the field, I see this new degree program as a way of strengthening existing interdisciplinary synergies between faculty and students in WGST and other units.

In short, I think you have crafted an excellent proposal for a program that will attract a good number of applications from strong and motivated students, locally and nationally. I fully support the proposal and wish you every success making the new MA a reality.

Sincerely,

Dr. Cressida J. Hayes
Professor of Philosophy
Canada Research Chair in Philosophy of Gender and Sexuality
Adjunct Professor of Political Science
Affiliated Faculty, Women's Studies Program



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Edmonton AB T5J 2W4
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voice@acws.ca www.acws.ca

March 7, 2011

Lise Gotell, PhD
Professor, Women's Studies
1-05 Assiniboia Hall
University of Alberta
Edmonton AB T6G 2E7

Dear Dr. Gotell

It is my pleasure to provide this letter of support for your proposal to offer a M.A. in Women's and Gender Studies at the University of Alberta. As the very first such program in Alberta and in the Prairie Provinces, it will continue to build on Alberta's pioneering role in advancing women's rights that began with the strong Cree women who lived in our river valley, through to the Famous Five and beyond.

An MA Program in Women's and Gender Studies would provide advanced training for students who wish to go on to careers in the non-profit and public sectors or to doctoral research on women, gender and sexuality. This would definitely fill a need in our community for gender based analysis when addressing social and economic issues.

The Alberta Council of Women's Shelters has been with Women's Studies student placements through Community Service Learning. We have been most impressed with their skills and acumen; so much so that we were able to hire a few as summer students.

I wish you every success in your efforts to establish this MA Program at the University of Alberta.

Yours truly,

A handwritten signature in black ink that reads "Jan Reimer". The signature is written in a cursive, flowing style.

Jan Reimer
Provincial Coordinator



March 17, 2011

To Whom It May Concern:

RE: M.A. in Women's and Gender Studies Program

Dear Madam or Sir,

I am writing to urge you to approve the application made by the Chair of the Women's Studies Program at the University of Alberta in support of a new Master's of Arts program in Women's and Gender Studies. LEAF is a national charitable organization that works towards ensuring the law guarantees substantive equality for all women. This is no small undertaking, and is one that can only be achieved in partnership with other women's organizations.

When we intervene in cases to reveal how factors such as race, class, Aboriginal status, sexual orientation, ability, and religion compound discrimination against women, we need a reliable network of organizations that represent just such women. Those organizations (largely non-profit), like our organization, benefit when they are staffed by people with sophisticated understandings of gendered inequity. Organizations such as ours depend upon the skills of those with advanced training in Women's and Gender Studies.

In addition to our litigation work, LEAF provides education to young people around equality. The University of Alberta Women's Studies undergraduates are instrumental in the delivery of our "No Means No" program: an important exercise illustrating for junior and senior high school students the importance of consent in sexual activities. Our program has flourished since the Women's Studies students began to work with us, and we are extremely impressed with the skills and training of these committed volunteers. The Women's Studies program has a stellar commitment to public engagement, and we are privileged to work with it.

Finally, I cannot overstate the critical importance of gender-based research for generating new policy approaches to social problems. Social policy is central to both the construction of inequality and the eradication of disadvantage. Policy can play an important role in eliminating disadvantage for all women, if:

1. it is informed by an understanding of the diversity of women's experiences, and
2. it is animated by principles of substantive equality, namely those that recognize that people's differing situations might require different, not the same, treatment in order to achieve an equality of results or outcomes, and to effect concrete changes in the material conditions of women's lives.

The proposed M.A. program would provide an opportunity for the bright and dedicated students of the Women's Studies program to remain in Alberta whilst continuing these studies that provide such invaluable perspective and insight.

LEAF thanks you for this opportunity to lend our support to a program that will be an excellent preparation for work in the advocacy and non-profit sector in the areas of violence against women, anti-poverty and immigration and settlement.

Sincerely,

A handwritten signature in black ink that reads 'Jennifer Tomaszewski'.

Jennifer Tomaszewski
Chair, LEAF Board of Directors



March 10, 2011

To Whom it May Concern:

I am writing this letter in support of the proposed Master's Program in Women's and Gender Studies at the University of Alberta.

Lurana Shelter Society has been pleased to partner with the Women's and Gender Studies Undergraduate program over the past three years. Working through the Community Service Learning Program, Lurana Shelter has hosted 15 Women's Studies Students as they combine experiential learning with theory-based, classroom instruction.

Without exception, the students have been intelligent, capable people with a passion for social change. I have been extremely impressed by their ability to take complex theoretical ideas and apply them to the everyday work of the shelter. Students identify and articulate gaps between theory and practice and are challenged to consider new ways of thinking about women, gender and sexuality.

This openness and curiosity brings new ideas and energy to our organization and helps staff see their work from a new angle. The students question our assumptions and perspectives while we challenge theirs. Many of the students choose to stay on and continue to volunteer with our program, even years later.

Our relationship with the instructors and students allows our organization access to the exceptional research and expertise of the department. A Masters level program would provide students the opportunity to expand the current feminist research on violence and trauma, immigration and settlement, culture and expression. The community service learning component provides an ongoing conversation between the university and community that will enhance learning on all sides.

If you have any questions or require further information, please feel free to contact me at your convenience.

Yours truly,

Laurie Kehler
Volunteer Coordinator

Appendix E.

Implementation and Enrollment Plan

| | 2013/14 | 2014/15 | 2015/16 |
|-----------------------|----------------|----------------|----------------|
| Year 1 | 5 | 8 | 10 |
| Year 2 | | 1 | 2 |
| Total per year | 5 | 9 | 12 |

Notes:

It is anticipated that 80% of our graduate students will enroll in the Course-based Master's stream. Average completion for full-time students is: 12 months for Course-based MA, and; 24 months for Thesis-based MA.

Appendix F

MA (Women's and Gender Studies) Proposal Budget

| | 2013-14 | 2014-15 |
|--|----------------|----------------|
| Fac of Arts-2 Grad Teaching Assistantships (GTA) | 21736 | 22171 |
| WGST-2 one-term TA positions (for W ST 101)* | 12000 | 12000 |
| Reallocate funds to support grad students** | 18000 | 18000 |
| Supplies & Sundries*** | 500 | 500 |
| Program Promotion**** | 500 | 500 |
| Total | 52736 | 53171 |

two one-term TA positions that we currently offer to grad students from other programs will be dedicated to our MA

our Temp Academic Salaries Budget line to free up resources that we can dedicate to MA funding (other Sections

***The Department has sufficient non-salary budget to fund the supplies & sundries required.

****The Department has sufficient non-salary and endowment funds to promote the Program.

M. A. Women's and Gender Studies,
University of Alberta

LETTERS OF SUPPORT from Students

My name is Ela Przybylo and I have been a University of Alberta student in various programs and departments for a total of eight years, both as an undergraduate and a graduate student. The Women's Studies Program at the University of Alberta is an exceptional program, offering first-class university instruction, engaged and student-focused instructors, and many opportunities to experiment with community-focused learning.

I myself have sought graduate level instruction in Women's Studies at the University of Alberta when, in 2009, I enrolled in an interdisciplinary Master's in both English and Film Studies *and* the Women's Studies Program, at the University of Alberta, which I completed in 2011. Had an opportunity been present at the time to do an M.A. degree solely in Women's Studies, this would have been the route I would have taken. This would have enabled me to focus strictly on my primary interest and field of study -- Women's Studies -- and complete a thesis project in this vein.

The creation of an M.A. in Women's and Gender Studies would reconfirm the University of Alberta as a centre for feminist research and teaching, attract students from all around Canada, and buttress the already strong link the program shares with Community Service Learning. It is my conviction, that the time has come for the Women's Studies Program at the University of Alberta to create an M.A. in Women's and Gender Studies, and thus to become a first-class hub of feminist learning.

Sincerely,

Elzbieta (Ela) Przybylo

BDes (U of A, 2007), BA Honors Women's Studies (U of A, 2009), MA Women's Studies and English and Film Studies (U of A, 2011)

PhD Women's Studies (York University, in progress)

As a student who has recently gone through the process of researching, applying to, and selecting a graduate program in the field of Women's and Gender Studies, this proposal appeals to me greatly. Even in the interdisciplinary field of Women's and Gender Studies, few universities in Canada offer programming that works to not only develop traditional academic skills, but that also encourages involvement in the greater community, both within the university and beyond it.

Having completed my undergraduate degree in Women's Studies at the University of Alberta, I am very familiar with the program faculty. Not only would I be excited to continue coursework with these instructors, I am also confident that graduate students in Women's and Gender Studies will receive incredible mentorship and support as they complete their degree requirements. The unique elements of this proposed program, including the CSL component and the Feminist Research Speakers Series, would offer fantastic opportunities for involvement in the university

and Edmonton communities. If this program had been available as I applied to continue academics at the graduate level, I most definitely would have applied.

Sincerely,
Samantha Balzer
BA Honors Women's Studies (UAlberta, 2011)
MA (McMaster, in progress)

I am hugely supportive of implementing not only a MA in Women's and Gender Studies at the U of A, but hopefully a PhD program one day as well. I did my undergrad at the U of A and had a wonderful experience in all of the WST courses I took, so I was initially disappointed to learn I would not be able to do my MA there as well. In fact, the entire reason I went back to school in the first place was because I planned to do my WST MA at the U of A after being told by a prof that it would probably be accepting students by the time I was ready to apply. Thus, I can safely say that had the MA program existed, I would have happily applied. I am currently undecided about doing my PhD, but again, if I choose to continue my education, the U of A will be my first choice if the program exists.

Sincerely,
Megan Karius
B Ed (U of A)
MA Women's Studies and Feminist Research (Western, 2011)

I'm so glad all your hard work toward building a W ST MA Program is finally coming to fruition. I think it's what the Faculty of Arts is missing, to be honest. I graduated in 2008 and in the years before I joined the W ST Program I felt like I was floating through school, just waiting to be finished to move on. When I found W ST, I found a community of fantastic people who were/are so passionate not only about Women's Studies, but about learning in general. If it wasn't for W ST, I wouldn't have had anyone meet me on the stage as I walked across at convocation (Lise greeted me!). I still keep in contact with some people from the program, and now that I'm out in the "real world", I miss that sense of camaraderie I had with the W ST students.

I will say, without a doubt, that if the W ST MA program had existed when I was in my final year of undergrad studies, I would've enrolled immediately after graduation. I'm still in Edmonton, I work as an administrative assistant at the Royal Alex Hospital and I don't know if a full time program is a possibility for me now that I've been in the workforce for three years. I heard a rumour that there might even be an option for a part-time master's program, and I'd be all for evening/weekend studies.

Mikhaila Skehor
BA Sociology (U of A, 2008)

As a former Women's Studies major at the University of Alberta, and as someone who plans to continue their education in this field, I am extremely excited and optimistic about the possibility of a Women's and Gender Studies M.A. being offered at the U of A in the near future.

When graduating from my undergraduate degree in April of 2010 I had approached the acting Women's Studies graduate advisor to discuss the possibility of pursuing a Women's Studies M.A. at the U of A. I was told that while this was not possible- as they did not offer graduate studies within the Women's Studies program- I had the option of completing a M.A. through my second major (anthropology) that could loosely incorporate feminist theory and research. I made the decision that as a student who had spent 3 years specializing in an area that I was extremely passionate about, informally incorporating my interests into an M.A. that would predominantly be anthropological in theory and content would not suffice.

I spent the next 6 months exploring other options and looking into post-secondary institutions across Canada that are celebrated for their exemplary gender studies M.A. and Ph.D. programs. Being as passionate and as personally invested in the subject matter as I was, I had decided that I would go elsewhere to get the education I currently could not pursue at the U of A. This was a difficult decision to make, as I had spent countless hours over the previous 3 years cultivating relationships with professors that I greatly admired and wanted to continue my education under the guidance and supervision of. However, once I had made this decision and had begun to apply to post-secondary institutions across Canada, I received news that a member of my immediate family was diagnosed with a serious medical condition. As a result, I postponed applying to all graduate programs that required me to leave the province, as my absence was simply not feasible at that time. Since then I have continued to volunteer at various organizations and work at a job that allows me to be as active in my areas of interest as possible. However, pursuing a M.A. in women's and gender studies is something I will absolutely do, when the time is right.

It is for all the above reasons that I emphatically support a Women's and Gender studies M.A. program being implemented at the University of Alberta. For students such as myself who cannot leave the province to continue their education this would be ideal. Furthermore, being able to complete graduate work under the supervision of the phenomenal professors in the Women's Studies program at the U of A is a possibility that I am exceptionally excited about. Each professor within the Women's Studies department is an absolutely awe-inspiring source of knowledge and insight, I should be so lucky as to have to opportunity to spend another 2 years under the guidance of any of them.

Over the past few decades the University of Alberta has created a reputation as a highly respected academic institution. In order to continue building its reputation as one of the world's top post secondary schools it is of the utmost importance that it continues to expand its Arts and Humanities programs. In order to adequately compete with other world renowned academic institutions this is something the U of A must do, as they are currently failing to provide graduate programs to a large number of students who are forced to look elsewhere in order to continue their education. This should not be the case, as the University already possessed the teaching staff that could make programs like a Women's and Gender studies M.A. a phenomenal success.

Should the U of A allow the Women's studies department to establish a graduate program, and begin to offer this to students in the near future, this institution will absolutely be receiving my M.A. application in the mail.

Nikki Bernier
BA Women's Studies and Anthropology (U of A, 2010)

I am a recent graduate of the University of Alberta with a major in Women studies. I would like to address the proposal for an MA in women studies and gender studies. I think it is an extremely important and crucial addition to the University of Alberta's graduate programs. I definitely agree that it is a much needed and desirable program that I would consider taking and many students across Canada as well as international students would be drawn to. I am currently in the process of looking at graduate schools and considering going for my masters. I appreciate that the women studies program is pushing for this Masters option for students who want to continue with a masters.

The community service component of the program will allow the University of Alberta to be more attractive to students looking for a unique program compared to other universities that do not have that option. As well, the program will allow for its graduates to be competitive in the job market. My personal experience graduating from the University of Alberta with a major in women studies provided me with excellent professors and with many classes having the CSL component in the classes provides vital work experience that allows branching out into many job opportunities. I am currently looking for work but would have appreciated the opportunity to have returned to school in Alberta while I looked for work and became more competitive.

The CSL component allows graduates to find a location to volunteer that could lead students to find jobs and continue to improve and contribute to the community. If the University of Alberta had a graduate program at the time I graduated I would have considered it while I was in school. The exceptional staff, professors, content, and overall atmosphere in the women studies program allows for a challenging and competitive program and offers an interdisciplinary approach to education and academia. Many future students would benefit with the addition of a gender and women studies program by not having to look outside of Alberta as well as being attractive to other students who are looking for graduate programs around Canada to come to the University of Alberta. Thank you for this opportunity to add my voice to the importance of adding a graduate program in women studies.

Stephanie Carvalho
BA Women's Studies (U of A)

Brief Survey: Student Interest in the Development of an M.A. Program in Women's and Gender Studies at the University of Alberta

Purpose: This brief survey is intended to measure student demand for an M.A. Program in Women's and Gender Studies. Your participation is entirely voluntary and your responses are anonymous. Your input is very important to us. **If you have already filled out this questionnaire in another class, please do not complete it a second time.**

M.A. Proposal: The Women's Studies Program is preparing a proposal for a new M.A. Program in Women's and Gender Studies. The proposal is in the final stages of preparation and we hope to submit it for University and government approval shortly. Our plan is to have the program up and running by September, 2013. This will be the first Women's and Gender Studies M.A. in the Prairie provinces. Students will have the option of a 12-month course-based program or a 24-month thesis-based program. The program will have a mandatory Community Service-Learning component and will offer an interesting array of courses, including: Praxis Workshop; Research Workshop; Approaches to Women's and Gender Studies; Feminist Cultural Studies; Gendering Development; Feminist Legal Studies; Feminist Theory Now; and Feminist Historiography.

Questions:

1. Your program of study:

- Women's Studies Major
- Women's Studies Minor
- Major and Minor in other fields but interested in Women's and Gender Studies
- None of the Above

2. Are you considering graduate studies in any field? (please choose one)

- definitely not
- perhaps
- definitely

3. Would you consider pursuing an M.A. in Women's and Gender Studies? (please choose one)

- definitely not
- perhaps
- definitely

4. Would you consider applying for admission to a Women's and Gender Studies M.A. Program at the University of Alberta if one existed? (please choose one)

definitely not

perhaps

definitely

5. If you answered "perhaps" or "definitely" to question 4, please explain very briefly why you might be interested in our proposed program (e.g. I need to stay in Edmonton for personal reasons; I have enjoyed my undergraduate courses; I want to work with one of my professors in her area of research...):



February 15, 2011

Letter of Support for the M.A. in Women's and Gender Studies

The proposed M.A. in Women's and Gender Studies builds on a strong foundation of community-engaged pedagogy in the Women's Studies Program at the University of Alberta. Having worked successfully with the Program for six years, the Community Service-Learning Program is pleased to support the proposed M.A. and eager to collaborate on the development of the Praxis Workshop as one of the required courses of the new degree program.

Community service-learning (CSL) integrates relevant community projects into academic courses. The results of our recent study tracing the impact of CSL participation on students reinforce its potential to not only deepen learning of academic material, but also to develop interpersonal, interdisciplinary, and employment-related skills. While we have supported courses in more than twenty departments across the U of A, Women's Studies is one of a handful of departments and programs where a deep pedagogical commitment to CSL has allowed students to truly benefit from learning at the juncture of theory and practice.

Embedding a praxis workshop (built around a community-based, theoretically-informed graduate student project) into the M.A. degree has multiple benefits:

- It allows the CSL Program and the Women's Studies Program to further solidify and sustain community partnerships developed over the last six years.
- As with other graduate courses that contain a CSL component (e.g., in Anthropology, Modern Languages and Cultural Studies, Educational Policy Studies, Sociology, and Humanities Computing), it maximizes benefit to the community *and* challenges graduate students to expand the scope of their intellectual and professional lives.
- It creates linkages between the graduate and undergraduate programs – CSL is now a regular feature of the undergraduate curriculum in Women's Studies.

The CSL Program will provide for the M.A. program what it provides for all CSL courses: facilitation of community partnerships and student projects, professional development for instructors and mentors, research and evaluation support, and logistical assistance (such as processing police information checks when community organizations require them of student volunteers).

We look forward to this opportunity to build on the already successful partnerships between Women's Studies, CSL, and the non-profit sector. This relationship will help to make the new M.A. Program uniquely attractive, sustainable, and forward-thinking. Please do not hesitate to contact me if you have any questions.

Sincerely,

Sara Dorow
Director, Community Service-Learning Program
Associate Professor, Sociology



UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the Master of Arts in Gender Studies. We anticipate that the new program will incur some additional costs for Library acquisitions and professional services. These costs are for additional licenses for electronic resources and a small amount to enhance the print collection for work graduate research in this area.

The attached memo outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program. It was written based on information provided in the proposal stating that total enrollment in this program would be a full time equivalent of 12 students

We support the creation of the proposed by Master of Arts in Gender Studies program and look forward to working with its instructors and students in the years to come.

Executive summary of costs

Table with 3 columns: Total Costs, Start Up, On going (expected annual maintenance costs). Rows include Collections Budget, Capital Budget, Operating/Staffing Budget, Incremental Cost for Licensed Resources, and Total Costs: Summary.

Signed: [Handwritten signature]

Mary-Jo Romaniuk
Acting Chief Librarian

[Handwritten signature]

Christine Brown
Head, Humanities and Social Sciences Library

Dated:



UNIVERSITY OF ALBERTA

Interdepartmental Correspondence

Humanities and Social Sciences Library

1-01 Rutherford South

January 17, 2011

To: Christine Brown
Head, Humanities and Social Sciences Library

From: Virginia Pow
Instruction Librarian – Liaison Librarian Women's Studies
Humanities and Social Sciences Library

Subject: Library Impact Statement – Masters of Arts: Gender Studies

This memo will serve as the Library Impact Statement for the proposed MA in Gender Studies. Our assessment is that the impact of this proposal on the library will be minimal. We have a strong collection in Women's Studies and Gender Studies, however there are still some areas that need to be updated and will need to be kept current to maintain an excellent research foundation for the programs MA candidates. These areas will be addressed as the projects and the theses for the program come to light.

Serials

I have reviewed the journals and the journal packages that we subscribe to at the University of Alberta and compared them to other Gender Studies MA programs in other Universities in Canada. I have determined that through the comparisons, and due to the interdisciplinary nature of Gender Studies that there will be little impact on Journal/Serial collections. As the program grows this may change and need to be adapted. The cost to accommodate the number of new students would be \$200 per student would require addition of \$1600.00 to the Library budget for electronic resources.

Monographs

As Gender Studies is a very multidiscipline area by nature, the monographs that are need are purchased through a number of different areas: Women's Studies (Gender Studies), Sociology, Anthropology, Economics, Business, Government Documents, and Political Science to include the top areas. However, as new thesis projects are started we will need to expand the gender studies collection to accommodate

study at the graduate level. The addition of \$1000 per year in the budget for would certainly accommodate this expansion.

Reference

I do not foresee a large change in the amount of reference and consultation support that will be needed for the MA in Gender Studies as the program is not looking at admitting a large cohort. If there is a significant change in the number of students admitted there would be a slight impact. Most of the consultations for Gender Studies are done through email.

Instruction

To date my instructional support for Gender Studies (Women Studies) has included approximately 2-3 sessions a semester. Adding another possible session for graduate students would not be an issue due to the fact that most of the graduate courses would be cross listed with undergraduate courses.

cc. F Ziegler

J. Wallace

Executive Summary

The purpose of this proposal is to establish a Department of Women's and Gender Studies at the University of Alberta. The Women's Studies Program is a university-wide interdisciplinary program located in the Faculty of Arts with a staff complement of 5.25 FTE and areas of research strength that span the humanities, social sciences and fine arts. **The establishment of a Department of Women's and Gender Studies is a resource-neutral move that both formalizes the status quo and also allows the unit to respond to scholarly developments in the academic field.**

The Women's Studies Program currently operates much like a Department in the Faculty of Arts, with a Chair who sits on the Faculty Evaluation Committee, tenured and tenure-track faculty who hold appointments in the unit, and responsibility for managing its own budget and teaching plan. The move to departmental status responds to the 2008 Academic Unit Review¹ of the Women's Studies Program: *"Given the maturity, momentum, stability and achievements of the Women's Studies Program at the University of Alberta, we recommend that Women's Studies become a department and engage in its own self-governance."*

The creation of a Department of Women's and Gender Studies fulfills two closely related goals. The creation of a Department will:

1. allow the University of Alberta to respond to an expansion and shift in this interdisciplinary field that has caused most of our comparators to establish *departments, schools or institutes* of Women's and Gender Studies;
2. create effective governance structures without requiring additional costs.

The move to departmental status is part of a set of initiatives that are currently being undertaken to ensure that the University of Alberta is a destination university for undergraduate and M.A. students in this field. These include:

- the transformation of the existing Women's Studies Program into a department;
- the renaming of the unit "Women's and Gender Studies";
- and the creation of an M.A. Program in Women's and Gender Studies, a unique program that includes a mandatory Community Service-Learning component and that will be the first graduate program in the field in the Prairie Provinces (see Appendix F, "Proposal for an M.A. in Women's and Gender Studies"). The proposal for an M.A. Program is a separate and complementary initiative that is following a different governance route.²

What is at issue in this proposal is the creation of a Department of Women's and Gender Studies.

An innovative teaching unit with a strong emphasis on undergraduate research, community service-learning and creative projects, Women's Studies has been an area of

¹ The Women's Studies Program was evaluated by the same methods as Departments in the last unit review exercise.

² **Please note that the Proposal for an M.A. in Women's and Gender Studies is included as an appendix for information only.** Approval of the Proposal to Establish a Department of Women's and Gender Studies would not constitute an endorsement of the M.A. proposal.

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enrollment growth in the Faculty of Arts: undergraduate enrollments have increased 47% in the past five years. Departmental status would enhance the profile of an already strong research and teaching unit and allow for the recruitment and retention of excellent staff and students drawn by the Department's comprehensive focus on gender, sexuality and feminist research. In short, this proposal advances many of the objectives of *Dare to Deliver*.

Background: History and Development of the Women's Studies Program

The groundwork for establishing a Women's Studies Program at the University of Alberta was laid through the hard work of a generation of faculty members (female and male) and senior university administrators committed to gender equality. In 1984, in response to growing interest in the academic study of women and women's issues, then Vice-President (Academic) Peter Meekison struck an Advisory Committee on Women's Studies. The committee's report (1986) recommended that the University simultaneously establish an Interfaculty Council on Women's Studies, an undergraduate degree program in Women's Studies, and an Institute of Feminist Studies. General Faculties Council approved a formal proposal for an undergraduate Women's Studies Program during the 1986-87 academic year.

The interdisciplinary degree program that was created through these recommendations shared many characteristics of the first Women's Studies programs established elsewhere in Canada and the United States in the 1970s and 1980s. The Program that was formally launched in 1987-88 was largely composed of cross-listed courses; it had no academic appointments and depended upon the good will of faculty members in other units for such basic tasks as Program administration and teaching; and it was guided by the pedagogical goal placing women's experiences at the centre of knowledge. In short, this was a "program" committed to the academic project of making women's experiences visible.

In the years since its founding, the Program has undergone significant growth and institutionalization:

- Its first full-time appointment was made in 1988. Currently, there are four fully-appointed and two jointly-appointed members of the Program and more than 600 students take our courses annually.
- While initially, Women's Studies Faculty Evaluation Committee cases were the responsibility of the Associate Dean, in 1998 the Chair of Women's Studies gained membership on the Arts FEC and took on formal responsibility for supervision and evaluation of faculty members appointed to the Program.
- The Chair of Women's Studies is in charge of the Program's budget and responsible for managing its teaching plan.
- While historically, Women's Studies Chairs have been seconded from outside the unit, the Program appointed its first internal Chair in 2011.
- The Program's formal governing body remains the Women's Studies Executive Committee, a committee with representation from gender, sexuality and feminist researchers in the Faculty of Arts and from the University-wide Women's Studies community. Yet most decision-making has now been delegated to the Women's Studies Council – a body that includes faculty members appointed to the Program, as well as an undergraduate student representative.

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- Until now, Program's administrative needs have been met by one full-time NASA staff member – the Women's Studies Administrator—and also through an administrative collaboration with the Department of Anthropology.³ The Faculty of Arts is presently undergoing an administrative reorganization that will standardize administrative support and ensure equity across larger and smaller units. Through this reorganization, the Faculty of Arts has sought to rationalize administrative support to more efficiently support our core teaching and research missions. The new administrative model is now being put into place, with Women's Studies, Linguistics, Philosophy and East Asian Studies sharing a pod of seven support staff (see below, "Administrative and Governance Structure").
- The Chair of the Women's Studies Program is a member of the Faculty of Arts Chairs' Council and the University's Chairs' Council.

In most respects, the Women's Studies Program already operates like a department in all but name.

True to its initial mission as a "university-wide program" housed in the Faculty of Arts, Women's Studies operates as a nucleus for feminist research:

- The University of Alberta – and the Faculty of Arts in particular – is an internationally recognized centre of excellence for feminist work in all areas of Women's and Gender Studies.
- The 2008 external review of the Women's Studies Program remarked on the "depth and sophistication of feminist scholarship at the University of Alberta."
- Women's Studies functions as the hub of a large and active interdisciplinary network of scholars from across the University, including more than 110 who are formally associated with the Program as Research Affiliates (a full list is available on our website at <http://www.womensstudies.ualberta.ca/>).
- Women's Studies faculty members have been engaged in collaborations with researchers in the Faculties of Law, Native Studies, Nursing and Education.

On top of growth and institutionalization, the Women's Studies Program's intellectual focus has shifted significantly since its early years, reflecting the changing focus of scholarship in the field. No longer confined to the exclusive goal of making women's experiences visible, this interdisciplinary field has expanded to include an analysis of gender and sexuality, locally and globally. **Shifts in the pedagogical and research emphases of the unit reflect the discipline's contemporary focus on gender and sexual diversity, masculinities and sexuality studies.**

Our curriculum includes courses that reflect the field's original focus on women (for example, W ST 101 "Representations of Girls and Women"), and also those that examine masculinity (for example, W ST 460 "Masculinities"), gender relations in a global context (for example, W ST 310 "Gender, Development and Beyond") and sexuality (for example, W ST 370 "Feminism and Sexuality"). Our curriculum is updated and reviewed regularly and our courses incorporate an emphasis on discovery-based learning through offering students concrete research experiences (for example, in WST 302 "Feminist Research and Methodologies"), community service-learning (for example, in WST 431 "Feminism and Sexual Assault") and creative projects (for example, in WST 101 "Representations of Girls and Women").

³ The Assistant Chair of Women's Studies was the Assistant Chair of Anthropology, 1995-2012.

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- **Our innovative teaching in the area of Women's and Gender Studies has been recognized through recent teaching awards:** Professor Lise Gotell, Students' Union Award for Leadership in Undergraduate Teaching Excellence, 2009; Professor Lise Gotell, Faculty of Arts and Rutherford Awards for Excellence in Undergraduate Teaching, 2011; Professor Michelle Meagher, Faculty of Arts Award for Undergraduate Teaching (Early Achievement), 2012.
- Because of excellent teaching, as well as the incorporation of new curricular emphases on gender and sexuality studies, **Women's Studies has seen strong enrollment growth in the last decade.** From 2001-2002 to 2007-2008, our registrations grew from 323 to 415, an increase of 28%. Our registrations for the 2011-2012 year are 612, an increase of 47% from 2007-2008.

The research expertise in the Program is broad and engaged with the study of women **and** gender. The interdisciplinary expertise of core faculty crosses the three major areas represented in the Faculty of Arts: social sciences, humanities, and fine arts:

- Professor Lise Gotell (full-time) works in the area of Canadian and comparative feminist legal and political studies, with expertise in the legal regulation of sexuality and sexual violence.
- Professor Philomina Okeke-Ihejirika (full-time) works in the areas of development studies, immigration studies, and gender representation in tertiary education, particularly in West Africa.
- Professor Felice Lifshitz (0.51, 0.49 at Campus Saint Jean) works in the areas of women's history, women and religion, and the history of feminist thought.
- Associate Professor Susanne Luhmann (full-time) works in the areas of trauma and cultural memory studies (drawing especially from film and literature), as well as feminist and queer theory.
- Assistant Professor Michelle Meagher (full-time) works in the area of feminist visual culture and feminist cultural studies, with particular expertise in genres of self-portraiture.
- Assistant Professor Chloë Taylor (0.75, 0.25 in Philosophy) works in the areas of feminist philosophy, philosophy of sexuality, 20th-century French philosophy (especially Foucault), feminist critical animal studies, and the philosophy of food.

Rationale and Purpose for the Creation of a Department of Women's and Gender Studies

Respond to the recommendations of the 2008 Academic Review of the Women's Studies Program: As noted in the unit review final report, "The University of Alberta Women's Studies Program has already established a strong academic reputation by means of its small, rigorous undergraduate program and its outstanding researchers." The reviewers lauded the teaching and research excellence of the Women's Studies Program but concluded that, "*at present the unit has an organizational structure that no longer fits its expanded size.*" The reviewers recommended that the Program become a department.

Enhance the status and visibility of the unit in relation to comparator institutions: A review of Canadian Women's and Gender Studies reveals that the University of Alberta is out of step with comparator institutions, both in designating the unit as a

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program, rather than a department, institute, centre or school, and also in retaining a name -- Women's Studies -- that is tied to an earlier understanding of the field.

- There are currently 45 programs, schools, institutes and departments across the country. Though 26 remain programs, 19 have become department, centres, schools or institutes.
- Larger units, comparable in size and reputation to the University of Alberta's Women's Studies Program, have all transitioned to become departments, centres, schools or institutes: University of British Columbia's *Centre for Women's and Gender Studies* -- 9 jointly-appointed faculty; University of Toronto's *Women and Gender Studies Institute* -- 6 fully-appointed and 9 jointly appointed faculty; Queen's University *Department of Gender Studies* -- 5 fully-appointed and 2 jointly-appointed faculty; University of Western Ontario's *Department of Women's Studies and Feminist Research* -- 3 fully-appointed and 7 jointly appointed faculty.
- Programs are typically small, often with no fully appointed faculty members: Brock University's Women's Studies Program -- 3 jointly-appointed faculty; University of Waterloo Women's Studies Program -- 7 jointly-appointed faculty; University of Wilfred Laurier Women and Gender Studies Program -- 3 jointly-appointed and 2 fully-appointed.
- Only 20 units currently define their scholarly area as "Women's Studies." A plurality of units have changed their names to "Women's and Gender Studies," with some others designating as "Gender Studies, Gender Equality and Social Justice," "Women's Studies and Feminist Research" and "Gender, Sexuality and Women's Studies."
- The main scholarly association for the field, the Canadian Women's Studies Association, is also in the process of changing its name. The CWSA Board of Directors is currently considering a name change and will propose a process for changing the name of the CWSA at the 2012 Annual Meeting.

Attract and retain outstanding students and faculty: The designation of the unit as a "Women's Studies Program" misrepresents the scholarly focus and status of the unit, potentially operating as a barrier to the recruitment of top students and faculty whose interests lie in the areas of gender and sexuality studies:

- Many current faculty members and members of the "Women's Studies Community at Large"⁴ have strongly argued for the transition to Women's and Gender Studies, as a move that better captures and profiles the thrust of the feminist, gender and sexuality research and teaching carried out at the University of Alberta.
- At present, students of all genders are attracted by the unit's excellent courses in such important and popular areas of the field as masculinities studies and sexuality studies. Yet some of these students see the designation of the unit as a "Women's Studies Program" as a barrier to declaring majors or minors. The re-designation of the unit as the Department of Women's and Gender Studies will be tremendously important in attracting future majors and minors.
- In addition, this re-designation will assist in recruiting the best M.A. applicants who will be drawn by the comprehensive focus of the new Department, by the research strengths of core faculty and by an innovative proposed graduate program that includes a mandatory Community Service-Learning component

⁴ Our Women's Studies Community at Large list includes 167 members.

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(see Appendix F -- Proposal for an M.A. Program in Women's and Gender Studies).

Remove administrative barriers and create effective governance structures: The current governance structure of the unit is out of step with its expanded size and scholarly development. Its main governing body, the Women's Studies Executive Committee, was created at a time when the unit had only one appointment. Reflecting the interdisciplinary status of the field and the earlier active involvement of faculty members from other units in the teaching and administration of the unit, the Women's Studies Executive Committee includes two representatives from the Women's Studies "Community at Large at the University of Alberta," as well as two representatives of faculty teaching cross-listed courses. What this means in practice is that those without full-appointments to the unit have a substantial say in most aspects of strategic planning and decision-making, including curriculum planning, development of new initiatives, approval of positions and involvement in Chair selection. While committee members from outside the unit understand that faculty members with appointments in Women's Studies are better equipped to make decisions about its direction, gaining approval of the Women's Studies Executive Committee has nevertheless become a barrier to effective decision-making. The establishment of a Department of Women's and Gender Studies would allow the unit to rationalize its governance. With departmental status, the main decision-making body would become the new Department Council, a body composed of continuing academic staff holding appointments in the unit, one undergraduate student representative (with the addition of one graduate student representative once the M.A. Program is approved) and one representative from the Women's and Gender Studies Research Affiliate list. At its December 13, 2010 meeting, the Women's Studies Executive voted in support of its own disbandment (see Appendix A -- Memo Re. Women's Studies Executive Committee's Support for the Establishment of a Department of Women's and Gender Studies).

Consolidate the growth and development of Women's Studies and Gender Studies at the University of Alberta without additional costs: The creation of a Department of Women's and Gender Studies involves no new resources and will largely formalize the administrative/governance status quo. In most respects, the Women's Studies Program operates like a department:

- Unlike other interdisciplinary programs in the Faculty of Arts, the Women's Studies Program has faculty members who are appointed to the unit and who have received undergraduate and graduate training in this field.
- Unlike the Directors of other interdisciplinary programs, the Chair of Women's Studies is appointed through UAPPOL's Chair Selection Procedures, sits on the Arts Faculty Evaluation Committee, is responsible for the supervision and evaluation of faculty members, as well as for the management of the unit's budget and teaching plan.
- The Chair of the Women's Studies Program is also a member of the Faculty's Chairs' Council and the University's Chairs' Council.
- The unit's space needs were addressed through the 2008 move to Assiniboia Hall and its administrative needs have been met by the Women's Studies Administrator and through a productive collaboration with the Department of Anthropology (Assistant Chair Joanne McKinnon was also Assistant Chair of Anthropology). While the Faculty of Arts administrative reorganization has impacted the delivery of administrative support to the unit, the result is an

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enhancement of resources through sharing with other smaller departments located on the west side of campus (East Asian Studies, Philosophy and Linguistics). **Departmental status will have no impact on this configuration of administrative support – the administrative needs of the Department of Women's and Gender Studies are the same as the existing Women's Studies Program.** The creation of a Department of Women's and Gender Studies would also have no implications for library resources (though a Library Impact Statement has been completed and submitted as a part of the Proposal for an M.A. in Women's and Gender Studies).

In short, this is a resource-neutral move that formalizes the status quo, while enhancing the status and visibility of Women's Studies and Gender Studies at University of Alberta and allowing for adjustments to the unit's governance structures to enable rational strategic-planning.

Consultations

The initial impetus to create a Department of Women's and Gender Studies arose out of the recommendations of the 2008 Academic Unit Review. In the follow-up meeting, attended by Provost Carl Amrhein, former Vice Provost Dru Marshall, former Dean of Arts Daniel Woolf and former Vice Dean of Arts Colleen Skidmore, all expressed their support for this initiative. The former Chair of Women's Studies, Jo-Ann Wallace, was charged with the development of the proposal. The current Chair of Women's Studies, Lise Gotell, took over responsibility for the completion of this task in July 2011 and confirmed Dean Lesley Cormack's support for the creation of a Department of Women's and Gender Studies.

The Women's Studies Program undertook broad consultations on the appended Proposal for an M.A. in Women's and Gender Studies, of which a clear element is the creation of a Department of Women's and Gender Studies. Enthusiastic support for the proposal was confirmed in letters from community agencies, former students, research chairs in feminist studies at the University of Alberta, Department Chairs and Directors from the Faculty of Arts, as well as the Deans of Arts, Native Studies and Extension (see Appendix F – M.A. Proposal in Women's and Gender Studies with letters of support).⁵

⁵ The following letters of support were submitted in support of our M.A. Program in Women's and Gender Studies: Professor Lesley Cormack, Dean of Arts; Professor Katy Campbell, Dean of Extension; Professor Nathalie Kermaal, Dean of Native Studies; Holli Bjerland, President, Academic Women's Association; Professor Jennifer Kelly, Chair, Department of Educational Policy Studies, Faculty of Education; Professor Lisa Phillips, Chair, Department of Anthropology; Professor Sara Dorow, Director, Community Service-Learning Program; Professor Susan Hamilton, Chair, Department of English and Film Studies; Professor Garrett Epp, Interim Chair, Department of Modern Language and Cultural Studies; Professor Bruce Hunter, Chair, Department of Philosophy; Professor Andrew Gow, Director, Religious Studies Program; Professor Helen Boritch, Interim Chair, Department of Sociology; Professor Beverly Lemire, Henry Marshall Tory Chair, Department of History; Professor Cressida Heyes, Canada Research Chair in Philosophy of Gender and Sexuality, Department of Philosophy; Ela Pryzbylo, first interdisciplinary University of Alberta, Women's Studies M.A. (2011) and PhD student in Women's Studies, York University; Samantha Balzer, B.A. Honors Women's Studies (2011) and M.A. student in Women's Studies, McMaster University; Megan Karias, B.A. afterdegree in Women's Studies (2010) and M.A. Women's Studies and Feminist Research (Western, 2011); Mikhaila Skekor, B.A. Sociology (2008); Nikki Bernier, B.A. Women's Studies and Anthropology (2010); Stephanie Carvalho, B.A. Women's Studies (2010); Pearl Bennett, President, on behalf of Board of Caribbean Women's Network; Patricia Garrett, Executive Director, Women's Of Providence; Jan Reimer, Provincial Coordinator, Alberta Council of Women's Shelters; Jennifer Tomaszewski, Chair, Women's Legal

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The Women's Studies Executive Committee, a body representing the Women's Studies Community at Large and faculty members teaching cross-listed courses, voted in support of the creation of a Department of Women's and Gender Studies on December 13, 2010 (see Appendix A). In addition, the Women's Studies Undergraduate Association is enthusiastically supportive of this proposal (see Appendix B -- Letter of Support from Women's Studies Undergraduate Association).

The proposal was also considered by governance bodies in the Faculty of Arts. The creation of a Department of Women's and Gender Studies was unanimously approved by the Faculty of Arts Executive Committee (February 9, 2012). The proposal was also on the agenda (for discussion) of the Arts Faculty Council (April 11, 2012) and received unequivocal support.

Administrative and Governance Structure

This proposal will result in the creation of a Department of Women's and Gender Studies from the existing Women's Studies Program. The Department of Women's and Gender Studies will continue to offer the same, though renamed, programs: the B.A. Major in Women's and Gender Studies; the B.A. Minor in Women's and Gender Studies; the Honors B.A. in Women's and Gender Studies; and the Combined Honors B.A. in Women's and Gender Studies. If our Proposal for an M.A. in Women's and Gender Studies receives approval, the new Department will also offer an M.A. Program, the first in the Prairie Provinces.

The Chair of Women's and Gender Studies⁶ will serve as the academic leader and chief executive officer of the Department and will continue to report to the Dean of Arts. In addition to the Chair, the formation of a Department of Women's and Gender Studies will require the creation of one Associate Chair position. Currently, the Women's Studies Undergraduate Advisor fulfills most of the functions of an Associate Chair, including representing the Program on the Associate Chairs Committee. Upon creation of the Department, the Undergraduate Advisor position will be reconstituted as the Associate Chair of Women's and Gender Studies.

Membership in the Department will include all those faculty members currently appointed and jointly-appointed to the unit. The nature of joint-appointments will be unaffected by the creation of a Department of Women's and Gender Studies.

The Chair of Women's and Gender Studies will chair the Women's and Gender Studies Departmental Council, a body that will exercise the powers delegated to Departmental Councils by Arts Faculty Council. Departmental Council will replace the Women's Studies Executive Committee as the main internal governing body of the unit. Departmental Council (as specified by s. 42.3 GFC Policy Manual) will include all continuing academic staff who hold appointments in the unit, as well as an undergraduate student representative (with a graduate student representative joining

Education and Action Fund Board of Directors; Laurie Kehlor, Volunteer Coordinator, Lurana Shelter Society.

⁶ The current Chair was appointed in 2011 using UAPPOL's Selection of Department Chair Procedures.

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once the M.A. Program accepts its first cohort). In addition, a representative elected by the faculty members holding Women's Studies Research Affiliate positions will be a full member of Departmental Council.

The unit recognizes that the disbandment of the Women's Studies Executive Committee could hold the potential to attenuate the relationship between the new Department and the vibrant community of feminist and gender studies researchers in the Faculty of Arts and the wider University (until now, called the "Women's Studies Community at Large"). The unit is committed maintaining and indeed, to strengthening this relationship. The Department of Women's and Gender Studies will continue to foster research linkages (for example, the new "Animal Ethics and Food Politics" collaboration between feminist researchers at the University of Alberta and Vanderbilt University), nurture the Department's connections with its Research Affiliates (a group of 110 gender studies researchers at the University of Alberta), maintain its list of cross-listed courses from other disciplines and offer its well-attended Feminist Research Speakers Series.

As a result of the 2012 Arts administrative reorganization, the Women's Studies Program and the Departments of East Asian Studies, Linguistics and Philosophy now share a "pod" of administrative support that includes one Academic Manager, two Research/Graduate Advisors, two Undergraduate Advisors, one continuing Executive Assistant, one contract Executive Assistant and one Administrative Assistant. While this has meant the loss of our dedicated Administrative Assistant, **administrative sharing with other Departments enhances the resources available to the new Department even as the Faculty of Arts saves money through efficiencies.** Please see Appendix C – Women's (and Gender) Studies Organizational Chart.

Evaluation Procedures

As was the case for the Women's Studies Program during the last unit review initiative, the Department of Women's and Gender Studies will be evaluated on the same regular basis, and by the same methods, as other Departments in the Faculty of Arts. Neither the existing undergraduate degree programs (B.A. major, B.A. minor, Honors B.A, Combined Honors B.A), nor the proposed M.A. in Women's and Gender Studies require accreditation from a professional body. The evaluation team will normally consist of full professors of Women's and Gender Studies from comparable, research-intensive Canadian and American universities. Comparator data, feedback from students, employers and other interested parties will be integrated into the program's self-study as per normal external review protocols.

Timetable

The establishment of a Department of Women's and Gender Studies can take place as soon as this proposal receives formal approval. **Since this move requires no new resources, no changes to the internal allocation of resources and only minor changes to internal governing procedures (the disbandment of the Women's Studies Executive Committee and the creation of a Departmental Council), there is no need to phase in the creation of the Department.** Calendar changes that reflect the new name of the unit (e.g. W ST>WGS, B.A. Major/Minor/Honors/ Combined Honors

in Women's and Gender Studies, "Introduction to Women's *and Gender* Studies") will be proposed as soon as the Department Proposal receives formal approval.

Space/Physical Needs

The creation of the Department of Women's and Gender Studies will require no additional space. The current space needs of the unit were met through the 2008 move to Assiniboia Hall.

Library Impact Statement

The establishment of a Department of Women's and Gender Studies will have no impact on Library resources or budgets because the needs of the Department are the same as the needs of the existing Program. A Library Impact Statement is included in the companion proposal for an M.A. in Women's and Gender Studies (see Appendix D -- Library Impact Statement for Proposed M.A. in Women's and Gender Studies).

Budget

The creation of the Department of Women's and Gender Studies is cost-neutral. The budget for the new Department will be the same as the current budget for the Women's Studies Program (see Appendix E – Budget).

Appendices

- Appendix A -- Memo re. Women's Studies Executive Committee's Support for and M.A. in Women's and Gender Studies
- Appendix B -- Letter of Support from Women's Studies Undergraduate Association
- Appendix C -- Women's Studies Organizational Chart
- Appendix D -- Library Impact Statement for Proposed M.A. in Women's and Gender Studies
- Appendix E -- Budget
- Appendix F -- Proposal for an M.A. in Women's and Gender Studies (for information only)

Interdepartmental Correspondence

Women's Studies Program
1-17 Assiniboia Hall
Edmonton, Alberta, Canada T6G 2E7

Tel: 780.248.1192
Fax: 780.248.1185
www.womensstudies.ualberta.ca

Date: Monday, November 14, 2011

To: Lesley Cormack, Dean of Arts

From: Lise Gotell, Chair of Women's Studies

Cc:

Re: Women's Studies Executive Committee's Support for a Department of Women's and Gender Studies

As you know, the Women's Studies Executive Committee is the main governing body of the Women's Studies Program. Membership on Women's Studies Executive Committee includes all continuing academic staff with appointments in the Program, two elected members representing the Women's Studies "Community at Large" (from across the University of Alberta and from the external community), two elected members representing faculty members teaching Women's Studies cross-listed courses in other units and one elected member representing Women's Studies Undergraduate Students. At the December 13, 2010 meeting, the Executive Committee voted unanimously in favour of the establishment of a Department of Women's and Gender Studies from the Women's Studies Program. The Executive Committee also voted unanimously in favour of its own dissolution upon the creation of the Department of Women's and Gender Studies and the formation of its Departmental Council.

At its November 10, 2011, Women's Studies Program Council, a body representing all continuing academic staff with appointments in the Program, as well as a representative of Women's Studies undergraduate students, expressed enthusiastic support for the establishment of the Department of Women's and Gender Studies and endorsed the "Proposal for a Department of Women's and Gender Studies."



Dr. Lise Gotell
Professor and Chair of the Women's Studies Program



1-15 Assiniboia Hall
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Edmonton, AB T6G 2E7
wsua@ualberta.ca

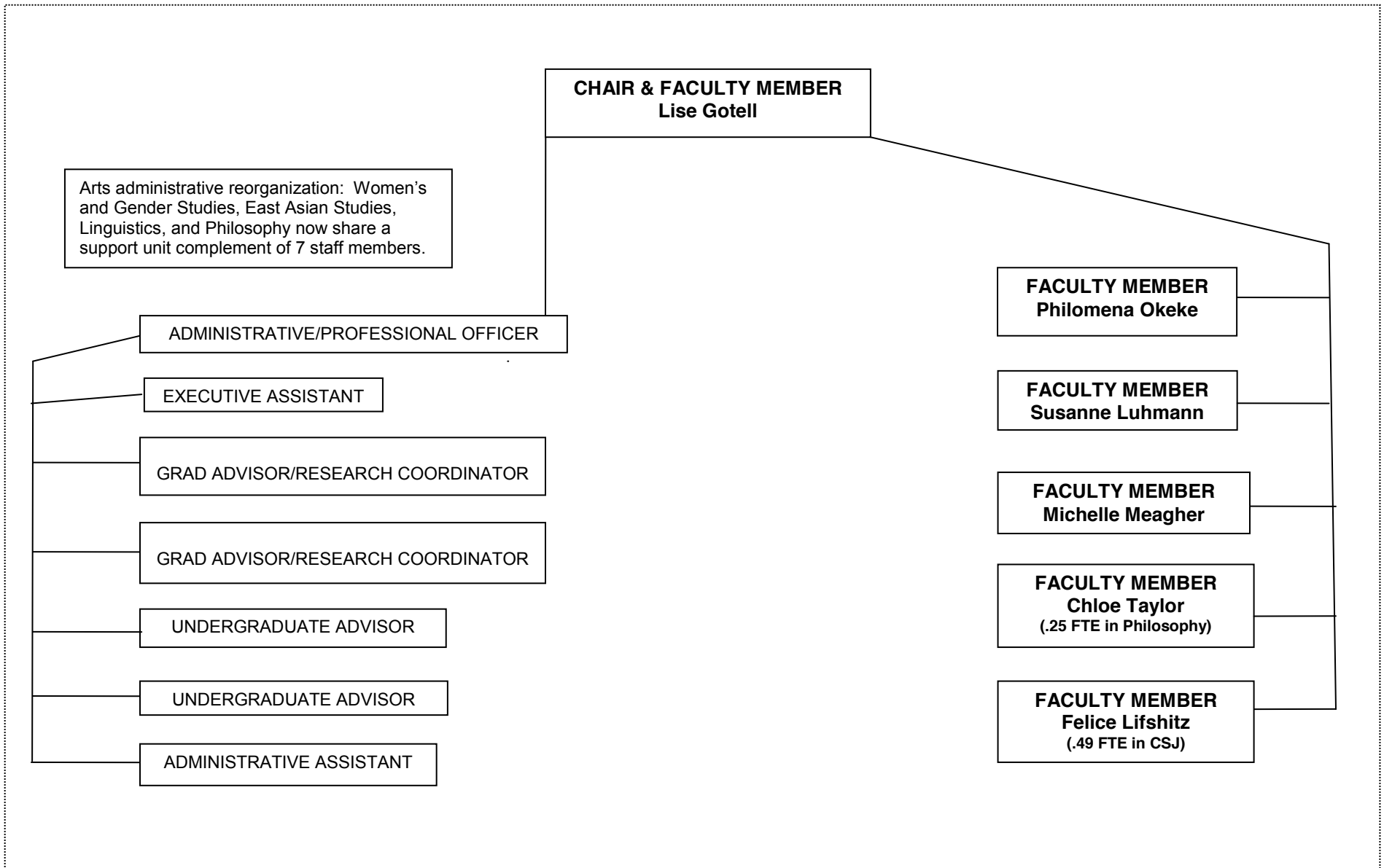
To whom this may concern,

The Women's Studies Undergraduate Association fully supports the Women's Studies Program's endeavour to become the Department of Women's and Gender Studies. As students, we think that this change would better serve the needs of the staff and students. By becoming a department, students with an interest in Women's and Gender Studies will have the option to continue with their education in the form of a M.A. The change will encourage more students to declare majors or minors in the field and allow for the continuance of high quality teaching and research.

Sincerely,

Tessa Murphy and Nicole Ritchie
Co-Presidents
Women's Studies Undergraduate Association (WSUA)

Appendix K
WOMEN'S AND GENDER STUDIES ORGANIZATIONAL CHART





UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the **Master of Arts in Gender Studies**. We anticipate that the new program will incur some additional costs for Library acquisitions and professional services. These costs are for additional licenses for electronic resources and a small amount to enhance the print collection for work graduate research in this area.

The attached memo outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program. It was written based on information provided in the proposal stating that total enrollment in this program would be a full time equivalent of 12 students

We support the creation of the proposed by Master of Arts in Gender Studies program and look forward to working with its instructors and students in the years to come.

Executive summary of costs

| Total Costs | Start Up | On going (expected annual maintenance costs) |
|---|--------------|--|
| Collections Budget | 1,000 | 1,000 (+inflation at 10% est.) |
| Capital Budget | 0 | 0 |
| Operating/Staffing Budget | 0 | 0 |
| Incremental Cost for Licensed Resources | | 200 (+200 for each additional student) |
| Total Costs: Summary | 1,000 | 1,000 (+ 200 for each student enrolled) |

Signed:

Mary-Jo Romaniuk
Acting Chief Librarian

Christine Brown
Head, Humanities and Social Sciences Library

Dated:

**UNIVERSITY OF ALBERTA**

Interdepartmental Correspondence**Humanities and Social Sciences Library****1-01 Rutherford South****January 17, 2011**

To: Christine Brown
Head, Humanities and Social Sciences Library

From: Virginia Pow
Instruction Librarian – Liaison Librarian Women's Studies
Humanities and Social Sciences Library

Subject: Library Impact Statement – Masters of Arts: Gender Studies

This memo will serve as the Library Impact Statement for the proposed MA in Gender Studies. Our assessment is that the impact of this proposal on the library will be minimal. We have a strong collection in Women's Studies and Gender Studies, however there are still some areas that need to be updated and will need to be kept current to maintain an excellent research foundation for the programs MA candidates. These areas will be addressed as the projects and the theses for the program come to light.

Serials

I have reviewed the journals and the journal packages that we subscribe to at the University of Alberta and compared them to other Gender Studies MA programs in other Universities in Canada. I have determined that through the comparisons, and due to the interdisciplinary nature of Gender Studies that there will be little impact on Journal/Serial collections. As the program grows this may change and need to be adapted. The cost to accommodate the number of new students would be \$200 per student would require addition of \$1600.00 to the Library budget for electronic resources.

Monographs

As Gender Studies is a very multidiscipline area by nature, the monographs that are need are purchased through a number of different areas: Women's Studies (Gender Studies), Sociology, Anthropology, Economics, Business, Government Documents, and Political Science to include the top areas. However, as new thesis projects are started we will need to expand the gender studies collection to accommodate

study at the graduate level. The addition of \$1000 per year in the budget for would certainly accommodate this expansion.

Reference

I do not foresee a large change in the amount of reference and consultation support that will be needed for the MA in Gender Studies as the program is not looking at admitting a large cohort. If there is a significant change in the number of students admitted there would be a slight impact. Most of the consultations for Gender Studies are done through email.

Instruction

To date my instructional support for Gender Studies (Women Studies) has included approximately 2-3 sessions a semester. Adding another possible session for graduate students would not be an issue due to the fact that most of the graduate courses would be cross listed with undergraduate courses.

cc. F Ziegler

J. Wallace

Proposal: Department of Women's and Gender Studies**Operating Costs of Proposed Department:****1. Operating Budget**

There will be no new funds required for the establishment of the Department. Current program resources are listed below:

| <u>Category</u> | <u>Base</u> | <u>Full-Scale Operation</u> |
|---------------------------------|------------------|-------------------------------|
| Academic Staff: | | |
| FTE | 5.25 | *5.50 |
| Total salaries | \$567,585 | \$567,585 |
| **Temporary Academic Staff: | \$51,427 | \$36,427 |
| ***Graduate Assistants (TA/RA): | | \$30,000 (as of 2013-14) |
| ****Non-Academic Staff: | \$50,182 | Budget lines to be determined |
| FTE | 1 | 6 shared |
| Staff Benefits: | \$136,880 | \$136,880 |
| Total Salaries and Benefits: | \$805,744 | \$805,744 |
| Base non-salary budget: | \$8,719 | \$8,719 |
| Total base budget: | \$814,463 | \$779,281 |

* Professor Fellice Lifshitz, who currently holds .51 Women's Studies and .49 CSJ appointment, is being shifted to a .75 Women's Studies/.25 Religious Studies appointment fully in the Faculty of Arts. This will occur whether or not the Women's Studies Program becomes the Department of Women's and Gender Studies.

** Women's Studies is proposing the establishment of a new Master's Program in Women's and Gender Studies. If approved, the Department will reallocate \$15,000 from the existing Temporary Academic Staff budget line to fund graduate assistantships.

*** The Faculty of Arts has also agreed to fund two graduate assistantships once the new MA program is established, bring the total funding for this budget line to \$30,000.

**** Currently Women's Studies has one full-time support staff member. In the Arts re-organization, the Program will be combined administratively with three other Departments (East Asian Studies, Linguistics, and Philosophy). This will result in an overall salary savings for the Faculty, while increasing the actual support staff complement available to the units. Consequently Women's Studies' support will increase from 1 FTE dedicated to the Program to 6 FTE shared among the four.

2. Sources of potential funding

3. Reallocation of funds from within budget of proposer's unit

Funds to finance this proposal are available in the current budget.

4. Financial impact on University

The establishment of the Department of Women's and Gender Studies will be on a cost-neutral basis; however, the creation of a new graduate program in the Department would result in increased tuition and fee revenue for the University.

OUTLINE OF ISSUE

Agenda Title: Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry Proposal for the Formal Establishment of Independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (Including the Addition of a New Course- and Practicum-Based Route to the Existing Thesis-Based MSc Program) in the Department of Laboratory Medicine and Pathology

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee admission/transfer and academic standing/graduation requirements for independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (including the addition of a new course- and practicum-based route to the existing thesis-based MSc Degree Program) in the Department of Laboratory Medicine and Pathology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry and as set forth in Attachment 1 [highlighted in yellow], to take effect in September, 2012.

Item

| | |
|------------------|--|
| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Michael Mengel, Acting Chair, Department of Laboratory Medicine and Pathology |
| Presenters | René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Fiona Bamforth, Professor, Department of Laboratory Medicine and Pathology |
| Subject | Independent Master of Science (MSc) and Doctor of Philosophy (PhD) Degree Programs in the Department of Laboratory Medicine and Pathology, Faculty of Medicine and Dentistry |

Details

| | |
|---|---|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | The purpose of the proposal is to grant independence to the existing graduate programs in the Department of Laboratory Medicine and Pathology, which is currently co-administered by the Faculty of Medicine and Dentistry's Medical Sciences Graduate Program (MSGP). In addition to offering an independent General Program (MSc and PhD), the Department proposes to offer new second-level specializations. Specifically, to reflect the diversity of research training, thesis-based specializations will be offered in "Analytical and Environmental Toxicology," "Biopreservation," and "Molecular Pathology." Furthermore, to address the joint needs of Alberta Health Services (AHS) and the Department of Laboratory Medicine and Pathology, the proposers are also advancing the creation of a (new) course- and practicum-based route, with specialization in "Pathologist's Assistant," to the existing thesis-based MSc program. |
| The Impact of the Proposal is | An independent graduate program with second-level specializations will allow significant advantages for recruiting students with focused research interests to the specialized training opportunities that exist in our graduate program. The formalized specializations will not only increase the visibility of the Department's unique research programs to prospective students but will also provide graduating students with a designation (on their parchment) that will enhance the marketability of their expertise. The Pathologists' Assistant (PA) specialization will train |



| | |
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| | individuals that can help AHS to deliver essential health care services more efficiently. Other impacts include less administrative burden on the MSGP (currently, the Department of Laboratory Medicine and Pathology is the largest Department in this interdepartmental program) and less administrative burden on our students and supervisors (no more collection of dual signatures from the Department Graduate Coordinator and MSGP Chair on all forms). |
| Replaces/Revises (eg, policies, resolutions) | See 'Purpose' and 'Impact'. |
| Timeline/Implementation Date | September, 2012. |
| Estimated Cost | The thesis-based graduate program is pre-existing and there is no cost associated with this application for independence from the MSGP. The only new costs are associated with new course- and practicum-based MSc with specialization in Pathologists' Assistant (PA). These new costs are composed of a one-time cost of \$32,000, for renovations and minor equipment, and an annual operating budget of \$137,500 for partial salaries for teaching in the PA specialization. |
| Sources of Funding | For the new course-based MSc PA specialization, a business plan was submitted to AHS requesting the necessary funding. We have secured a provisional agreement that AHS fund personnel (1.0 FTE for a Certified Pathologist Assistant and 0.15 FTE for an Academic Pathologist) for directing and teaching in the MSc PA specialization (\$137,500 per annum). One-time expenses for renovations and minor equipment were also requested (see page 10 of Template B for details). No new sources of funding are required for the general program or the associated thesis-based specializations. In addition to funding from central administration, the graduate program is supported by an endowment (Bell McLeod Fund) which provides recruitment funds to our faculty and travel awards, professional development funding, and emergency stipends to our graduate students. |
| Notes | N/A |

Alignment/Compliance

| | |
|--|---|
| Alignment with Guiding Documents | Aligns with <i>Dare to Deliver; Dare to Discover</i> values - Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | 1. Post-Secondary Learning Act (PSLA) : The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC). 2. PSLA : GFC may make recommendations to the Board of Governors |



on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).

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

4. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

6. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*). [...]

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”



7. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”

8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

“Existing Undergraduate and Graduate Programs:

- **Extension and/or Substantive Revision of Existing Programs**
- **Revisions to or Extension of Existing Degree Designations**

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).

[...]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal



| | |
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| | <p>should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p> <p>11. PSLA: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p> |
|--|--|

Routing (Include meeting dates)

| | |
|---|--|
| <p>Consultative Route (parties who have seen the proposal and in what capacity)</p> | <p>Faculty, staff, and all graduate students in the Department of Laboratory Medicine and Pathology were continually consulted during the development and approval of proposal. The Chair of the Medical Sciences Graduate Program Committee (Dr Peter Mitchell) was provided with early drafts of the proposal, as was the Associate Dean (Graduate Studies) in the Faculty of Medicine and Dentistry (Dr Teresa Krukoff), and both parties provided comments and support. Alberta Health Services was provided with draft versions of the proposal and were consulted with respect to development of the course- and practicum-based MSc, with specialization in Pathologists’ Assistant. The proposal has been circulated widely in the Faculty of Medicine and Dentistry and has been approved by its Chairs’ Council and Faculty Council.</p> <p>GFC ASC Subcommittee on Standards – June 5, 2012</p> |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>Faculty of Medicine and Dentistry – Chairs’ Council (May 2, 2012) – for recommendation; Faculty of Medicine and Dentistry Council (May 16, 2012) – for recommendation; Faculty of Graduate Studies and Research Council (May 22, 2012) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval</p> |
| <p>Final Approver</p> | <p>GFC Academic Planning Committee</p> |

Attachments:

- Attachment 1 (pages 1 – 66): Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry Proposal for the Formal Establishment of Independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (Including the Addition of a New Course- and Practicum-Based Route to the Existing Thesis-Based MSc Program) in the Department of Laboratory Medicine and Pathology

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

Template B

Program Approval Template B

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

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

This Template applies to

- Restructured degrees and/or new majors within existing degrees that are built on existing program structures and are offered primarily from existing course offerings, faculty, and other resources (e.g., adding Italian Studies to an existing BA program using primarily existing courses).
- Substantive degree title changes (e.g., MSc Physical Therapy to MSc Rehabilitation Science)

Basic Information

1. Title of the program: **MSc or PhD in Laboratory Medicine and Pathology**

2. Proposed start date: September 2012

3. Length of the program (years): 2-6

4. University and academic unit:

University of Alberta, Faculty of Medicine and Dentistry, Department of Laboratory Medicine and Pathology

5. Collaborating partners at other institutions:

For the PA specialization *only*: Alberta Health Services, Office of the Medical Examiner

6. Contact person, with telephone and e-mail address

| | | | |
|---------------------|------------------------------|--------------|--|
| Dr. Jonathan Martin | Graduate Studies Coordinator | 780-492-1190 | jon.martin@ualberta.ca |
| Dr. Fiona Bamforth | Vice-Chair, Education | 780-407-7379 | fiona.bamforth@ualberta.ca |
| Dr. Michael Mengel | Department Chair | 780-407-8851 | mmengel@ualberta.ca |

7. Completed/proposed approval path:

Faculty of Medicine and Dentistry - Chairs Council, Faculty of Medicine and Dentistry - Faculty Council, Faculty of Graduate Studies and Research, Academic Standards Committee Subcommittee on Standards, Academic Standards Committee, Academic Planning Committee

8. Attach proposed program and course University Calendar changes and other supporting documentation.

See: **Appendix A – Program Calendar Changes, Appendix B – New Course Calendar Changes**

Rationale and Quality

9. Provide an overview of the program, including distinctive features relative to existing offerings.

The graduate studies program in the Department of Laboratory Medicine and Pathology is currently co-administered under the umbrella of the Medical Sciences Graduate Program (MSGP). Established in 1974, the MSGP was created within the Faculty of Medicine and Dentistry to provide administration and oversight to its smaller Departmental graduate programs. Since the MSGP was established, the graduate program in the Department of Laboratory Medicine and Pathology has grown from ~10 full-time graduate students (yrs 1998-2002), to 51 full-time graduate students today. The quality of training has been consistently strong, and today our graduate program is the largest in the MSGP. Currently, graduate students enrolled in the Department of Laboratory Medicine and Pathology earn MSc or PhD degrees in Medical Sciences, with a 2nd-level specialization in Laboratory Medicine and Pathology.

For example, a **current** parchment might read: MSc in Medical Sciences - Laboratory Medicine and Pathology.

The thrust of the current application is that the graduate program in the Department of Laboratory Medicine and Pathology should now be independent from the MSGP. It is only noteworthy that this is not unusual, and other established graduate programs, including Oncology and Biomedical Engineering, recently became successfully independent of the MSGP. In our Department, the rationale for this change is described further in #10, but what we are proposing are MSc and PhD degrees in Laboratory Medicine and Pathology based on the established thesis-based program. Aside from the many benefits this will create for thesis-based students, we are also proposing to create a course and practicum-based route with specialization in “Pathologist’s Assistant”. In summary, under the proposed changes, Laboratory Medicine and Pathology will offer graduate students an MSc degree (course and practicum-based, or thesis-based) or PhD degree (thesis-based only) in a wide range of 2nd-level specializations (Table 1). These specializations will be indicated on the parchment, which is currently impossible under the umbrella of the MSGP. Each specialization will have unique course requirements (Appendix C).

Table 1. Summary of MSc and PhD 2nd-Level Specializations to be offered for the degree in Laboratory Medicine and Pathology.

| Proposed 2 nd -Level Specializations | MSc | PhD |
|---|-----|-----|
| <i>Course + Practicum-Based</i> | | |
| Pathologists’ Assistant (PA) | • | |
| <i>Thesis-based</i> | | |
| Analytical & Environmental Toxicology | • | • |
| Biopreservation | • | • |
| Molecular Pathology | • | • |

Below are separate overviews of the proposed course and practicum-based specialization, and thesis-based specializations.

Course and Practicum-Based

The course-based MSc program comprises two years of full time studies leading to a Master of Science in Laboratory Medicine and Pathology with specialization as Pathologists’ Assistant (PA). Graduates of the program will be eligible to challenge the American Society for Clinical Pathology (ASCP) specialist certification examination (Pathologists’ Assistant, PA). The program consists of one-year of didactic courses, including courses already existing in the Faculty of Medicine and Dentistry, and new courses (Appendix C). The second year of the program is a clinical practicum in which students spend time with accredited PAs and pathologists in the autopsy suite, at grossing stations within Edmonton Zone hospitals, and in the Medical Examiner’s Office. The PA specialization will meet the requirements for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences

Template B

(NAACLS), and graduates will be eligible to write the American Society for Clinical Pathology (ASCP) certification exams for Pathologists' Assistant.

See: **Appendix C – New and Existing Courses Required for 2nd—Level Specializations**

Thesis-based MSc and PhD

The MSc and PhD degree programs are long-established, and current enrolment is now at 51 graduate students. The Department has a Graduate Studies Committee (including two student members), chaired by the Graduate Studies Coordinator, which meets regularly to review and revise graduate studies policy for the Department. Requirements for the general program in Laboratory Medicine and Pathology will not change when the program becomes independent from the MSGP, however unique course requirements will be required for the new 2nd-level specializations (Appendix C). Nonetheless, course requirements remain flexible, allowing us to tailor our training to match the needs of our diverse applicants. A range of science and medical courses are available to our students, and our graduate courses include two distinctive courses (LABMP 530 and 535) that focus on providing students with everyday skills required to excel in the research world, including scientific communication, experimental design, and research management. LABMP 530 will remain as a mandatory course for all of our graduate students.

See: **Appendix D – List of All Existing Graduate Courses**

A detailed Departmental graduate program handbook is already accessible on our website, thus all graduate program policies and procedures (for students and supervisors) are in place to accommodate an independent graduate program. This handbook is revised annually and can be easily revised to reflect an independent graduate program, and new 2nd-level specializations

<http://lmp.med.ualberta.ca/Education/graduate/Documents/LMP-Handbook.pdf>

Our unique graduate program in the Department of Laboratory Medicine and Pathology will continue to offer students a multidisciplinary research environment that promotes creativity, and which leads to academic excellence. This may take form in collaborative thesis research between our innovative basic and clinical research faculty, thus creating opportunities for world class research that cannot be established elsewhere. This exciting environment for scientific inquiry is supported by modern research laboratories and state-of-the-art instrumentation and resources. This ensures that our graduates enter the workplace with highly relevant practical skills, in addition to cutting edge research abilities. The Department of Laboratory Medicine and Pathology has modern research space for our students in the Heritage Medical Research Centre, the Canadian Blood Services Centre, the Clinical Sciences Building, the Walter C. Mackenzie Health Sciences Centre, and the Cross Cancer Institute.

For PhD students, a research proposal must be submitted within the first two years of the program. This proposal is currently externally reviewed by the MSGP, and must be given a “pass” before proceeding to the candidacy exam. In the proposed independent graduate program, the intention is to continue with the same requirement for external review of the PhD proposal, except that it will be administered through the Department’s Graduate Studies Committee.

Research in the Department of Laboratory Medicine and Pathology is diverse, and well funded research programs exist in a number of areas, including analytical & environmental toxicology (i.e. contaminants), biopreservation (i.e. cryopreservation, blood and tissue banking), molecular pathology (i.e. cell signalling, cancer research), molecular diagnostics (i.e. biomarkers, omics, molecular anthropology, transplant rejection), pathology (i.e. developmental, transplantation), and pathogenesis (i.e. virology, microbiology and antimicrobial resistance).

10. What is the rationale for the proposed change, and how will it affect program quality?

Course and Practicum-Based

Rationale for the new course and practicum-based MSc is that a new training opportunity was identified; a Pathologists' Assistant specialization. This offering represents a new and unique specialization at the University of Alberta, and once approved this will be one of only three MSc Pathologists' Assistant programs in Canada. Currently one program is at the University of Western Ontario, which takes two applicants per year, and the other is at the University of Manitoba which accepts two applicants in alternate years. Students in this specialization will train to become professionally certified individuals to meet the Canadian Association of Pathologists (CAP) Position Statement (2011) guidelines for PAs as support for pathologists working in clinical laboratories providing an essential health care service.

See: **Appendix H – CAP Position Statement on PA's**

Thesis-based MSc and PhD

Through consultation with the Department (leadership, research supervisors, and graduate students), the MSGP Chair, and the Faculty of Medicine and Dentistry's Associate Dean of Research (Dr. Teresa Krukoff), it was agreed that the current program was strong, and ready for independence from MSGP.

See: **Appendix N – Teresa Krukoff Support Letter**

We also argue that an independent program will result in tangible advantages to the existing research intensive MSc and PhD degree programs in the Department. These advantages include less administrative burden on the Faculty (no more collection of dual signatures from the Department Graduate Coordinator and MSGP Chair on all forms), better ability to recruit students (i.e. targeting students with focused interests into the new specializations), and more certainty in the way funding is received by our students. More specifically, our students must currently apply to the MSGP for Graduate Research Scholarships (\$6500/yr, for non major-award holders) in a competition with students from all other MSGP-administered Departments. It is therefore impossible to know, from year-to-year, how much financial support our students will obtain. In the proposed independent graduate program, we will receive funding directly from central administration. In the transition year (e.g. Sept 2012), the MSGP has agreed to transfer our share of the funding to a Departmental account.

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

Course and Practicum-Based

This is a new offering at the University of Alberta, and will be one of three Pathologists' Assistant programs in Canada. The specialization will train professionally certified individuals to meet the Canadian Association of Pathologists (CAP) Position Statement (2011) guidelines for PAs as support for pathologists working in clinical laboratories providing an essential health care service. The Department is active in provision of clinical service in Anatomic Pathology, education of undergraduate MLS students, medical students and residents and participates in both basic and clinical research. The PA specialization will be the first course-based program in the Department but it will be aligned with the existing graduate program. It will be resourceful, as it will build on existing courses in the Faculty, for example, in Anatomy and Embryology, together with a clinical practicum and research component. Each student will be assigned a supervisor / advisor for the duration of the program. The supervisor will meet regularly with the student to assess progress during the didactic year, and guide the student during the clinical practicum year to assess progress and identify any knowledge gaps.

Template B

During the clinical practicum component, students will be placed in laboratories in the Edmonton Zone and we anticipate that while they are gaining new skills, they will also become part of the laboratory community sharing their skills and knowledge. Students will be exposed to a broad spectrum of clinical specimens of varying complexity obtained from primary care centres, out-patient procedures and rural hospitals. They will also have access to specimens from tertiary care centres including transplants, complex cardiac cases, head and neck and thoracic pathology. These sites already provide an educational milieu with experience in residency training, and undergraduate medical laboratory technology training. Training in autopsy will be provided at several sites, including exposure to forensic pathology at the Medical Examiner's Office. All pathologists within the Edmonton Zone have full or clinical academic appointments at the University of Alberta.

The clinical practicum will be competency-based with students expected to successfully complete all competencies in the grossing station and autopsy suite, including safety, photography, professionalism, ethics, laboratory management, quality assurance, gross examination, dissection, dictation, synoptic reporting, preparation and examination of the human body, procurement of specimens. Students will be expected to complete a case log of all cases encountered. Progress will be assessed continuously throughout the practicum and by an oral examination at the end of each rotation. Students will be given a pass/fail assessment, with a passing grade of 70%.

We anticipate that close supervision during the clinical practicum will identify students at risk of failing required competencies. Remediation strategies will be based on those currently available for the residency training and undergraduate MLS programs in the Department. Competencies are based on knowledge, skill and attitude and students must successfully complete all requirements. A student not able to re-challenge and pass a competency within an allotted time frame will be required to undergo remediation. The method of remediation will be determined by discussion with the clinical preceptor and the program coordinator, and the student will complete a Student Success Plan (SSP) outlining additional training goals. A student unable to fulfil the requirements of the SSP may be required to withdraw from the program.

Part of the curriculum will involve a scholarly research component (LABMP 900-Directed Research Project) either in basic or clinical research. The program will provide the resources for such research activity in terms of supervision and support. We anticipate the research questions will be relevant to current clinical practice with the potential to implement the findings into routine clinical service, or make a significant contribution to basic research. The student will present his/her work at weekly Departmental Rounds and may submit as a presentation at the Departmental Research Days.

The certified PA (to be appointed) will play a major role in the day-to-day supervision and training of the students. Other individuals involved in program delivery include:

Program administration

Dr. Jonathan Martin (graduate program coordinator), Associate Professor
Dr. Fiona Bamforth (vice-chair education,) Professor
PA program director – certified PA to be appointed

Pathologists/ PAs

PA (certified) –to be appointed

0.15 FTE academic pathologist – 0.15 FTE to be appointed for teaching courses

Dr. Atilano Lacson (Site Chief, Laboratory Medicine and Pathology, UAH)

Dr. David Rayner (Divisional Director Anatomic Pathology, UAH) Associate Professor

Dr. Todd Chaba (Residency Program, Director) Clinical Associate Professor

Dr. Lakshmi Puttagunta Associate Professor

Dr. Dean Tung Clinical (Residency Program, Assistant Director) Assistant Professor

Other pathologists with areas of special expertise e.g. forensic pathology, will also be involved in the program

Thesis-based MSc and PhD

All other specializations are effectively pre-existing, thus our historical success in training highly qualified personnel, and continued growth of the graduate program, are the best evidence of significant Departmental expertise and our strong capacity to support graduate training. This information is supplied as Appendices:

See: **Appendix E – Student Career Tracking**, **Appendix F – MSc and PhD Student Statistics**,
Appendix G – Faculty Expertise

12. How does the proposed change further the University's Academic Plan (*Dare to Deliver, 2011-2015*)? How does this proposal connect to the University's vision, as expressed in *Dare to Discover*?

The University's vision is to build one of the world's greatest universities for the public good, and it is aligned with the four commitments of the University's Academic Plan: Discovery Learning, Incubating Scholarship, Community Engagement Near and Far and Building the Transformative Organization.

We believe the proposed course- and practicum-based MSc, with specialization in Pathologists' Assistant, will meet the "Dare to Deliver" challenge for many reasons. The University of Alberta will be only the second university in Canada to offer an MSc and accredited professional certification in Pathologists' Assisting. The degree program will be integrated into the existing graduate program in the Department of Laboratory Medicine and Pathology and will be administered through the Faculty of Graduate Studies and Research. Both faculties exemplify the University's exceptional academic environment. Graduates of the program will be health care professionals providing an essential service to medical laboratory practice and will enhance the provision of medical laboratory services to all Albertans. Entry to the program will be competitive and because of its novelty in Canada, we expect to recruit high-calibre students from our existing undergraduate program in Medical Laboratory Science (MLS) and graduates from other science programs at Canadian universities. The program will be resourceful in building the program on existing courses in the Faculty, for example, in Anatomy and Oncology, together with a clinical practicum and research component. Oral and written communication skills, essential for clinical laboratory professionals, will be emphasised throughout the course. The Department of Laboratory Medicine and Pathology is committed to provide a positive and supportive learning environment, using educational strategies from our existing undergraduate, graduate and residency training programs. We will encourage exploration of new learning strategies, particularly interdisciplinary and discovery learning and encourage students to mentor undergraduates and encourage high visibility in the department by attendance at Departmental and regional Rounds.

Research training in the department has been "daring to discover" and "daring to deliver" for many years, but by making the Department's entire graduate program independent of the MSGPC, we furthermore enhance our contributions to the University's vision. By enabling new 2nd-level specializations that reflect the true nature of research being undertaken by our students, our recruitment abilities will be enhanced. Talented Canadian and international students with interests in our research will be more likely to identify our program through various internet search tools after the specializations are formalized, and Calendar changes are made. The 6 new specializations are also anticipated to foster "research constellations" in our areas of existing strength by encouraging students and faculty members in the various labs to develop research networks, within the Department and also across the faculty.

Not only do we aim to attract the best and brightest, but we intend to continue graduating the best and brightest. This is enabled, in large part, by the presence of a Departmental graduate program endowment (Bell McLeod Fund) which provides recruitment funds, travel awards, professional development funding, and emergency stipend funding to students on an as needed basis. We recently formalized new annual Departmental student scholarships (\$15,000 per year) which, in part, reward students for major research accomplishments, and for making applications to the tri-council agencies (NSERC, CIHR, SSHRC) and Alberta Innovates for major studentships (i.e. if

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not successful in the competition). An exit survey was recently introduced to track student satisfaction, as a means of continually seeking to improve the training experience.

Note: The proposed change builds on existing programs and resources, so quality will be monitored as part of the University's, and the Faculty of Medicine and Dentistry's, ongoing assessment processes.

13. Outline the expected impact of the change in terms of professional and academic opportunities for current and prospective students.

Course and Practicum-Based

Pathologist Assistants are an incredible asset to the pathology laboratory. They are able to skilfully perform essential tasks, thus freeing pathologists for more complex work which requires their higher level of experience. In 2011 the Canadian Association of Pathologists issued a position statement on the scope of practice for Pathologists' Assistants.

See: **Appendix H – CAP Position Statement on PA's**

It is anticipated that over the next decade the spectrum of skill demands in Anatomical Pathology will further expand. The introduction of new high-throughput diagnostic technologies ('omics' technologies) into Anatomical Pathology will happen in the foreseeable future. This entails that pathologists will have to integrate these new diagnostic information with the conventional phenotype derived from the microscope. To accommodate this excessive increase in demand for pathologists' time, either large numbers of Pathologists need to be recruited, or parts of their duties must be shifted to PAs. Well trained Pathologist Assistants are not only able to provide support in the gross room and autopsy suite, but can also assume teaching obligations to residents in these areas, under the supervision of a pathologist, again increasing the pathologists' available time. As Alberta already now faces a greater need for pathologists than can be hired, Alberta Health Services is considering the financial support for a MSc PA specialization to decrease the burden on Pathologists' time. It is anticipated that because of this demand, students will be employed upon graduation.

It is also anticipated that students who already have a BSc degree and have a high aptitude for medical sciences, will be interested in this program. Informal polls have been taken of the current Medical Laboratory Science students at the University of Alberta, and 66% expressed interest in the program. These are high calibre students interested in developing their careers as medical laboratory professionals.

Thesis-based MSc and PhD

Current thesis-based graduate students were formally consulted about the application for independence from the MSGPC. Some students were pleased that their area of research would be better reflected on their parchments (i.e. by selecting a 2nd-level specialization), thereby assisting them in their future career searches. This was impossible under the MSGPC umbrella, because the 2nd-level specialization was simply the Department name. In general, however, for thesis-based students the changes requested in this application should neither enhance nor diminish academic and professional opportunities which are already significant and have long been supported by the graduate program endowment (Bell McLeod Fund) and individual research supervisors.

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

The prerequisites for the PA specialization fall directly in line with the educational attainments of a Medical Laboratory Sciences (MLS) graduate, which is our Department's undergraduate program. The PA specialization will have a close fit with the technical aspects of the Anatomical Pathology residency program and the students will have further opportunity for peer support. For thesis-based students, enrolment is anticipated to follow a slow steady growth, as has been experienced over the last 5 years, owing to appointment of new faculty members. There are no anticipated negative impacts on other units.

Table 2. Current and projected enrolment in an independent program in Laboratory Medicine and Pathology.

| Enrolment | Current 2011-2012 | Expected 2012-2013 | Expected 2013-2014 | Expected 2014-2015 |
|---|------------------------------|-------------------------------|-------------------------------|-------------------------------|
| MSc with Pathologists' Assistant (PA) Specialization | | | | |
| Full-Time Year 1 | 0 | 0 | 2 | 2 |
| Full-Time Year 2 | 0 | 0 | 0 | 2 |
| Total Full-Time MSc (PA) | 0 | 0 | 2 | 4 |
| Thesis-based | 51 | 53 | 55 | 57 |
| Total Graduate Students | 51 | 53 | 57 | 61 |

15. 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.

Discussions with program directors at the two universities in Canada where an MSc PA program is offered (University of Manitoba, and University of Western Ontario) demonstrated that there are about 25 suitably qualified applicants to each program annually. Combined, these programs absorb only three students per year, on average. The Canadian Association of Pathologists (CAP) have issued a position statement on Pathologists' Assistants (2011) defining the role of the PA in the clinical laboratory and their expected competencies. Discussions with the National Accrediting Agency for Clinical Laboratory Science (NAACLS), College of American Pathologists (CAP), Alberta College of Medical Laboratory Technologists (ACMLT) regarding accreditation of graduates have occurred. The Medical Examiner's office has also confirmed the ability to utilize graduates from this program.

16. Describe the current student demand for the change.

Course and Practicum-Based

The Division of Medical Laboratory Science (MLS) maintains an alumni eList for contact with graduates of the program. On 27 April 2009 a summary of the program was sent to the alumni list and the eList for current students. 35 replies were received- all enthusiastically supporting the concept. Since that time, the MLS office has entertained several sequel questions. As noted in the previous section, student demand for the program in Canada is high. A competitive process, based on GPA, essay and interview score, together with suitable references, will be used to select only the highest caliber students.

Thesis-based MSc and PhD

All current thesis-based students were provided the opportunity to comment on the proposal for independence through email, and also in a face-to-face meeting with the graduate coordinator. All students agreed that the proposed changes were a benefit to the existing graduate program, so long as the level of internal scholarship funding remained competitive and our PhD proposals continue to be externally vetted through an anonymous

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review process. As mentioned, we will continue to externally review our PhD student research proposals prior to their candidacy exams. Current students reported that such a review process works well and is valued.

17. Is there an economic demand? Is there any anticipated impact on employers, including clinical or other student placements and, if so, what consultation has occurred?

For the MSc PA specialization, the Specialized Laboratory Training Stakeholder's Forum held on April 12, 2006 in Vancouver, BC was called to discuss the national shortage of properly trained pathologists' assistants.

See: Appendix I – Specialized Laboratory Training Stakeholder's Forum

In addition, the American Association of Pathologists' Assistant website also documents the demand for trained, certified Pathologists' Assistants. A formal training program would support this demand. The creation of a program is the best strategy for the system as the demand is forecasted to increase (notably due to aging) and the need for professional representation, as recommended by the Health Professions Act.

Currently, there are several positions 5 to 10 positions advertised across the country (through searches in various health regions and internet employment services such as MedHunters and Medzilla). As previously stated, there will likely be more positions in the future. According to Dr. D Banerjee, the past president of the Canadian Association of Pathologists, there are approximately 20 Pathologists' Assistants to be recruited in the next five years in British Columbia, Alberta, and Saskatchewan. There is additionally a shortage of pathologists in Canada and the development of an MSc PA specialization will encourage the development of a health professional taking over some of the functions of the pathologist.

The development of this specialization is supported by the Department of Laboratory Medicine and Pathology, the Faculty of Medicine and Dentistry, and Alberta Health Services. Alberta Health Services have expressed interest in providing financial support for the program because of the current lack of certified PAs in Alberta. A business plan has been submitted to Alberta Health Services for financial support of the program. Two options are proposed, one with no stipend provided for the student (as with other course-based Masters' programs at the University), and the other providing financial support to the student with the understanding that the successful graduate will remain in Alberta as an Alberta Health Services employee. We anticipate graduating two fully qualified PAs annually to fill positions in Western Canada and across the country. Since demand is high, we expect that they will be able to secure full time employment within one year. Specific letters of support for the program are attached: Chair of Laboratory Medicine and Pathology, University of Alberta; Lance Fuczek, Chair, Section of Pathologists' Assistants, Canadian Association of Pathologists

See: Appendix J – Letters of Support

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

Funding is already in place to offer and administer the thesis-based specializations, as these are pre-existing. For the new course-based MSc PA specialization, a business plan was submitted to Alberta Health Services requesting the necessary funding. We have secured a provisional agreement that Alberta Health Services to fund personel (1.0 FTE for a Certified Pathologist Assistant, and 0.15 FTE for an Academic Pathologist) for directing and teaching in the MSc PA specialization (\$137,500 per annum). Onetime expenses for renovations and minor equipment were also requested.

Budget for MSc PA program

| | |
|---|-----------------|
| One-time Expenses costs for MSc PA program | |
| Physical space | |
| Renovations to accommodate two carrels | \$20,000 |
| Equipment | |
| Computer X2 | \$2,000 |
| Basic microscope x2 | \$10,000 |
| Total one-time costs: | \$32,000 |

Annual costs of MSc PA Program

| | | NOTES |
|--|------------------|---|
| Annual program cost (Alberta Health Services) | | |
| Administrative Support from the University | In kind | Via the residency program to administer the degree program |
| Academic Pathologist 0.15 FTE* | \$52,500 | Involved in teaching didactic courses |
| Certified Pathologist's Assistant: 1.0 FTE** | \$85,000 | program director, responsible for clinical practicum training |
| Total Annual cost of running PA Program | \$137,500 | Annual Cost of 2 year Master level PA Program |
| Annual tuition costs (covered by students) | | |
| Year 1 (September – April) | | |
| tuition projected for 2013 | \$3,996 | |
| non-instructional fees projected for 2013 | \$1,408 | |
| Total year 1: | \$5,404 | |
| Year 2 (May – April) | | |
| tuition projected for 2013 | \$5,709 | |
| non-instructional fees projected for 2013 | \$1,408 | |
| Total year 2: | \$7,117 | |
| Total program cost per student: | \$12,521 | |

* May also be an in kind contribution by the University if the Pathologist has a GFT Appointment

**This individual will very likely contribute to the diagnostic workforce pool of the division. At those cases grossed for teaching purposes will reduce the general workload. Thus not the whole 1.0 FTE will be teaching.

It is important to note that if AHS does not provide this funding that we cannot deliver the course and practicum based program, however the thesis-based specializations can go ahead – we anticipate to offer these thesis based specializations in Sept 2012 owing to no resource implications.

The library has also predicted some initial and ongoing costs that are relevant to the new PA specialization. Since the other specializations are effectively pre-existing, we believe there are no resource implications for changing the name of the degree or adding the second level specializations.

See: **Appendix K – Library Impact Statement**

Additional Questions – University of Alberta

19. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

Other Canadian graduate programs in Lab Medicine or Pathology that may compete with our program at the University of Alberta are summarized in the Appendix.

See: Appendix L – Summary of Laboratory Medicine / Pathology programs at other Institutions

There is only one accredited MSc Pathologists' Assistant program in Canada. The program at the University of Western Ontario admits two students per year. A second non-accredited program is offered by the University of Manitoba (two students in alternate years). However, non-accredited programs and informal in-house training fail to develop the full potential of PAs. In-house training would help reduce the demand for more pathologists, but does not develop the specialty of PA as a recognized health profession. Furthermore, without external accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), the Royal College of Physicians and Surgeons would likely have difficulties accepting to engage PAs without a University degree as instructors for residents. Additionally, the Canadian Association of Pathologists strongly supports that education of PAs be done as a graduate program within a recognized post-secondary academic institution, and with the active participation of pathologists.

Thus, graduates of the proposed UofA program will have the distinction of being qualified and certified to practice anywhere in North America after certification. The program is intended to replenish and augment staffing in busy anatomic pathology laboratories not only in Alberta but also in all of Canada.

In general, the proposed independent graduate program in Laboratory Medicine will be among the largest and most prolific in Canada, in terms of enrolment and number of graduates per year. Thesis-based specializations in biopreservation and analytical & environmental toxicology also make the UofA program unique, and all of our graduates have had high success in finding relevant employment.

20. How will research, scholarly work, and teaching be integrated to enhance student learning?

It is currently a requirement for all graduate students to attend, and present at, Departmental Rounds (Thursday's at noon). In this venue, research and scholarly work are presented by faculty, residents, students, and academic guests to enhance student learning and their appreciation for the breadth of work and opportunities in the Department. The Department also organizes an annual research day where students, postdoctoral fellows, and residents make platform and poster presentations. As noted above, our graduate courses include two distinctive courses (LABMP 530 and 535) that focus on providing students with everyday skills required to excel in the research world, including scientific communication, experimental design, and research management.

For the PA specialization, currently, some members of the faculty in the Department of Laboratory Medicine and Pathology conduct independently funded research that can accommodate the PA students in learning modern techniques in traditional pathology. It is anticipated that the required research project might be a case review, evaluation of a new technique or an observational research study. Each student will be supervised by a staff member who will oversee the progress of the project. Participation in research activities will enhance the students' understanding of the biological basis of disease operating in tissues and organs they will be processing on the bench. The student will present his/her work at weekly Departmental Rounds and may submit as a presentation at the Departmental Research Days.

21. When should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

An annual review of the entire program by the Graduate Studies Committee in the Department of Laboratory Medicine and Pathology will be conducted, and a report will be generated and provided to the Faculty of Medicine and Dentistry annually.

The MSc PA specialization is seeking accreditation from the National Accrediting Agency for Clinical Laboratory Science (NAACLS), an agency dedicated to upholding standards for Clinical Laboratory Sciences through various accreditation programs. The MSc PA specialization at the University of Alberta will undergo a rigorous application period during which a site visit from the agency is anticipated. The requirements are as detailed in Appendix M. Additionally, program graduates will be assessed by the American Society of Clinical Pathology prior to granting eligibility to take the certifying examination.

See: **Appendix M – NAACLS requirements for accreditation of PA programs.**

The program will be evaluated on a semi-annual basis in the first two years until the first batch of students graduate; thereafter, an annual evaluation will be required. Students' evaluation of the program will be an integral part of their curriculum, and this feedback will be obtained on a quarterly basis. An ongoing review by the NAACLS will be required and conducted according to their schedule.

FACULTY OF MEDICINE AND DENTISTRY
CALENDAR CHANGES FOR 2012/2013 CALENDAR

| CURRENT | PROPOSED |
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| <p>205.35 Laboratory Medicine and Pathology</p> <p>Department of Laboratory Medicine and Pathology 4B1 Mackenzie Health Sciences Centre University of Alberta Edmonton, Alberta T6G 2R7 E-mail: Impgrad@ualberta.ca</p> <p>205.35.1 General Information</p> <p>The Department of Laboratory Medicine and Pathology provides a program leading to the degree of Master of Science (MSc) or Doctor of Philosophy (PhD) in Laboratory Medicine and Pathology jointly with the Medical Sciences Program. Further information on these two programs can be found below and in the Medical Sciences Section.</p> <p>Research may be carried out in a variety of Laboratory Medicine and Pathology related disciplines. These include cancer research, cell biology, cryobiology, analytical methods, research on environmental contaminants, microbiology, molecular anthropology, pathology, etc.</p> <p>Inquiries should be directed to the Graduate Coordinator of the Department of Laboratory Medicine and Pathology.</p> <p>Entrance Requirements</p> <p>Candidates must hold a baccalaureate or its academic equivalent to enter this program. The Department requires a minimum admission grade point average equivalent to a 3.0 on most 4-point grading systems, based on the last two years of full time study at a recognized institution. Where applicable (see §203.2.4), candidates must obtain a TOEFL score of at least 95 (internet-based) or 570 (paper-based), or equivalent IELTS, PTE, MELAB or CAEL scores.</p> | <p>205.35 Laboratory Medicine and Pathology</p> <p>Department of Laboratory Medicine and Pathology 4B1 Mackenzie Health Sciences Centre University of Alberta Edmonton, Alberta T6G 2R7 E-mail: Impgrad@ualberta.ca</p> <p>205.35.1 General Information</p> <p><u>The Department of Laboratory Medicine and Pathology provides a program leading to the degree of Master of Science (MSc) or Doctor of Philosophy (PhD) in Laboratory Medicine and Pathology.</u></p> <p><u>For thesis based MSc and PhD degrees, research activities may be carried out in the General Program, or in one of three second-level specializations: Molecular Pathology, Analytical & Environmental Toxicology, and Biopreservation. A course and practicum-based MSc with specialization in Pathologists' Assistant is also offered..</u></p> <p><u>Inquiries should be directed to the Graduate Coordinator of the Department of Laboratory Medicine and Pathology.</u></p> <p>Entrance Requirements</p> <p><u>For thesis based degrees, candidates must hold a baccalaureate or its academic equivalent to enter this program. The Department requires a minimum admission grade point average equivalent to a 3.0 on most 4-point grading systems, based on the last two years of full time study at a recognized institution. Where applicable (see §203.2.4), candidates must obtain a TOEFL score of at least 95 (internet-based, with at least 20 per section) or 570 (paper-based), or equivalent IELTS, PTE, MELAB or CAEL scores.</u></p> <p><u>For the Pathologists' Assistant specialization, candidates must hold a four year BSc degree and have the following prerequisites: Biology (★6), Physiology (★3), Biochemistry (★6), Anatomy 200 or equivalent, and English (★6). The Department requires a minimum admission grade point average equivalent to a 3.0 on most 4-point grading systems. Where applicable (see §203.2.4), candidates must obtain a TOEFL score of at least 95 (internet-based) or 570 (paper-based), or equivalent IELTS, PTE, MELAB or CAEL scores.</u></p> |

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| <p>Financial Assistance</p> <p>Funding from fellowships and studentships is available from external agencies on a competitive basis. Supervisors may support students from operating grants.</p> <p>205.35.2 The Degree of MSc</p> <p>Program Requirements</p> <p>The MSc degree program in the Department is jointly administered by the Department of Laboratory Medicine and Pathology and the Medical Sciences Graduate Program Committee. The requirements for the degree include coursework, and an approved research project. Students must also make one or more presentations specified by the Department and attend specified seminars. Approved courses offered by other Departments may be included in the candidate's program. Please refer to Medical Sciences for more information regarding the degree of MSc in the Department of Laboratory Medicine and Pathology.</p> | <p>Financial Assistance</p> <p>Funding from fellowships and studentships is available from external agencies on a competitive basis. Supervisors may support students from operating grants.</p> <p>205.35.2 The Degree of MSc</p> <p><u>Thesis-Based</u></p> <p>The thesis-based MSc degree includes coursework, completion of a research project, and preparation of a thesis. All students must also make one or more presentations specified by the Department and attend specified seminars.</p> <p><u>Degree of MSc in Laboratory Medicine and Pathology (General Program).</u> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, is mandatory.</p> <p><u>Degree of MSc with Specialization in Analytical & Environmental Toxicology.</u> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 550 are mandatory. It is recommended that all students also complete LABMP 551.</p> <p><u>Degree of MSc with Specialization in Biopreservation.</u> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 510 are mandatory. It is recommended that all students also complete LABMP 511.</p> <p><u>Degree of MSc with Specialization in Molecular Pathology.</u> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and either LABMP 500 or LABMP 581 are mandatory. Taking both LABMP 500 and LABMP 581 is recommended.</p> |
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Course and Practicum Based

Degree of MSc with Specialization in Pathologists' Assistant.

The requirements of the Pathologists' Assistant specialization are ★20 of graded course work, a clinical practicum (★24), and a research project (★6).

Two years of full time studies:

Year 1

ANAT 600 Medical Gross Anatomy (★8)

ANAT 604 Medical Embryology (★3)

LABMP 500 Introduction to Human Disease (★3)

LABMP 594 Clinical Diagnostic Pathology (★3)

LABMP 595 Laboratory Management (★3)

LABMP 596 Pathologists' Assistant Clinical Practicum I (★6)

Year 2

LABMP 597 Pathologists' Assistant Clinical Practicum II (★6)

LABMP 598 Pathologists' Assistant Clinical Practicum III (★6)

LABMP 599 Pathologists' Assistant Clinical Practicum IV (★6)

LABMP 900 Directed Research Project (★6)

Length of Program

For the thesis-based MSc, the minimum program length is one year. A realistic minimum length of the program is two years, and a maximum length is four years, depending on the research undertaken. The course and practicum-based MSc with specialization in Pathologists' Assistant is a two year program which includes a 16-month clinical practicum.

205.35.3 The Degree of PhD

The PhD degree program in the Department is jointly administered by the Department of Laboratory Medicine and Pathology and the Medical Sciences Graduate Program Committee. The requirements for the degree include coursework and an approved research project. Students must also make one or more presentations specified by the Department and attend specified seminars. Approved courses offered by other Departments may be included in the candidate's program. Please refer to Medical Sciences for more information regarding the degree of PhD in the Department of Laboratory Medicine and Pathology.

205.35.3 The Degree of PhD

The PhD program requirements include coursework, completion of an approved research project, and preparation of a thesis. For students entering the PhD program after a BSc degree, a minimum of ★12 graded graduate level courses is required. For students entering the PhD program after a MSc degree, a minimum of ★6 of graded graduate level courses is required. Students must also make one or more presentations specified by the Department and attend specified seminars.

Degree of PhD in Laboratory Medicine and Pathology (General Program).

Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, is mandatory.

Degree of PhD with Specialization in Analytical & Environmental Toxicology. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 550 are mandatory. It is recommended that all students also complete LABMP 551.

Degree of PhD with Specialization in Biopreservation. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 510 are mandatory. It is recommended that all students also complete LABMP 511.

Degree of PhD with Specialization in Molecular Pathology. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and either LABMP 500 or LABMP 581 are mandatory. Taking both LABMP 500 and LABMP 581 is recommended.

Length of Program

For the PhD, the minimum program length is three years, and a maximum length is six years, depending on the research undertaken.

205.35.4 Graduate Courses

~~Graduate courses can be found in §231, Course Listings, under the subject headings Laboratory Medicine and Pathology (LABMP). LABMP 530 is a required course for all graduate students in the Department of Laboratory Medicine and Pathology. Graduate students must enrol in this course during their first year. Graduate courses in other departments may be acceptable in Laboratory Medicine and Pathology. Please inquire with the Graduate Coordinator.~~

205.43 Medical Sciences

Office of Research
Faculty of Medicine and Dentistry
2J2.11 Walter Mackenzie Health Sciences Centre
University of Alberta

205.43.1 General Information

The Medical Sciences Graduate Program consists of nine member departments in the Faculty of Medicine and Dentistry and offers programs leading to the degrees of Master of Science and Doctor of Philosophy. This Program has a long history within the Faculty, and continues to provide excellence in graduate education relating to basic and clinical sciences.

Entrance Requirements

The minimum requirements a student must have for admission into the MSc or PhD in Medical Sciences programs are as follows: 1) an undergraduate degree with a GPA of at least 3.0 in the last two years of undergraduate or graduate study at the University of Alberta, or equivalent qualification from another institution, 2) a minimum TOEFL score of 570 (paper-based) or 95 with at least 20 per section (internet-based); MELAB minimum score of 91; CAEL minimum score of 70 with at least 70 on each subtest; or IELTS minimum score of 7.5 with at least 6 on each band, and 3) meet Departmental criteria over and above the minimal requirements of the Medical Sciences Graduate Program.

Financial Assistance

Students accepted into the program are encouraged to apply for studentships from outside agencies such as the Alberta Heritage Foundation for Medical Research or the Canadian Institutes of Health Research. Exceptionally qualified students may be nominated for University of Alberta PhD Scholarships.

205.35.4 Graduate Courses

Course requirements are approved by the Supervisor and Supervisory Committee based on the background of the student and the area of research specialization. LABMP 530 is a required course for all thesis-based students. All specializations have additional course requirements. Graduate courses can be found in §231, Course Listings, under the subject heading Laboratory Medicine and Pathology (LABMP). Graduate courses in other departments may also be acceptable.

205.43.2 The Degree of MSc

Program Requirements

The Departments of Anesthesiology and Pain Medicine, Dentistry, ~~Laboratory Medicine and Pathology~~, Medical Genetics, Obstetrics and Gynecology, Ophthalmology, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary MSc program in Medical Sciences.

Admission to the MSc in Medical Sciences program is dependent on the recommendation of the Medical Sciences Graduate Program Committee. The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis. Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken. A minimum of ★9 in graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent is required.

The MSc in Medical Sciences program follows the Faculty of Graduate Studies and Research residency requirements. No language other than English is required for the degree.

Length of Program

The minimum length of the MSc program is two years, and a maximum length is four years, depending on the research undertaken.

205.43.3 The Degree of PhD

Program Requirements

The Departments of Dentistry, ~~Laboratory Medicine and Pathology~~, Medical Genetics, Ophthalmology, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary PhD in Medical Sciences program.

Admission to the PhD in Medical Sciences program is dependent on the recommendation of the Medical Sciences Graduate Program Committee. The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis. Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken. For students entering the PhD program after a BSc degree, the minimum course requirement is ★12 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent is required. For students entering the PhD program after a MSc degree, the minimum

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| <p>course requirement is ★6 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent.</p> <p>The PhD in Medical Sciences program follows the Faculty of Graduate Studies and Research residency guidelines. No language other than English is required for the degree.</p> <p>Length of Program</p> <p>The minimum length of the PhD program is three years, and a maximum length is six years, depending on the research undertaken.</p> | |
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**FACULTY OF MEDICINE AND DENTISTRY
CALENDAR CHANGES FOR 2012/2013 CALENDAR**

| CURRENT | PROPOSED |
|-------------------|--|
| <p>New</p> | <p style="text-align: center;"><u>New Courses</u></p> <p>LABMP 594 Clinical Diagnostic Pathology ★3 (<i>fi</i> 6) (either term, 3-0-3) This course will provide an introduction to the role of the Pathologists’ Assistant in the Clinical Laboratory and will include both lectures and hands-on training in the clinical laboratory. Topics will include laboratory safety, review of specimen types encountered in the laboratory, specimen procurement, handling, preservation, preparation for analysis, photography, special stains, electron microscopy. This course is designed primarily for students enrolled in the Pathologists’ Assistant specialization.</p> <p>LABMP 595 Laboratory Management ★3 (<i>fi</i> 6) (either term, 0-3-0) This seminar course offers topics for consideration in the administration of the clinical laboratory. Topics include finance, organizational behavior, change management, human resource management, collective agreements, safety, risk management, ethics, the Health Professions Act, equipment acquisition, contracts, accreditation, and materials management. This course is designed primarily for students enrolled in the Pathologists’ Assistant specialization.</p> <p>LABMP 596 Pathologists’ Assistant Clinical Practicum I ★6 (<i>fi</i> 12) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).</p> |

LABMP 597 Pathologists’ Assistant Clinical Practicum II

★6 (*fi 12*) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

LABMP 598 Pathologists’ Assistant Clinical Practicum III

★6 (*fi 12*) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

LABMP 599 Pathologists’ Assistant Clinical Practicum IV

★6 (*fi 12*) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

| | |
|--|--|
| | <p>LABMP 900 Directed Research Project ★6 (<i>fi 12</i>) (two term, 0-0-6) The course is an independent research project supervised by a pathologist, pathologist's assistant or researcher. The advisor and research project will be chosen by the student. Mentorship for the project will be provided by the advisor. The student will be expected to write a research proposal, keep an accurate laboratory notebook, and conduct adequate experimental research. The project will be written as a research paper and presented at departmental Rounds.</p> |
|--|--|

Thesis-Based

Degree of MSc or PhD in Laboratory Medicine and Pathology (General Program). For students entering the MSc program, minimum course requirements are ★9 of graded graduate level courses. For students entering the PhD program after a BSc degree, the minimum course requirements are ★12 of graded graduate level courses. For students entering the PhD program after a MSc degree, the minimum course requirements are ★6 of graded graduate level courses. LABMP 530 is a mandatory course for all thesis-based students that should normally be taken in the first year.

Degree of MSc or PhD with Specialization in Analytical & Environmental Toxicology. Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 550 are mandatory. It is recommended that all students also complete LABMP 551.

Degree of MSc or PhD with Specialization in Biopreservation. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 510 are mandatory. It is recommended that all students also complete LABMP 511.

Degree of MSc or PhD with Specialization in Molecular Pathology. Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and either LABMP 500 or LABMP 581 are mandatory. Taking both LABMP 500 and LABMP 581 is recommended.

Course and Practicum Based

Degree of MSc with Specialization in Pathologists' Assistant. The requirements of the Pathologists' Assistant specialization are ★20 of graded course work, a clinical practicum (★24), and a research project (6 credits). A suggested schedule is shown below, as well as descriptions of the new and existing courses to be offered for this specialization.

Two years of full time studies:

Year 1

Course Work ★20

Year 2

Clinical practicum ★24

Project ★6

Course Work

Year 1

Term 1

- ANAT 600 Medical Gross Anatomy ★4
- ANAT 604 Medical Embryology ★3
- LABMP 500 Introduction to Human Disease ★3 (see Appendix D)

Year 1

Term 2

- ANAT 600 Medical Gross Anatomy ★4
- LABMP 595 Laboratory Management ★3
- LABMP 594 Clinical Diagnostic Pathology ★3

Year 1

Interession

- LABMP 596 Pathologists' Assistant Clinical Practicum I ★6

Year 2

Term 1 and 2

- LABMP 597 Pathologists' Assistant Clinical Practicum II ★6
- LABMP 598 Pathologists' Assistant Clinical Practicum III ★6
- LABMP 900 Directed Research project ★6

Year 2

Interession

- LABMP 599 Pathologists' Assistant Clinical Practicum IV ★6

Notes on courses

Existing courses

ANAT 600, ANAT 604, LABMP 500, are listed in the University Calendar. Course coordinators for ANAT 600 and ANAT 604 have agreed to admit MSc PA students to these courses.

New courses

LABMP 594 Clinical Diagnostic Pathology

★3 (fi 6, either term, 3-0-3) This course will provide an introduction to the role of the Pathologists' Assistant in the Clinical Laboratory and will include both lectures and hands-on training in the clinical laboratory. Topics will include laboratory safety, review of specimen types encountered in the laboratory, specimen procurement, handling, preservation, preparation for analysis, photography, special stains, electron microscopy. This course is designed primarily for students enrolled in the Pathologists' Assistant specialization.

Assessment: written and practical exam

LABMP 595 Laboratory Management

★3 (fi 6, either term, 0-3-0) This seminar course offers topics for consideration in the administration of the clinical laboratory. Topics include finance, organizational behavior, change management, human resource management, collective agreements, safety, risk management, ethics, the Health Professions Act, equipment acquisition, contracts, accreditation, and materials management. This course is designed primarily for students enrolled in the Pathologists' Assistant specialization.

Assessment: written exam

LABMP 596 Pathologists’ Assistant Clinical Practicum I

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

LABMP 597 Pathologists’ Assistant Clinical Practicum I

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

LABMP 598 Pathologists’ Assistant Clinical Practicum I

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

LABMP 599 Pathologists’ Assistant Clinical Practicum I

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

LABMP 900-Directed Research Project

★6 (*fi 12*) (two term, 0-0-6) The course is an independent research project supervised by a pathologist, pathologist’s assistant or researcher. The advisor and research project will be chosen by the student. Mentorship for the project will be provided by the advisor. The student will be expected to write a research proposal, keep an accurate laboratory notebook, and conduct adequate experimental research. The project will be written as a research paper and presented at departmental Rounds. Assessment: the project will be assessed by the advisor, based on a written project proposal, practical

application, a final research paper and oral presentation. The final research paper will be evaluated by the advisor and a second reader with expertise in the area of the research.

Graduate courses currently taught by department relevant to Grad Studies (Excluding Medical Laboratory Sciences Undergraduate Courses)

LABMP 500 Introduction to Human Disease.

Lecture sessions on the study of human disease are presented. The causes and general mechanisms of disease with selected specific examples from various organ systems are discussed. Disease related structural and functional changes at the molecular, cellular and tissue level are presented, and how these changes can be appreciated by various laboratory methods. A written review of scientific literature on a specific topic in Pathology will be required.

LABMP 510 Cryobiology.

Physiochemical changes in aqueous solutions at low temperatures and responses of living cells and tissues to those changes. Current theories of damage and protection during freezing and thawing. Prerequisite: consent of Department. This course may not be taken for credit if credit has already been received in PATH 510.

LABMP 511 Cryobiology.

Freeze-thaw responses of enzyme systems, individual cells and organized tissues. Preservation of spermatozoa, blood and bone marrow cells, embryos and various tissues. Approaches to the cryopreservation of organs and whole organisms. Applications in medicine and agriculture. Prerequisite: consent of Department. This course may not be taken for credit if credit has already been received in PATH 511.

LABMP 530 Experimental Design & Scientific Communication.

This course is designed to develop the skills of graduate students in the areas of critical review of clinical and basic science literature, experimental study design, research ethics, concepts in oral and poster presentations of scientific research, abstract writing for clinical and basic science conferences, as well as how to maximize the scientific conference experience. Active class discussion is a component of each lecture, with group and individual assignments to give practical experiences to each student immediately applicable to their graduate research program. Open to graduate students and clinical residents in the Faculty of Medicine & Dentistry. Students from other faculties may register with consent of the instructors.

LABMP 535 Practical Tools for Scientific Research.

This course utilizes a workshop format designed to develop the skills of graduate students and clinical residents in scientific writing (i.e. literature reviews, manuscripts, grant applications), research budget planning, developing effective collaborations, intellectual property and technology transfer. An overview of the safety requirements (WHMIS, radiation safety, and biological hazards) in order to conduct scientific research. Students will learn how to prepare an ethics application for the use of animals and humans in research. Guest speakers from academia, government and industry are featured. Open to graduate students and clinical residents in the Faculty of Medicine & Dentistry. Students from other faculties may register with consent of the instructors.

LABMP 540 Directed Reading in Laboratory Medicine and Pathology.

Reading and study of basic laboratory medicine and pathology topics relevant to the student's chosen field of study under the direction of one or more faculty members. Prerequisite: Consent of Graduate Coordinator, Laboratory Medicine and Pathology.

LABMP 550 Analytical & Environmental Toxicology.

Principles of and recent advances in analytical and environmental toxicology, fate and behavior of environmental contaminants, sampling and analysis of toxic substances, biomonitoring and biomarkers.

LABMP 551 Laboratory Research Methods.

Theory and practice of laboratory research techniques and methods. Fundamentals and applications of quantitative analysis, separation, atomic spectrometry, mass spectrometry, PCR and cloning with laboratory experiments. For students who will perform laboratory research.

LABMP 581 Techniques in Molecular Biology.

A laboratory course emphasizing introductory and advanced techniques in molecular biology (MLSCI 481). Isolation of RNA, Northern blotting, construction of cDNA, amplification of DNA by the polymerase chain reaction, analysis of DNA by restriction digestion, transfection of eukaryotic cells for protein expression and Western blotting analysis. Prerequisites Genetics and BIOCHEM 200 and BIOCH 330 and consent of the Department. A written review of scientific literature on a topic in molecular biology will be required. This course is designed for graduate students. Credit may only be obtained in one of MLSCI 481 or LABMP 581.

LABMP 590 Technology and the Future of Medicine.

A lecture and seminar course describing the future effects of technology on medicine in both the developed and developing world, the promise and perils of biotech, nanotech, and artificial intelligence, and changing character of research and practice of medicine and pathology in the coming decades, and the technological singularity. Each student will carry out a project supervised by a faculty member and give a presentation. This course is designed for graduate students in the Faculties of Medicine, Science, or Arts, and is open to undergraduates in those Faculties with consent of Department.

Record of Former Lab Medicine and Pathology Graduate Student Current Careers.

| Convocation Yr. | MSc | PhD | Student Identifier | Career Path/Type of Employment |
|-----------------|-----|-----|--------------------|--|
| 2005/06 | | x | Student A | Instructor at Harvard Medical School and Assistant in Bioengineering in the department of Surgery at Massachusetts General Hospital and the Shriners' Burn Hospital for Children |
| 2006/07 | x | | Student B | Infection control practitioner, Alberta Health Services |
| | x | | Student C | Completed BSc in Pharmacy |
| | x | | Student D | Clinical trials coordinator at RAH (Alberta Health Services) |
| | x | | Student E | Ultrasound technician (Maternity) |
| | | x | Student F | Completed postdoctoral fellowship at UC Berkeley; currently postdoctoral fellow at University of Toronto |
| 2007/08 | x | | Student G | Competing internationally in pistol shooting. |
| | x | | Student H | Completed Master's in Physiology at Waterloo; currently at Sturgeon Hospital, St Albert |
| | x | | Student I | PhD Student, University of British Columbia (NSERC CGS) |
| | x | | Student J | No information |
| | | x | Student K | Clinical Microbiologist, St Louis, MO |
| 2008/09 | x | | Student L | Assistant Professor, U of A |
| | x | | Student M | Technologist at Sanofi Pasteur (Toronto) |
| | | x | Student N | Completed clinical fellowship in Microbiology at UCLA; currently Clinical Microbiologist at Kingston General Hospital, and Assistant Professor at Queen's University. |
| | | x | Student O | Assistant Professor, U of A |
| | | x | Student P | Postdoctoral Fellow, U of A |
| 2009/10 | x | | Student Q | Planning to pursue further education |
| | | x | Student R | Research Associate, Analytical & environmental Toxicology, U of A |
| | | x | Student S | Postdoctoral Fellow, U of A |
| | | x | Student T | Scientific Director, Comprehensive Tissue Centre, Alberta Health Services; Postdoctoral Fellow, U of A |
| | | x | Student U | Project Manager, IP and Technical Development at Afexa Life Sciences |

Appendix E – Student Career Tracking

| Convocation Yr. | MSc | PhD | Student Identifier | Career Path/Type of Employment |
|-----------------|-----|-----|--------------------|--|
| | | | | Inc. |
| 2010/11 | x | | Student V | Research Technician at Canadian Blood Services |
| | x | | Student W | Moved to Fort MacMurray - no career information. |
| | x | | Student X | Technologist at AGAT Laboratories (Edmonton) |
| | x | | Student Y | Enrolled in public health |
| | x | | Student Z | Pursuing medical studies |
| | | x | Student AA | Postdoctoral Fellow, University of Utah |
| | | x | Student BB | Postdoctoral Fellow, Vascular Research Institute, University of Pittsburgh |
| | | x | Student CC | NSERC Postdoctoral Fellow, Simon Fraser University |

MSc student statistics for last 5 years. Of the MSc students newly enrolled each year, how many of those students:

| Year | Total # of newly admitted MSc students by year | Received MSc | Transferred to PhD | Still in MSc program | Withdrew to enter Medicine (or other prog.) | Withdrew from the university |
|-------|--|--------------|--------------------|----------------------|---|------------------------------|
| 05-06 | 4 | 3 | 1 | | | |
| 06-07 | 2 | 1 | 1 | | | |
| 07-08 | 10 | 3 | 5 | 1 | | 1 |
| 08-09 | 5 | 1 | 2 | 1 | 1 | |
| 09-10 | 6 | | 1 | 5 | | |
| 10-11 | 10 | | | 10 | | |

PhD student statistics for last 5 years. Of the PhD students newly enrolled each year, how many of those students:

| Year | # of newly enrolled PhD students in each year | # of original MSc students who transferred to PhD | Total # of students from this year ultimately in the PhD program | Received PhD | Received MSc rather than PhD | Are still in PhD program | Withdrew to enter Medicine (or other prog.) | Withdrew from the university |
|-------|---|---|--|--------------|------------------------------|--------------------------|---|------------------------------|
| 05-06 | 2 | 1 | 3 | 2 | | 1 | | |
| 06-07 | 3 | 1 | 4 | | | 4 | | |
| 07-08 | 3 | 5 | 8 | | 1 + 1 still in MSc | 6 | | |
| 08-09 | 2 | 2 | 4 | | | 3 | | 1 |
| 09-10 | 5 | 1 | 6 | | | 5 | | 1 |
| 10-11 | 3 | | 3 | | | 3 | | |

| Name, Rank, Expertise of Faculty Member | Year | # MSc students supervised or co-supervised | # PhD Students supervised or co-supervised | # Postdoctoral/ Clinical Fellows |
|--|-------------|--|--|----------------------------------|
| Jason Acker Associate Professor Biopreservation | 05-06 | 3 | 3 | 0 |
| | 06-07 | 3 | 3 | 1 |
| | 07-08 | 2 | 3 | 0 |
| | 08-09 | 3 | 3 | 0 |
| | 09-10 | 2 | 3 | 0 |
| | 10-11 | 4 | 2 | 1 |
| Fiona Bamforth Professor Molecular Pathology | 05-06 | 1 | 1 | |
| | 06-07 | 1 | 1 | |
| | 07-08 | 1 | 1 | |
| | 08-09 | 1 | 1 | |
| | 09-10 | 2 | 1 | |
| | 10-11 | 2 | 2 | |
| George Cembrowski Associate Professor Medical Biochemistry | No trainees | | | |
| Todd Chaba Assistant Clinical Professor Pathology | No trainees | | | |
| Brian Chiu Associate Professor Pathology | No trainees | | | |
| Linda Chui Associate Professor Molecular Pathology | 10-11 | 1 | | |
| Gwen Clarke Clinical Professor Pathology | No trainees | | | |
| Sambasivarao Damaraju Associate Professor Molecular Pathology | 06-07 | | | 2 |
| | 07-08 | | | |
| | 08-09 | 1 | 1 | 2 |
| | 09-10 | 2 | 1 | 1 |
| | 10-11 | 1 | 2 | |

| Name, Rank, Expertise of Faculty Member | Year | # MSc students supervised or co-supervised | # PhD Students supervised or co-supervised | # Postdoctoral/ Clinical Fellows |
|--|--|--|--|----------------------------------|
| Jean Deschenes Associate Professor Molecular Pathology | No trainees | | | |
| Jeff Fuller Assistant Professor Molecular Pathology | 07-08 08-09 09-10 | 1 1 1 | | |
| Jelena Holovati Assistant Professor Biopreservation | 08-09 09-10 10-11 | 1 3 2 | | |
| Steve Hrudehy Adjunct Professor Anal. Environ. Toxicol. | No trainees | | | |
| Judith Hugh Professor Molecular Pathology | 05-06 09-10 10-11 | 1 1 3 | | |
| Monika Keelan Associate Professor Molecular Pathology | 05-06 06-07 07-08 08-09 09-10 10-11 | 1 1 2 2 3 | | 2 2 1 1 1 |
| Rakesh Kumar Associate Professor Molecular Pathology | 05-06 06-07 07-08 08-09 09-10 10-11 | | | 2 2 2 3 3 3 |
| Raymond Lai Professor Molecular Pathology | 05-06 06-07 07-08 08-09 09-10 10-11 | 1 1 | 2 4 4 3 5 5 | |

| Name, Rank, Expertise of Faculty Member | Year | # MSc students supervised or co-supervised | # PhD Students supervised or co-supervised | # Postdoctoral/Clinical Fellows |
|--|-------------|--|--|---------------------------------|
| X. Chris Le Professor Anal. Environ. Toxicol. | 05-06 | 4 | 6 | 5 |
| | 06-07 | 3 | 6 | 5 |
| | 07-08 | 3 | 8 | 4 |
| | 08-09 | 4 | 9 | 5 |
| | 09-10 | 5 | 8 | 4 |
| | 10-11 | 6 | 9 | 4 |
| Don LeGatt Clinical Professor Anal. Environ. Toxicol. | No trainees | | | |
| Roger Leng Assistant Professor Molecular Pathology | 07-08 | | 1 | |
| | 08-09 | | 1 | |
| | 09-10 | | 2 | |
| | 10-11 | | 1 | |
| Elaine Leslie Assistant Professor (Physiology), cross- appointment to LMP Anal. Environ. Toxicol. | 08-09 | 1 | | |
| | 09-10 | 1 | | |
| Kristi Lew Assistant Professor Anal. Environ. Toxicol. | No trainees | | | |
| Xing-Fang Li Associate Professor Anal. Environ. Toxicol. | 05-06 | 2 | 3 | 2 |
| | 06-07 | 3 | 3 | 3 |
| | 07-08 | 3 | 6 | 3 |
| | 08-09 | 1 | 7 | 4 |
| | 09-10 | 0 | 6 | 4 |
| | 10-11 | 1 | 6 | 2 |
| Jon Martin Associate Professor Anal. Environ. Toxicol. | 05-06 | 2 | 0 | 1 |
| | 06-07 | 3 | 0 | 2 |
| | 07-08 | 3 | 0 | 1 |
| | 08-09 | 2 | 4 | 4 |
| | 09-10 | 2 | 4 | 3 |
| | 10-11 | 1 | 5 | 3 |

| Name, Rank, Expertise of Faculty Member | Year | # MSc students supervised or co-supervised | # PhD Students supervised or co-supervised | # Postdoctoral/ Clinical Fellows |
|--|-------------|--|--|----------------------------------|
| Locksley McGann Professor Biopreservation | 05-06 | 1 | 3 | |
| | 06-07 | 1 | 3 | |
| | 07-08 | | 3 | |
| | 08-09 | | 2 | |
| | 09-10 | 1 | 1 | |
| | 10-11 | 1 | 1 | |
| Michael Mengel Associate Professor Molecular Pathology | 10-11 | 1 | | 2 |
| Susan Nahirniak Associate Professor Pathology | 10-11 | | | 1 |
| Rodrigo Onell Assistant Clinical Professor | No trainees | | | |
| Xiaoli (Lilly) Pang Assistant Professor Molecular Pathology | 05-06 | 1 | | |
| | 06-07 | 2 | | |
| | 07-08 | 2 | | 1 |
| | 08-09 | 3 | | 1 |
| | 09-10 | 2 | | 1 |
| | 10-11 | 1 | | 1 |
| Linda Pilarski Adjunct Professor Molecular Pathology | 08-09 | 1 | | |
| | 09-10 | 2 | | |
| | 10-11 | 2 | | |
| Lisa Purdy Assistant Professor Medical Lab Science | No trainees | | | |
| Lakshmi Puttagunta Associate Professor Pathology | No trainees | | | |
| David Rayner Associate Professor Pathology | No trainees | | | |

Appendix G – Faculty Expertise

| Name, Rank, Expertise of Faculty Member | Year | # MSc students supervised or co-supervised | # PhD Students supervised or co-supervised | # Postdoctoral/ Clinical Fellows |
|--|-------------|--|--|----------------------------------|
| Robert Rennie Professor Molecular Pathology | 07-08 | 1 | | |
| | 08-09 | 1 | | |
| | 09-10 | | 1 | |
| | 10-11 | | 1 | |
| Laurie Russell Associate Professor Pathology | No trainees | | | |
| Anny Sauvageaux Associate Clinical Professor Pathology | No trainees | | | |
| Consolato Sergi Professor Pathology | 09-10 | 3 | | |
| | 10-11 | 4 | | |
| Banu Sis Assistant Professor Pathology | 10-11 | 1 | | 1 |
| Dean Tung Assistant Clinical Professor Pathology | No trainees | | | |
| Gregory Tyrrell Professor Molecular Pathology | 05-06 | | 1 | |
| | 06-07 | | 2 | |
| | 07-08 | 1 | 1 | |
| | 08-09 | 1 | 2 | |
| | 09-10 | | 2 | |
| | 10-11 | 2 | 2 | |

CAP-ACP Position Statement on Pathologists' Assistants

Introduction

The practice of pathology is an integral part of medical care. It entails the diagnosis of disease and the interpretation of pathophysiological mechanisms through the examination/analysis of human tissue samples, body fluids or other materials and their correlation with related medical judgments. The resultant diagnosis usually plays a vital role in patient care and often is the single most important factor upon which decisions regarding therapy are made. These responsibilities must remain those of a duly trained, licensed and certified pathologist and cannot be delegated under any circumstance.

Policy

The Canadian Association of Pathologists (CAP-ACP) recognizes that there is a role and a need for appropriately trained and certified non-medical personnel (Pathologists' Assistants (PAs) to assist pathologists in the preparation and examination of tissues in the setting of surgical and autopsy pathology. This delegation of responsibilities is similar to that given to histotechnologists who prepare histological slides and perform other specialized techniques. The gross examination and selection of tissue for histological evaluation plays a critical role in the accurate diagnosis of disease, this particular delegation must always be performed under the close supervision and direction of a qualified pathologist.

The CAP-ACP defines a PA as a laboratory professional who, through appropriately documented delegation by a pathologist of specific responsibilities for which she/he has been properly trained, performs a comprehensive gross examination of surgical specimens and/or of non-forensic autopsies and other specialized techniques employed by the department for the delivery of service. In order to ensure high quality medical practice and to fulfill legal requirements, the CAP-ACP expects standardization and regulation of basic competencies for PAs as well as a proper certification and licensure and that on-going provincial licensing and maintenance of competence programs include the active involvement of pathologists. These expectations include the following requirements: guidelines for the pathologist supervising a PA, quality assurance guidelines for laboratories employing PAs, a list of key competencies expected by pathologists of PAs and guidelines for issuance of a "Certificate of Evaluation" for already practicing PAs.

Finally, the CAP-ACP recognizes and strongly supports the important role that some laboratories have had over the years in training and educating PAs and that education of PAs be done as a graduate program within a recognized post-secondary academic institution, and with the active participation of pathologists. The CAP-ACP also invites other organizations to participate in the development of a national occupational competency profile, an acceptable accredited educational program for teaching new PAs and a national certification process including the licensing of existing professionals.

Addendum 1

Guidelines for the pathologists supervising a PA

The signing pathologists are responsible for:

1. The final diagnosis and signing out the cases
2. Overseeing and directing the work performed by the PA
3. Assigning cases based on complexity and expertise of the PA
4. Performing the microscopic examination of the cases
5. Making the clinicopathologic correlation

6. Communicating with the clinicians responding to other inquires
7. Implementing and maintaining the Quality Assurance program
8. Promoting proper working conditions
9. The accuracy and completeness of the diagnosis

Addendum 2

Quality assurance guidelines for laboratories employing PAs

The Quality Assurance guidelines include, but are not limited to, the following:

1. Scope of Practice

In the absence of legislation, employers and pathologists must define specific roles and responsibilities for PAs in their institution.

2. Continuing Education Requirements

A PA must participate in continuing education activities, both intra- and/or extra-departmental, for a minimum of 25 hours per year.

3. Working Conditions

Every pathology department should fulfil the following requirements in the design of a work station:

1. Adequate ventilation
2. Satisfactory lighting
3. Proper water supply and drainage
4. Adequate working space
5. Adequate storage facilities for specimens
6. Acceptable procedures for disposal of specimens
7. Fire safety protocol

In addition, proper working conditions also include:

1. Procedure manuals
2. A dress code
3. A list of responsibilities for the supervising pathologist
4. Easy access for consultation with the supervising pathologist

4. Risk Management

In order to ensure a safe and healthy workplace, the PA must always enforce the following procedure(s):

1. Universal precautions

2. Workplace Hazardous Material Information System (WHMIS)
3. A manual for handling hazardous waste
4. Participation in the Departmental Safety Committee
5. Adherence to code of conduct
6. Adherence to privacy, confidentiality, and security guidelines

Addendum 3

Suggested list of key competencies expected of PAs

A PA should perform and assume responsibility for the following tasks:

1. Preparation and examination of human surgical specimens

1. Data collection and specimen procurement/receipt
2. Obtain clinical history, laboratory data, x-rays and scans when indicated
3. Perform gross examination and complete dissection and dictation of surgical specimens
4. Prepare tissues for microscopic examination, including preparation for frozen and permanent sections for light, electron and immunofluorescent microscopy
5. Obtain biological specimens for analysis (e.g., bacterial and viral cultures, toxicological material) and perform special techniques as directed by the pathologist

2. Preparation and examination of human bodies

1. Ascertainment of proper legal authorization for the purposes of non-forensic autopsies
2. Retrieval of the patient's chart and other pertinent data for review by the pathologist
3. Evisceration and fully dissection of internal organs followed by proper display
4. Removal of brain and spinal cord without damage
5. Proper removal of middle ear, bone marrow and artificial devices
6. Procurement of biological specimens for analysis (e.g., blood and tissue, cultures, toxicological material) and performance of special techniques as directed by the pathologist
7. Notification to the funeral home and coordination of special requests for
8. Specimen sampling (e.g., organ transplantation, research)

10. Release of the body following proper restoration and indication of any biohazards (e.g., contagious diseases, radioactive implants) which may be present

3. Responsibilities common to PAs:

1. Participate in quality management
2. Work collaboratively with pathologists and other health professionals
3. Professional responsibility and ethics
4. Photography techniques
5. Safe work practices
6. Supervise and maintain the autopsy suite and/or the gross cutting room areas
7. Participate in continual professional development
8. Participate in continuing education activities directed to other health care workers

Addendum 4

Guidelines for issuance of “Certificate of Evaluation” for already practicing PAs

In order to establish a satisfactory scope of practice, the institution, in particular the workstation of the PA should be surveyed by a practicing and licensed pathologist appointed by the relevant authority responsible for the quality assurance program of health care centres.

1. If the scope of practice is satisfactory, a “Certificate of Evaluation” can be obtained by:

1. Having a minimum of three years of practice
2. Registering in a central register to be established within one year after a formal training is available
3. Receiving a letter of approval by the supervising licensing pathologist

2. If the scope of practice does not fulfill the criteria, the candidate is expected to qualify by:

1. Having fulfilled the same requirements as those in 1
2. Taking a formal evaluation designed by the relevant authority to be designated within two years following registration

3. The provision for obtaining a “Certificate of Evaluation” ends five years following the establishment of a central register.

Questions – Group Discussion (Morning)

2. If there were one formalized training program for PA’s – what would be the appropriate level of education?

- MSC? - BSC? - Diploma?

- **Please vote, record and discuss.**
- **What were the KEY reasons for your selection?**

SUMMARY (see Appendix A for further detail)

| BSC | MSC | Diploma | Other |
|-----|-----|-----------------|------------------------|
| 14 | 43 | 5 (post degree) | 2 (internally trained) |

- An overwhelming majority of participants chose the MSC as the preferred level of education for the PA formalized training
- Some of the key comments and rationale are outlined below:
 - Health authorities need to support those candidates that are interested in the PA program
 - MSC salary may not be aligned with that level of education
 - BSC has worked well presently – on-the-job training is sufficient
 - Laddering opportunities need to be available once educational standards have been met
 - Masters credentials, recognized across Canada (and beyond) would be a major benefit and an advancement to the scope of practice
 - Medical and legal implications would need to be addressed with the advanced scope of PA practice
 - Maintaining congruence to US certification and curriculum would allow job mobility, training and regulations to be more standardized

Questions – Group Discussion (Afternoon)

1. What should post-secondary institutions do to adequately develop and provide the Advanced/Specialized Lab resources required to meet your needs?

- **Please list 5 suggestions**

SUMMARY (see Appendix B for further detail)

- Below are the most frequently identified suggestions to meet the resource need

| Suggestions & Recommendations | Weighting (total dots allocated) |
|---|----------------------------------|
| Challenge: Lack of regulation / 1 licensure | 28 |
| Obtain MoH / M of Education funding / other funding | 28 |
| Create certification programs in various specialties (e.g. management skills) | 21 |
| "Courses need to be: - available by distance education - convenient / online / rural settings not excluded- consistent quality and creative- reasonably priced (1 dot rating)" | 20 |
| "Determine the needs in the industry:- focus needs (e.g., Develop concentrated workshop on those topics)- gap analysis- develop programs in a more timely manner" | 18 |
| Self paced learning - continuous entry programs | 11 |
| "Examine the skills required - institutions need to identify these - develop programs that meet these needs (e.g., Small focus group to identify where an are is going - i.e. microbiology - moving to molecular diagnostics?)" | 10 |
| Career laddering must be addressed (leading to other/additional opportunities) | 9 |
| Schools to talk to each other | 8 |
| Recognizing credentials across institutes | 6 |
| Determine scope of practicum and set competency standards | 6 |

Questions – Group Discussion (Morning)

2. If there were one formalized training program for PA’s – what would be the appropriate level of education?

– MSC? – BSC? – Diploma?

- Please vote, record and discuss.
- What were the KEY reasons for your selection?

| BSC | MSC | Diploma | Other |
|-----|-----|-----------------|------------------------|
| 14 | 43 | 5 (post degree) | 2 (Internally trained) |

ALL GROUP COMMENTS

- Would be nice to have credentials (letters) that are recognized (across Canada) - Masters better than diploma
- Advanced level of course instruction
- MSc would imply a greater level of understanding of human disease/pathology
- Medical/legal implications of PAs work
- Level of education - Why be different than the US?- Allows job mobility- Can share training, regulations, certification
- BSc currently doesn't allow clinical rotation
- Masters vs. Post diploma Med Tech- Different needs in teaching vs. community hospital?
- Problem - Current PAs in Canada come from a large variety of backgrounds
- P. Assistant - MSC
- P. Attendant - diploma
- MSc - comparability- scope of work greater than current undergraduate
- Other - MLT/ART & extra training
- Formalized training program - should be M Sc up to Pathologist to Delegate
- HA or institution could support those interested
- M Sc degree - salary may not be aligned with level of education
- "B Sc has worked well for IHA (primarily grossing)- 3 BSc- 2 Lab tech trained"
- 2 tracks for education (PA aid and PA)
- Is there enough complex work in all facilities
- Laddering opportunities
- Depends on organization of work, volumes (regional)
- Scope of knowledge required
- Complexity with limited supervision
- Appropriate level of education
- Need BSc to get into program or equivalent training (technologist RT experience?)

14 BSc Specialized Training Candidates RT doing some PA work, MSC main track candidates

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Questions – Group Discussion (Afternoon)

1. What should post-secondary institutions do to adequately develop and provide the Advanced/Specialized Lab resources required to meet your needs?

- Please list 5 suggestions

- | | |
|--|---|
| <ul style="list-style-type: none"> • Define need from each HA • Determine scope of practicum and set competency standards • Standardize coursework and practicum • Consult with people in the field and find out what they want • Alliances with other organizations (MLT programs across country) • Multiple entry (i.e. Pas) • Flexible models • PLAR (i.e. distance education, web based, modular) • Include practical skills • Certificate or other credential • Institutional partnerships • Identifying gaps (e.g.. Flow cytometry) • More defined choices from training institutes (e.g. 3 courses immunology, 5 courses management) • Info on ART etc available to all • More communication on the courses leading to ART • What is 'advanced' vs. 'entry level' • Central 'learning/teaching centre' (leasing) - Donation? Corporate sponsor? • Who teaches? • Meetings to discuss education credentials • BCIT Med Lab - focused program, advantages to have a degree • Where does med Lab fit onto health systems? | <ul style="list-style-type: none"> • Pooled resources • Examine the skills required - institutions need to identify these - develop programs that meet these needs (e.g.. Small focus group to identify where an are is going - i.e. microbiology - moving to molecular diagnostics?) • Many management & quality systems courses already available (post secondary or distance education) • Our needs are specific in disciplines - hematology/chemistry/microbiology/histology this would provide more expertise in traditional areas • Courses need to be: - available by distance education - convenient / rural settings not excluded - consistent quality - reasonably priced (1 dot rating) • Telemedicine opportunities fit many of these needs • Mentorship • Encouragement • Enthusiasm for area promoted • Return of the subject RT (?) - Foreign trained techs - Specialized labs (Centre for Disease Control) • People need to teach and develop courses • Coordinating of efforts- e.g.. Between credits earned from BCIT & UBC- e.g.. Between clinical sites (i.e. hospitals) and the academic institution • Define need from each HA • What education credentials are really required? • How to keep up with other health care professionals? • Profitability between Canada and US • How to get the right person to do the right task |
|--|---|

18. Specialized Laboratory Training Stakeholders Forum

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Questions – Group Discussion (Afternoon) – cont.

- Determine scope of practicum and set competency standards
- Standardize coursework and practicum
- Consult with people in the field and find out what they want
- Alliances with other organizations (MLT programs across country)
- Multiple entry (i.e. Pas)
- Flexible models
- PLAR (i.e. distance education, web based, modular)
- Include practical skills
- Certificate or other credential
- Institutional partnerships
- Identifying gaps (e.g.. Flow cytometry)
- More defined choices from training institutes (e.g. 3 courses immunology, 5 courses management)
- Info on ART etc available to all
- More communication on the courses leading to ART
- What is 'advanced' vs. 'entry level'
- Central 'learning/teaching centre' (leasing) - Donation? Corporate sponsor?
- Who teaches?
- Pooled resources
- Examine the skills required - institutions need to identify these - develop programs that meet these needs (e.g.. Small focus group to identify where an are is going - i.e. microbiology - moving to molecular diagnostics?)
- Many management & quality systems courses already available (post secondary or distance education)
- Our needs are specific in disciplines - hematology/chemistry/microbiology/histology this would provide more expertise in traditional areas
- Courses need to be: - available by distance education - convenient / rural settings not excluded – consistent quality – reasonably priced (1 dot rating)
- Determine laboratory training opportunities for these needs
- Encouragement
- Enthusiasm for area promoted
- Return of the subject RT (?) - Foreign trained techs - Specialized labs (Centre for Disease Control)
- People need to teach and develop courses
- Coordinating of efforts- e.g.. Between credits earned from BCIT & UBC- e.g.. Between clinical sites (i.e. hospitals) and the academic institution
- Determine the needs in the industry: - focus needs (e.g.. Develop concentrated workshop on those topics) - gap analysis - develop programs in a more timely manner
- Develop creative programs: mode of learning (e.g.. On-line)
- Create a higher profile to illustrate laboratory as an important part of the integrated healthcare system
- BCIT take on degree
- Self paced learning - continuous entry programs
- Bridge from diploma to degree
- Align CSMCS education body
- Problem transferring credits
- FT to specialty to refresher distance training
- Self study, on-line, self paced, flexibility, timing
- Some people need interaction - chat groups, elearning (especially management courses)
- Educate employers
- MCA to advance IC career ladder
- Union learning concerns
- Prerequisites?
- Technologist - specialty courses to prepare for new technology
- Survey? - specific to lab services
- Continual entry for self paced education
- UBC/BCIT - diploma to bachelor (5 years)- CSMCS exam- yr prereq + 2 BCIT + 1 yr UBC + 2 BCIT + 1 yr



Department of Laboratory Medicine and Pathology
Faculty of Medicine & Dentistry

4B1.21 Walter C Mackenzie Health Sciences Centre
Edmonton, Alberta, Canada T6G 2B7

November 3, 2011

Dr. R. Poliquin
Vice Dean
Faculty of Graduate Studies and Research
Killam Centre for Advanced Studies
2-29 Triffo Hall
University of Alberta
Edmonton, Alberta T6G 2E1

Dear Dr. Poliquin:

Re: Support for an independent graduate program in Laboratory Medicine and Pathology

Herewith I express my strong support for establishing an independent graduate program in Laboratory Medicine and Pathology at the University of Alberta. Over the years, the Medical Sciences Graduate Program has provided excellent support to our Department's growing thesis-based graduate program. Thanks to this system of support, today our program is one of the largest in the Faculty of Medicine and Dentistry (currently 47 students), while the quality and scientific impact of research being conducted by our graduate students is outstanding and competitive with any Department on campus. There is no reason that we should not be offering an independent graduate program, and the attached proposal provides many new advantages to our students and supervisors. We have a very diverse range of research, and one of the primary advantages contained in the proposal is the development of 2nd-level specializations. This will aid our recruitment, will help graduating students in their career search, and allows our Department to remain flexible in offering relevant and diverse training.

Such an advantage is reflected by the proposed course-based specialization in Pathologists' Assistants (PA). There are currently only two MSc PA programs in Canada and none in Alberta. Once established, the program will train professionally certified individuals to meet the Canadian Association of Pathologists (CAP) Position Statement (2011) guidelines for PAs as support for pathologists working in clinical laboratories providing an essential health care service. Due to a constantly growing workload in the area of Anatomical Pathology we are facing a steady shortage of qualified pathologists. This has not only created detrimental effects on turn-around times of patient specimens but has also negatively impacted the recent accreditation review of our residency program. Having access to qualified PAs represents the most reasonable mitigation strategy for this challenging situation. PAs will not only support and enhance grossing specimens but will also significantly contribute to residency training in this area and by that free up valuable resources of pathologists. Ultimately PAs will contribute to improved diagnostic quality, enhanced residency training, and faster turn-around times, and simultaneously reduce personnel costs within the provincial health care system.

... /2

/2 ...

It seems reasonable to assume that not only is our province in demand for qualified PAs, but also the whole Western Canada is. Therefore, it can be expected that we will receive out of province requests for enrolling into our PA specialization which would represent an additional financial resource to sustain this program once established. However, it is crucial that the PA specialization receives the full support and long-term commitment from our partners in AHS. The resources invested by AHS into such a program would directly return to the provincial Pathology Services including that at rural laboratories. We are currently in the process of developing a Memorandum of Understanding with AHS for the implementation and long-term engagement of a PA Masters Program.

We are strongly convinced that this proposal for an independent degree in Laboratory Medicine and Pathology will significantly enhance our educational mission. I'm happy to answer any further questions you may have.

Sincerely,


Dr. Michael Mengel
Associate Professor and Acting Chair
Department of Laboratory Medicine and Pathology
University of Alberta

MM/pk

cc: Dr. Fiona Bamforth
Dr. Jonathan Martin
Ms. Shelley Rawlake

New Academic Program Library Impact Statement Certification

Submitted to the Academic Development Committee

The Library has examined the proposal for the degree of Master of Science (Pathologists' Assistant). We anticipate that the new program will incur some additional costs for Library acquisitions and staff time

The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail.

We support the changes proposed by the Faculties and look forward to working with its instructors and students.

Executive summary of costs

| Total costs | Start up | Ongoing (anticipated annual maintenance) |
|------------------------------|----------|--|
| 1. Collections budget | \$16,400 | \$14,800 per year |
| 2. Capital budget | \$ -- | \$ -- |
| 3. Operating/staffing budget | \$ 100 | \$ 800 per year |
| | | |
| Total costs : Summary | \$16,500 | \$15,600 per year |

Submitted by

Mary-Jo Romaniuk
Chief Librarian (Acting)

Marlene Dorgan
Head, John W. Scott Health Sciences Library

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

The Coordinator of the *Department of Laboratory Medicine and Pathology*, Faculty of Medicine and Dentistry, has indicated that the Department proposes to initiate a Master of Science (Pathologists' Assistant) program in September 2012.

This will be a two year full time program with an initial projected enrolment of two students in 2012-2013 and in each subsequent year. The program will consist of course work in the first year and a clinical practicum and research project in the second year.

Four of the courses are listed in the University Calendar and five are new courses. Graduates will be eligible for accredited professional certification in the field. This program will be one of only three in Canada.

The Library holds a strong collection of atlases of pathology and anatomy, as well as most of the core texts in this subject, both in print and online.

For ease of access for students who will be on practicum placement or studying off-site, it would be desirable to acquire more e-books in the field. In keeping with the Libraries' goal to be a "Library of Record" it would also be desirable to acquire print copies of any materials for which the Library currently holds only an electronic copy. In addition, the Library lacks a strong collection of exam preparation material in this subject area. The estimated cost for these various books is \$200.00 per title for 15-20 titles for the first year (\$4000 in total) and \$200 for 10 -15 titles in each year thereafter (\$2000 in total).

The Library provides electronic access to a wide range of relevant databases, giving access to the journal literature applicable to this field. It would be advantageous to also license a visual resource such as Springer Images, a database of high quality images used in the study of pathology, at an estimated cost of \$12,000 per year.

At least one hour of library orientation for students will be needed in the first year. At least two hours of consultation time per student can be expected for the research project in the second year. At \$50.00 per hour of librarian time, the total costs are:

2012-2013: Orientation: \$100.00 (instruction plus preparation time)

2013-2014 and thereafter: Orientation: \$100.00 (instruction plus preparation time)

2013-2014 and thereafter: Consultation:\$800.00 (two hours per student plus preparation)

Total: \$900.00

No impact is anticipated on Library space, equipment or technology.

The addition of new students to the Library's licenses for electronic resources incurs a cost of \$200.00 per student per year. For this program the cost to add two students is therefore \$400.00 in the first year and \$800.00 in the second and subsequent years (two continuing students and two new students).

Submitted by

Linda Seale
Collections Manager
JWScott Health Sciences Library

Dated:

[Minor revision January 17 2012]

Summary of Laboratory Medicine / Pathology programs at other Universities.

| Institution | Dept/ Program Name | Degree | MSc or PhD? | Research Areas / Notes |
|--------------------------------|---|--------|---|---|
| Dalhousie University | Pathology | | MSc and PhD | experimental pathology or allied fields of laboratory medicine (clinical chemistry, hematology, histopathology, molecular genetics and oncology) |
| McGill University | Pathology | | MSc or PhD | immunology and transplantation, ophthalmic pathology, neoplasia, cell biology, pulmonary vascular and airways disease, pulmonary edema, neurodegenerative disorders, and smooth muscle pathophysiology |
| Queen's University | Pathology Molecular Medicine | and | MSc and PhD | cancer biology, genetics, hemostasis and vascular biology |
| University of British Columbia | Pathology Laboratory Medicine | and | MSc and PhD | Biomaterials, Cancer Biology, Cancer Diagnosis and Treatment, Cardiovascular, Microcirculation and Hemostasis, Developmental Biology and Gene Expression, Growth Factors, Signal Transduction and Cytokines, Immunopathology, Membrane Biophysics, and Biophysical Chemistry, Metabolism, Nutrition and Biochemical Diseases, Microbiology and Immunopathogenesis, Neuroimmunology and Neuropathology, Pulmonary Pathophysiology. |
| University of Calgary | Pathology Laboratory Medicine | and | N/A | no graduate program offered, although faculty supervise students in other programs |
| University of Manitoba | Pathology | | MSc only (+MSc Pathologists' Assistant) | 3 students accommodated in the MScPA program |
| University of Ottawa | Pathology Experimental Medicine (specialization) | and | PhD only, collaborative with 4 other Depts | Cellular and Molecular Medicine, Biochemistry, Microbiology and Immunology, Neuroscience. |
| University of Saskatchewan | Pathology | | MSc and PhD | Only two supervisors: hematopoietic malignancies, atherosclerosis and immune disorders, hematopathology and immunohistochemistry |
| University of Toronto | Laboratory Medicine and Pathobiology | | MSc and PhD | Antimicrobial Resistance, Bone and Connective Tissue Diseases, Cancer Pathogenesis and Prevention, Cardiovascular Disease, Cell-Matrix Interactions, Development: Cell Cycle, Differentiation, Signalling, Diabetes, Endocrine and Neuroendocrine Disorders, Hematopathology and Transfusion Medicine, Immunopathology and Transplantation, Inflammatory Disorders, |

Appendix L – Summary of Laboratory Medicine and Pathology Programs at other Institutions

| | | |
|--|---|--|
| University of Western Ontario Pathology | MSc, PhD, and MSc. Pathologist's Assistant | Lipid Disorders, Lymphatic Pathobiology, Microbial Pathogenesis, Molecular Biomarkers, Neurodegenerative Disorders, Proteomics and Bioinformatics, Protein Structure and Function, Toxicology, Translational Research, Vascular Cell Biology, Viral Diseases Genetics, Diabetes, Environmental Pathology, Ecosystem Health, Oncology, Metal Binding Proteins, Neurodegenerative Disorders, Neuropathology, Transplant Pathology, Stem Cell, Immunopathology |
|--|---|--|

Unique Standards and Documentation Required for Accredited PathA Programs

UNIQUE STANDARDS AND THE REQUIRED DOCUMENTATION

Pathologists' Assistant Standards

PREAMBLE

Objectives

The purpose of these Standards and the Description of the Profession is to establish, maintain, and promote standards of quality for educational programs in the clinical laboratory sciences and to provide recognition for educational programs which meet or exceed the minimum standards outlined in this document.

The Standards are to be used for the development and evaluation of pathologists' assistant programs. Paper reviewers and site visit teams assist in the evaluation of the program's compliance with the Standards. Lists of accredited programs are published for the information of students, employers, and the public.

Description of the Pathology Assistant Profession

The pathologists' assistant is a health professional, qualified by academic and practical training to assist in providing service in anatomic pathology under the direction and supervision of a qualified anatomic pathologist.

Pathologists' assistants function as assistants to anatomic pathologists by participating in the examination, dissection and processing of tissue samples, and by participating in gross autopsy dissection. Pathologists' assistants are employed in a variety of settings, which include community and regional hospitals, university medical centers, private pathology laboratories, and medical examiner/coroner offices.

The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are qualities essential for pathologists' assistants. They must demonstrate ethical and moral attitudes and principles which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnoses must be maintained.

The high degree of responsibility assumed by the pathologists' assistant requires skills and abilities necessary to provide those services appropriate for an anatomic pathology setting.

Description Of The Career Entry Of The Pathologists' Assistant

The following services are provided under the direct supervision of a licensed and board- certified pathologist. They must include, but are not limited to:

Surgical Pathology

Assisting in the preparation and performance of surgical specimen dissection by assuring appropriate specimen accessioning, obtaining pertinent clinical information and studies, describing gross anatomic features, dissection of surgical specimens, preparation and submitting of tissues for histologic processing, obtaining and submitting specimens for additional analytic procedures (immunostaining, flow cytometry, image analysis, bacterial and viral cultures, toxicology, etc.), and assisting in photographing gross and microscopic specimens.

Autopsy Pathology

Assisting in the performance of postmortem examination by ascertaining proper legal authorization; obtaining and reviewing the patient's chart and other pertinent clinical data studies; notifying involved personnel of all special procedures and techniques required; coordinating special requests for specimens; notifying involved clinicians, and appropriate authorities and individuals; assisting in the postmortem examination; selecting and preparing tissue for histologic processing and special studies; obtaining specimens for biological and toxicological analysis; assisting in photographing gross and microscopic specimens and photomicrography; and participating in the completion of the autopsy report.

Additional Duties

Assuming duties as may be assigned relative to teaching, administrative, supervisory and budgetary functions in anatomic pathology.

20. Program Administration

A. Program Director

1. The program must have a qualified program director
- 2.. Responsibilities

The program director must be responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program. The program director must have input into budget preparation and must be responsible for maintaining NAACLS accreditation of the program.

3. Qualifications

The program director shall have a faculty appointment in the sponsoring institution and meet all requirements specified by the institution responsible for providing the didactic portion of the educational program and maintaining the overall operation of the program. The program director shall be a graduate of a NAACLS-accredited (AAPA approved prior to 1995) pathologists' assistant educational program with an advanced degree (masters or doctoral), or a board-certified anatomic pathologist, or hold a doctoral degree in a basic medical science. The program director shall have

practical knowledge of educational methods, and current accreditation and certification procedures.

4. Faculty Appointments

The program director must have a faculty appointment at the sponsoring institution or must have a faculty appointment in each affiliated academic institution.

B. Advisory Committee

1. Composition

The program must have an advisory committee composed of individuals from the communities of interest (i.e., pathologists, other physicians, scientific consultants, academic professionals, administrators, practicing pathologists' assistants, and other professionals who have knowledge of clinical laboratory science education).

2. Responsibilities

The advisory committee shall have input into all aspects of the program and curriculum regarding relevance and effectiveness.

C. Medical Advisor/Medical Director

1. The Program must have a qualified medical advisor/director separate from the Program Director.

2. Responsibilities

The medical advisor/director shall provide continuous medical direction for clinical instruction. The medical advisor/director shall actively elicit the understanding and support of practicing physicians, and shall participate in the clinical instruction of pathology within the program.

3. Qualifications

The medical advisor/director shall have a faculty appointment in the sponsoring institution and shall be a licensed, board-certified anatomic pathologist.

21. Faculty

The program must have qualified faculty (e.g., educators, pathologists' assistant supervisors, administrators, laboratorians, and physicians).

A. Responsibilities

The faculty must participate in developing curriculum, formulating policy and procedures, teaching courses, supervising applied laboratory learning experiences, evaluating student achievement, and evaluating program effectiveness.

B. Qualifications

Program faculty must demonstrate practical knowledge and proficiency in their content areas. Faculty members must demonstrate the ability to teach effectively at a level consistent with entry into the profession.

C. Professional Development

The program must document ongoing professional development of the program faculty to demonstrate a continuing effort to increase practical knowledge and proficiency.

D. Consortium Education Coordinator (when required, one at each participating entity in a consortium or joint venture)

1. Responsibilities

The Consortium Education Coordinator, when required, is responsible for coordinating classroom teaching and applied education, evaluating program effectiveness, and must have appropriate communications with the Program Director.

2. Qualifications

The education coordinator, when required, must hold an appropriate nationally recognized certification required of a program director as stated in Standard 20, an academic degree appropriate to the program level, and at least one year of experience in clinical laboratory science education, including teaching courses, conducting and managing learning experiences, evaluation student achievement, and evaluating instructional effectiveness.

22. Curricular Requirements

A. Curricular Structure

Instruction must follow a plan which documents a structured curriculum composed of general education, basic sciences, and professional courses including applied (clinical) education. The curriculum must include clearly written program goals and course syllabi, which must include individual course goals.

The length of the educational program for the pathologists' assistant shall be a minimum of 22 months. The program must culminate in a minimum of a baccalaureate degree with documentation of completion of the clinical educational program. The curriculum shall contain both clinical and didactic elements. The evaluation procedures shall be clearly established and the criteria for the successful completion of the program made available to each student.

The curriculum must include all major subject areas currently offered in the contemporary surgical pathology and autopsy laboratories. Curriculum content

shall provide the student with a comprehensive body of knowledge and the necessary skills to accurately and reliably perform the tasks, functions and duties defined in the Preamble.

Behavioral objectives, which address cognitive, psychomotor, and affective domains, must be provided for Professional Sequence courses and for courses principally taught by Program faculty. These objectives must address the scientific content areas of the program and must include clinical significance and correlation. Course objectives must show progression to the level consistent with entry into the profession.

Course Syllabi are required for cognate courses as content area must be consistent with the goals and competencies for the program.

B. Instructional Areas

Prerequisite college course work shall include general chemistry, organic chemistry and/or biochemistry, biological science, microbiology, mathematics and English composition.

The program curriculum must include the following scientific

content: Professional Sequence Courses:

Anatomic Pathology Management
Gross Autopsy Pathology Techniques
Gross Forensic Pathology/Toxicology Specimen Techniques
Gross Pediatric Pathology Techniques
Gross Surgical Pathology Techniques
Educational Methodologies

Required Cognates:

Clinical Pathology
Computerization and Information Systems
Embryology
General and Systemic Human Pathology
Histology/Microscopic Anatomy
Human Anatomy
Human Physiology
Medical Ethics Medical
Microbiology Medical
Photography Medical
Terminology Safety
Regulations

C. Learning Experience

The learning experiences needed in the curriculum must be properly sequenced and include: Instructional materials, classroom and laboratory presentations, discussion and demonstrations, supervised practice and experience, Evaluation of students to assess cognitive, affective and psychomotor objectives; problem solving skills; and motor and clinical competencies, and the competencies necessary for graduation.

1. Student experiences must be educational and balanced so that all competencies can be achieved.
2. Student experiences at different clinical sites must be comparable to enable all students to achieve entry level competencies.
3. Policies and processes by which students may perform service work must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. After demonstrating proficiency, students, with qualified supervision, may be permitted to perform procedures. Service work by students in clinical settings outside of academic hours must be noncompulsory.

D. Evaluations

Written criteria for passing, failing, and progression in the program must be provided. These must be given to each student at the time of entry into the program. Evaluation systems must be related to the objectives and competencies described in the curriculum for both didactic and applied components. They must be employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress and to serve as a reliable indicator of the effectiveness of instruction and course design.

| Documentation Required for PathA Unique Standards | | | |
|--|------------------------------|---|--|
| | <i>Narrative</i> | <i>Documentation</i> | <i>Site Visitor Role</i> |
| Standard 20A1 | <u>No Narrative Required</u> | Submit a completed Faculty Fact Sheet for the program director. | Verify that the program director is responsible for the required aspects of the program. |
| Standard 20A2 | <u>No Narrative Required</u> | <p><i>The Faculty Fact Sheet is located in the appendix of this Guide.</i></p> <p>Submit a position description which describes the responsibilities of the program director.</p> <p>Submit curriculum vitae for the Program Director</p> <p>Indicate the date that NAACLS approved the program director.</p> <p>Indicate how knowledge of education, administration and current accreditation/certification procedures was obtained.</p> <p>Document the faculty appointment for the program director at each affiliated academic institution.</p> | Verify that the Program Director meets qualifications. |
| Standard 20A3 | <u>No Narrative Required</u> | | Verify experience and training in administration, educational methodologies, and current accreditation and certification procedures. |
| Standard 20A4 | <u>No Narrative Required</u> | | Verify documentation (e.g., notice of appointments, academic catalogs, faculty listings) of faculty appointments for the program director at each affiliated academic institution. |
| | | | |

| | | | |
|---------------|---|--|--|
| Standard 20B1 | <u>No Narrative Required</u> | Submit the name(s) comprising the advisory committee. Indicate the relationship of the advisory committee member(s) to the program. | |
| Standard 20B2 | <u>Describe the responsibilities of the advisory committee.</u> | Submit a copy of the advisory committee meeting minutes. | Verify the responsibilities of the advisory committee. |

Documentation Required for PathA Unique Standards

| | <i>Narrative</i> | <i>Documentation</i> | <i>Site Visitor Role</i> |
|---------------|------------------------------|---|--|
| Standard 20C1 | <u>No Narrative Required</u> | Submit a completed Faculty Fact Sheet for the medical director/advisor. | Verify that the medical director/advisor is responsible for the required aspects of the program. |
| Standard 20C2 | <u>No Narrative Required</u> | Submit a position description which describes the responsibilities of the medical director/advisor. | Verify that the medical director/advisor meets qualifications. |
| Standard 20C3 | <u>No Narrative Required</u> | Submit curriculum vitae for the medical director/advisor Document the faculty appointment for the medical director/advisor | Verify documentation (e.g., notice of appointments, academic catalogs, faculty listings) of faculty appointments for the medical director/advisor. |

Appendix M – NAACLS requirements for accreditation of PA programs

| | | | |
|--|--|--|--|
| <p>Standard 20D1 Standard 20D2</p> | <p><u>No Narrative Required</u> Describe the responsibilities of the advisory committee.</p> | <p>Submit the name(s) of individuals comprising the advisory committee. Indicate the relationship of the advisory committee member(s) to the program. Submit a copy of the advisory committee meeting minutes.</p> | <p>Verify the involvement of members in committee activities Verify the responsibilities of the advisory committee.</p> |
| <p>Standard 21</p> | <p><u>No Narrative Required</u></p> | <p>List the major clinical/didactic faculty for each laboratory discipline.</p> | |
| <p>Standard 21A</p> | <p>Describe the responsibilities of the program faculty.</p> | <p><u>No Documentation Required</u></p> | <p>Verify that faculty are responsible for the required aspects of the program.</p> |

| Documentation Required for PathA Unique Standards | | | |
|--|---|---|--|
| | <i>Narrative</i> | <i>Documentation</i> | <i>Site Visitor Role</i> |
| Standard 21B Standard 21C | <p>Describe how faculty are evaluated relative to appropriate qualifications.</p> <p>Describe how the program ensures ongoing professional development of its' clinical and didactic faculty.</p> | <p>Submit completed Faculty Fact Sheets for the major didactic faculty for each laboratory discipline. List details of major clinical faculty on Clinical Faculty Fact Sheets.</p> <p><i>The Faculty Fact Sheet is located in the appendix of this Guide.</i></p> <p>Submit sample documentation of ongoing professional development of the clinical and didactic faculty to fulfill instructional abilities.</p> | <p>Verify that faculty have adequate knowledge and proficiency in their content areas.</p> <p>Verify that major clinical/didactic faculty have the ability to teach effectively at the appropriate level.</p> <p>Review faculty evaluations.</p> <p>Verify that the program assures and documents the ongoing professional development of clinical and didactic faculty.</p> |

Documentation Required for PathA Unique Standards

| | <i>Narrative</i> | <i>Documentation</i> | |
|--|-------------------------------------|--|--|
| <i>IN CASES OF CONSORTIA OR JOINT VENTURES, SUBMIT INFORMATION FOR STANDARDS 21D1 A</i> | | | |
| Standard 21D | <u><i>No Narrative Required</i></u> | Submit a completed Faculty Fact Sheet for the consortium education coordinator. | |
| Standard 21D1 | <u><i>No Narrative Required</i></u> | Submit a position description which describes the responsibilities of the consortium education coordinator. | |
| Standard 21D2 | <u><i>No Narrative Required</i></u> | Submit a curriculum vita for the consortium education coordinator. Indicate how knowledge of educational methods and current accreditation/certification procedures was obtained. | |

| Documentation Required for PathA Unique Standards | | | |
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| | <i>Narrative</i> | <i>Documentation</i> | <i>Site Visitor Role</i> |
| Standard 22A (continued) Standard 22B | <p>Describe the coursework required for completion of the program and indicate whether the course work is addressed as part of the professional program or prior to admission to the program.</p> <p>Identify where the items described in Standard 22B1-9 are included in the curriculum.</p> | <p>Submit objectives in the cognitive, psychomotor and affective domains for ONE SAMPLE UNIT OF INSTRUCTION in the Professional Sequence.</p> <p>Submit brief summaries or course descriptions for each unit of instruction or course in the program.</p> <p>Matrices are provided in the appendix to assist you in identifying where units of instruction are located in the program’s curriculum.</p> <p><i>*Use of the matrix is optional.</i></p> | <p>Verify that the program has appropriate objectives in the cognitive, psychomotor and affective domains.</p> <p>Verify that the course objectives show progression to the level consistent with entry into the profession.</p> <p>Verify that the curriculum includes the required areas described in Standard 22B1-9.</p> <p>Verify that course work includes all instructional areas.</p> |

| Documentation Required for PathA Unique Standards | | | |
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| | <i>Narrative</i> | <i>Documentation</i> | <i>Site Visitor Role</i> |
| Standard 22B (continued) Standard 22C | <p>Identify all Required Cognate courses substantially or fully taught by PathA program faculty.</p> <p>Briefly describe how the required material and activities listed in Standard 22B are used in the program to develop entry-level competencies.</p> <p>If applicable, describe how student experiences at different clinical sites are ensured as comparable.</p> | <p>List all courses from the Required Cognate list that are taught by PathA program faculty (i.e., courses designed for PathA students or courses housed within the administrative unit for the PathA program with PathA program faculty providing 40% or more of the instruction.</p> <p>Submit a brief summary of the types of laboratory tests performed in each clinical area.</p> | <p>Verify that all courses taught by PathA program faculty are identified and are evaluated by the same guidelines as Professional Sequence courses.</p> <p>Verify that instruction provides sequenced learning experiences</p> <p>Verify that the required materials and activities found in Standard 22B are used in the program to develop entry-level competencies Review the laboratory tests performed in each clinical area.</p> <p>If applicable, verify that student experiences at different clinical sites are ensured as comparable.</p> |

| Documentation Required for PathA Unique Standards | | | |
|--|---|---|--|
| | <i>Narrative</i> | <i>Documentation</i> | <i>Site Visitor Role</i> |
| Standard 22C (continued) | <p>Justify learning experiences during hours other than the normally scheduled clinical experience.</p> <p>Describe how policies and procedures regarding service work are distributed to students and clinical facilities.</p> | <p>Submit objectives and evaluation instruments for any learning experiences during hours other than the normally scheduled clinical experience.</p> <p>Submit policies and procedures explaining when students may perform service work.</p> | <p>Review the justification, objectives and evaluation instruments for any learning experiences during hours other than the normally scheduled clinical experience.</p> <p>Verify that clinical training is sufficiently balanced to assure that all objectives and competencies are achieved.</p> <p>Verify that policies and procedures explaining when students may perform service work are published, distributed to students and distributed to clinical affiliates.</p> <p>Verify that service work by students in the clinical settings outside of regular academic hours is non-compulsory.</p> |



November 10, 2011

Dr. Mazi Shirvani
Dean, Faculty of Graduate Studies & Research
2-14 Triffo Hall
University of Alberta

Dear Dr. Shirvani,

The Faculty of Medicine & Dentistry (FoMD) is pleased to support the proposal by the Department of Laboratory Medicine and Pathology (LabMP) for an independent graduate program. Until now, the graduate program for LabMP has been co-administered by the Medical Sciences Graduate Program Committee (MSGPC) in the FoMD, a structure which was designed to oversee our smaller graduate programs. As departmental graduate programs grow larger and stronger, the FoMD expects and encourages programs to become independent of the MSGPC, a move which is now entirely appropriate for the Department of LabMP. Other examples of departments in the FoMD which have followed this path and now offer independent programs are the Departments of Medicine, Psychiatry, Oncology, and Biomedical Engineering.

The Department of LabMP has awarded over 30 graduate degrees in the last 5 years. The quality of training has been consistently high, and students in LabMP have been highly competitive for scholarships and awards at all levels. The Department currently has 47 students enrolled in its graduate degree programs, making it one of the larger graduate programs in the FoMD. Among the recent graduates, many have gone on to further academic training at prestigious institutes or have quickly found relevant employment, indicating a strong demand for the training received in this program.

The current graduate program in the Department of LabMP has an established graduate studies committee and possesses the administrative capacity to deliver an independent program. The program is supported in part by the Bell McLeod endowment and several internal scholarships are available to support students. A detailed graduate program manual has been developed and can be accessed on the LabMP website: <http://lmp.med.ualberta.ca/Education/graduate/Pages/default.aspx>.

Given the past record of the Department in graduate research and education, and the broad range of research supervisors, we are confident that the Department will continue to train students whose degrees will be of the highest standard and held in the highest regard nationally and abroad.

With regards,

A handwritten signature in cursive script, appearing to read "T. Krukoff".

Teresa L. Krukoff, Ph.D.
Associate Dean Research, Graduate Programs

c: Dr. Verna Yiu, Interim Dean
Dr. Michael Mengel, Acting Chair (Dept. of LabMP)

Office of the Dean
Faculty of Medicine & Dentistry
2J2.00 Walter C. Mackenzie Health Sciences Centre, University of Alberta
Edmonton, Alberta, Canada T6G 2R7
Telephone: (780) 492-6621 Fax: (780) 492-7303
www.med.ualberta.ca

OUTLINE OF ISSUE

Agenda Title: **Faculty of Arts Proposed Embedded Credit Certificate in European Studies**

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in European Studies, as submitted by the Faculty of Arts and as set forth in Attachment 1, for implementation in the Fall of 2013.

Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Faculty of Arts |
| Presenters | William Street, Associate Dean (Student Programs), Faculty of Arts; Lori Thorlakson, Associate Chair (Graduate), Department of Political Science |
| Subject | New Proposed Embedded Credit Certificate in European Studies in the Faculty of Arts |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To establish an embedded credit certificate entitled <i>Certificate in European Studies</i> open to students in undergraduate programs across the University of Alberta. |
| The Impact of the Proposal is | See 'Purpose'. |
| Replaces/Revises (e.g., policies, resolutions) | N/A |
| Timeline/Implementation Date | For implementation in the Fall of 2013. |
| Estimated Cost | Neutral. |
| Sources of Funding | Department of History and Classics (in kind staff contributions to support administration). |
| Notes | N/A |

Alignment/Compliance

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| Alignment with Guiding Documents | <i>Dare to Discover</i> and <i>Dare to Deliver</i> |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): GFC delegated authority to ASC to approve "proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC)." (3.G.).</p> |

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

4. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

6. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

7. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University

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| | <p>graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p>8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> <p>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. ASC’s terms of reference provide that “the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).</p> |
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Routing (Include meeting dates)

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| Consultative Route (parties who have seen the proposal and in what capacity) | Faculty of Arts, Department Chairs and Program Directors; Britta Baron, Vice-Provost and Associate Vice-President (International); Garrett Epp, Director, U Alberta – Lille; Helena Fracchia, Director, Cortona Program; Elaine Geddes, Associate Dean, Alberta School of Business; Donald Ipperciel, Associate Dean (Information Technology and Innovation), Campus Saint-Jean; Joseph Patrouch, Director, Wirth Institute; Undergraduate Student Services Advisors, Faculty of Arts; Ada Schmude, Associate Registrar, Office of the Registrar; GFC ASC Subcommittee on Standards (June 5, 2012) |
| Approval Route (Governance) (including meeting dates) | Faculty of Arts Academic Affairs Committee, March 28, 2012 – for recommendation; Faculty of Arts Executive Committee, May 3, 2012 – for recommendation; Faculty of Arts Council, May 17, 2012 – for recommendation; |

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| | GFC Academic Standards Committee, June 21, 2012 – for final approval |
| Final Approver | GFC Academic Standards Committee |

Attachments:

1. Attachment 1 (pages 1 – 75): New Proposed Embedded Certificate in Leadership in European Studies in the Faculty of Arts

Prepared by: Robin A Cowan, Assistant Dean (Undergraduate Student Services), Faculty of Arts,
robin.cowan@ualberta.ca

**Program Approval Template
Embedded Credit Certificates**

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts)

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

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| Section A: Basics | |
| Program Name | European Studies Certificate |
| Sponsoring Faculty/ Academic Unit | Faculty of Arts |
| Contact information | Name and Title Kenneth Mouré, Professor |
| | Phone 492-4687 |
| | Email moure@ualberta.ca |
| Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential. | The credential will be awarded by the Faculty of Arts, University of Alberta. |
| Units of Course Weight | 30 cw |
| Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc. | <p>The educational program for this certificate will provide students with multidisciplinary training in European Studies (Europe broadly defined; course content must be predominantly European), with specific requirements in learning a language other than English and meeting a distribution requirement for courses in three broad areas of study: Histories and Politics, Literatures and Ideas, and Cultures and Societies. The program breadth covers all Europe and all time periods, across a range of disciplines, with the expectation that students will concentrate their course choices in a language and time period appropriate to their regional and temporal interests and their plans for further study.</p> <p><i>Curriculum content</i></p> <p>The proposed certificate will require 30 credits: 6 credits in a European language other than English, at the 200 level or higher (at a 300 level for Greek and Latin, which do not offer courses at the 200 level), with further study encouraged beyond the requirements of the Certificate to acquire a high level of proficiency in use of the language. The additional 24 credits must</p> <ul style="list-style-type: none"> (a) meet a distribution requirement of at least 6 credits in each of the three areas of study, (b) some courses may be applicable to more than one distribution requirement; however, each course may be used only once toward the |

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| | <p>certificate</p> <p>(c) have at least 6 credits of European Study at the 400 level, and</p> <p>(d) count no more than 12 credits from courses in the student's declared major(s)</p> <p>In addition, students in the certificate program are strongly encouraged to take advantage of opportunities for study abroad in Europe, either in U of A programs such as the School in Cortona and the UAlberta-Lille Program, or through partner institutions and international internships offered through UAI.</p> <p><i>Target employment and further education</i></p> <p>This certificate will recognize student acquisition of the knowledge and skills for employment where European knowledge is an asset; it is intended to enhance education in European studies, encouraging breadth of study on a multidisciplinary basis, and provide recognition for this training in order to encourage and facilitate further education in graduate and professional programs linked to European research, teaching, culture and business.</p> |
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| Section B: Rationale, Implications and Impact | |
| <p>Rationale for Introduction of Certificate</p> <p>Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p> | <p>This certificate program is designed to encourage undergraduate students in diverse Arts majors and in other faculties who are interested in Europe to take European content courses in other Arts departments and approach their study of Europe on a multidisciplinary basis. The program will provide students with current information each year on European Studies courses offered across the Faculty of Arts, will encourage language acquisition and study abroad, and will provide institutional recognition of their focus on European Studies in preparation for work and advanced study in European cultures, histories, politics, literature and ideas.</p> |
| <p>Vision and Academic Plan</p> <p>How does the proposed program connect to the University's vision <i>Dare to Discover</i>? How does the program further the University's Academic Plan?</p> | <p>This certificate program furthers the University's Academic Plan in encouraging and enhancing student knowledge and engagement with nations, cultures and ideas in Europe, and encourages the development of new learning opportunities abroad and linkages with educational institutions in Europe for undergraduate education and opportunities for collaborations in teaching and research. Students participating in this program will increase their knowledge of European cultures, literatures and ideas, politics and history, leading to better understanding of political and cultural identities and differences. They will do so on a multidisciplinary basis, providing them with skills and knowledge for employment opportunities, further education, and active, engaged, socially responsible citizenship. And they will be encouraged to study abroad, gaining valuable experience living and learning in Europe, which for many students will be a transformative experience.</p> |

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| <p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p> | <p>This certificate program requires no new courses and no required common course that binds any faculty member to a particular annual course offering. The number, range and frequency of course offerings to meet certificate requirements require no increased offerings of existing courses. Administrative needs are minimal; the principal need will be for annual coordination to list the certificate courses on offer in the current and coming year on a European Studies Certificate web page, and advisors to be available to students seeking information about the program. Current faculty teaching European courses will serve as advisors, with 3 advisors listed each year on the web page. The coordinator will be appointed by the Dean, currently Kenneth Moure (Chair, History & Classics) and Lori Thorlakson (Associate Professor and Graduate Chair, Political Science) are co-coordinators.</p> |
| <p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p> | <p>The expected enrolment is unknown but we know there is interest and demand for the certificate in the student body. The language requirement will limit enrolment to students with an interest in language acquisition as an essential part of their European studies. As the certificate is based on pre-existing courses with a very wide range of options, we do not anticipate any major impacts on course registration or offerings.</p> |
| <p>Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p> | <p>We do not expect this program will affect other U of A programs, or those in other institutions, with the sole exception that we hope this certificate will increase student interest in study abroad, providing more student applicants with European Studies background and language for the U of A program in Cortona, the nascent program in Lille, and education abroad opportunities across Europe.</p> |
| <p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p> | <p>This program has been generated through discussion with members of several Faculty of Arts departments: History and Classics, Political Science, Modern Languages and Cultural Studies, Art and Design, Drama, English and Film Studies, and Women's Studies. It has also benefited from discussions with and support from the Wirth Institute, CIUS, the Faculty of Arts school in Cortona, the Faculté Saint-Jean, University of Alberta International, and Associate Dean Elaine Geddes (Undergraduate Program) in the Faculty of Business. We have developed this program in close cooperation with Associate Dean Bill Street and Assistant Dean Robin Cowan.</p> |

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| <p>Appendices</p> | |
| <p>Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p> | <p>See attached lists of courses, thematic categories and frequency of offer.</p> |

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| <p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p> | <p>See attached file with letters of support from: Dr. Britta Baron, Vice Provost and Associate Vice-President (International) Dr. Christine Brown, Head, Humanities and Social Sciences Library, Rutherford Library Dr. Garrett Epp, Acting Chair, MLCS and Director, UAlberta-Lille Dr. Helena Fracchia, Director, U of A School in Cortona Dr. Elaine Geddes, Associate Dean, School of Business Dr. Donald Ipperciel, Associate Dean IT and Innovation, Campus Saint-Jean Dr. Zenon Kohut, Director, Canadian Institute for Ukrainian Studies Dr. Joseph Patrouch, Director Wirth Institute Dr. Anna Soncini, Project Coordinator, Erasmus Mundus Master/Laurea Magistrale in European Literary Cultures</p> |
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NEW CERTIFICATE
Effective 2013 – 2014
(Academic Affairs March 28, 2012)
(Faculty of Arts Executive Committee May 03, 2012)
(Faculty of Arts Council)

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| <p>45.2 CERTIFICATES</p> <p>45 Certificates</p> <p>The Faculty of Arts offers a number of certificates to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate.</p> <p>The following certificates are available:</p> <p><i>No Change Until</i></p> | <p>45.2 CERTIFICATES</p> <p>45 Certificates</p> <p>The Faculty of Arts offers a number of certificates to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate.</p> <p>The following certificates are available:</p> <p><i>No Change Until</i></p> <p>45.2 Certificate in European Studies</p> <p>See [redacted] for information about European Studies designated courses.</p> <p>The European Studies Certificate formally recognizes students' knowledge and skills gained in courses based in three categories of European Study: Histories and Politics; Literatures and Ideas; and Cultures and Societies. The certificate also recognizes that students have training in a European language other than English</p> <p>Students wishing to pursue the Certificate in European Studies must apply through Undergraduate Student Services in the Faculty of Arts by the application deadline for convocation (see §11).</p> <p>Students may pursue the Certificate in European Studies by fulfilling existing requirements for majors, minors or honors in their respective disciplines and by completing *30 in European course work as follows:</p> <p>(1) *24 in European Studies courses that:</p> |
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- (a) meet a distribution requirement of at least *6 in each of the three areas of study
- (b) some courses are applicable to more than one distribution requirement; where this is the case, a course may be counted toward only one of the distribution requirements
- (c) have at least *6 at the 400 level, and
- (d) count no more than *12 from courses in the student's declared major
- (2) *6 in a European language other than English at the 200 level (at the 300 level for Greek and Latin) or higher

Students completing the European Certificate program are strongly encouraged to take advantage of opportunities for study abroad in Europe, either in U of A programs such as the U of A School in Cortona, the UAlberta-Lille Program, in partner institutions, or in international internships offered through UAI.

Once developed, the website address will be inserted.



Professor Kenneth Moure, Ph.D.
Department Chair
History and Classics
University of Alberta
2-28 Tory Building

Re: Faculty of Arts proposal for a Certificate Program in European Studies

Dear Dr Moure,

As Vice-Provost and Associate Vice-President (International), I am very glad to express my full support for the proposal of the Faculty of Arts certificate program in European Studies.

I consider the introduction of such a program an important initiative in the broader context of the internationalization of the University of Alberta. Internationalization, of course, is being achieved through a broad range of strategies, programs and projects. The internationalization on campus is at least equally important as the internationalization that is being achieved through mobility to and from the University of Alberta. It is of key importance that students at the University of Alberta can choose from a broad spectrum of course offerings that will provide them with insights and information into international developments and global trends.

The University has been particularly committed to emphasizing our interaction with and academic interest in Europe. For many years the Faculty of Arts has built a broad range of academic content and research activities dealing with Europe. It is a major step forward that based on this broad foundation we will now see an integrated opportunity for our students to learn about Europe, its history and its present day political and economic circumstances.

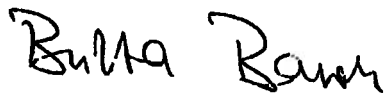
The certificate program in European studies will open important new opportunities for collaboration with European partners. It will also create a number of exciting possibilities for education abroad programming that can bring added value to the educational experience that the certificate program will provide. The certificate program will also offer great potential synergy with a certificate program that the Faculty of Arts is jointly working on with University of Alberta International to focus on "international learning".

The existence of a certificate program in European studies will give our commitment to working with European partners new credibility. The European Commission and its various programs are increasingly important as sources of financial and reputational support for the University of Alberta, not just in the Faculty of Arts, but also in other

faculties. The certificate program will be a great asset in strengthening our relationship with the EU Commission. Similarly, we can expect a boost to our relationship with the DAAD in Germany. The significant funding that the DAAD provides to a visiting professorship position in the Faculty of Arts will be made more sustainable and further funding opportunities will likely arise.

University of Alberta International will be glad to provide whatever support we can to the new program and will assist both academics and students who are engaged in it.

Sincerely,

A handwritten signature in black ink that reads "Britta Baron". The signature is written in a cursive, slightly slanted style.

Britta Baron
Vice-Provost and Associate Vice-President (International)
University of Alberta



UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the Certificate in European Studies. We anticipate that the new program will not incur additional costs for the Library. The attached memo is the result of a review conducted by Denis Lacroix who has assessed that the impact will not be significant. The certificate is based upon courses that already exist and are currently supported by library staff and resources.

We support the creation of the proposed Certificate in European Studies and look forward to working with its instructors and students in the years to come.

Executive summary of costs

| Total Costs | Start Up | On-going (expected annual maintenance costs) |
|---|----------|--|
| Collections Budget | 0 | 0 |
| Capital Budget | 0 | 0 |
| Operating/Staffing Budget | 0 | 0 |
| Incremental Cost for Licensed Resources | | |
| Total Costs: Summary | 0 | 0 |

Signed:

Kathryn Arbuckle
Interim Chief Librarian

Christine Brown
Head, Humanities and Social Sciences Library

Dated:

April 3, 2012



Memo

To: Christine Brown
From: Denis Lacroix
CC:
Date: March 5, 2012
Re: ES Certificate Library Impact Statement

Having read through the European Studies Certificate proposal that Dr. Ken Moure sent to me on February 23rd 2012, I do not anticipate that the certificate will have a significant impact on University of Alberta Libraries' resources and services. However, there may be a slight increase in the use of library resources and services, in particular liaison librarian consultations. The certificate proposal does not involve the creation of new courses, rather it is "designed to encourage undergraduate students in diverse Arts majors and in other faculties who are interested in Europe to take European content courses [already in existence] in other Arts departments and approach their study of Europe on an interdisciplinary basis."

Thank you for your consideration.



28 February 2012

To: Kenneth Mouré, Chair, History and Classics

Re: European Studies Certificate proposal

I am delighted to see that the proposal for a new certificate program in European Studies is going forward. Many thanks to you, and to all involved in putting the documentation together. The proposal is a fine one, and exceedingly timely, given the recent expansion of the Cortona program and the establishment of the new UAlberta-Lille program. Other faculty-led Study Abroad programs, too, such as the MLCS summer program in La Rochelle, and indeed most of our regular MLCS programs, should greatly benefit from this initiative, which will in turn benefit our diverse student body. The MLCS Vision Statement refers to our “integral role in promoting multilingual proficiency and intercultural understanding to prepare students for life and work as professionals in a global environment and as citizens in a multicultural society.” This clearly fits well with the vision for the proposed Certificate. And while we are now home to courses in languages such as Punjabi and Arabic, most of our programs and courses have a specific European emphasis. Unsurprisingly, then, this proposal has found strong support across this diverse department.

This proposal also has my strong personal support as incoming Director of the newly-minted UAlberta-Lille program. Lille itself, once part of ancient Flanders, is now a major transportation hub at the cross-roads of Europe. The Université Catholique de Lille itself, our institutional partner in this and other programs, has ties to many other European institutions and is developing a European studies emphasis of its own. Course offerings within the UAlberta-Lille program, regardless of scholarly discipline and specific focus of the individual instructors, will regularly have a European emphasis of some sort, in or across the Certificate program’s three proposed “broad areas of study: Histories and Politics, Literatures and Ideas, and Cultures and Societies.” The European Studies Certificate and UAlberta-Lille programs thus seem very well matched. I look forward to watching and nurturing the happy growth of both of these programs.

Again, my thanks for all of your (collective) work on this, and all the best as this proposal comes to fruition.

Sincerely,

Garrett PJ Epp
Professor, English & Film Studies, and
Interim Chair, Modern Languages & Cultural Studies, and
Director, UAlberta-Lille

European Studies Concentration

Inbox/European Studies x



Helena Fracchia Helena.Fracchia@ualberta.ca
to Kenneth ▾

Feb 26 (4 days ago) ☆



Dear Ken,

The European Studies Concentration as outlined is excellent for someone who wants a more broadly based course of study. It allows a great deal of flexibility, encourages students to start to learn a foreign language early on, and to build upon that knowledge. Of course, I am delighted to see the requirement of overseas study. As time passes, I realize that students travel more but are not actually learning about culture, about a different perspective. For example, this year a number of students went to Paris, but not to the Louvre, not to be in France, but rather to go to Disney World.

I think that this concentration would provide an excellent basis for someone going to law school, for example, as well as for the more obvious avenues of graduate study in History, etc. The concentration should be appealing to students in Business, Economics, etc. in this age of globalization. I have noticed that at least 20% of the students at Cortona this term are actually in Business, Commerce and not in the Faculty of Arts.

I have great hopes for the resounding success of the proposed European Studies Perspective in this increasingly globalized but strangely ever more self centered world. I think that the proposal is an excellent one and support it wholeheartedly. It will be an excellent addition to the Faculty of Arts.

All the best,
Helena





February 28, 2012

OFFICE OF THE ASSOCIATE DEAN
(UNDERGRADUATE PROGRAMS)

Kenneth Mouré, Ph.D.
Professor and Chair,
Department of History and Classics,
2-28 Henry Marshall Tory Building

Re: European Studies Certificate

Dear Dr. Mouré,

Thank you for giving me the opportunity to review and comment on your proposal for a Certificate in European Studies. The proposal appears to me to be a very valuable opportunity for students to pursue a structured program of studies concentrating on European language, culture, history, politics and other areas. I can see its appeal and value for students in Arts, but I will comment specifically on how it could be of use to students in Business.

The School of Business provides students with the opportunity to do a major in European Studies. While there are only a small number of students who choose this option, those who do are very passionate about their interest in Europe and would benefit immensely from the ability to obtain a Certificate in European Studies in addition to their Bachelor of Commerce degree. Students in the BCom European Studies major are required to complete *18 of language, *12 in other European related Arts courses, and *9 in International Business courses. They also have an additional *27 available to them in electives required outside Business and free electives which can include courses outside Business. They could easily fulfill the *30 requirement of the European Studies Certificate, including the requirement for senior language courses.

Students in the European Studies major are encouraged to take a broad variety of courses in Arts, including courses from traditional areas such as History, Political Science and Economics. But they are also encouraged to consider courses in Art, Drama, Film Studies and various other cultural areas to broaden their degrees. They do choose to take coursework in many different areas. Also, European Studies students usually include an exchange as part of their university experience.

Students in the International Business major could also benefit from the European Studies Certificate. These students are also required to take language courses (*12 minimum) and *18 in International Business courses. These student have *33 available to take complementary coursework both inside and outside Business. They would have the room in their program to pursue this certificate. Students in many other majors could also complete the certificate by using free electives in their program.

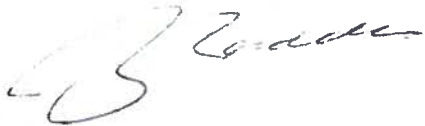
The School of Business has multiple exchange agreements with European universities and they are amongst the most popular destinations for students. This year, we have students doing term or year exchanges in Sweden, Denmark, Germany, France, Austria and Spain. Many of these

students are taking courses in the language of the exchange institution. All of these students would be good candidates for the European Studies certificate as they have a demonstrated interest in European business, culture and environment.

The School of Business takes a very great interest in encouraging students to expand their horizons and develop a global outlook. Business is inherently international. Students who recognize this and pursue international coursework and opportunities have an immense advantage as they transition into their working and professional lives. Europe is a prime focus for students due to Canada's traditional business and cultural ties with European countries and the EU. We would encourage any student interested in Europe to investigate the European Studies Certificate and consider meeting its requirements.

The School of Business strongly supports the creation of a Certificate in European Studies in the Faculty of Arts and believes it is a very valuable credential for students interested in European or International Business. Please let me know if I can be of any additional assistance.

Yours truly,



Elaine Geddes
Associate Dean, Undergraduate Programs



UNIVERSITY OF ALBERTA

Edmonton, February 25, 2012

To whom it may concern,

I am very pleased to recommend the proposed European Studies Certificate program. This is a truly multidisciplinary program that builds on the strengths of many University of Alberta faculties and departments, including Campus Saint-Jean. This is a wonderful opportunity for different University of Alberta units to cooperate, create synergies and learn about each other. The certificate program will also be beneficial for undergraduates wishing to continue with European interests at the graduate level.

More generally, it is a much needed means of developing multicultural and multilingual competencies, essential to all well-rounded Canadian citizens, especially in a context of globalization. Given that the University of Alberta enjoys a special relationship with Europe, the region with which the University of Alberta has by far the greatest number of formal partnerships (i.e. 175), a focus on European Studies is most propitious. It will serve to strengthen the links and interaction we have with European institutions and will undoubtedly open up new opportunities with them.

In the name of Campus Saint-Jean, I wish to express my full support for this initiative.

Sincerely,

A handwritten signature in cursive script, appearing to read "Donald Ipperciel".

Donald Ipperciel
Associate Dean IT and Innovation
Director of the Canadian Studies Institute
Canada Research Chair in Political Philosophy

cc. Marc Arnal, Dean of Campus Saint-Jean

Campus Saint-Jean
Donald Ipperciel

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e-mail: donald.ipperciel@ualberta.ca

European Studies proposal



Inbox/European Studies x



Kenneth Moure
to Zenon ▾

Feb 16 (13 days ago) ☆



Hi Zenon,

I've been working with several Europeanist colleagues in Arts to create a European Studies Certificate program in Arts; we'd be interested in having you look at the program and provide your thoughts, as well as a letter of support on behalf of CIUS if the program is something CIUS would wish to see developed. I attach the program proposal in its latest iteration; CIUS is listed as consulted already because I put in all the groups I was intending to talk with. I'd be glad to talk with you if you have comments, suggestions, etc.

Thanks Zenon!

Ken



 **ES certificate proposal.docx**
281K View Download



Zenon Kohut
to me ▾

Feb 16 (13 days ago) ☆



Hi Ken,
I read the proposal and support it fully. I don't have any additional comments.
Zenon





29 February, 2012

To whom it may concern:

I am writing this letter to express my support for the European Studies Certificate program being proposed by Kenneth Mouré of the Department of History and Classics. I have consulted with Professor Mouré repeatedly about this proposal and have read the completed Program Approval Template which he provided.

As the director of an interdisciplinary research and cultural institute based in the Faculty of Arts and concentrating on the study of seven Central European countries (Austria, Croatia, Czech Republic, Hungary, Poland, Slovakia, and Slovenia), I believe that it will be very useful for UAlberta undergraduates to have the opportunity to unite their coursework and interests within the European Studies Certificate's framework. We will work to coordinate our institute's activities with those of the European Studies (ES) faculty members and invite ES students to participate in our symposia, lectures and planned "Central European Café" events.

The Study Abroad component of this initiative also corresponds well with various undertakings at the Wirth Institute, including our current student exchange program with the University of Innsbruck, our scholarship program with the Franz-Schubert-Institut in Baden bei Wien, and other Central European study tours and summer programs currently in operation or planned.

Incidentally, I should report that I served as the director of such an undergraduate program at a state university in the US for a number of years and the proposed UAlberta program appears well thought-out and implementable to me based on my past experience. I am a historian of early modern Europe and I look forward to teaching in this program.

As I work to build closer ties to Central European institutions it will be useful for me to be able to report to their representatives that the University of Alberta has an interdisciplinary European Studies program that reveals curricular interest in their part of the world. I encourage you to approve the proposed program.

Collegially,

Joseph F. Patrouch
Director

Professor, Department of History & Classics
Adjunct Professor, Department of Modern Languages and Cultural Studies



**Master Erasmus Mundus en
Cultures Littéraires Européennes
CLE**



Bologna, February 25, 2012

To whom it may concern,

It gives me great pleasure to express my support for the European Studies Certificate under review at the University of Alberta. As the Program Coordinator of the Erasmus Mundus Master's in European Literary Culture, this topic is very near and dear to my heart. I believe that Europe offers a fertile ground for research and learning, one that can contribute to fostering ideals of multiculturalism, multilingualism, human rights and human togetherness.

The potential for mutual benefit seems considerable. Surely, as implied by the Certificate's rationale, it will increase the likelihood of students applying or considering to apply for the Erasmus Mundus Master's program, in which the University of Alberta is currently displaying much interest. Future cooperation between our programs should be expected.

This is an opportune initiative that deserves full support.

With my best regards,

Prof. Anna Soncini

Erasmus Mundus CLE Program Coordinator



**Coordinateur: Anna Soncini
soncini@lingue.unibo.it**

| | | Annual | |
|---|---|----------------------------------|--|
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| Histories & Politics | Literature & Ideas | Cultures & Societies |
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| | INT D 444, 445, 448, 487, 499 | INT D 444, 445, 448, 487, 499 |
| | MLCS 301, 302 | MLCS 301, 302 |
| | MLCS 471 | MLCS 471 |
| | RUSS 404, 461 | RUSS 404, 461 |

Anthropology Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequently Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|------------|---------------|--|-----------------|---------------|-----------------------|--|--------------------|----------------------|--------------------|----------------------|
| ANTHR O | 385 | Topics in Social Cultural Anthropology | Yes | *3 | Consent of department | Varies. Examples: "Anthropology of the Balkans & the Mediterranean", "Communism and After: Ethnography of a Strange World" | Annually | 0 | | 0 |

Art History Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Courses Weight | Pre-requisites | Course Description | Frequency Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|--|-----------------|----------------|---|--|-------------------|----------------------|--------------------|----------------------|
| ART H | 202 | Survey of Renaissance Art | No | *3 | None. Not open to students with credit in ART H 252. | History of visual art and culture in the 15th and 16th centuries. | Annually | | | ü |
| ART H | 203 | Survey of 17th-Century Art | No | *3 | None. Not open to students with credit in ART H 253. | History of the visual arts and culture in the 17th century. | Annually | | | ü |
| ART H | 205 | Survey of 18th- and Early 19th-Century Art | No | *3 | None | History of the visual arts of the 18th and first half of the 19th century in Europe. | Variable | | | ü |
| ART H | 206 | Survey of 20th-Century Art I | No | *3 | None | History of the visual arts up to World War II in Europe and North America. | Annually | | | ü |
| ART H | 211 | Bodies, Sex and Death in Early Modern Italy | No | *3 | None | New course - description to come | Variable | | | ü |
| ART H | 251 | Survey of Romanesque and Gothic Art | No | *3 | None | History of the visual arts in Europe from the 11th to the 14th century. | Variable | | | ü |
| ART H | 255 | Survey of Art from the Second Half of the 19th Century in Europe | No | *3 | None | History of the visual arts of the second half of the 19th century in Europe. | Annually | | | ü |
| ART H | 302 A1 | Vision and Visuality: Looking and Knowing during the Medieval and Early Modern Periods | Yes | *3 | Consent of department. Note: Students are required to have successfully completed two 200-level ART H courses with a minimum grade of B-. | Theories and practices of vision and visuality as they apply to the nature of perception, the relationship between looking, and the body and the politics of seeing. | Variable | | | ü |

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|-------|--------|--|-----|----|--|--|----------|--|--|---|
| ART H | 411 A2 | Special Topics in Art History | Yes | *3 | Consent of instructor. Note: Students are required to have successfully completed one 300-level ART H course with a minimum grade of B. | Old New Media and Ways of Seeing in the Nineteenth century | In 2012 | | | ü |
| ART H | 411 B2 | Special Topics in Art History | Yes | *3 | Consent of instructor. Note: Students are required to have successfully completed one 300-level ART H course with a minimum grade of B. | The Early Modern Body in Europe, 1450-1800 | Variable | | | ü |
| ART H | 455 A1 | Topics in Art from the Second Half of the 19th Century | Yes | *3 | Consent of instructor. Note: Students are required to have successfully completed one 300-level ART H course with a minimum grade of B. | Religion in Art 1848-1914 | Annually | | | ü |

Cortona

Cortona

Drama Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequenc y Offered | Historie s & Politics | Literatur e & Ideas | Cultures & Societies |
|---------|---------------|---|-----------------|---------------|--|---|--------------------|-----------------------|---------------------|----------------------|
| DRAMA | 208 | Theatre History I | No | *3 | DRAMA 101 or 102 or 103 or consent of Department. Not to be taken by students with credit in DRAMA 304. | Development of the styles and crafts of the mise-en-scène, and of the relationship between the playing space and the audience, in the European theatre from ancient Greece to 1650. | Annually (Fall) | 0 | | |
| DRAMA | 306 | Historical Approaches to Western Dramatic and Theatrical Theories | No | *3 | Pre- or corequisite: DRAMA 308 or consent of Department. Not to be taken by students with credit in DRAMA 405 and 508. | Critical theories from Aristotle to Artaud. | Biennial | 0 | | |
| DRAMA | 308 | The Modernist Stage | No | *3 | Note: Not to be taken by students with credit in DRAMA 408. | Theatre from 19th century Realism to 20th century Absurdism. | Annually | 0 | | |

Economics Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequently Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|-------------------------------|-----------------|---------------|----------------|---|--------------------------------------|----------------------|--------------------|----------------------|
| ECON | 412 | European Economic Development | | *3 | ECON 281 | The application of economic theory and research methodology to selected topics in European economic development. This course provides a broad survey of the causes and course of economic growth through European history. Instead of a course text, the course covers a number of scholarly articles (in roughly chronological order) which address various aspects of European economic development. Students will thus learn how the scholarly literature is developed in the field of economic history. | Variable (At most, every other year) | ü | | |

English Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequency Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|---|-----------------|---------------|--|--|-------------------|----------------------|--------------------|----------------------|
| ENGL | 300 | Social and Cultural History of the English Language | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in former ENGL 311. | English has a long history which begins in the British Isles around the time of the fall of the Roman Empire and is still in progress across the world. It also has a long prehistory: its earliest reconstructable ancestor was spoken somewhere in the approximate area of the Black Sea and the Caspian Sea, about five thousand years ago. This course will tell the whole story of the language, paying particular attention to reading texts in different varieties of English from a wide chronological and geographical range. Its primary focus will be on the dynamic life of the English language: its instability and diversity; its relations with other languages; and its place in the social and cultural lives of its speakers. | Annually | | U | |
| ENGL | 324 | Medieval Literature and Culture: Chaucer | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | | Annually | | U | |
| ENGL | 325 | Medieval Literature and Culture: Medieval Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in former ENGL 321 or 322. | Selected works from the English context, 13th to 15th century. | Annually | | U | |

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|------|-----|---|----|----|---|--|----------|--|---|--|
| ENGL | 327 | Medieval Literature and Culture: Tudor Drama | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected dramatic works from the English context, 13th to 16th century. This course will examine the rich variety of early English drama prior to the emergence of the professional theatre companies of Elizabethan London, including biblical plays and moral Interludes. The characteristic medieval dramatic mix of the sacred and profane, the everyday and the unearthly, high theology and low bawdy, was rendered unavailable to playwrights for some four centuries through censorship by church and state. However, the cultural influence of this mix, and of the plays' often striking theatrical and poetic techniques, remained potent. Recent revivals of these plays have proven their theatrical resilience: what was once considered heretical and old-fashioned can now seem surprisingly modern. In this course we will study the ways in which these plays reflect and interact with audiences, then and now, when performed on stages ranging from church choirs and halls in homes and colleges to wagons in city streets, outdoor scaffolds, and permanent theatres. | Annually | | 0 | |
| ENGL | 336 | Early Modern Literature and Culture: 16th-Century Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected works from the English context. | Annually | | 0 | |
| ENGL | 338 | Early Modern Literature and Culture: Shakespeare | No | *6 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in ENGL 239 or 339. | This course is a survey of Shakespeare's plays. Students will read some fifteen to seventeen plays, representative of Shakespeare's tragedies, comedies, histories, Roman plays, and romances. | Annually | | 0 | |
| ENGL | 339 | Early Modern Literature and Culture: Studies in Shakespeare | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in ENGL 338. | This course is a survey of Shakespeare's plays. Students will read some seven to nine plays, representative of Shakespeare's tragedies, comedies, histories, Roman plays, and romances. | Annually | | 0 | |

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|------|-----|--|----|----|--|--|----------|--|---|--|
| ENGL | 341 | Restoration and 18th-Century Literature and Culture: Early Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected works from the British context, 1660 to 1750. This course will survey English literature from the period 1660-1740, with an emphasis on analyzing differing ideas about historical time and the literary genres and modes that embody and represent those ideas. The period begins with the "restoration" of the Stuart monarchy, and with cultural practices (in drama, poetry, and ephemeral publications) that both celebrated the idea of a conservative return to tradition and those that revealed in the idea of the new and the ephemeral. That restoration was, to some extent, upended in the revolution of 1689, often a date used to mark the beginning of modernity, and the modes of accounting for history that it champions. Some topics to be explored include: restoration theatre and its emphasis on contemporary events; the fate of allegory, neoclassicism, and the "rise" of the novel. | Annually | | 0 | |
| ENGL | 343 | Restoration and 18th-Century Literature and Culture: Late Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected works from the British context, 1740 to 1800. This course, focusing on British attitudes towards the European Enlightenment, will survey literary and non-literary genres published between 1740 and 1800. Sustained attention will be paid to relations between language, sensibility and religious experience. Methodological emphasis will be on discourse analysis and reader-response. In addition, theories of cognition and imagination will be explored. Authors to be encountered will likely include: William Blake, Edmund Burke, David Hume; Samuel Johnson; Tobias Smollett; Laurence Sterne; and Gilbert White. | Annually | | 0 | |
| ENGL | 344 | Early Modern Literature and Culture: Milton | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in ENGL 340. | This course is about the radical Milton. This course will examine a selection of Milton's poetry and prose – and especially Paradise Lost – against the writings of the religious, political, and social radicals who "turned the world upside down" between 1640 and 1660. Included will be Levellers arguing against monarchy, Diggers advocating the common ownership of land, Ranters promoting free love, militant vegetarians seeking to restore an Edenic relationship with nature, and prophets and prophetesses announcing the imminent end of the world. Throughout, we will try to understand the ways in which Milton's writing and thought connect with his own time and place; how he is different from us. But we will also connect the socially and politically radical ideas of his time to the present. For instance, Milton's poetic representation of a perfectly sustainable garden in Eden – and its traumatic loss – anticipates green thinking of the current moment. How might Milton and his contemporaries contribute to our radical understandings of now? | Annually | | 0 | |

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|------|-----|--|----|----|---|--|----------|--|---|--|
| ENGL | 348 | Restoration and 18th-Century Literature and Culture: The Novel | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected prose fiction from the British context, 1660 to 1800. Although we may be accustomed to seeing fiction as a pack of lies, we also recognize that it expresses something we know to be true. This course analyzes the emergence of these contradictory yet related responses in the development of the novel in late-seventeenth- and eighteenth century England. We will consider the growth of this genre along with an expansion of the secular Enlightenment and imperial designs in texts that construct and reflect the desires of a Restoration and an eighteenth-century readership. The experimental forms of writing to be discussed include utopian fantasy, exotic adventure and satire, school story, masquerade, and picaresque romance. The blurred lines between elite and popular writing, the vexed relationships of memoir, gossip and fiction, and the strictures and challenges about the conduct of women, women writers, in particular, as they confront male-authored lampoons, will direct our lines of inquiry. | Annually | | 0 | |
| ENGL | 349 | 19th-Century British Literature and Culture: The Novel | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | This course will focus on the nineteenth-century British novel. The nineteenth century exhibits the novel in its still formative stages, retaining the previous century's exuberant variety of form and subject matter even as it establishes itself as the dominant literary form of the next century. Its scope is at once wide and deep, giving voice to formerly marginalized segments of society while delving into forbidden psychological and moral realms—all against a cultural background of political, social and intellectual change. We will emphasize careful reading of selected novels, but also consider the historical, social, and intellectual backgrounds relevant to these works. | Annually | | 0 | |

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|------|-----|---|----|----|---|---|----------|--|---|--|
| ENGL | 350 | 19th-Century British Literature and Culture: Romantic Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in ENGL 351. | Selected works from the British context, 1789 to 1830. The British Romantic writers lived through a period of rapid social change and the violent political upheavals of the French Revolution and its aftermath, and responded fully to these changes in their writing. We will focus on a selection of the poetry and prose written during this period, from the Fall of the Bastille (1789) to the Reform Act (1832). We will consider the various ways in which early nineteenth-century writers responded to the historical and cultural changes of their time, as we examine a range of texts from lyrics to narratives, confessions to criticism, Gothic novels to political manifestos. An important concern of the course will be Romanticism as a cultural phenomenon: what is Romanticism and English Romanticism in particular? What subjects and styles link the diverse poetry and fiction being written during this period? How are we heirs of romantic thinking not only in art but in basic social attitudes? | Annually | | 0 | |
| ENGL | 352 | 19th-Century British Literature and Culture: Early Victorian Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected works from the British context, 1830 to 1870. Through a selective reading of texts from various genres, this course attempts to gain some understanding of the complexities of cultural change and social relations under the early Victorian era (roughly 1837-1870). Our investigations open with the double question, "Who were the Victorians and how did they conceive of themselves?" and move on to query some of the assumptions that motivate that question. We will concern ourselves with central social and cultural issues of the period. Perhaps more than any other tension or aspiration generated or underscored by the development of industrialization—concerns about "women's place," apprehensions about a decline in Christian faith in the wake of Darwinian evolution, fears about racial contamination in the rapacious expansion of empire—the ongoing antagonism between an emerging proletariat and an increasingly entitled bourgeoisie has come to have especially profound resonance in our understanding of who the Victorians were. | Annually | | 0 | |

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|------|-----|--|----|----|---|---|----------|---|--|
| ENGL | 353 | 19th-Century British Literature and Culture: Late Victorian Texts | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected works from the British context, 1870 to 1900. In 1885, Richard Jeffries published a work of "scientific romance" called <i>After London: or Wild England</i> . In it, Jeffries envisions a post-industrial London reclaimed by nature, where city residents have degenerated into a barbarous form of feudalism. After London is at the vanguard of the explosion in utopian fiction in the last decade of the nineteenth century. Whereas Victorian fiction was previously dominated by realism, romanticism, and sensationism, the period 1885-1905 saw the rise of utopianism. In this course, we will read the major contributions to utopian literature of this time, including those by William Morris and H.G. Wells. Of course, the idea of a perfectible society is at least as old as Plato's Republic and the earlier decades of the nineteenth century are not without their utopian visionaries. Still, there seems to be no clear reason for the boom in utopian fiction at the close of the century. Why, then, did they come about? What was it about this period that infused its writers with such grandiose visions of hope and despair? Why was political agitation, present in the earlier works of Dickens and Gaskell, deferred to the yet-to-occur future? Had, in other words, the political agency of the Victorian novel been finally deflated? | Annually | 0 | |
| ENGL | 363 | Early 20th-Century Literature and Culture: Modernism and Modernity | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. Not to be taken by students with credit in ENGL 370. | Studies in high and late modernism, and the international avant-garde to mid-century. This course will offer students an opportunity to explore the development of that exciting artistic and literary movement of the earlier twentieth-century that we call modernism. We will examine the earliest proponents of modernism: American poets Walt Whitman and Emily Dickinson and English poets Thomas Hardy and Gerard Manley Hopkins. We will explore the influence of the World War I poets—Wilfred Owen, Siegfried Sassoon, and Isaac Rosenberg—as well as the Imagist poets—William Carlos Williams, Amy Lowell, and e. e. cummings—on the growth of modernism. We will also consider the influence of European artistic movements, such as Impressionism and Symbolism. Special emphasis 1910': we will consider how the new socio-political movements—including feminism and suffrage, socialism and communism—influenced the prose fiction of the period. Accordingly, we will read novels and short stories by Henry James, Kate Chopin, Joseph Conrad, James Joyce, Katherine Mansfield, & D.H. Lawrence to discover new attitudes to psychology, colonialism, gender and sexuality that developed in the early 20th Century. | Annually | 0 | |

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| ENGL | 366 | Late 20th-Century British Literature | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected works from the British context since mid-century. This course will look at the art, craft, politics, and culture, of British travel writing in the years 1950 – 2000. Students should read Alain de Botton's <i>The Art of Travel</i> , and texts will be drawn from writers such as Bill Bryson, Robyn Davidson, Dervla Murphy, Eric Newby, and Simon Winchester. | Annually | | 0 | |
| ENGL | 369 | Late 20th-Century Literature and Culture: Drama | No | *3 | *6 of Junior English, or *3 of Junior English plus WRS 101. | Selected dramatic works in English since mid-century. | Annually | | 0 | |
| F5 | 365 | French Film | No | *3 | *6 in Film Studies at the 100- or 200-level, or Instructor approval | An overview of the development of French cinema from the beginning of cinema to the present including major film movements such as Surrealism, Poetic Realism, Cinema Verté, the Nouvelle Vague, and contemporary movements. | Variable (Once every three years) | | 0 | |
| F5 | 367 | German Film | No | *3 | *6 in Film Studies at the 100- or 200-level, or Instructor approval | Survey of German cinema, with emphasis on the films of the Weimar era (1918-1933) and the "New German Cinema" of the 1970s. | Variable (Once every three years) | | 0 | |
| F5 | 368 | Central and East-European Film | No | *3 | *6 in Film Studies at the 100- or 200-level, or instructor approval | Historical and aesthetic developments in the cinemas of the Czech Republic, Poland, and Hungary from the early years of cinema to the post-1989 period. | Variable (Once every three years) | | 0 | |

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|----|-----|--------------------------------|-----|----|---|--|----------|--|--|---|
| FS | 399 | Special Topics in Film Studies | Yes | *3 | *6 in Film Studies at the 100- or 200-level, or Instructor approval | Relative when addressing European subject matter. Example: focus on British Cinema | Variable | | | 0 |
| FS | 410 | Topics in Filmmakers | Yes | *3 | *3 in Film Studies at the 300-level or Instructor approval | Concentrated study of the works of individual filmmakers. The course will deal with one to three important filmmakers through representative films. Relative when the filmmaker is European. Example: focus on Polish director Roman Polanski. | Variable | | | 0 |

| History & Classics Courses Applicable to European Studies Certificate as of 2011-2012 | | | | | | | | | | |
|---|---------------|----------------------------------|-----------------|---------------|--|---|-------------------------|----------------------|--------------------|----------------------|
| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequency Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
| CLASS | 102 | Greek/Roman Mythology | No | *3 | None | A survey of classical mythology with readings in translation from various ancient authors as well as from modern scholarly works. | Annually (3 terms/year) | | | 0 |
| CLASS | 103 | Intro to Ancient Greece | No | *3 | None | Formerly CLASS 270. | Annually (Fall) | | | 0 |
| CLASS | 104 | Intro to Ancient Rome | No | *3 | None | Formerly CLASS 271. | Annually (Winter) | | | 0 |
| CLASS | 110 | The Ancient World | No | *3 | None | World history from the beginning of written records down to the sixth century AD. The course covers the ancient history of the Mediterranean world, with particular emphasis on Egypt, Greece and Rome and compares developments in civilization in these areas with those in Persia, India, China and Japan. | Annually (3 terms/year) | | | 0 |
| CLASS | 221 | Literature of Greece and Rome | No | *3 | May not be taken concurrently with or subsequent to CLASS 321/322. | An introductory survey in English translation of major works from Greek and Latin literature. This will include epic, lyric, and drama. | Annually | | 0 | |
| CLASS | 254 | Intro to Greek Art & Archaeology | No | *3 | None | Survey of the art, artifacts, and monuments of the Ancient Greek World. Formerly CLASS 252. | Biannually | | | 0 |
| CLASS | 255 | Intro to Roman Art & Archaeology | No | *3 | None | Survey of the art, artifacts, and monuments of the Ancient Roman World. Formerly CLASS 252. | Annually (3 terms/year) | | | 0 |

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|-------|-----|---|-----|----|---|---|----------------------------|---|---|--|---|
| CLASS | 280 | Intro to Ancient Greek History | No | *3 | Not open to students with credit in any two of CLASS 371, 372, and 373. | | Annually | 0 | | | |
| CLASS | 282 | Introductory Roman History I | No | *3 | Not open to students with credit in CLASS 281, 365 or 366. | From the foundation of the city to the fall of the Republic. | | 0 | | | |
| CLASS | 283 | Introductory Roman History II | No | *3 | Not open to students with credit in CLASS 281, 378 or 379. | The Roman Empire to the late fifth century. | Annually | 0 | | | |
| CLASS | 294 | Ancient Science, Technology & Medicine | No | *3 | None | An introduction to the development of science, technology, and medicine in the ancient world with particular reference to the civilizations of Greece and Rome. | Annually | | | | 0 |
| CLASS | 303 | Religious Greco-Roman Antiquity | No | *3 | None | Examination of the nature of pre-Christian religious practices in antiquity. | Variable (Every few years) | | | | 0 |
| CLASS | 321 | Literature and Culture of the Greek World | No | *3 | CLASS 102, 221 or consent of Department. | Representative works of Greek literature and their cultural context. All readings in English. | Annually | | 0 | | |
| CLASS | 322 | Literature and Culture of the Roman World | No | *3 | CLASS 102, 221 or consent of Department. | Representative works of Latin and Greek literature and their cultural context. All readings in English. | Annually | | 0 | | |
| CLASS | 354 | Topics in Greek Civilization | Yes | *3 | CLASS 254 or 280. | Examination of one aspect of the Classical Greek World (Emphasis in any one year may be archaeological, historical or literary). | Annually | 0 | 0 | | 0 |
| CLASS | 355 | Topics in Roman Civilization | Yes | *3 | CLASS 255, 282 or 283. | Examination of one aspect of the Classical Roman World (Emphasis in any one year may be archaeological, historical or literary). | Biannually | 0 | 0 | | 0 |

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| CLASS | 356 | Topics In Ancient Art | Yes | *3 | CLASS 254 or 255. | Examination of one aspect of art in the Greco-Roman world. | Annually | | | 0 |
| CLASS | 375 | History of Ancient World Medicine | No | *3 | None | A survey of medical science from Prehistoric times through Egyptian, Mesopotamian, Greek, and Roman times to the end of the Roman Empire. | Biannually | | | 0 |
| CLASS | 399 | Topics in the Ancient World | Yes | *3 | CLASS 355 or 356 or consent of Department | | Annually | | | 0 |
| CLASS | 478 | Topics in Roman Art | Yes | *3 | CLASS 282, 283 or 355 or consent of Department. | In-depth study of aspects of Roman art. | Biannually | | | 0 |
| CLASS | 480 | Topics Archaeology of the Roman Provinces | Yes | *3 | CLASS 280 or consent of Department. | | Annually | | | 0 |
| CLASS | 481 | Topics in Greek History | Yes | *3 | CLASS 280 or consent of Department. | | Variable (Every few years) | | | 0 |
| GREEK | 101 | Beginners' Greek I | No | *3 | Not open to students with credit in matriculation-level Greek. | Elements of Classical Greek grammar and the reading of simple texts. | Annually (Fall) | | | |
| GREEK | 102 | Beginners' Greek II | No | *3 | GREEK 101 or consent of Department. | A continuation of GREEK 101. | Annually (Winter) | | | |
| GREEK | 301 | Intermediate Greek I | No | *3 | GREEK 102 or consent of Department. | Review of grammar, reading of Greek texts; translation of simple sentences from English into Greek. | Annually (Fall) | | | |
| GREEK | 302 | Intermediate Greek II | No | *3 | GREEK 301 or consent of Department. | Selections from Greek poetry and prose. | Annually (Winter) | | | |
| GREEK | 4xx | Various Topics | Yes | *3 | | | Annually | | | |
| HIST | 207 | Europe in the Central Middle Ages | No | *3 | None | A survey of Europe from the fourth to the thirteenth century. | Annually | | | 0 |

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| HIST | 210 | Europe in the 19th and 20th Centuries | No | *3 | None | | | | | |
| HIST | 212 | Pre-Modern Europe II Scotland from Early Times to the Present Day | No | *3 | None | A survey of western and central European history from approximately 1200 to 1800. | | | | |
| HIST | 231 | Topics in European History | No | *3 | None | Survey of the history of Scotland from the Reformation to the present. | | | | |
| HIST | 300 | France: Old Regime and Revolution (1600-1815) | Yes | *3 | None | | | | | |
| HIST | 305 | A History of the Habsburg Monarchy, 1526-1918 | No | *3 | Not open to students with credit in HIST 307. | The multinational empire of the Habsburgs from the unification of Austria, Bohemia and Hungary to the destruction of the empire in World War I. | | | | |
| HIST | 310 | Foundations of East European History | No | *3 | None | The ethnic, religious, social, and political factors which shaped the development of the peoples of Eastern Europe from the Middle Ages through the Age of Enlightenment. Intended as background to the later histories of the Balkans, 'Central Europe', and Ukraine. | | | | |
| HIST | 312 | Ukraine Since 1920 | No | *3 | None | The Soviet Ukrainian Republic, Ukrainian lands in Central Europe during the interwar period, independent Ukraine. | | | | |
| HIST | 317 | Russia From Reform to Revolution, 1800-1917 | No | *3 | Note: Not open to students with credit in HIST 318. | Reaction, reform, and revolution, from Paul I to Nicholas II. | | | | |
| HIST | 320 | Modern Balkans | No | | | | | | | |
| HIST | 321 | | | | | | | | | |

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| HIST | 322 | Russia in the 20th Century | No | *3 | Not open to students who have successfully completed HIST 320. | An historical survey of domestic and foreign policy, from Nicholas II to Yeltsin. | Annually | 0 | | | |
| HIST | 333 | The Transformation of the European State System 1740 – 1848 | No | *3 | None | Diplomatic history of Europe from 1740 to 1848. | | 0 | | | |
| HIST | 339 | The Second British Empire & the Commonwealth Experience in the 19th & 20th Century (course title change in process) | No | *3 | | | Annually | 0 | | | |
| HIST | 401 | Topics in the History of Habsburg Monarchy | Yes | *3 | | | | 0 | | | |
| HIST | 403 | Topics in Medieval European History | Yes | *3 | | | Annually | 0 | | | |
| HIST | 410 | The French Revolution | No | *3 | | | Annually | 0 | | | |
| HIST | 414 | Topics in the History of Modern Germany | Yes | *3 | | | Variable (Every few years) | 0 | | | |
| HIST | 415 | Topics in Ukrainian History | Yes | *3 | | | Variable (Every few years) | 0 | | | |
| HIST | 416 | Topics in Eastern European History | Yes | *3 | | | Variable (Every few years) | 0 | | | |
| HIST | 419 | Topics in Soviet History | Yes | *3 | | | Annually | 0 | | | |
| HIST | 421 | Topics in the History of Europe | Yes | *3 | | | Annually | 0 | | | |
| HIST | 429 | Topics in British History | Yes | *3 | | | Biannually | 0 | | | |

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| HIST | 490 | Topics in British Empire and Commonwealth History | Yes | *3 | | | Variable (Every few years) | 0 | | |
| LATIN | 101 | Beginners' Latin I | No | *3 | Note: Not to be taken by students with credit in Latin 30 or LATIN 100. | Elements of Latin grammar and reading of simple texts. | Biannually | | | |
| LATIN | 102 | Beginners' Latin II | No | *3 | LATIN 101 or consent of Department. Not open to students with credit in LATIN 104. | A continuation of LATIN 101. Students who intend to proceed to LATIN 301 should register in LATIN 104. | Biannually | | | |
| LATIN | 104 | Beginners' Latin II (for further study) | No | *3 | LATIN 101 or consent of Department. Not open to students with credit in LATIN 102. | Continuation of LATIN 101 for those who intend to proceed to LATIN 301. | Annually (Winter) | | | |
| LATIN | 301 | Intermediate Latin I | No | *3 | LATIN 102 (prior to 2005-06), or 104 or consent of Department. | Review of grammar; reading of Latin texts; translation of simple sentences from English into Latin. | Annually (Fall) | | | |
| LATIN | 302 | Intermediate Latin II | No | *3 | LATIN 301 or consent of Department. | Selections from Latin poetry and prose. | Annually (Winter) | | | |
| LATIN | 4xx | Various Topics | Yes | *3 | | | Biannually | | | |

Modern Languages & Cultural Studies Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequently Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|------------------------------------|-----------------|---------------|---|---|--------------------|----------------------|--------------------|----------------------|
| FREN | 313 | Passions/Obsessions | Yes | *3 | FREN 298 | Two loosely connected themes that go back to the very origins of French as a language and continue to shape cultural expression in it. Addresses either a given period or a particular facet of aesthetics. | Annually | | 0 | 0 |
| FREN | 314 | Beauty/Aesthetics | Yes | *3 | FREN 298 | Functions and manifestations of the food paradigm in Francophone cinematographic and narrative texts. Prerequisite: Identity, belonging, exile. | Annually | | 0 | 0 |
| FREN | 315 | Cultural Representations of Food | Yes | *3 | FREN 298 | Place and community; identity, belonging, exile. Prerequisite: Identity, belonging, exile. | Biennial | | 0 | 0 |
| FREN | 316 | Belonging (Migration and Identity) | Yes | *3 | FREN 298 | Uses the study of various intellectual and historical events to provide students with a window into the French world. Offered in La Rochelle, France only. | Annually | | 0 | 0 |
| FREN | 333 | French Cultural Moments | No | *3 | FREN 297 or consent of Department. | Prerequisite or corequisite: FREN 301. | Annually | | 0 | 0 |
| FREN | 346 | Women Writing in French | No | *3 | FREN 298 | Overview of the French language as it has evolved chronologically and geographically. | Biennial | | 0 | 0 |
| FREN | 371 | Language and Francophone Societies | Yes | *3 | FREN 298 | | Annually | | 0 | 0 |
| FREN | 399 | Special Topics | Yes | *3 | FREN 298 | | Variable | | 0 | 0 |
| FREN | 445 | Contemporary Cinema in French | No | *3 | FREN 301 or FRAN 225, and one of FREN 311, 312, 313, 314, 315, 316. | Emphasis on the representation and evolution of society in French cinema of the last 20 years. | Annually | | 0 | 0 |

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|------|-----|--|-----|----|---|--|----------|---|---|
| FREN | 462 | Topics in Medieval and Early Modern Literature | No | *3 | FREN 301 or FRAN 225, and one of FREN 311, 312, 313, 314, 315, 316. | | Rare | 0 | 0 |
| FREN | 463 | Topics in Nineteenth-Century Literature | No | *3 | FREN 301 or FRAN 225, and one of FREN 311, 312, 313, 314, 315, 316. | | Biennial | 0 | 0 |
| FREN | 464 | Topics in Twentieth-Century Literature | No | *3 | FREN 301 or FRAN 225, and one of FREN 311, 312, 313, 314, 315, 316. | | Biennial | 0 | 0 |
| FREN | 480 | Children's Literature in French | No | *3 | FREN 301 and one of FREN 311, 312, 313, 314, 315, 316. | | Variable | 0 | 0 |
| FREN | 495 | Honors Thesis | Yes | *3 | | | Annually | 0 | 0 |
| FREN | 499 | Special Topics | Yes | *3 | | | Variable | 0 | 0 |
| GERM | 225 | Germany on Screen | No | *3 | | A survey of cinematic movements in Germany from the birth of film to the new millennium within its historical, social, or political context. Taught in English. This course will not fulfill the LOE requirement of the Faculty of Arts. | Variable | 0 | 0 |
| GERM | 274 | The Culture and Civilization of Austria: An Introduction | No | *3 | | The cultural legacy of Austria from the Habsburgs to the present. This course is taught in English and does not fulfill the language-other-than-English requirement of the BA degree. | Annually | 0 | 0 |

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|------|-----|--|----|----|--|--|----------|---|---|
| GERM | 320 | Contemporary German Narrative | No | *3 | Consent of the Department. GERM 225 or equivalent, or consent of the Department. | Literary prose texts in English translation that reflect developments in contemporary German culture and literature. Taught in English. This course will not fulfill the LOE requirement of the Faculty of Arts. | Variable | 0 | 0 |
| GERM | 325 | Critical Approaches to German Film | No | *3 | Department. GERM 212 or consent of Department. | Taught in English. This course will not fulfill the LOE requirement of the Faculty of Arts. | Variable | 0 | 0 |
| GERM | 333 | Modern Culture in the Making: 1750-1945 | No | *3 | Department. GERM 212, corequisite GERM 303 or consent of Department. Not to be taken by students with credit in GERM 352. | Cultural developments in the German-speaking world from the Age of Enlightenment. | Biennial | 0 | 0 |
| GERM | 340 | Introduction to the Study of Modern German Literature | No | *3 | GERM 212 or consent of Department. Not to be taken by students with credit in GERM 352. | Literary and cultural developments on the basis of textual examples from German Classicism in the German-speaking. | Annually | 0 | 0 |
| GERM | 343 | Postwar Cultures | No | *3 | GERM 212 or consent of Department. Not to be taken by students with credit in GERM 341, or 342. | Developments in society, politics, and popular as well as high culture from 1945 to the present in Germany, Austria, and Switzerland. | Biennial | 0 | 0 |
| GERM | 351 | Introduction to German Literary and Cultural Studies I | No | *3 | Pre- or corequisite: GERM 303 or consent of Department. | Deals with highlights of the German literary and cultural development on the basis of textual examples from Germanic times to the 18th century. | Annually | 0 | 0 |

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| GERM | 352 | Introduction to German Literary and Cultural Studies II | No | *3 | Pre- or corequisite: GERM 303 or consent of Department. | Deals with highlights of German literary and cultural development on the basis of textual examples from German Classical Weimar to the present. | Annually | 0 | 0 |
| GERM | 353 | Myths, Tales, and Legends | No | *3 | GERM 212 or consent of Department. GERM 212 or consent of Department. | Storytelling throughout the German-speaking world from the medieval period, focusing on the development and proliferation of oral and written myths, tales, and legends. | Variable | 0 | 0 |
| GERM | 399 | Special Topics | Yes | | Department | | Variable | 0 | 0 |
| GERM | 470 | Women in German Literature | No | *3 | GERM 351 or 352 or consent of Department. | Selected writings by women and about women from various historical periods and genres. Selected historical periods and texts may vary in any given year. | Biennial | 0 | 0 |
| GERM | 475 | Studies in German Drama I | No | *3 | GERM 351 or 352 or consent of Department. | Major developments in German drama to the early 19th century, with special attention to drama of the Enlightenment, the Storm and Stress, and the Classical Period. | Biennial | 0 | 0 |
| GERM | 476 | Studies in German Drama II | No | *3 | GERM 351 or 352 or consent of Department. | Major developments in German drama in the 19th and 20th centuries, with special attention to dramas of Realism, Naturalism, Expressionism, and epic and contemporary theatre. | Biennial | 0 | 0 |
| GERM | 480 | Studies in German Prose | No | *3 | GERM 351 or 352 or consent of Department. | Major developments in German prose through to the late 19th century, with special attention to works representing German Classicism, Romanticism, Realism, and Naturalism. | Annually | 0 | 0 |

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|------|-----|---|-----|----|---|---|----------|---|---|
| GERM | 481 | Studies in German Prose II | No | *3 | GGERM 351 or 352 or consent of Department. Note: Not to be taken by students with credit in GERM 449 or 456. | Major developments in German prose since the late 19th century, with special attention to representative modern and contemporary writers. | Biennial | 0 | 0 |
| GERM | 485 | Studies in German Literature I | No | *3 | GGERM 351 or 352 or consent of Department. | German literary texts from the perspective of a specific topic, theme, or problem (e.g. social unrest and reform, or nationalism). | Annually | 0 | 0 |
| GERM | 486 | Studies in German Literature II | No | *3 | GGERM 351 or 352 or consent of Department. | German literary texts from the perspective of a specific topic, theme, or problem proposed (e.g. heroes, history and rebellion, or modern science and the scientist). | Biennial | 0 | 0 |
| GERM | 491 | Teaching German in the Post-Secondary Classroom | No | *3 | GGERM 304 or consent of Department. | A German applied linguistics course for senior undergraduate and graduate-level students in German who are considering a career in post-secondary German studies. It focuses on the theories, strategies, and different aspects of teaching German as a foreign language at the post-secondary level. The course differs from other language-teaching courses by focusing specifically on German and by addressing the needs and practices of post-secondary specialists. | Rare | 0 | 0 |
| GERM | 492 | German Discourse Analysis | No | *3 | GGERM 304 or consent of Department. | Theories and methodologies of analyzing German texts from a linguistic perspective. | Rare | 0 | 0 |
| GERM | 495 | Honors Thesis | Yes | *3 | | | Annually | 0 | 0 |
| GERM | 499 | Special Topics | Yes | *3 | | | Variable | 0 | 0 |

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|-------|-----|-----------------|----|----|--|---|----------|--|---|---|
| INT D | 439 | Ukrainian Dance | No | *3 | | <p>A theoretical and experiential investigation of the forms and history of Ukrainian dance. Course content is focused on the relationships of this dance to Ukrainian as well as Canadian culture, with consideration to its artistic and educational aspects. Offered jointly by the Faculty of Physical Education and Recreation and the Department of Modern Languages and Cultural Studies.</p> <p>[Department of Modern Languages and Cultural Studies] May be taken as a Faculty of Arts course or as a Faculty of Physical Education and Recreation course.</p> | Annually | | 0 | 0 |
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| INT D | 444 | Ukraine | No | *3 | Prerequisite or corequisite: An area-related three-weight course in one of geography, history, political science, or Ukrainian, or consent of Department of Modern Languages and Cultural Studies. (Other participating units normally include the Canadian Institute of Ukrainian Studies and the Department of History and Classics.) | Major social, economic, political, and cultural trends in Ukraine in the post-World War II period. Note: This course will not fulfill the Language other than English requirement of the BA degree. | Rare | 0 | 0 |
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| INT D | 445 | Poland | No | *3 | Prerequisite: INT D 346, or POLSH 202, or equivalent, or demonstration to the Department of Modern Languages and Cultural Studies: (Other participating units normally include the Department of Economics.) | The political, social, economic, and cultural developments in post World War II Poland. Note: This course will not fulfill the Language other than English requirement of the BA degree. | Rare | 0 | 0 |
| INT D | 448 | Russia | No | *3 | Prerequisite: a course in the history, geography or political science of Russia, or consent of Department. | Major political, social, economic, and cultural developments in Russia since 1945. The course will not fulfill the language other than English requirement of the BA degree. | Rare | 0 | 0 |
| INT D | 487 | Topics in East European Studies | No | *3 | Consent of the Department. | Specific topics in the history of the countries of the former USSR taught by the Stuart Ramsay Tompkins Visiting Historian from Russia or another country of the former Soviet Union. [Modern Languages and Cultural Studies: Germanic, Romance, Slavic] | Rare | 0 | 0 |
| INT D | 499 | Special Topics | Yes | *3 | | | Rare | 0 | 0 |
| ITAL | 205 | Topics in Italian Studies | No | *3 | | Modern Italy studied through its cultural context and forms of expression. The course will be taught in English. | Annually | 0 | 0 |

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| ITAL | 333 | Topics in Italian Short Stories | No | *3 | ITAL 212 or consent of Department. Note: Not open to students with credit in ITAL 331 or 332. | | Annually | 0 | 0 |
| ITAL | 340 | Topics in Italian Culture | No | *3 | ITAL 212 or consent of Department. | | Annually | 0 | 0 |
| ITAL | 363 | Studies in Italian Literary Genres | No | *3 | ITAL 212 or consent of Department. | | Annually | 0 | 0 |
| ITAL | 375 | Studies in Modern Italian Literature | No | *3 | ITAL 212 or consent of Department. | | Biennial | 0 | 0 |
| ITAL | 415 | Studies in Italian Literature | No | *3 | A 300-level course in Italian literature or consent of Department. | | Biennial | 0 | 0 |
| ITAL | 419 | Topics in Italian Studies I | Yes | *3 | A 300-level course in Italian literature or consent of Department. | | Biennial | 0 | 0 |
| ITAL | 420 | Topics in Italian Studies II | Yes | *3 | A 300-level course in Italian literature or consent of Department. | | Biennial | 0 | 0 |
| ITAL | 495 | Honors Thesis | Yes | *3 | | | Annually | 0 | 0 |
| ITAL | 499 | Special Topics | Yes | *3 | | | Biennial | 0 | 0 |

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|------|-----|--|-----|----|---|--|----------|--|---|---|
| MLCS | 201 | Reading European Cultures | No | *3 | | Basic questions of culture in Europe, their common denominator, and historical foundations from the Middle Ages to the present. | Variable | | 0 | 0 |
| MLCS | 204 | Forms of Folklore | Yes | *3 | | | Annually | | 0 | 0 |
| MLCS | 205 | History of Folklore Studies | Yes | *3 | | History, concepts, and practices of Folklore. | Annually | | 0 | 0 |
| MLCS | 210 | Language(s) of Culture | Yes | *3 | | Introduction to the major issues within the discipline of Cultural Studies from an international perspective, and provision of the necessary terminology and theoretical tools for examining general topics and case studies with emphasis on the question of languages. | Annually | | 0 | 0 |
| MLCS | 215 | Contemporary Literature and Film in Central and Eastern Europe | No | *3 | | Fiction and essays from the 1970-90's. | Variable | | 0 | 0 |
| MLCS | 231 | Language and Power | No | *3 | | How language, both spoken and written, creates and sustains economic, social, and political power. | Variable | | 0 | 0 |
| MLCS | 241 | Images Across Cultures | No | *3 | | Introduction to critical theories of the image drawing from different cultural contexts. | Variable | | 0 | 0 |
| MLCS | 301 | Topics in Literary Representations of Science and Technology | Yes | *3 | *6 in a language other than English and *6 at the 200-level in any subject. | Representation of science and technology in both literary and non-literary texts. This course is taught in English. | Rare | | 0 | 0 |
| MLCS | 302 | Ecology and Culture | Yes | *3 | *6 in a language other than English and *6 at the 200-level in any subject. | Exploration of how the notion of ecology is articulated in terms of both cultural and natural environments and represented in a variety of texts. This course is taught in English. | Rare | | 0 | 0 |
| MLCS | 305 | Carnival | Yes | *3 | | Practices throughout the world. | Variable | | 0 | 0 |

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|------|-----|--|-----|----|---|---|----------|---|---|
| MLCS | 311 | Russia and its Neighbours: Nations in Dialogue and Conflict | No | *3 | | Cultural and political relations between Russia and the West, with emphasis on the Soviet period since 1945 and after perestroika. | Biennial | 0 | 0 |
| MLCS | 312 | Russian and Non-Russian Cultural and Political Space | No | *3 | *6 at the 200-level or above in a language taught in Modern Languages and Cultural Studies, or consent of the Department. | Cultural and political relations between Russian and non-Russian components of the Imperial and Soviet empires, and between their equivalents in the successor states. Identity, cultural formation, metahistory. | Biennial | 0 | 0 |
| MLCS | 321 | Topics in History of Language: The Origin and Development of Germanic, Romance, Slavic | Yes | *3 | Prerequisite: Consent of the Department. | A survey of the historical development of the Germanic, Romance, and Slavic language families from their Proto-Indo-European beginnings to the medieval and early modern era. | Variable | 0 | 0 |
| MLCS | 325 | Cold War Culture | Yes | *3 | Consent of the Department. | | Variable | 0 | 0 |
| MLCS | 341 | Images Between Media and Cultures | Yes | *3 | MLCS 241 or consent of Department. | Critical theories of the image applied to a variety of media (including visual art, new technology, film, etc) in different cultural contexts. | Variable | 0 | 0 |
| MLCS | 371 | Cultural Studies and Applied Linguistics | Yes | *3 | *6 at the 200-level or above in any language other than English. | Basic concepts in cultural studies and linguistics applied to the analysis of a specific text genre in different cultures. | Variable | 0 | 0 |
| MLCS | 380 | European Modernism | No | *3 | Consent of the Department. | Modernism as a cultural and literary movement in the first decades of the 20th century, examined from transnational and transdisciplinary perspectives. | Variable | 0 | 0 |

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|------|-----|--|-----|----|--|---|------------|---|---|
| MLCS | 399 | Special Topics | Yes | *3 | Consent of the Department. | | Variable - | 0 | 0 |
| MLCS | 431 | Mysticism in Literature and the Arts: East and West | No | *3 | *6 at the 300-level or above, of which *3 must be in Religious Studies (RELG) or a language taught in MLCS or consent of the Department. | Exploration of mysticism from a historical perspective that embraces theological and philosophical discourses, as well as psychological approaches. | Variable | 0 | 0 |
| MLCS | 441 | The Capital City in Language, Literature, and Visual Culture | Yes | *3 | *6 at the 300-level, of which *3 must be in a language taught in Modern Languages and Cultural Studies. | Examines the notion of the capital city as it is represented in different national cultures. | Variable | 0 | 0 |
| MLCS | 451 | Faust and his Brothers | Yes | *3 | Consent of the Department. | Traces the literary formation of the Faust-figure from the late Middle Age chapbook to present depictions of human struggle with the meaning of life and the quest for fulfillment. International works used to demonstrate the history of a theme and the theory of intertextuality. | Variable | 0 | 0 |
| MLCS | 461 | The Cultures of the Avant-Garde | Yes | *3 | *6 at the 300-level, of which *3 must be in a language taught in Modern Languages and Cultural Studies. | The literary and artistic avant-garde in Germanic, Romance and Slavic cultures, circa 1900-1990. | Variable | 0 | 0 |

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|------|-----|--|-----|----|---|--|----------|---|---|
| MLCS | 471 | Minority Languages | Yes | *3 | *6 at the 200-level or above in language courses offered by the Department of Modern Languages and Cultural Studies. | Sociolinguistic problems of the maintenance and loss of minority languages and cultures in Europe and the diaspora. | Rare | 0 | 0 |
| MLCS | 472 | Language Use and Cross-Cultural Relations | Yes | *3 | *6 at the 300-level, of which *3 must be in a language taught in Modern Languages and Cultural Studies, or consent of Department. | Study of social phenomena from a cross-cultural perspective through discourse analysis. | Biennial | 0 | 0 |
| MLCS | 473 | Cultural Representations, World Media and Ethics | Yes | *3 | *6 at the 300-level, of which *3 must be in a language taught in Modern Languages and Cultural Studies, or consent of Department. | A discursive approach to the study of cultural representations and ethical issues in world media. | Variable | 0 | 0 |
| MLCS | 475 | X-Rated: Sex on Screen | Yes | *3 | Consent of the Department. | Considers the representation of the sex act captured on film, video, and other forms of moving pictures. Interrogating notions of acceptability, the popular, high art, exploitation and industry machinery. | Variable | 0 | 0 |
| MLCS | 495 | Honors Thesis | Yes | *3 | | | Variable | 0 | 0 |

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|-------|-----|---|-----|----|---|---|-------------------|---|---|
| MLCS | 499 | Special Topics | Yes | *3 | POLSH 212 or consent of Department. | Survey of Polish literature and culture from its origins to the end of the eighteenth century. Masterpieces of the Polish renaissance, baroque, and classicism read in the original and/or with the aid of English translations. | Variable | 0 | 0 |
| POLSH | 414 | Polish Literature of Renaissance, Baroque, and Classicism | No | *3 | POLSH 212 or consent of Department. Note: Not open to students with credit in POLSH 411. | Reading and analysis of the major Polish writers against the aesthetic and philosophical background of romanticism and realism (including poetry, drama, and folklore). Major themes in the Polish realist novel and short story. | Annually | 0 | 0 |
| POLSH | 415 | Polish Romanticism and Realism | No | *3 | POLSH 415 or consent of Department. Note: Not open to students with credit in POLSH 411. | Principal literary movements with emphasis on contemporary Polish literature, including the post-communist era. Polish literary criticism and literary theory before and after the war. | Annually | 0 | 0 |
| POLSH | 416 | 20th-Century Polish Literature | No | *3 | POLSH 212 or consent of Department. | Intensive six-week course in Russian culture and language taught in Russia. | Annually/Variable | 0 | 0 |
| POLSH | 499 | Special Topics | Yes | *3 | | | Variable | 0 | 0 |
| RUSS | 300 | Russian: Learn It, Live It, Love It | No | *6 | RUSS 212 or consent of Department. | | Annually/Variable | 0 | 0 |

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|------|-----|----------------------------|----|----|---|--|----------|---|---|
| RUSS | 325 | Readings in Russian I | No | *3 | RUSS 212 or consent of Department. Note: not to be taken by students with credit in RUSS 215 or 216. | Study of pre-20th century Russian literature in the original. | Biennial | 0 | 0 |
| RUSS | 326 | Readings in Russian II | No | *3 | RUSS 212 or consent of Department. Note: not to be taken by students with credit in RUSS 215 or 216. | Reading and analysis of texts from 20th century Russian literature in the original. | Variable | 0 | 0 |
| RUSS | 333 | Saints and Sinners | No | *3 | | Religious and anti-religious themes in Russian literature of the 19th and 20th centuries, highlighting the reflection of Russian Orthodox and popular culture in the texts. This course is taught in English and will not fulfill the Language other than English requirement. | Variable | 0 | 0 |
| RUSS | 403 | Russian Media and Internet | No | *3 | RUSS 304 or consent of Department. | Emphasis on the enhancement of language skills in the context of life in today's Russia. Contemporary textual genres of the popular media, including those of the Internet. Intensive reading, critical discussions, and creative writing. | Variable | 0 | 0 |
| RUSS | 404 | Russian Language and Film | No | *3 | RUSS 304 or consent of Department. | Use of contemporary Russian films and television to improve the practical language and literacy skills both orally and in writing. | Rare | 0 | 0 |

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|------|-----|--|-----|----|---|---|----------|--|---|---|
| RUSS | 422 | Russian Literature and the Arts | No | *3 | Prerequisite for Russian majors: RUSS 304 or consent of Department. | A study of the interrelationship between literature and other media: theatre, cinema, and the visual arts. The emphasis will vary from year to year. Russian majors will do a significant part of readings and assignments in Russian; others may do readings and assignments in English. | Biennial | | ü | ü |
| RUSS | 427 | Themes and Variations in Russian Literature to 1917 | No | *3 | Prerequisite for Russian majors: RUSS 304 or consent of Department. Prerequisite: RUSS 304 or consent of Department. | The superfluous man, the alien, witches and devils, the fantastic and other themes in pre-revolutionary Russian literature. Russian majors will do a significant part of readings and assignments in Russian; others may do readings and assignments in English. | Biennial | | ü | ü |
| RUSS | 428 | Tsardom to Empire: Topics in Russian Official Culture | No | *3 | RUSS 304 or consent of Department. | Russian majors will read most of the texts and assignments in Russian; others may do readings and assignments in English. | Biennial | | ü | ü |
| RUSS | 461 | Russian Critical Discourse in Transition | No | *3 | RUSS 304 or consent of Department. Prerequisite for Russian majors: RUSS 304 or consent of Department. | Introduction to the major trends and figures in the history of the Russian Humanities during the Soviet and the post-Soviet periods. | Rare | | ü | ü |
| RUSS | 483 | Brave New World: Soviet and Post-Soviet Russian Literature and Culture | No | *3 | | Thematic focus varies from year to year. Russian majors will do a significant part of readings and assignments in Russian; others may do readings and assignments in English. | Variable | | ü | ü |
| RUSS | 495 | Honors Thesis | Yes | *3 | | | Annually | | ü | ü |
| RUSS | 499 | Special Topics | Yes | *3 | | | Variable | | ü | ü |

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|-------|-----|--|----|----|--|--|----------|---|---|
| SCAND | 341 | Old Norse Mythology and Legends | No | *3 | | Survey of Old Scandinavian mythology from the earliest times to the end of the Viking Period. Readings in English from the Poetic and Prose Eddas, including the heroic legends and lays. Also included is a brief look at runic inscriptions and skaldic poetry. This course does not fulfill the language-other-than-English requirement of the BA degree. | Biennial | 0 | 0 |
| SCAND | 342 | Vikings and Sagas | No | *3 | | Survey of the cultural history of the Viking and Medieval periods in Scandinavia with selections in English from the Old Norse sagas. The course will also include a brief overview of Scandinavian folklore. This course does not fulfill the language-other-than-English requirement of the BA degree. | Biennial | 0 | 0 |
| SCAND | 345 | Literature, Culture, and Civilization from the Reformation to the 20th Century | No | *3 | | Selections in English of representative authors from each of the major literary periods, with special attention to the cultural and historical background. This course will not fulfill the language-other-than-English requirement of the BA degree. | Biennial | 0 | 0 |
| SCAND | 353 | Henrik Ibsen | No | *3 | | A selection of the dramas of Henrik Ibsen in English translation with background material on the life of the author and his times. Special emphasis on his social and symbolist plays, including their staging and presentation. This course will not fulfill the language-other-than-English requirement of the BA degree. | Biennial | 0 | 0 |

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|-------|-----|--|-----|----|--|---|----------|--|---|---|
| SCAND | 354 | August Strindberg | No | *3 | | A selection of the works of August Strindberg in English translation with background material on the life of the author and his times. Special emphasis on his dramas, including their staging and presentation. This course will not fulfill the language-other-than-English requirement of the BA degree. | Biennial | | 0 | 0 |
| SCAND | 355 | The Tales of Hans Christian Andersen | No | *3 | | This course takes a life-and-letters approach to the author and his times, with special emphasis on his tales (in English translation) and their relationship to the theory and practice of the genre. This course will not fulfill the language-other-than-English requirement of the BA degree. | Biennial | | 0 | 0 |
| SCAND | 356 | Women in Scandinavian Literature and Popular Culture | No | *3 | | Various media which reflect women's lives and voices in Denmark, Norway, Sweden, Finland, Iceland, and Samiland. Note: This course will be taught in English and will not fulfill the Language other than English requirement. | Biennial | | 0 | 0 |
| SCAND | 499 | Special Topics | Yes | *3 | | | Variable | | 0 | 0 |
| SLAV | 467 | Slavic Romanticism | No | *3 | | Romantic movement in Slavic literatures concentrating primarily on the works of Mickiewicz, Pushkin and Shevchenko. English translations of texts available for those not majoring in Slavic. | Variable | | 0 | 0 |
| SLAV | 468 | Nikolai Gogol/Mykola Hohol' | No | *3 | | Gogol as a cultural icon in the history of Russian and Ukrainian literatures. His life and works against the background of Russian Imperial cultural developments and the processes of nation building in the first half of the 19th century. English translations of texts available for those not majoring in Slavic. | Variable | | 0 | 0 |

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|------|-----|---|-----|-----|--|---|----------|---|---|
| SLAV | 469 | Futurism: East and West | No | **3 | | A comparative examination of the Futurist movement in Poland, Russia and Ukraine against the background of Italian Futurism. English translations of texts available for those not majoring in Slavic. | Variable | 0 | 0 |
| SLAV | 470 | Women's Writing After the Fall of Communism | No | **3 | | The impact of political and economic changes on women's writing in the Slavic countries since 1989. Readings are available in English for non-majors. | Variable | 0 | 0 |
| SLAV | 499 | Special Topics | Yes | **3 | | | Variable | 0 | 0 |
| SPAN | 314 | Civilization and Culture of Spain | No | **3 | Designed to complement the study of Spanish. May be taken at the same time as SPAN 300, 306, 315; or with consent of Department. | Through a series of selected topics, the course offers a panoramic view of Spanish civilization and culture from the Medieval Period to our present time with an overall emphasis on the construction of 'Spanish' cultural identities. | Annually | 0 | 0 |
| SPAN | 325 | Introduction to Cinema | No | **3 | SPAN 300 or 306 or consent of Department. | Some of the major works of film of Spain and/or Spanish America. | Biennial | 0 | 0 |
| SPAN | 399 | Special Topics | Yes | **3 | SPAN 300 or 306 or consent of Department. | | Variable | 0 | 0 |

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|------|-----|---|----|----|--|--|----------|---|---|
| SPAN | 425 | Hispanic Filmmakers | No | *3 | SPAN 321 or 322 and an additional *3 in SPAN at the 300-level excluding 300 and 306, or consent of Department. | Study of one to three different Hispanic filmmakers. | Variable | 0 | 0 |
| SPAN | 440 | Topics in Spanish Peninsular Literature and Culture | No | *3 | SPAN 321 or 322 and an additional *3 in SPAN at the 300-level excluding 300 and 306, or consent of Department. | | Biennial | 0 | 0 |
| SPAN | 441 | Reading Colonial Culture | No | *3 | SPAN 321 or 322 and an additional *3 in SPAN at the 300-level excluding 300 and 306 or consent of Department. | Colonial identities, power and ideology, mobilized through various forms of representation. | Biennial | 0 | 0 |
| SPAN | 460 | Self Portraits in Writing | No | *3 | SPAN 321 or 322 and an additional *3 in SPAN at the 300-level excluding 300 and 306, or consent of Department. | Testimonial writing, biography and autobiography, memoirs, correspondence, diaries, interviews, and confessions. | Biennial | 0 | 0 |

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| SPAN | 475 | Spanish in Society | No | *3 | *3 in SPAN at the 300-level excluding 300 and 306 or consent of Department. | Language as a social phenomenon. Description of dialects in Spanish. Language shift, bilingualism, language attrition, code-switching and language attitudes. | Variable | 0 | 0 |
| SPAN | 495 | Honors Thesis | | | | | Annually | 0 | 0 |
| SPAN | 499 | Special Topics | | | | | Variable | 0 | 0 |
| UKR | 300 | Ukrainian through its Living Culture I | No | *6 | UKR 212 or consent of Department. | Practical language skills with a direct experience of Ukrainian life and culture in the Lviv environment. The language of instruction is Ukrainian. | Annually* | 0 | 0 |
| UKR | 303 | Ukrainian in Context I | No | *3 | UKR 212 (formerly 150, 202), or consent of Department. Note: not to be taken by students with credit in UKR 401 or 402. | Conversation and writing through films, news items, short stories and plays. | Annually* | 0 | 0 |
| UKR | 304 | Ukrainian in Context II | No | *3 | UKR 303 (formerly 401) or consent of Department. Note: not to be taken by students with credit in UKR 402. | | Annually | 0 | 0 |

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|-----|-----|---|----|----|--|--|-----------|---|---|
| UKR | 333 | Introduction to Ukrainian Fiction | No | *3 | UKR 212 or consent of Department. | A beginner's-friendly course that uses annotated and parallel Ukrainian-English texts to guide students through the basics of reading and analyzing Ukrainian prose in the original. A variety of authors and themes are explored from the 19th to the 21st centuries, providing a perspective on the development of modern Ukrainian identity and culture, while building the student's Ukrainian reading vocabulary. | Biennial | 0 | 0 |
| UKR | 400 | Ukrainian through its Living Culture II | No | *6 | UKR 300 or 304 or consent of Department. | Improves students' language and cultural proficiency through direct experience of contemporary Ukrainian life in Lviv. | Annually* | 0 | 0 |
| UKR | 403 | Ukrainian in the Media and Internet | No | *3 | UKR 300 or 304 (formerly 402), or consent of Department. | Practical language skills in the context of life in Ukraine through traditional and contemporary media. Debates, interviews and opinion polls. Basic discourse analysis. | Biennial | 0 | 0 |
| UKR | 404 | Ukrainian on TV and in Film | No | *3 | UKR 300 or 304 (formerly 402), or consent of Department. | Advanced language course with creative writing, critiques and discussions. | Variable | 0 | 0 |
| UKR | 405 | Children's Literature in Ukrainian | No | *3 | UKR 300 or 304 (formerly 402), or consent of Department. | Advanced language skills for the future teacher through a survey of poetry, tales, legends and riddles adapted for the young reader. | Variable | 0 | 0 |
| UKR | 406 | Business Ukrainian | No | *3 | UKR 300 or 304 (formerly 402), or consent of Department. | Advanced modern Ukrainian with emphasis on the vocabulary and communication style of the Ukrainian business world. | Biennial | 0 | 0 |

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| UKR | 415 | Women in Culture: Fictional Characters/Feminist Writers | No | *3 | Pre- or corequisite: UKR 303 or consent of Instructor. | The course delves into the role and representation of women in 19th- and 20th- century Ukraine. It traces the evolution of female characters from Romanticism to Postmodernism and explores contributions by women to the Ukrainian literary and cultural canon. Social issues and sexual politics are examined in the light of women's biographies as well as their fictional works. Note: Readings are available in English for students not taking Ukrainian as a major or minor. | Variable | 0 | 0 |
| UKR | 422 | Ukrainian Folk Songs | No | *3 | Pre- or corequisite: UKR 303 or consent of Instructor. | A survey of the folk song genres, with analysis of texts in the original. Some field work. | Biennial | 0 | 0 |
| UKR | 423 | Ukrainian Folk Prose | No | *3 | UKR 303 or consent of Instructor. | A survey of the prose and minor verbal genres, with analysis of texts in the original. Some field work. | Biennial | 0 | 0 |
| UKR | 424 | Ukrainian Folk Belief | No | *3 | UKR 303 or consent of Instructor. | Examination of traditional attitudes toward the supernatural. Focus on folk medicine, the causes of illness, and traditional cures. | Variable | 0 | 0 |
| UKR | 425 | Ukrainian Rites of Passage | No | *3 | Pre- or corequisite UKR 303 or consent of Instructor. | Examines rites of passage for birth, marriage and death. Some field work. | Biennial | 0 | 0 |
| UKR | 426 | Ukrainian Calendar Customs | No | *3 | UKR 303 or consent of Instructor. | Examines seasonal folk customs, including winter, spring, summer and autumn rites. Some field work. | Biennial | 0 | 0 |
| UKR | 427 | Ukrainian Material Culture and Folk Art | No | *3 | | The form, meaning and context of folk art and craft. | Biennial | 0 | 0 |

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| UKR | 469 | Civilization and Culture In Ukraine: 988-1794 | No | *3 | | Major trends in thought of pre-secular Ukraine. The literary, iconographic and musical legacy of Kyivan and Galician-Volhynian Rus and its transformation during the Ruthenian renaissance. Lectures in English. Readings available in English for students not taking Ukrainian as a major or minor. Otherwise modern Ukrainian translations will be assigned. | Variable | 0 | 0 |
| UKR | 471 | Ukrainian Romanticism | No | *3 | UKR 300 or 303; or co-requisite 304 or consent of Department. | Introduces the major themes and genres of Ukrainian Romanticism against the background of early 19th century interest in folklore and history. Readings range from I Kotliarevsky, L Borovkyovsky, A Melnytsky, and M Kostomarov to P Kulish, with special emphasis on T Shevchenko. | Variable | 0 | 0 |
| UKR | 472 | Ukrainian Realism | No | *3 | UKR 300 or UKR 303; or corequisite 304 or consent of Department. | Realist trends in the short story, novel, and drama from the second-half of the 19th-century to the 1920s. Populism, psychologism, and class conflict are some of the issues addressed. | Variable | 0 | 0 |
| UKR | 473 | Ukrainian Modernism and Avant-Garde | No | *3 | UKR 300 or UKR 303; or corequisite 304 or consent of Department. | The dramatic revolt against 19th-century aesthetics from the 1890s to 1930. Selected poetry, short prose, drama, and manifestoes highlight the philosophical and formal innovations introduced by such movements as symbolism, futurism, and constructivism. Analogies are drawn to the visual arts. | Variable | 0 | 0 |

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| UKR | 474 | Ukrainian Literature: Diaspora and Dissent | No | *3 | Consent of the Department. | Works in the diaspora (1940s - 1980s) are compared and contrasted with Soviet Ukraine's official and dissident literature. The focus is on the New York Group and the writers of the Sixties, with emphasis on their innovations in poetic language and themes. Note: Readings are available in English for students not taking Ukrainian as a major or minor. | Variable | 0 | 0 |
| UKR | 475 | Ukrainian Literature Today | No | *3 | Consent of the Department. | The course begins with developments on the eve of Ukrainian Independence (1911). The dramatic transformation of literature is surveyed against the background of the collapse of communism and socialist realism. Emphasis is on the youngest and most radical generation of writers and critics, their styles, themes, and ideologies. Note: Readings are available in English for students not taking Ukrainian as a major or minor. | Biennial | 0 | 0 |
| UKR | 495 | Honors Thesis | | | | | Variable | 0 | 0 |
| UKR | 499 | Special Topics | | | | | Variable | 0 | 0 |

Note:

Annual (the course is normally scheduled at least once per academic year)
Biennial (the course is normally scheduled once every other academic year)
Variable (not offered on a regular basis, but has been offered in recent years and could be again)
Rare (has not been offered recently and is unlikely to be offered in the foreseeable future, in most cases because an instructor has retired)

Music Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequency Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|--|-----------------|---------------|--|--|-----------------------|----------------------|--------------------|----------------------|
| MUSIC | 101 | Introduction to Western Art Music | No | *3 | Not available for degree credit to BMus (all routes) students. | A study of music literature with an emphasis on listening and analytical tools. A brief survey of the history of Western music will be included. | Annually; either term | ü | ü | ü |
| MUSIC | 201 | Western Music and Contexts | No | *3 | MUSIC 101 or equivalent. Not available for degree credit to BMus (all routes) students | Study of selected works and their significance in a variety of musical, social, and historical contexts. | Annually; either term | ü | ü | ü |
| MUSIC | 280 | Introduction to the Study of Western Music History | No | *3 | Music 155 or, for students not in a BMus program, consent of the department. Not available to students with credit in MUSIC 281. | A study of music history and style to 1600 from the perspective of social, cultural, and philosophical contexts, emphasizing the development of listening, score reading, research, critical thinking, and communication skills. | Annually; winter term | ü | ü | ü |
| MUSIC | 283 | Western Art Music, 1600-1850 | No | *3 | Music 280. Not available to students with credit in Music 281. | A study of music history and style from 1600 to 1850 from social, cultural, and philosophical perspectives with attention to listening, score reading, research, critical thinking, and communication skills. | Annually; fall term | ü | ü | ü |
| MUSIC | 284 | Western Art Music, 1850-present | No | *3 | Music 280. Not available to students with credit in Music 282. | A study of music history and style from 1850 to present from social, cultural, and philosophical perspectives with attention to listening, score reading, research, critical thinking, and communication skills. | Annually; winter term | ü | ü | ü |

Philosophy Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequency Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|--|-----------------|---------------|--|---|------------------------------------|----------------------|--------------------|----------------------|
| PHIL | 240 | Descartes to Hume | No | *3 | None | A survey of Philosophy in the 17th- and 18th centuries. Philosophers studied will include Descartes, Leibniz, Spinoza, Locke, Berkeley, and Hume. | Annually | | ü | |
| PHIL | 291 | Existentialism | No | *3 | None | An introduction to the background and main themes of existentialist philosophy. Authors such as Kierkegaard, Nietzsche, Heidegger, and Sartre are considered. | Annually | | ü | |
| PHIL | 343 | Kant to Nietzsche | No | *3 | Not open to students with credit in PHIL 245. | A survey of the philosophy of Kant and the 19th century. Philosophers studied will include Kant, Hegel, Marx, the Utilitarians, and Nietzsche. | Annually | | ü | |
| PHIL | 392 | Topics in Recent Continental Philosophy | Yes | *3 | Philosophy 291 or consent of the Department. | An introduction to such movements in recent European Philosophy as phenomenology, hermeneutics, critical theory, structuralism, and post structuralism. | Variable (Every few years) | | ü | |
| PHIL | 442 | 17th and 18th Century Continental Philosophy | Yes | *3 | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | Topics concerning the early modern philosophical tradition of Descartes, Spinoza, and Leibniz. | Variable (- 2 times every 3 years) | | ü | |
| PHIL | 443 | 17th and 18th Century British Philosophy | Yes | *3 | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | Topics concerning the early modern British philosophical tradition of Locke, Berkeley, and Hume. | Variable (- 2 times every 3 years) | | ü | |

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|------|-----|--|-----|--|---|------------------------------|--|---|--|
| | | | | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | The philosophy of Immanuel Kant (18th century German philosopher), however the aspect of his philosophy studied may vary. | | | | |
| PHIL | 444 | Kant | | *3 | | Biennial | | 0 | |
| PHIL | 445 | Topics in 19th Century Philosophy | Yes | *3 | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | Biennial | | 0 | |
| PHIL | 446 | Early Analytic Philosophy | | *3 | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | Biennial | | 0 | |
| PHIL | 447 | Wittgenstein | | *3 | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | Variable (~Every third year) | | 0 | |
| PHIL | 448 | Topics in Twentieth Century Philosophy | Yes | *3 | At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. | Annually - Biennially | | 0 | |

Political Science Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequency Offered | History & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|---|-----------------|---------------|---|--|-------------------|--------------------|--------------------|----------------------|
| POL S | 210 | History of Political Thought | No | *6 | POL S 101 or consent of Department. | This course is the introductory course for political theory. An historical and critical survey of the development of political and social philosophy from ancient Greece to the present time, with selected readings from major political writers. | Annually | | 0 | |
| POL S | 370 | European Union Politics | No | *3 | POL S 230 or 240 or 260 or consent of Department. | This course examines the development and operation of the European Union and the impact of integration on its member states. It draws on theoretical approaches from both the comparative politics and international relations literature to understand why and how integration occurs and what type of regime the EU has become. The course will discuss the role and power of the main intergovernmental and supranational institutions—the European Council and Council of Ministers, the Commission, the European Court of Justice and the Parliament—the impact of integration on democracy, the adaptation of member states and institutional reform and the prospect of future enlargement. | Annually | 0 | | |
| POL S | 486A | Topics in European Politics: Politics of Central and Eastern Europe | Yes | *3 | POL S 230 or consent of Department. | This course critically examines the political development of East and Central Europe during the post-communist period. Topics include the impact of institutional design on democratic consolidation, party development and party system change, the role of communist successor parties, the emergence of populist and nationalist politics, the role of civil society, the strategies, successes and costs of economic transition to market economy and the region's changing role in the European Union and the world. | Annually | 0 | | |

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| POL S | 486C | European Union Study Tour | | *3 | POL S 230 or consent of Department. | The European Union Study Tour is a restricted enrolment course for students taking a three week, externally-organized European Union Study Tour of European institutions. Study Tour participation is by competitive selection and is subject to additional fees paid to the external organizing agency. Normally, the University of Alberta has four places on the tour. | Annually (Spring) | ü | | |
| POL S | 487 | Topics in European Union Politics | Yes | *3 | POL S 230 or consent of the Department. | This course is a fourth-year seminar courses focusing on various aspects of European Union politics and policy making. | Annually | ü | | |

Women's Studies Courses Applicable to European Studies Certificate as of 2011-2012

| Subject | Course Number | Title | Variable Topic? | Course Weight | Pre-requisites | Course Description | Frequency Offered | Histories & Politics | Literature & Ideas | Cultures & Societies |
|---------|---------------|---------------------------------|-----------------|---------------|-------------------------------------|---|-----------------------|----------------------|--------------------|----------------------|
| WST | 301 | The History of Feminist Thought | No | *3 | W ST 201 or consent of the Program. | The development of feminist thought and theories from the 18th to the 20th century, including the contributions of, and tensions among various feminisms. | Annually (every Fall) | | 0 | |

Faculté Saint Jean Cours applicables au certificat d'études européennes à compter du 2011-2012

| Sujet | Le Numéro du Cours | Nom du Cours | Le Sujet Variable ? | Cours Weight | Conditions Préalables | Description du Cours | Fréquence Offerte | Histoire & Politique | Littérature & Idées | Culture & Sociétés |
|--------|--------------------|--|---------------------|--------------|---|---|-------------------|----------------------|---------------------|--------------------|
| ADRAM | 403 | Théâtres francophones contemporains | | *3 | Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits en FFANNC 403 et ADDRAM/FFANNC 303 | Études d'œuvres dramatiques et de mouvements esthétiques appartenant à divers répertoires francophones contemporains. | B | 0 | | |
| | | Survol de la littérature francophone | | *3 | | Ce cours d'introduction à la littérature en français vise à faire connaître, dans une perspective sociocritique, les noms des grands écrivains et penseurs du monde francophone, leurs idées et la mise en texte de ces idées. Le corpus à l'étude consistera en des œuvres représentatives à travers les siècles. Ce cours pré suppose une bonne connaissance et une maîtrise de la langue française aux plans grammatical, syntaxique et lexical. | A | | 0 | |
| FFANNC | 235 | Littérature française du XVIIe siècle | | *3 | | Étude d'œuvres représentatives du XVIIe siècle. Évolution des genres littéraires illustrée par des textes du XVIIIe siècle. | B | | 0 | |
| FFANNC | 326 | Littérature française du XVIIIe siècle | | *3 | | L'analyse des mouvements littéraires. L'évolution de la conception littéraire à travers les textes du XIXe siècle. | B | | 0 | |
| FFANNC | 327 | Littérature française du XIXe siècle | | *3 | | Étude d'œuvres représentatives de la littérature moderne. Introduction à la littérature contemporaine. | B | | 0 | |
| FFANNC | 328 | Littérature française du XXe siècle | | *3 | | | B | | 0 | |

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| FRANC | 403 | Théâtres francophones contemporains | | *3 | Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits en ADRAM 403 et ADRAM/FRANC 303. | FRANC 322 et OES3 en littérature ou en langue de niveau 300. | Études d'œuvres dramatiques et de mouvements esthétiques appartenant à divers répertoires francophones contemporains. | B | | 0 | |
| FRANC | 480 | Choix de sujet | | *3 | | | | A | | 0 | |
| FRANC | 499 | Études dirigées | | *3 | | | Cours destiné à permettre aux étudiants d'approfondir un sujet de leur choix en littérature d'expression française non canadienne. | V | | 0 | |
| FRANC | 520 | Mémoire de Français - langue et littérature | | *6 | | | Préparation du mémoire requis en quatrième année du programme de spécialisation en Français-langue et littérature. | V | | 0 | |
| HISTE | 303 | Construction et identité européennes | | *3 | | | Ce cours étudie l'émergence et l'évolution de l'idée d'Europe, analyse le processus d'unification européenne (de 1945 à nos jours) dans une perspective avant tout historique et, enfin, propose une réflexion critique sur l'identité européenne. | B | 0 | | |
| MUSIQ | 101 | Introduction à la musique occidentale I | | *3 | Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MUSIQ 101. | | Une étude de la littérature musicale en insistant sur l'audition et les moyens analytiques. Un bref survol historique de la musique occidentale. | A | | | 0 |
| MUSIQ | 201 | Introduction à la musique occidentale II | | *3 | | | Une continuation du survol historique de la musique occidentale entamé en MUSIQ 101. | B | | | 0 |

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| PHILE | 140 | Introduction à la philosophie occidentale | *6 | | Introduction aux principaux problèmes et théories qui ont dominé la pensée philosophique en Occident, par l'étude et la discussion critique de quelques classiques de la philosophie. Les lectures incluront la République de Platon et les Méditations métaphysiques de Descartes et une œuvre majeure de Hobbes, Locke, Berkeley ou Hume. | A | | ü | |
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OUTLINE OF ISSUE

 Agenda Title: **Faculty of Arts Proposed Embedded Credit Certificate in Computer Game Development**

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Computer Game Development, as submitted by the Faculty of Arts and as set forth in Attachment 1 (as amended), for implementation in the Fall of 2013.

Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Faculty of Arts |
| Presenters | William Street, Associate Dean (Student Programs), Faculty of Arts; Sean Gouglas, Director, Office of Interdisciplinary Studies, Faculty of Arts; and Michael Bowling, Associate Professor, Department of Computing Science |
| Subject | New Proposed Embedded Credit Certificate in Computer Game Development in the Faculty of Arts |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To establish an embedded credit certificate entitled <i>Certificate in Computer Game Development</i> open to students in undergraduate programs across the University of Alberta. |
| The Impact of the Proposal is | See 'Purpose'. |
| Replaces/Revises (e.g., policies, resolutions) | N/A |
| Timeline/Implementation Date | For implementation in the Fall of 2013. |
| Estimated Cost | Some contract instructor funding; in general, new courses will be developed and taught by existing staff within existing budgets. |
| Sources of Funding | Faculty of Arts (contract instructor funding) and Faculties of Arts and Science in kind funding for administration. |
| Notes | N/A |

Alignment/Compliance

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| Alignment with Guiding Documents | <i>Dare to Discover</i> and <i>Dare to Deliver</i> |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): GFC delegated authority to ASC to approve "proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval,</p> |

ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).

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

4. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

6. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

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| | <p>7. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p>8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> <p>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. ASC’s terms of reference provide that “the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).</p> |
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Routing (Include meeting dates)

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| Consultative Route (parties who have seen the proposal and in what capacity) | Computing Science Department; Brenda Leskiw, Associate Dean, Faculty of Science; Heather Zwicker, Vice-Dean, Faculty of Arts; Department of Art and Design; Department of English and Film Studies; Department of History and Classics; Department of Music; GFC ASC Subcommittee on Standards (June 5, 2012) |
| Approval Route (Governance) (including meeting dates) | Faculty of Arts Academic Affairs Committee, March 28, 2012 – for recommendation; Faculty of Arts Executive Committee, May 3, 2012 – for recommendation; Faculty of Science Chairs, May 4, 2012 – for recommendation; Faculty of Arts Council, May 17, 2012 – for recommendation; |

| | |
|----------------|--|
| | GFC Academic Standards Committee, June 21, 2012 – for final approval |
| Final Approver | GFC Academic Standards Committee |

Attachments:

1. Attachment 1 (pages 1 – 27): New Proposed Embedded Certificate in Computer Game Development in the Faculty of Arts

Prepared by: Robin A Cowan, Assistant Dean (Undergraduate Student Services), Faculty of Arts,
robin.cowan@ualberta.ca

**Program Approval Template
Embedded Credit Certificates**

| Section A: Basics | |
|---|--|
| Program Name | Certificate in Computer Game Development |
| Sponsoring Faculty/ Academic Unit | Faculty of Arts / Office of Interdisciplinary Studies; Faculty of Science / Computing Science |
| Contact information | Name and Title <ol style="list-style-type: none"> 1. Sean Gouglas, Director, Office of Interdisciplinary Studies, Faculty of Arts 2. Michael Bowling, Associate Professor, Computing Science, Faculty of Science |
| | Phone <ol style="list-style-type: none"> 1. 492-3021 2. 492-1766 |
| | Email <ol style="list-style-type: none"> 1. sgouglas@ualberta.ca 2. mbowling@ualberta.ca |
| Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential. | University of Alberta |
| Units of Course Weight | 18 |
| Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc. | <p><i>Description:</i> The Certificate in Computer Game Development is a joint certificate between the Faculty of Arts and the Faculty of Science and is open to the entire University community. The certificate is intended to complement discipline-specific studies with courses that give opportunities to work in multidisciplinary teams, build complete small and medium-scale games, and interact with industry.</p> <p><i>Target Student Group:</i> The certificate is available to the entire undergraduate university community, including students enrolled in any bachelor degree program in any University of Alberta faculty. It is expected to appeal most to students in disciplines commonly associated with computer game development, viz., Art and Design, Creative Writing, Music, and Computing Science. Students can add the certificate to any program by taking the requisite courses, though this may necessitate exceeding 120 credits in some cases.</p> <p><i>Prerequisites:</i> There are no prerequisites to pursue the certificate, although individual courses may have departmental prerequisites. The number of incoming students may be limited by qualifications, by maximum yearly intake, or by classroom enrolment limitation restrictions. Students are not guaranteed space in any specific course.</p> <p><i>Curriculum Content:</i> The certificate builds on the remarkable success of CMPUT 250, which replicates the video game development process undertaken at</p> |

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| | <p>game companies. The course won the University's Unit Teaching Award and an Honourable Mention for the national Alan Blizzard award for team teaching from the Society for Teaching and Learning in Higher Education. In the past three years, the course has had far more applicants than spaces.</p> <p>The certificate begins with CMPUT 250. It is designed for second-year students, and serves as a gate-keeper course. It is focused on interdisciplinary teamwork and provides a broad view of all aspects of game development, using guest lectures from many departments as well as industry. Students design a short narrative-based game using a commercial game engine.</p> <p>Following CMPUT 250, the certificate requires four courses to be taken from among a set of second tier courses. These courses are offered across the Faculties of Science, Arts, and Education and are designed to take more focused explorations into specific aspects of game development, and allow students to specialize the certificate to their discipline and interests.</p> <p>The culmination of the certificate is CMPUT 450, a capstone course that returns to a focus on interdisciplinary teams developing a complete game, using all of the skills learned in the intermediate courses and courses from their own discipline.</p> <p><i>Future employment:</i> The certificate will provide an advantage to students seeking a career working in either an existing game company or starting their own independent studio. The role of games in training and education can make the certificate useful for employment in many industries. The certificate will provide students with the technical and theoretical training they need, as well as providing them a portfolio of games to showcase their talents. The decision to provide the training through a certificate that complements a traditional degree is to allow students to focus first on excelling at their core discipline, the key quality desired by potential employers. The certificate courses add to this by providing the rare opportunity for interdisciplinary teamwork and course work that can serve as a portfolio to show potential employees.</p> <p><i>Future education:</i> The Tri-Council has specifically identified Canada's digital economy as an area of priority research. Graduate funding in these areas is a high government priority. Students graduating with this certificate would be well positioned to take advantage of such opportunities, including, for example, the \$23.5 million GRAND NCE, which explores games and gaming technologies and the ways in which they can be applied to a variety of industries such as healthcare, public policy, environmental sustainability, and of course, entertainment.</p> |
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| Section B: Rationale, Implications and Impact | |
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| <p>Rationale for Introduction of Certificate Outline the rationale for the</p> | <p>Student demand for courses that explore video games and new media narrative provides a substantial motivation for creating this certificate. We have assessed the strength of this interest from four sources.</p> |

proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.

A. CMPUT 250: Computers and Games:

CMPUT 250 has a formal admissions process, for which students must apply for enrolment. Table 1 shows the number of applicants for the past six terms. Enrolment in the course is capped to 24 (except for Winter 2012, where enrolment was increased to 36).

Table 1: Number of applications received for admittance in to CMPUT 250.

| Term | Applications |
|--------------|--------------|
| Winter 2012: | 89 |
| Fall 2011: | 78 |
| Winter 2011: | 58 |
| Fall 2010: | 65 |
| Winter 2010: | 48 |
| Fall 2009: | 38 |

B. Student Surveys:

We surveyed two groups of students to understand the demand for the certificate (See Table 2). Students in these two classes indicated overwhelmingly that they would like to pursue the proposed certificate:

- STS 397 - almost 85% stated yes
- CMPUT 250 - almost 93% stated yes.

Clearly, this is a self-selected audience, but it is also the population of students we are targeting for this certificate. It stands as one piece of data amongst others speaking to the demand for the certificate. It should also be noted that these students enrolled in these two courses before they knew of any University plan for such a certificate.

Table 2: Responses to the question, "Would you like to pursue a certificate in Computer game development at UofA?" posed in two classes, February 2012

| Faculty | STS 397 | | CMPUT 250 | |
|---------------|-----------|----------|-----------|----------|
| | Yes | No | Yes | No |
| Arts | 18 | 2 | 12 | 2 |
| Comp Sci | 25 | 1 | 7 | 0 |
| Other Science | 3 | 5 | 4 | 0 |
| Business | 4 | 1 | 2 | 0 |
| Other | -- | -- | 3 | 0 |
| Total | 50 | 9 | 26 | 2 |

C. Industry Demand:

We have attached a number of letters from industry experts and independent game designers indicating their support for the type of graduate this certificate will produce.

In addition, SSHRC commissioned a knowledge synthesis grant for assessing the university's place in promoting innovation in the computer games industry. The report, led by Dr. Sean Gouglas at the UofA, interviewed 27 industry leaders and experts in order to better understand how university's could better prepare their students for the video game industry, either as employees

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| | <p>or as entrepreneurs.</p> <p><i>D. Pilot Courses:</i></p> <p>Our team piloted two of the new courses in the 2011-12 academic year.</p> <ol style="list-style-type: none"> 1. STS 397: The History of Video Games. We opened enrolment for the course during the final exam period for the winter term 2011. The course filled in six days (70 students), with an active waiting list of approximately 40 students. 2. WRITE 399: Creative Writing in Computer Games. The course was piloted as a KIAS interdisciplinary course, filling to capacity (15 students) in two weeks. |
| <p>Vision and Academic Plan How does the proposed program connect to the University’s vision <i>Dare to Discover</i>? How does the program further the University’s Academic Plan?</p> | <p>Computer games and interactive media are recognised areas of excellence in the University of Alberta’s Academic Plan and are specifically denoted as an important contributor to Canada’s digital economy. Computer game production has become an important global industry worth C\$50 billion annually, historically experiencing double-digit annual growth. Canada is an important global leader in this industry, with an estimated 20% of the top-selling games in North America being developed in Canada. In 2010, Canada replaced the U.K. as the third largest producer in the global interactive media industry, with projected annual revenues of more than \$2 billion. In fact, Canada is home to two of the largest game development studios in the world, Electronic Arts (Burnaby) and Ubisoft (Montreal). Edmonton-based BioWare (now a subsidiary of Electronic Arts) is the industry leader in story-based games, with nearly all of its releases having received critical acclaim.</p> <p>The development of interactive media in general, and computer games in particular, is a critical engine of our present - and future - digital economy. The impact of gaming technology extends beyond the entertainment industry and youth culture. Interactive gaming technologies are used for education, training, and social change, so-called “serious” games. For example, new serious games/simulations can be used to transform how doctors and nurses are trained in medical ethics, cultural competencies, conducting of patient interviews, and health-care assessments.</p> <p>The diversity of video games is remarkable, ranging from large studios that produce multi-million dollar titles to small companies that create distinct game assets to sole proprietorships that develop smaller scale casual games. The key to the video game component of Canada’s digital economy (given that the major game developers are foreign-owned) lies in supporting economic growth while encouraging innovation in the production of new Canadian intellectual property and cultural capital.</p> <p>The certificate, an important “cross-disciplinary initiative,” exemplifies the vision outlined in <i>Dare to Discover</i>. Each course creates a “dynamic, discovery-based learning environment” founded on a constructivist pedagogy that sees students working in interdisciplinary teams to explore this new medium.</p> |

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| | <p>Furthermore, local gaming companies, BioWare Inc. in particular, have been generous partners in the teaching and development of computer game studies at the university. This certificate will further the <i>Dare to Discover</i> goal of “fostering partnerships with business and industry to advance mutual goals for supporting talented people.” As such, students receiving this certificate will be well positioned to participate in this essential aspect of the digital economy.</p> |
| <p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p> | <p>To ensure that courses in the new certificate would be offered reliably and regularly, arrangements have been made between programs and departments:</p> <ol style="list-style-type: none"> 1. Humanities Computing has made an arrangement with English & Film Studies to teach an additional course in cyberculture and / or text analysis at the undergraduate level, which will help EFS fund WRITE 399: Creative Writing for Video Games. This arrangement will also help Humanities Computing as applications to the program increase when such courses are regularly taught at the undergraduate level. We have agreed to test this arrangement for three years. 2. Based on the remarkable success in terms of student demand, STS has committed to offering STS 350: A History of Video Games as one of its regular courses. 3. The Faculty of Arts will fund a Level Design in Computer Games as part of its commitment to the certificate. We have initiated discussions with BioWare over how this course will be taught. <p>There are no additional resources required for INTD 350 and CMPUT 450. The Dept. of Computing Science is continuously revising its curriculum and reallocating resources to reflect the rapidly changing nature of the field. This happened, for example, with CMPUT 250 and SCIENCE 100. Support for INTD 350 for the 2012-2013 academic year has already been allocated in anticipation of the certificate.</p> |
| <p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p> | <p>CMPUT 250 is a required course for the certificate. As enrolment for this course is limited to 24 per class per term, there are 48 potential students eligible to complete the certificate each year. Given student surveys, we anticipate that approximately 80-90% of students (approximately 40-44) who complete CMPUT 250 will follow through to obtain the certificate. Our surveys also indicate that the first few years of offering the certificate will see a bulge in this number as students who have completed the course before the certificate is in place will try to complete the requirements.</p> |
| <p>Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p> | <p>We do not believe this certificate will affect other programs at the university, as it is meant to be complementary to existing programs of study.</p> |
| <p>Consultation</p> | <p>Consultation has included the following:</p> |

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| <p>Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p> | <ol style="list-style-type: none"> 1. Faculty of Arts <ol style="list-style-type: none"> a. Dean's Office <ol style="list-style-type: none"> i. Undergraduate Student Services ii. Vice Dean iii. Associate Dean, Student Services iv. Assistant Dean, Technologies & Innovation b. Department of English & Film Studies c. Department of History & Classics d. Department of Music e. Department of Art & Design f. WRITE Program g. Office of Interdisciplinary Studies <ol style="list-style-type: none"> i. Science, Technology & Society ii. Humanities Computing 2. Faculty of Science <ol style="list-style-type: none"> a. Dean's Office b. Department of Computing Science 3. University Libraries 4. Central Administration <ol style="list-style-type: none"> a. Bill Connor (In process, meeting scheduled for 12 March). |
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| <p>Appendices</p> | |
| <p>Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p> | <p>18 course credits are required for the certificate:</p> <p><i>Introductory Course (3 credits):</i></p> <ol style="list-style-type: none"> 1. CMPUT 250: Computers and Games <p>An interdisciplinary course for students in Science, Arts, and other faculties. The focus is on games as interactive entertainment, their role in society, and how they are made. Teams composed of students with diverse backgrounds (e.g. English, Art and Design, and Computing Science) follow the entire creative process: from concept, through pitch, to delivery, of a short narrative-based game using a commercial game engine. To achieve the required mix of backgrounds and experience, students must apply for admission to this course.</p> <p>Potential Instructors: Bulitko (CS), Bowling (CS)</p> <p><i>Intermediate Courses (4 of the following 8 courses for 12 credits):</i></p> <p><i>Existing courses:</i></p> <ol style="list-style-type: none"> 1. MUSIC 245: Introduction to Music Technologies |

Computer technology with a focus on MIDI, synthesis, and software programs for sequencing, music notation, audio recording and transformation, and music on the Internet.

Notes: The Department of Music is adapting this course to suit a broader student body, which should readily meet the needs of the certificate program.

Potential Instructors: Smallwood (Arts), Hannesson (Arts)

2. CMPUT 350: Advanced Games Programming

This course focuses on state-of-the-art AI and graphics programming for video games. Part 1 introduces C++, the language of choice for video game engines, emphasizing efficiency, safety, the Standard Template Library, and OpenGL. Part 2 on real time strategy deals with efficient pathfinding algorithms, planning, and scripting AI systems. Student projects give hands-on experience directly applicable to the video games industry.

Potential Instructors: Buro (Science), Builtko (Science), Schaeffer (Science)

3. CMPUT 307: 3D Graphics and Animation with 3DS Max

Interdisciplinary introduction to graphics and animation through the use of the 3DS Max. Graphics and Animation have industrial applications in advertising, movies, games and TV. Interdisciplinary teams will work together on practical applications of graphics and animations. For example, students can work on a project to enhance sculpting skills using a database of 3D models.

Potential Instructors: Basu (Science), Chang (Science)

4. ED IT 486: Interactive Media: Teaching and Learning with Video Games

This course emphasizes students as builders of video games as opposed to players of video games and addresses the pedagogy of using this process to teach K-12 students. Lectures will focus on educational theory, specifically, social constructivist and constructionist frameworks and their relevance to current learners and their perspectives on technology use. The lab components will explore various game development environments which are designed for K-12 students. Through the construction of video games, students will learn how to promote problem-solving skills and critical thinking in their own students.

Potential Instructors: Carbonaro (Education), Boechler (Education)

Note: The agreement to include the course in the certificate is still tentative. A supporting letter from the chair of the department will be included in the next package.

New Courses:

1. STS 350: History of Video Games

This course will examine the history of video games, beginning with an exploration of games in general and leading to modern video games. The course will explore technological advances in computer games over the decades, and how these changes influenced and were influenced by cultural, social, and economic factors.

Notes: This course was piloted in Winter 2012. Full enrolment (70 with active waiting list).

Potential Instructors: Gouglas (Arts), Rockwell (Arts), Ede (Arts)

2. INTD 350: Game Design Principles and Practice

An interdisciplinary course for students in Science, Arts, and other faculties. The course explores the formal elements of games, broadly defined, including tabletop games, sports, live-action games, and computer games. The focus is on principles for how the formal elements of rules can be combined to create meaningful experiences. Students will apply these ideas in teams: playing, analyzing, and most importantly designing several non-digital games during the course.

Notes: This course will be piloted in Winter 2013.

Potential Instructors: Bowling (Science), Gouglas (Arts), Rockwell (Arts)

3. WRITE 399: Creative Writing for Video Games

Video and computer games enjoy widespread popularity currently, with millions of players participating in a variety of gaming formats. Games offer many connections to the study of narrative that complement other approaches to literature studies. These connections include discussions about the meanings of traditional features such as setting, character and plot, and also political elements relating avatar relationships with each other and their virtual environments. The emphasis of this course, however, will be on creating compelling narratives for the gaming context, with the goal of building a playable computer game by the end of the term.

Notes: This course was piloted in Winter 2012. Full enrolment (15 with active waiting list). EFS and OIS have arranged to provide a three-year contract for this course.

Potential Instructors: DeFehr (Arts)

4. CMPUT 351: Level Design in Computer Games

Level design is a unique skillset associated with computer games. This course will explore the history and fundamentals of level design, beginning with platformers and moving into three-dimensional technologies. Students will build a level using a recent gaming engine as part of their individual and group assignments.

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| | <p>Notes: This will be the most challenging (and innovative) course that we wish to offer as an option for the certificate. We have initiated talks with BioWare to hire an industry expert to teach the course, perhaps on location at BioWare using one of their game engines.</p> <p>Potential Instructors: BioWare</p> <p>Capstone Course (3 credits):</p> <p>1. INTD 450: Computers and Games (New)</p> <p>An advanced interdisciplinary course for students in Science, Arts, and other faculties who have completed CMPUT 250. The focus of the course is the development of a complete game to be released on any computing platform. Teams composed of students with diverse backgrounds follow the entire creative process: from concept to pitch, prototype, testing, and delivery. Game post-mortems and industry lectures provide context for the team projects.</p> <p>Potential Instructors: Bowling (Science), Bulitko (Science), Gouglas (Arts)</p> |
| <p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p> | <p>Please see the attached letters of support from the following individuals for the proposed certificate:</p> <p>University letters:</p> <ol style="list-style-type: none"> 1. Dr. Heather Zwicker, Vice Dean, Faculty of Arts 2. Dr. H. James Hoover, Associate Chair, Computing Science 3. Jason Della Rocca, Perimeter Partners, Montreal, QC 4. Malcom Stielow, VGAD President and Co-Founder 5. Teri Drummond, Undergraduate student 6. Angela Penner, BioWare employee and former undergraduate student 7. Christine Brown, Library impact statement 8. Dr. Ted Bishop, Director of WRITE 9. Dr. Susan Hamilton, Chair of English & Film Studies 10. Dr. Debra Cairns, Chair of Music 11. Mary-Jo Romaniuk and Christine Brown, UofA Libraries 12. Jeff Rawlings, Assistant Dean |

NEW CERTIFICATE
Effective 2013-2014
(Academic Affairs April 25, 2012)
(Faculty of Arts Executive Committee May 03, 2012)
(Faculty of Arts Council)

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| <p>44.16 Interdisciplinary Studies, OIS</p> <p><i>No Change Until</i></p> | <p>44.16 Interdisciplinary Studies, OIS</p> <p><i>No Change Until</i></p> <p><u>44.16.1 Certificate in Computer Game Development</u></p> <p><u>The Certificate in Computer Game Development is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta. The certificate complements discipline-specific studies with courses that provide opportunities to work in multidisciplinary teams, build complete small and medium-scale games, and interact with industry.</u></p> <p><u>Students wishing to pursue the Certificate in Computer Game Development must apply through Undergraduate Student Services in the Faculty of Arts, OR through Undergraduate Students Services in the Faculty of Science by the application deadline for convocation (see §11).</u></p> <p><u>Students may pursue the Certificate in Computer Game Development by fulfilling existing requirements for majors, minors or honors in their respective disciplines and by completing *18 as follows:</u></p> <ul style="list-style-type: none"> a) <u>CMPUT 250 (*3)</u> b) <u>*12 selected from CMPUT 307 (*3), CMPUT 350 (*3), CMPUT 351 (*3), EDIT 486 (*3), from INT D 350 (*3), MUSIC 245 (*3), STS 350 (*3), WRITE 399 (*3). WRITE 399 may only be applied when topic is appropriate and approved by the program.</u> c) <u>INTD 450 (*3)</u> <p>NOTE: These courses are in development with</p> |
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Faculty of Science Changes 2013-2014

Current

Proposed

| NEW | |
|-----|---|
| | <p><u>195 Certificates</u></p> <p><u>The Faculty of Science offers certificates to graduating students which formally acknowledge that students have studied particular themes. These themes can be concentrations within a discipline, or subjects that cross interdisciplinary boundaries.</u></p> <p><u>Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:</u></p> <p><u>Certificate in Computer Game Development:</u></p> <p><u>The Certificate in Computer Game Development is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta. The certificate complements discipline-specific studies with courses that provide opportunities to work in multidisciplinary teams, build complete small and medium-scale games, and interact with industry.</u></p> <p><u>Details of the courses and other requirements for the certificate can be found in Section 44.16.1 of the Calendar in the Faculty of Arts Programs.</u></p> |

Submitted on: _____ GFC Circulated on: _____ 1
 Department Contact: _____



UNIVERSITY OF
ALBERTA

Office of the Dean of Arts
Faculty of Arts

4-08 Humanities Centre
Edmonton, Alberta, Canada T6G 2G9

www.arts.ualberta.ca/artsof
artsdean@ualberta.ca

Tel: 780.492.4273
Fax: 780.492.7251

21 March 2012

To Whom It May Concern:

Letter in Support of Gaming certificate

I write to affirm Faculty of Arts support for the proposed certificate in Computer Game Development. The study, design, and creation of computer games is a multi-disciplinary effort that brings together students and faculty from across the university. As such, the Faculty of Arts is committed to this initiative and to the joint management of the certificate with the Faculty of Science.

As an expression of our commitment to this project, the Faculty of Arts will fund one CAST position each year for a course in level design, to be taught by an expert in the field of videogames. It is understood that this person might come from industry rather than from the university per se.

If I can augment these remarks in any way, please let me know.

Very truly yours,

Heather Zwicker, PhD
Professor (English) and Vice-Dean (Faculty of Arts)

Cc:

Margo Desmarais, Finance Officer
Sean Douglas, Senior Director, Office of Interdisciplinary Studies
Lois Harder, Associate Dean (Research)
Shelley Klatt, Executive Assistant to the Dean of Arts
Senior HR Officer, Faculty of Arts



UNIVERSITY OF
ALBERTA

H. James Hoover, Ph.D.
Professor and Assoc. Chair Undergrad
Department of Computing Science
Phone: 1-780-492-5290
jhoover@ualberta.ca

April 12, 2012

Dr. Lesley Cormack
Dean, Faculty of Arts
6-33 Humanities Centre
University of Alberta
Edmonton, Canada, T6G 2E5

Re: Certificate in Games Design

Dear Dean Cormack

The Department of Computing Science, Faculty of Science endorses the Certificate in Games Design jointly proposed by the Faculty of Arts and the Faculty of Science. As you are aware, Computing Science pioneered this style of interdisciplinary program with CMPUT 250 Computer Games, thus the Games Certificate is a natural next step for us.

We will be an active partner in the certificate, both in managing the certificate and in teaching a substantial portion of the associated courses.

We have already begun development of one new certificate course, INTD 351 Theory of Game Design, and have scheduled it for Winter 2012-2013 to be taught by Prof. Michael Bowling.

Development of CMPUT 351 Level Design (preliminary course number) will be somewhat slower. It requires close collaboration with our industry contacts as this is where the subject-matter experts in level design reside. We plan on offering it in 2013-2014, although we may explore some kind of small-class seminar-style pilot in 2012-2013. Because of the constraints under which the games industry operates, this course could be a test case for non-conventional delivery and participation.

If you have any further questions, please contact me.

Regards,

A handwritten signature in black ink, appearing to read 'H. James Hoover', with a stylized flourish at the end.

H. James Hoover



**18000 Pottiers
Montreal, QC, Canada, H3K 1S2
T: +1-(514)-428-1162 F: +1-(514)-428-1201**

April 9, 2012

**Dr. Lesley Cormack
Dean, Faculty of Arts, University of Alberta
6-33 Humanities Centre
Edmonton, Canada
T6G 2E5**

Dear Lesley,

I am writing in support of the Certificate in Game Development that is being proposed by Drs. Sean Gouglas and Michael Bowling at the University of Alberta.

As the former executive director of the International Game Developers Association for nearly nine years, much of my time was spent working with universities and setting curriculum standards for game development. Much of the effort was pushing academics in the direction that this certificate is taking.

The strength of this certificate rests in the balance of interdisciplinary collaboration and disciplinary depth. The interdisciplinary nature of CMPUT 250 and INTD 450 prompts students with different skill sets to work together to build games, which reflects the complex process of designing and building games. The middle range of courses, which mostly appear at the 300 level, delve deeper into the specific disciplinary challenges that shape and guide such area. I also like the fact that the certificate requires enough courses to introduce students to the collaborative nature of game design, but does not detract from the deep disciplinary expertise that game companies seek in its employees.



18000 Peltiers
Montreal, QC, Canada, H3K 1S2
T: +1-(514)-426-1162 F: +1-(514)-426-1201

Finally, I believe that the focus of the various courses to create complete games is a significant feature of the certificate. A strong portfolio of games and game assets is an important way for students to distinguish themselves from other job applicants.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Della Rocca".

Jason Della Rocca
Senior Consultant
Perimeter Partners
Jason@PerimeterPartners.com
514-426-1162

The Video Game Artwork & Design club (VGAD) is an on-campus student group whose primary function is to create a community for aspiring game designers to share their ideas with like minded individuals, form creative groups, openly discuss concepts and artwork, develop on a personal and professional level, and explore the extent of where video games can lead them. Apart from the physical programming of game software, the club promotes the creation and sharing of concept art, as well as soundscapes and level design. VGAD encourages the use of any existing game engine or programming language. It was started by myself and Derek Dowling in the winter semester of 2011. I decided to start VGAD shortly after taking the CMPUT 250 course, and finding nothing that continued on in the field of video games. I began to drum up interest, and after finding Derek to be the treasurer, we attained official club status. Now, more than a year later, VGAD has over 50 members on its mailing list, and continues to find more every day. With the video game industry becoming a larger and larger part of our culture, and with the arguments for video games as art and areas of academic study, more and more people come to me and ask how they can get a job in the industry, and what the university has to offer in regard to the industry. That's another reason that we started the club. With so many people interested in games, the club is not, and never was, designed to be an offshoot of CMPUT 250. I wanted to see a place where students from any background and of any talent could learn and have fun in a self directed group environment. We now have exactly that, and with the addition of the proposed gaming certificate, we will have that and more. Video games will be an integral part of the future, and I am excited to see what the U of A can contribute to that. I know many of the students in my club are very excited about the new courses being proposed, and are happier than ever to be at this university.



**Malcolm Stielow
VGAD President and Co-Founder**

Game design is a compelling field; it brings students from disparate disciplines together, challenging them to explore their own passions, develop skills in new fields, and express themselves creatively and cooperatively. As a Computing Science student who has participated in games-related courses at the University of Alberta, and as a soon-to-be intern at BioWare, I wholeheartedly support the initiative to introduce a new program for a Certificate in Computer Game Development.

I can recognize the value of a Game Development program from the perspectives of both my pre-University self, and as an advancing student about to begin an internship with a games company. Prior to entering university, I found myself naive to the layered process and variety of disciplines required during the creation of a video game. Nevertheless, I was intrigued by the idea of a career in game design, but limited by my high school's lack of direction or instruction on the topic. I satisfied my curiosity for game design by fiddling independently with some modeling and animation software, and of course, playing as many games as I could. Once I entered into University, I hoped to continue exploring computing science, programming, and art, and focused on finding courses related to game design and animation. Courses such as CMPUT 250 and 350, which delved into interdisciplinary group-oriented game design and the programming and algorithmic aspects of game design, respectively, cemented my interest.

During my University education, I have been driven to seek games-related courses by my own passion for the topic. If given the chance, however, I would have cherished the opportunity to explore game design through a structured series of courses. A Game Development program would lead students through courses most directly tied to their passions, while simultaneously encouraging them to explore a variety of interdisciplinary facets in the game development process. Most importantly, however, I believe that having a Certificate in Computer Game Development would signal to potential employers a student's passion and dedication to game design. Not only would the program give a student the skills in design, programming, and group work, but the commendation of a certificate would act as a springboard, helping to launch a student towards their lifelong career goals.

My promotion of a Game Development program is bittersweet. I regret that a program aligning so perfectly with my interests and career plan did not exist when I began my University education. Nevertheless, it is my hope that future students will have the opportunity to pursue their passions in game design through a structured, interdisciplinary, challenging, and entertaining program, ultimately earning a Certificate in Game Development as a trophy of their focused work and impassioned interest.

Sincerely,

A handwritten signature in black ink, appearing to read 'Teri Drummond', with a large, sweeping flourish at the end.

Teri Drummond

To whom it may concern:

I would like to express my support for the proposed Certificate in Computer Game Development. As a former student of CMPUT 250 and a current employee in the games industry, I firmly believe this certificate would fill a gap that needs filling in the University of Alberta's course offerings.

The strength of CMPUT 250 lies in its interdisciplinary approach to game development— the proposed class list indicates that this will be a strength of the certificate, as well. For me and many of my classmates, this class was the first time we had the opportunity to do extensive work with people outside our departments. My personal background is in visual arts, so working with people of different backgrounds than mine was an interesting and rewarding challenge. We were encouraged to divide up the work according to each team member's abilities, and finished the semester with an excellent product to show for it. After completing the class, I wished there had been somewhere else to go from there; I wasn't the only one of my classmates who was interested in taking the class a second time. This certificate would provide that logical next step for students who are passionate about game development.

As the games industry expands, more and more students are interested in video games not only as a hobby, but as a career choice. Taking CMPUT 250 was one of the best choices I made during my undergraduate degree— I described the class in my application to BioWare, and was hired only a few months after I graduated. Guest speakers from gaming companies gave me a realistic idea of what to expect from a job in the industry. Our term project also provided me with valuable tools that have helped me in the work I currently do—as a Quality Assurance tester, I work with multiple development teams on a daily basis. There are members of four different departments sitting in my office alone. Knowing how to connect these departments was definitely a skill I picked up in CMPUT 250, albeit on a smaller scale. Several of my teammates have also gone to work on independent games or for larger companies. The certificate will likely develop these useful job skills even further.

From the continuing popularity of CMPUT 250, and from my own positive experiences with the class, I have confidence that the Certificate in Computer Game Development would be a great success.

Sincerely,

Angela Penner

29 March 2012

Dear Sean Gouglas,

I've just been reading a gaming script in which you are a junior editor at a publishing house in a large city. You have are working with a difficult author on her third book and, along with trying to negotiate the inevitable office politics, you suddenly find that with each new chapter you are plunged into the world of the author's book.

It's an amazing narrative by one of our best creative writing students – one who has had no previous experience with games but who has become very enthusiastic about the work in WRITE 399: Games + Narratives, taught by Dr. Wayne DeFehr.

The course provides an opportunity for students to learn ScriptEase and to work in teams (in all WRITE courses the students work in groups but seldom produce collaborative projects), and it also dovetails well with work they would be doing in fiction and narrative nonfiction courses. The units on "Dramatic Beginnings," "Branching Narrative Patterns," "Metanarrative," and "Sequential Strategies" are all aspects of craft that will enhance their writing in any genre, and the discussions of "Gender, Sex, Violence, and Race" will raise important narrative and ethical issues that are also central to all their writing. (I really believe that Games today are what the Novel was in the early 1700s - a spurious form of entertainment, not regarded as art and certainly not practiced by real writers, but a genre that came to dominate the next century.)

One of the great strengths of the course, and of the Certificate in Game Development as a whole is that it brings together students from disparate disciplines. This is an exciting new venture, and while we would not want WRITE 399: Games + Narratives to replace any of our current offerings we would be most enthusiastic about adding it to our roster of WRITE courses for the next three years.

I look forward to a game in which I can manipulate my editor with a joystick.

all best,

**Ted Bishop
WRITE Program Director**

Susan Hamilton <shamill@ualberta.ca>
Games Studies
27 February, 2012 12:17 PM

Dear Sean:

I am writing with the very good news that EFS is happy to participate in the three year pilot for the proposed Games Studies certificate. We will undertake to offer 1 hce of WRITE 300 "Creative Writing for Computer Games" annually for a three year pilot period. In exchange for our commitment, OIS/HuCo will contribute one additional hce from Harvey Quamen (likely in the field of digital humanities; courses to be determined in consultation with Harvey) for each year of the three year pilot.

My questions: are you happy to have Wayne DeFehr teach this course? If so, in order to safeguard the pilot, EFS will offer Wayne a three-year rolling contract to ensure that he is available (and committed) to teach WRITE 300. If this is agreeable to you, I will next approach Wayne to gauge his interest and willingness to sign such a contract. What period does the pilot cover? Is this starting 2012/13?

We're excited to be joining the new venture!
all best
Sue

Susan Hamilton
Professor and Chair
Department of English and Film Studies
3-05 Humanities Centre
University of Alberta
Edmonton, Alberta
T5G 2E5
(780) 492-4642
Fax: (780) 492-8142

Date: February 14, 2012

Subject: Music 245 offering within proposed Gaming Certificate

To: Sean Gouglas
Director, Interdisciplinary Studies
Humanities Centre

From: Debra Cairns
Interim Chair, Department of Music
3-82 Fine Arts Building

I have recently met with the Department of Music's two electroacoustic professors, Scott Smallwood and Mark Hannesson, to discuss the inclusion of Music 245 in the proposed Gaming Certificate. Both professors have taught, and will continue to teach, this course and are in support of including it in the certificate program. There are some things that we will need to work out with this course at our end as times goes on, the first of which will be finding a room to teach it in that will allow us to take more students than the current 18, and finding available labs that have the necessary software for students to do their assignments. However, we are pleased to be able support the inclusion of Music 245 amongst the offerings for this Gaming Certificate.



UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the Certificate in Computer Game Development. We anticipate that the new program will incur some additional costs for Library acquisitions and professional services. These costs are for retrospective additions to the collection to enhance our print collection in the areas described in the proposal where new courses are being developed.

The attached memo outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program. It was written based on information provided in the proposal stating that increases in enrollment were not anticipated as students will be already enrolled in existing programs in the Faculty of Arts and Faculty of Science and be completing the courses described in the proposal to obtain this additional certificate.

We support the creation of the proposed Certificate in Computer Game Development and look forward to working with its instructors and students in the years to come.

Executive summary of costs

| Total Costs | Start Up | Ongoing (expected annual maintenance costs) |
|---|--------------|---|
| Collections Budget | 4,000 | 2,000 (+inflation at 10% est.) |
| Capital Budget | 0 | 0 |
| Operating/Staffing Budget | 1,240 | 1,240 (2% of \$62,008.94 (level 1 salary including 22% benefits)) |
| Incremental Cost for Licensed Resources | | |
| Total Costs: Summary | 5,240 | 3,240 |

Signed:

Mary Jo Romaniuk
Acting Chief Librarian

Christine Brown
Head, Humanities and Social Sciences
Library

Memo

From: Christine Brown (Liaison Librarian, Humanities Computing), Jerry Kowalyk (Liaison Librarian, Computer Science)

Date: March 9, 2012

Subject: Impact of Certificate in Computer Game Development

We have reviewed our current collections and selection profiles with respect to the subject areas to be covered by the new courses outlined in the proposal. We have identified gaps in our collection in these areas in the older material that was not collected in previous years because courses on the history and social effects of computer games were not taught. We also feel that we will need to enhance our print collection as it pertains to the computer gaming industry and instructional games. Some of these items may be out of print and thus harder to acquire. We recommend that a total of \$4,000 be allotted to enhancing the print collection in these areas.

The new courses proposed are all in the 300 and 400 level which tend to be courses where advanced consultations with librarians are required. We expect that there will be a small increase in consultations/instruction sessions as these new courses are implemented. The estimated librarian time for this would be about 2% annually.

We look forward to working with the faculty and students participating in this new certificate.

Christine Brown

Jerry Kowalyk



February 29, 2012

Dr. Sean Gouglas
Office of Interdisciplinary Studies
1-17 Humanities Centre

Dear Dr. Gouglas,

Pursuant to your email dated February 22, 2012 on the topic of a proposed Certificate in Game Development. It is my understanding and belief from this email and from the course outline and flowchart that you provided, that the introduction of this certificate will not require any current or future Information Technology resources from the Faculty of Arts. Information Technology resources for the development of the programming, graphics and animation development will use existing resources in the Faculty of Science and specifically the Department of Computer Science.

Thank you for consulting me on this proposed certificated and I wish you the best of luck on this exciting new programme.

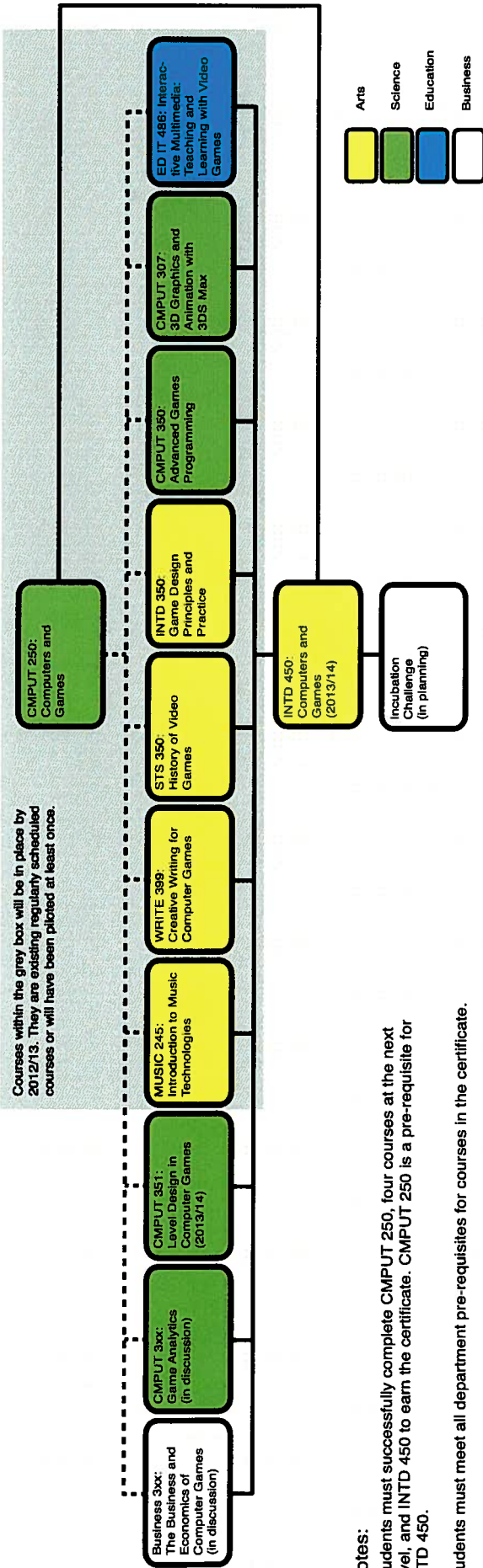
Sincerely,

A handwritten signature in blue ink, appearing to read 'Jeff Rawlings', written over a horizontal line.

Jeff Rawlings
Assistant Dean
Technologies & Innovation
Arts Resource Centre

Certificate in Computer Game Development

Courses within the grey box will be in place by 2012/13. They are existing regularly scheduled courses or will have been piloted at least once.



Notes:

Students must successfully complete CMPUT 250, four courses at the next level, and INTD 450 to earn the certificate. CMPUT 250 is a pre-requisite for INTD 450.

Students must meet all department pre-requisites for courses in the certificate.

OUTLINE OF ISSUE

Agenda Title: **Faculty of Education Proposed Embedded Credit Certificate in Global Citizenship**

Motion: That the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Global Citizenship, as submitted by the Faculty of Education and as set forth in Attachment 1 (as amended), for implementation in 2012-2013.

Item

| | |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Faculty of Education |
| Presenter | Clive Hickson, Associate Dean (Undergraduate Student Services), Faculty of Education; Lynette Shultz, Associate Professor, Department of Educational Policy Studies, Faculty of Education |
| Subject | New (proposed) embedded Credit Certificate in Global Citizenship to be offered by the Faculty of Education |

Details

| | |
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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To establish an embedded credit certificate entitled <i>Global Citizenship</i> open to students across Faculties at the University of Alberta. |
| The Impact of the Proposal is | See 'Purpose'. |
| Replaces/Revises (e.g., policies, resolutions) | N/A |
| Timeline/Implementation Date | 2012-2013. |
| Estimated Cost | Costs will be minimal as all of the courses for this certificate program are existing. |
| Sources of Funding | Note that the 'Global Citizenship Curriculum Development Project' will provide the resources for INT D 404. |
| Notes | N/A |

Alignment/Compliance

| | |
|---|--|
| Alignment with Guiding Documents | <i>Dare to Discover</i> and <i>Dare to Deliver</i> |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): GFC delegated authority to ASC to approve "proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC)." (3.G.).</p> |

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

4. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

6. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

7. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University

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| | <p>graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p>8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> <p>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. ASC’s terms of reference provide that “the term ‘routine and/or editorial’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).</p> |
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Routing (Include meeting dates)

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| Consultative Route (parties who have seen the proposal and in what capacity) | Office of the Provost and Vice-President (Academic); Office of the Registrar; GFC ASC Subcommittee on Standards (January 10, 2012; March 6, 2012; and June 5, 2012) |
| Approval Route (Governance) (including meeting dates) | Faculty of Education Council (December 6, 2011) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for final approval |
| Final Approver | GFC Academic Standards Committee |

Attachments (each to be numbered 1 - <>):

- Attachment 1 (pages 1 – 51): Proposal for a New Embedded Credit Certificate in Global Citizenship in the Faculty of Education

Prepared by: Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), kathleen.brough@ualberta.ca



Faculty of Education's Proposed Embedded Certificate in Global Citizenship

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| Section A: Basics | | |
| Program Name | Certificate in Global Citizenship | |
| Sponsoring Faculty/ Academic Unit | Faculty of Education Global Citizenship Curriculum Development Project | |
| Contact information | Name and Title | Dr. George Richardson, Associate Dean, International, Education |
| | Phone | 780.492.2818 |
| | Email | george.richardson@ualberta.ca |
| Institution(s) | University of Alberta | |
| If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential. | | |
| Units of Course Weight | 12 | |
| Program Synopsis | The Certificate in Global Citizenship is an interdisciplinary certificate that will recognize undergraduate students at the University of Alberta who have an interest, understanding and ethic of global citizenship. The Certificate will be open to undergraduate students across the university and can be earned in conjunction with multiple undergraduate degrees. While fulfilling the requirements for a major, minor, or Honours undergraduate program, students must complete a minimum 12 course weights from a list of designated courses that focus on or are applicable to the study of global citizenship (see Appendix A). | |
| Describe the program. Include curriculum content, target student group, target employment, further education options, etc. | | |

One of these courses is a mandatory INT D 404 course entitled *Global Citizenship: Contemporary Issues and Perspectives* (3 credits), which is being piloted Winter, 2012 (see Appendix B4). The remaining 9 credits can be selected from a list of designated courses from various Faculties. These are not additional courses; they are courses taken in the process of meeting degree requirements, and count toward *both* students' degree and the Certificate. As such, the Certificate in Global Citizenship is embedded within the students' undergraduate degree.

In its *Dare to Discover* vision, the University of Alberta emphasizes its commitment to create unique learning experiences for its students through "curricular and extra-curricular offerings that integrate learning, discovery, and citizenship to develop the intellect and the imagination, educate leaders, and enhance a global perspective."

Global citizenship frames the idea that beyond the nation-state, people belong to a wider community of all humanity and a shared planet. Such membership entails global responsibility, thus an understanding and enactment of the rights and responsibilities each person has to contribute to an equitable, sustainable, and just world. Such responsibility is exercised, for example, through acting on global concerns such as environmental issues, human rights, and world peace. Further, it involves processes of negotiating identities and effecting agency towards the realization of global interdependence that has emerged through globalization. These relationships and processes serve to both reflect and challenge existing social contracts, connecting citizens to one another.

Global citizenship education is a response to the need to rethink the role of individuals and communities within the context of global social, economic and political relations. Global citizenship education goes beyond a knowledge base of global issues, and includes knowledge of how to reflexively understand and interact with those issues. It is a broad based systemic approach to learning, which extends disciplines,

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| | <p>demands critical thinking, deep engagement, and the generation of creative and socially just approaches to understanding and addressing the complex questions of the contemporary global context.</p> <p>The required course for the Certificate, INT D 404, Global Citizenship: Contemporary Issues and Perspectives, is an introductory course that aims to provide students the opportunity to engage with current literature and experts and to extend their own research skills as they strive to understand how global citizenship might frame the roles of individuals and communities in increasingly diverse contexts. The course will introduce students to select theories and case studies that define situations where citizenship has been lived, denied, and/or re-imagined. The course will link local and global issues and perspectives and includes such topics as fundamental human rights, citizenship, social justice, the location of migrants and refugees in global contexts, and the possibilities of developing a global ethic of care.</p> <p>The certificate will benefit students who are interested in the ethicality and local-global interconnections of their work, regardless of the discipline they study.</p> | |
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| <p>Section B: Rationale, Implications and Impact</p> | |
| <p>Rationale for Introduction of Certificate</p> <p>Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – e.g. Results of student or economic demand analyses; consultation with wider community, etc.</p> | <p>The Global Citizenship Curriculum Development Project (GCCD) exists to support excellence in global citizenship education across all faculties and schools at the University of Alberta. Furthermore the project works to ensure that the U of A is recognized internationally as a leader in the field of global citizenship education. Through the implementation of the Certificate in Global Citizenship, all undergraduate students at the University of Alberta will have access to global citizenship education that reflects excellence in research and teaching. These educational opportunities will result in the development of students who will contribute to building a more democratic, peaceful, environmentally secure, and just world.</p> |

Throughout 2008-2009, the GCCD research team conducted 15 deliberative dialogues with various Faculties at the University of Alberta. Using three possible understandings of global citizenship education as a starting point for dialogue, we engaged over 150 participants including students, professors and administrators in a series of deliberations about the nature of global citizenship and what global citizenship education would look like in their respective disciplines. The data collected from this research suggested that global citizenship education is understood as a transdisciplinary concept and would be best integrated into existing curricula. Over the past two years, the project has been working with Faculty members across campus to integrate principles of global citizenship into their curricula and syllabi. In addition to the courses that take up issues, conceptualizations and practices of global citizenship, we have collected a comprehensive list of courses that students from various faculties can choose to take which recognize their commitment to global citizenship education.

Vision and Academic Plan

How does the proposed program connect to the University's vision *Dare to Discover*?
How does the program further the University's Academic Plan?

GCCD is guided by a Working Group from different Faculties (See Appendix B3). This group meets regularly to discuss curriculum, professional development, and other pertinent issues relating to the Certificate in Global Citizenship. In addition, the project has since inception been guided by an Advisory Group with members from government, business, and community (See Appendix B2).

GCCD is a cooperative venture of the Faculty of Education (International Education and Center for Global Citizenship Education and Research) and University of Alberta International. Our focus is on educating University of Alberta students to become responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world. The certificate program is an important element in supporting the development of global citizens. The interdisciplinary nature of the certificate addresses the need, as cited in the *Dare to Deliver* academic plan for 2011-2015, for students from within and across all disciplines to understand and be able to engage as global citizens both within the university community and as they assume their professional roles in the broader society. Today's globalized environment is a complex one that demands students to understand what it means to be engaged scholars "striving for the broader

benefit of society” (Dare to Deliver, p. 6).

The interdisciplinary course (INT D 404) that is the required element of this certificate program will enable students from across the University to engage collaboratively with what it means to be a global citizen both within the university community and outside of it.

In order that the University of Alberta “continue to solidify its place as a worldwide hub for scholarship in a dynamic, global learning community” (p. 14) it will require concerted and focused scholarship, curriculum development and teaching that deals very specifically with issues of global citizenship. This certificate is designed to bring the broader issues of citizenship to bear on students’ research, studies and eventual professional practices.

Furthermore, it is anticipated that the certificate will address the Dare to Deliver and Connecting with the World documents, which indicate the need for:

- "linking the local and global, the near and the far"
- connecting "education to active socially responsible citizenship"
- the need to develop and "support new academic programs with a global perspective"

Resource Implications

Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.

As nine credits of the Certificate are constituted by a number of already existing courses in the Faculty, there are no significant resource implications related to these. INT D 404 is a newly developed course designed by members of the GCCD for the purposes of the certificate. GCCD will provide the required resources for the academic year 2012-2013.

GCCD will also provide the resources for administering the enrolment of students into this certificate program and for ensuring they meet the requirements to attain the certificate.

Implications related to certificate administration

Discussions regarding certificate administration are outlined in the consultation section below. Feedback from the consultations supports drawing on existing models, in which the application process coincides with the application for graduation. The list of courses will be updated and distributed annually to each Faculty’s Undergraduate Services. When students apply for graduation, they request for certification for the Certificate in Global Citizenship. If there are any questions or concerns from various Faculties, the staff from the GCCD, in consultation with Undergraduate Services can facilitate the review of Certificate applications and the forwarding of certificate recipient names to the

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| | <p>Registrar's Office.</p> <p>Staff from GCCD will also counsel students who have any questions or concerns regarding the Certificate. Our website (www.gccd.ualberta.ca) will have an up-to-date information and Frequently Asked Questions section that will help students with their inquiries.</p> |
| <p>Enrolment</p> <p>Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p> | <p>Enrolment is anticipated to be approximately 30 to 50 students per year.</p> <p>This figure may increase with the increase of promotion and visibility of the certificate.</p> |
| <p>Implications of Introduction of the Credit Certificate</p> <p>Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p> | <p>Being the first of its kind, the Certificate in Global Citizenship aims to complement other programs with minimal impact on Faculties and other certificates. A requirement of only 12 credits allows for students to take one required course (INT D 404) and three other courses of the students' choice from a list of complementary global citizenship education courses. Careful attention was made in making this list to include at least two courses from each Faculty, making it easier for students with strict course loads and limited options to take courses from within their Faculty and earn credit towards the certificate.</p> <p>While there are two other emerging interdisciplinary certificate proposals for Sustainability and International Student Learning that may potentially have some courses in common, we have been in close communication and consultation with the leaders of these certificates to minimize overlap and maximize collaboration. In our meetings and consultations, we have determined some considerations that distinguish the Certificate in Global Citizenship:</p> <ul style="list-style-type: none"> • Unlike other certificates, we offer a core introductory course (INT D 404) which was designed specifically for this certificate to provide students from various disciplines the opportunity to engage with relevant global citizenship literature, research and practice. • While there may be a few courses of common interest to all certificates in areas of international learning and sustainability, for example, it is anticipated that program possibilities would be varied and lead to minimal overlap. |

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| | <ul style="list-style-type: none"> • The Certificate in Global Citizenship could provide a good foundation for students who want to take other certificates, if possible. • Certificates in Global Citizenship Education are gaining popularity in American post-secondary institutions (for example, Lehigh University, Franklin Pierce University, University of Charleston). Having had numerous inquiries about the Certificate in Global Citizenship from current and prospective students at the University of Alberta since we began to discuss the possibilities in 2009, it holds possibility in recruiting students and providing them with a much desired educational opportunity. |
| <p>Consultation</p> <p>Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p> | <p>For the past year (2010-2011), staff and Faculty members of GCCD have been engaged in discussions and consultations with a number of people to discuss the administration and logistics of an interdisciplinary embedded certificate, which the University of Alberta currently has no policy and practice of to date.</p> <p>Consultations:</p> <ul style="list-style-type: none"> • Meetings (six times a year) with the GCCD Working Group (Appendix B) which collectively endorsed the idea of creating and implementing an interdisciplinary embedded certificate (January, 2010 until present). The Working Group has given input into the Proposal Draft, new interdisciplinary course, as well as the list of optional courses. • Ongoing meetings with Dr. Susan Barker, Professor & Chair (Secondary Education) who is in charge of a similar interdisciplinary Certificate in Sustainability. GCCD has been working with Dr. Barker and the Office of Sustainability in moving our certificates forward. Dr. Barker has met with the Certificate Oversight Committee (members of the Registrar and Central Administration) on our behalf and we have had regular consultations with her about the process and impacts of the interdisciplinary certificates. • Meetings with Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), February 1st and April 6th, 2011 to discuss the policy and logistics of the Certificate. • Meeting with Dr. Clive Hickson, Associate Dean, Education (Undergraduate Student Services), Education representative for ASC, March 2nd, 2011 |

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| | <p>to discuss the policy and logistics of the Certificate.</p> <ul style="list-style-type: none"> • Meeting with Dr. Randy Wimmer, Associate Dean/Teacher Education (Undergraduate Student Services), March 9th, 2011 to discuss the policy and logistics of interdisciplinary work in higher education. • Meeting with Earl Choldin, Global Education Team Leader, University of Alberta International (UAI), October 31, 2011. UAI is also developing a Certificate in International Education under the leadership of Mr. Choldin, who is also a member of GCCD's project management team. We have discussed possible overlap, but have decided to proceed with two separate certificates as they have very different foci. • Meeting with Dr. Connor, April 19 to update him on progress on the Certificate proposal • Letter to Deans of Faculty seeking their input and support for the Certificate (Appendix B5) • Letter to various department chairpersons across campus seeking their opinion and input on the inclusion of their courses in the options menu for the Certificate, January 23 2012 and May 8th and 9th. Responses in support are attached (see Appendix B6). |
| <p>Appendices</p> | |
| <p>Appendix A – curriculum and program structure</p> <p>List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p> | <p>Please see attached</p> |
| <p>Appendix B – other</p> <p>Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p> | <p>Please see attached</p> <p>B1 – Library Impact Statement B2 – Global Citizenship Advisory Board B3 – Working Group B4 – Inter D 404 (<i>Global Citizenship: Contemporary Issues and Perspectives</i>) Course Outline B5 – Letters of support B6 – Responses from department chairs/Associate Chairs (Undergraduate) in support</p> |

FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2013-2014)

For early implementation in 2012-2013

(Underlined text indicates information added or changed. ~~Strikethrough~~ text indicates information is either being deleted or changed.)

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| NEW INFORMATION | <p>75.18 Certificates</p> <p>The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available:</p> <p>Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>Deadline for Application: Application for all certificates is made to the student's home faculty student services office by February 1 for Spring Convocation and September 1 for Fall Convocation. At present, this certificate is not available to students who have already completed their degrees, or who are not receiving a degree at the appropriate convocation.</p> <p>75.18.1 Certificate in Global Citizenship</p> <p>For information, contact: The Global Citizenship Curriculum Development Office 5-102 Education Centre North gccd@ualberta.ca www.gccd.ualberta.ca</p> <p>(1) ★3 INT D 404- Global Citizenship: Contemporary Issues and Perspectives (2) ★9 selected from: ECON 467; LING 324; PHIL 301; 339; 355; POL 260; 266; 396; 443; SOC 269; 369; 370; 477; INT D 393; WST 310; CSL 100; 300; 360; EAS 493; AREC 375; 485; RSoc 355; 365; HECOL</p> |
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441; 462; INT D 303; BUEC 463; BUS 435; 466; MARK 455; INT D 361; EDPS 422; 425; EDFX 490; ANTHR 230; 417; 460; EDU 350 S; EDU M 498; DHYG 440; INT D 370; NS 111; 300; 355; 361; 405; NURS 409; 494/495; 498; RLS 123; 230; 263; 452; 463; PERLS 440/441; CHRTC 349; EAS 208; 457; BIOL 332; 367; 381; BOT 384; LIS 210, SCI 299

Notes:

1. Maximum of ★3 from any given course can be used for the certificate.
2. No more than ★3 of the ★12 credits may be transfer credits from other postsecondary institutions.
3. Students must meet the necessary pre-requisites, co-requisites, and/or restrictions for courses used to satisfy the ★9 set out in §75.18.1(2).

Appendix A

Certificate in Global Citizenship

While fulfilling the requirements for a major, minor, or Honours undergraduate program, students must complete a minimum of 12 course weights from the list of designated Global Citizenship courses. These are not additional courses; they are courses taken in the process of meeting degree requirements, and count toward both students' degree and the Certificate. The 12 course weights must include the following:

1. INT D 404: Global Citizenship: Contemporary Issues and Perspectives (NEW course) 3 course credits
2. The remaining course credits (9) for the Certificate may be selected from the following complementary courses, each of which is 3 course credits:

Currently, we have included 62 Complementary courses. The list of courses will be reviewed each calendar year to ensure availability of these courses as well as adding other relevant courses.

ARTS

ECON 467 Environmental and Natural Resource Policy

Environmental and natural resource law; domestic and global policy issues related to renewable and non-renewable resources. Prerequisites: MATH 113 or SCI 100, ECON 281, and one of ECON 365, ECON366, ECON 369 or AREC 365. Not open to students with credit in ECON 466or ENCS 473.

LING 324 Endangered Languages

An examination of languages facing extinction: how language endangerment arises, local and global factors affecting loss, how linguistic and cultural diversity suffers, and how linguists can respond. Prerequisite: LING 101.

PHIL 301 World Philosophies

An introduction to one or more non-Western approaches to philosophy, such as Africana, Asian, or aboriginal traditions of thought. Attention will be given to the internal structure of particular philosophical theories, as well as to connections with and interactions among broader cultural traditions, values, and practices.

PHIL 339 Contemporary World Views and Christianity

Critical study of Christianity in dialogue with such worldviews as atheism, agnosticism, naturalism, materialism, existentialism, feminism, liberalism, postmodernism.

PHIL 355 Philosophy of the Environment

Philosophical dimensions of issues raised by our relationship to the environment. Topics may include anthropocentrism versus biocentrism, the value of biodiversity, the aesthetic appreciation of nature, the relationship between environmental and economic values

POL S 260 International Relations

An introduction to contemporary international relations that attempts to develop an understanding of political events at the international level. The course covers the nature of foreign policy, the dynamics of interactions between states, the causes of war, imperialism and the role of non-state actors. Note: This is the core course in the field of international relations and a prerequisite for most 400-level courses in the field. Prerequisite: POL S101 or consent of Department.

POL S 266: Politics of globalization

Myths and realities of political, economic, and cultural globalization. Implications for nation-states, communities, citizens, and markets. Not open to students with credit in POL S 110. Prerequisite: POL S 101 or consent of Department.

POL S 396: Human Rights and World Politics

This course examines the evolution of the concept of human rights and the current debates on related issues in world politics. Prerequisite: POL S 230 or 240 or 260 or consent of Department

POL S 443 Globalization, Ethnic Politics and the Nation-State

Theories of nationalism and the nation-state in an era of globalization. Prerequisite: POL S 230 or 240 or consent of Department

SOC 269: Introductory Sociology of Globalization

Introduces various aspects of globalization and its impact on our lives at local, national, and international levels. Prerequisite: One of SOC 100 or 300

SOC 369 Sociology of Globalization

Critically examines various aspects of globalization from the perspective of world-system studies. Prerequisite: SOC 269 or consent of instructor.

SOC 370 Racism and Decolonization

Examines decolonizing cultures with an emphasis on racism and its connection to other forms of social inequality, capitalism, multiculturalism and globalization. Prerequisite: SOC 100 or consent of instructor.

SOC 477 Media and Cultural Globalization: Theory and Practice

How global flows of people, information, popular entertainment and consumer culture contribute to collective social identities at the local level. Prerequisites: SOC 212 or 269 or 346 or consent of the instructor.

INT D 393: Political Sociology

A study of how society affects politics and politics affects society. Discussion of the political consequences of economic developments, ideological debates, class conflicts, social movements, elites, gender, nationalisms and state structures. Focus on Canada from a comparative perspective. Prerequisite: POL S 101 or one of SOC 100, 202 or 300. (Offered jointly by the Departments of Political Science and Sociology).

WST 310: Gender, Development, and Beyond

Study of the lives of men and women in the developing world, focusing on their experiences in the family, school, paid work, and the market; and on such development issues as health, environment, and human rights. Prerequisite: WST 201 or consent of the Program

CSL 100: An Introduction to Community Engagement

An interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking further experiential educational opportunities (e.g. Internships, Study Abroad, CSL).

CSL 300: Theory and Practice in Community Service-Learning

An in-depth exploration of theories and practices of civic engagement and community change for students who have already completed a course with a CSL component and who wish to extend their volunteer experience. Prerequisite: Completion of a course with a CSL component or consent of instructor. Note: For information about courses in programs and departments across the Faculty of Arts that offer a CSL component, see the link on the CSL website, www.csl.ualberta.ca

CSL 360: Community Service-Learning Practicum

Course content varies from year to year but will include a significant service component. Topics and credit value announced prior to registration period. Prerequisite: consent of instructor. Corequisite: CSL 350. This course may require payment of an additional miscellaneous fee. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar

EAS 493: Human Dimensions of Environmental Change

Investigation of issues related to the human use of resources and impact on the regional and global environment. Critical review of current frameworks for assessing, mitigating and adapting to global environmental change. Prerequisite: Any EAS 3XX course or consent of Instructor. [Faculty of Arts]

ALES

AREC 485 Trade and Globalization in Food and Resources

Principles and policies affecting international trade-in food, forestry and natural resources. Current issues in trade, including fair trade concerns, trade in capital and services, effects of food safety and quality

standards, and environmental issues surrounding trade agreements and institutions. Prerequisite: One of the following: AREC 200, AG EC 200, INT D 365, AREC 365,

R SOC 355 or equivalent. Credit will only be given for one of AREC 485 and AG EC 485.

AREC 375 - World Food and Agriculture (Formerly AREC 475)

Economic issues in international agriculture including the world food problem, agricultural development; agricultural and food trade and policy and selected agricultural biotechnology issues. Both Canadian and international applications and issues are stressed. Prerequisite: One of the following: AREC 200, AG EC 200, ECON 281 or consent of Department. Credit will only be given for one of INT D 303, AREC 375 and AG EC 375.

RSoc 365: Sociology of Environment and Development

Examines the relationship between development and environment at the local, regional, national and international levels. Critically discusses development strategies, the environmental and social forces promoting them, and the distribution of environmental and social impacts. Also examines alternative development strategies, sustainable development experiences and relevant international policy

HECOL 441 Textiles and Apparel in the Global Economy

Production and distribution of textiles and apparel in a global context; issues and policy related to international trade agreements; impact of national and international consumer, labour and environmental standards. Prerequisite: HECOL 300.

HECOL 462: Material Culture in Home and Community

Framed within the context of theories in human ecology, this course investigates material culture ranging from individual artifacts to community, including local and global environments. The roles and effects of material culture on individual, familial and community living are explored through literature, artifacts and life-stories. These issues are examined through a combination of seminars and group work culminating in an exhibit. Prerequisite: HECOL 201

INT D 303: Economics of World Food and Agriculture

Economic issues in international agriculture including the world food problem; the role of agriculture in development; agricultural and food trade; biotechnology and associated environmental and globalization issues. Prerequisite: ECON 101 or 102 or consent of Department. Credit will only be given for one of INT D 303, AREC 475 and AG EC 475. (Offered jointly by the Departments of Economics and Resource Economics and Environmental Sociology). [Rural Economy]

ALBERTA SCHOOL OF BUSINESS

BUEC 463 Energy and the Environment: Industry Structure, Performance and Challenges

Uses the basic tools of business economics in order to gain a better understanding of energy markets and industries. Differences and similarities between specific industries (oil, gas, electricity, etc.) and between

different industry segments (exploration, production, retail, etc.) are highlighted. New challenges faced by the industry, most notably environmental concerns, but also globalization and new forms of competition, are analysed with respect to the impacts that they have had and might have in the future on firms' strategies and market performance. Prerequisite: BUEC 311.

BUS 466: International Internship

Practical application of business skills and theory to a problem or issues addressed during a period of 13 - 16 weeks of placement in a work environment outside of Canada. The internship includes preliminary instruction and requires, under the supervision of the Faculty, an approved preliminary proposal and the presentation of a project report to the sponsoring organization. Prerequisites: Consent of the Business Undergraduate Office

BUS 435: Information, Ethics and Society

For students in all majors who are interested in information and the roles it plays in business and society. Focus is on the nature and basic characteristics of information, and its importance in contemporary society, viewing information as a commodity that is produced, used, bought and sold. Two aspects of the ways in which information affects people are emphasized: (1) ethical issues relating to professions, businesses, government, and individuals; (2) the impact of information technology and technological change on society. Prerequisites: Open only to third or fourth year Business students, or by consent of the Department Chair. Credit may be granted for only one of ACCTG 435, BUS 435 or MIS 435

MARK 455 Sustainability and Responsible Marketing

Marketing plays a large role in and is affected by corporate social responsibility (CSR) and sustainability issues. This course will explore, examine and inform how the marketing function of business activity engages in CSR and sustainability issues. Specific topics will cover how these issues are influenced by consumer trends and how they are communicated to consumers. Marketing problems found in the non-profit, for-profit and public sectors will be examined, and responsible (and irresponsible) marketing practices will be explored. Prerequisite: MARK 301.

INT D 361: Fundamentals of Energy, Environment and Sustainability

Provides an overview of the following topics: fundamentals of conventional (e.g. coal/oil), nonconventional (e.g. oil sands/shale gas), and renewable energy (e.g. wind, solar, hydro, nuclear) sources; definitions, occurrences, amounts exploited and exploitable, as well as environmental impacts on a basic level; regulatory responses and responsibilities, ownership of resources, role of different levels of governments, as well as international obligations, environmental regulations and treaties; elementary economics related to the consumption patterns, prices, production costs, externalities, and relationship to carbon costs and intensities; special attention is paid to technologies involved in a broad sense; cultural and social drivers in each case when appropriate are discussed; concepts of sustainability for energy systems. (Offered by the School of Energy and the Environment) Prerequisite: Completion of *45 of university-level coursework. [Marketing, Business Economics and Law]

EDUCATION

EDPS 422: Education in Developing Countries

This course has a hemispheric focus (developing areas in the South), and aims to help students critically understand and examine the role formal systems of education can play in stimulating inclusive and sustainable social development possibilities in the countries of Africa, Asia, Latin America, the Caribbean region, and, selectively, in the specific cases of indigenous populations who may be underdeveloped in the context of otherwise advanced economic and political systems. Students may not receive credit for both EDPS 422 and EDFDN 422

EDPS 425: Global Education: Issues and Strategies for Teachers

This course explores, in theory and practice, how global education in schools can facilitate critical understanding and develop skills and values for building more peaceful futures in local, national, and global contexts. It draws on North and South scholars and educators to clarify underlying conceptual and pedagogical principles of global education and related fields (education for peace, justice, development, human rights, cultural solidarity, environmental care). Exemplars of creative curriculum content and teaching-learning strategies for global literacy will be included. Students may not receive credit for both EDPS 425 and EDFDN 425.

EDFX 490: Global Citizenship Field Experience in Ghana

Prerequisites: Introductory Professional Term and permission of the Assistant Dean, Field Experiences. Requires payment of additional student instructional support fees.

*A six credit course, of which three credits can be used towards the certificate

FACULTÉ SAINT-JEAN

ANTHR 230 Anthropology of Science, Technology, and Environment

Science as a cultural practice, cultural effects and globalization of technology, changing views of nature, gender and science, traditional ecological knowledge, and the evolution of technology.

ANTHR 417 Anthropology of Modernity

The course investigates recent works that theorize modernity (globalization, transnationalism, the impact of new technologies) from an ethnographic perspective. Prerequisite: ANTHR 207 or 208 and a 300- or 400-level ANTHR course, or consent of Department. Offered in alternate years.

ANTHR 460 Nutritional Anthropology

Interrelationship between food, culture and biology from local and global perspectives. Prerequisite: ANTHR 372 or consent of Department. Offered in alternate years.

EDU 350 S: Stage Collaboratif International au Kenya

Apprendre à enseigner: enseigner pour apprendre. Le projet d'enseignement au Kenya permettra au stagiaire de démontrer un réel engagement social envers sa propre communauté ainsi que la communauté mondiale, dans le but d'améliorer les conditions de vie de jeunes élèves dans les écoles et les collectivités du Kenya. En effet, à travers ce projet, les stagiaires remettront en question leurs propres valeurs, découvriront les similarités et les différences entre leur propre réalité et celle du Kenya, participeront à un dialogue ayant pour but de créer des occasions de partage et de changements réels, tant au niveau local qu'international. Au retour au Kenya, les stagiaires qui auront participé au cours préparatoire ainsi qu'au stage international s'engageront à démarrer des projets locaux ou internationaux de service à la communauté.

EDU M 498: Education de la paix/citoyenneté globale

Pour reprendre les mots de Marshall McLuhan, «Nous vivons maintenant dans un village global». Les conséquences de nos actions au Canada ont des répercussions, positives comme négatives, sur toute la planète. Le Campus Saint-Jean offre l'occasion aux étudiant(e)s intéressé(e)s à une conception éducative plus globale de suivre un séminaire préparatoire et un stage d'enseignement au Kenya. L'intention d'offrir ces deux cours est de faire prendre conscience aux étudiant(e)s en éducation des problèmes auxquels certaines communautés font face, ici comme ailleurs, des actions positives que l'enseignant(e) peut poser pour aider la communauté à se prendre en main pour améliorer sa condition et d'avoir un échange significatif avec les nombreux partenaires sur place au sujet des défis et les solutions «locales». L'étudiant(e) inscrit aux deux cours aura donc l'esprit ouvert aux façons de faire différentes des siennes. Les deux cours EDU M 498 et EDU S 350 sont d'une part inter-reliés et d'autre part indépendants : pour pouvoir faire le stage au Kenya (EDU S 350), l'étudiant(e) devra avoir complété avec succès le cours EDU M 498 ; par contre, l'étudiant(e) n'est pas obligé de faire le stage international et peut suivre le cours EDU M 498 seulement.

* 6 credits. Only 3 eligible towards certificate

MEDICINE AND DENTISTRY

D HYG 440 Advocacy for Change in Healthcare

Provides an overview of the professional, social, political and global trends and issues affecting health and health care delivery. Through the application of a framework for planned change, this course will demonstrate how health care professionals can act as change agents in society. Also offered as a distance course pursuant to enrolment quota.

INT D 370: Survey on International Health

Overview of health issues and organization in a cross-cultural context with emphasis on developing and newly industrialized countries. Prerequisite: Completion of 10 full courses in any program or consent of Instructor. (Nursing, Dentistry, Medicine, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and Social Sciences.)

NATIVE STUDIES

NS 111: Contemporary Perspectives in Native Studies

An introductory survey of current issues affecting Aboriginal peoples in Canada and their efforts to confront their colonial relationships with and within Canadian society. Not open to students with credit in NS 211

NS 300 Traditional Cultural Foundations I

Introduces students to the diversity of North American Native peoples. Native traditions are treated as aspects of dynamic cultural systems that have enabled Native peoples to survive and thrive in the centuries prior to European arrival, to resist assimilation efforts, and to persist as culturally distinct peoples. Prerequisites: NS 110, 111 and 240 or 290 or consent of the Faculty.

NS 355: Native Oral Traditions and Indigenous Knowledge

This course considers oral traditions as aspects of broader, culturally-defined systems of knowledge, in which stories are vehicles for encoding and transmitting knowledge about the people, their culture, and their history. It focuses on new academic and community-based approaches, as well as the complementarity of oral traditions/indigenous knowledge and Western science. Students will explore the evolving roles of oral traditions for contemporary Native peoples. Prerequisites: NS 110, 111 and 240 or 290 or consent of the Faculty

NS 361: Challenging Racism and Stereotypes

This course refutes the concept of "race" as a biological reality and traces the European origins, development, and persistence of racism, stereotypes, and discrimination directed at Aboriginal peoples of North America. Prerequisites: NS 110, NS 111 and NS 240 or NS 290 or consent of the Faculty

NS 405: Selected Topics in International Indigenous Studies

Prerequisite: One 300-level course or consent of the Faculty

NURSING

NURS 409 Leadership and Issues in Nursing

Using the primary health care framework, a variety of current professional, social, political and global issues affecting the nursing profession and the Canadian health care system will be addressed. Key principles of leadership and management will also be addressed within the context of these issues.

NURS 498: Global Citizenship in Health

This course will provide opportunities for students to develop a deeper, more situated, understanding of some of the key issues related to the relevance of global citizenship in health: a sense of social justice; environmental, social, economic and political responsibility; agency; interrelatedness and an appreciation for cultural diversity. In our examination of global citizenship, this course will link classroom activities

with Community Service Learning (CSL) experiences designed to provide a bridge between the theory and practice of global citizenship education.

NURS 494/495: International Placement

494- Synthesis and focus of nursing knowledge and application of nursing research in a specified area of practice. To be permitted to enroll in this course, students must have passed all courses of their nursing program, except the corequisite NURS 495, or SC INF 495 - Comprehensive and consolidated approach to professional practice of nursing. Corequisite: NURS 494. Note: Course is for Collaborative Program, After Degree Program and RPN to BScN Program students only

PHYSICAL EDUCATION AND RECREATION

RLS 123 Leisure and Human Behaviour

A social psychological examination of leisure experiences and leisure behaviours. Focus is on the individual in dynamic interactions with other individuals, groups or cultures within a leisure context. Note: credit will be granted for only one of RLS 123 or 223.

RLS 230 - Recreation and Community Development

Analysis of the social and political processes through which groups and individuals work to mobilize resources and establish relationships to fulfill community needs. Prerequisite: RLS 100.

RLS 263 - Principles of Tourism

This course presents an overview and explores the basic principles of the tourism system (tourist, travel, destinations, and marketing), underlying influences such as cultural, social, economic, and psychological aspects, areas of major tourist activity such as natural spaces, constructed facilities, and cultural events, and the impact of tourism upon the attraction, local communities, and national arenas. NOTE: Field Trips are an integral and required component of this Course. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.

RLS 452 - A1 Parks Planning, Management, and Maintenance

An examination of parks as recreation environments together with an analysis of the relationship between park planning, design and subsequent management and maintenance in terms of meeting the requirements of the park agency, the park user and the resource base. Attention is focused on both the common themes in park management and the specific problems of parks operation and maintenance associated with particular types of parks contained within a comprehensive park system.

RLS 463 - Issues in Tourism Development

Critical issues in tourism development will be examined within the context of tourism transformation models and fundamental development concepts such as commodification, authenticity, globalization, sense of place, economic impact, socio-cultural impact and environmental impact. NOTE: Field Trips are an integral and required component of this course. Requires payment of additional student instructional

support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: RLS 263.

PERLS 440/441: Play Around the World – Preparation and Field Placement

The "Play around the World" project provides a 3-month internationally based, cross-cultural field placement working with underserved populations in the area of play, recreation and sport. Students apply and are selected in fall term, and then have a significant time commitment during the winter term to prepare for their Intersession field placement. Travel takes place May through August. This course represents the theoretical aspect of the experience, and involves written and creative work in the area of programming in cross-cultural settings. Prerequisite: PERLS 497 (Play Leadership) is strongly recommended. Corequisite: PERLS 441

ST. JOSEPH'S COLLEGE

CHRTC 349: Christianity and Social Justice in Canada

An examination of particular social justice issues related to the economy, women, native peoples, the environment, etc., in light of Catholic social teachings and other Christian perspectives; social action strategies, and education for social justice

SCIENCE

EAS 208 Introduction to Global Change

Natural and anthropogenic causes of global scale environmental change; the role of the atmosphere, oceans, biosphere and cryosphere in the processes of environmental change; relationships between levels of technology and development and the character of environmental change associated with human activity. Prerequisite: Any 100-level Science course.[Faculty of Science]

EAS 457 Global Change

Major processes of change in the contemporary environment, their history and their interrelationships (climate and sea level change, changes in atmospheric composition, deforestation, desertification, water resource depletion, soil erosion, atmospheric and aquatic pollution); global biogeochemical cycles and their role in environmental change. Prerequisite: One of EAS 208, 225 or 250. [Faculty of Science]

BIOL 332: Community Ecology

Principles of community ecology, applied to plants and animals. The nature of communities, functional groups and rarity; niche theory and competition; disturbance and other alternatives to competition; food webs (predation, herbivore and disease); diversity (determinants, functional consequences and gradients); island communities. Prerequisites: BIOL 208; STAT 151; and any one of MATH 113, 115, 120 or SCI 100. Offered in alternate years. May not be taken for credit if credit already obtained in ZOOL 332

BIOL 367: Conservation Biology

This course introduces the principles of conservation biology with an emphasis on ecological processes operating at population, community and ecosystem levels of organization. Threats to biological diversity, ranging from species introductions to habitat destruction will be discussed along with conservation solutions ranging from the design of protected areas through conservation legislation. Prerequisite: BIOL 208. Credit cannot be obtained in both BIOL 367 and ENCS 364

BIOL 381: People, Pollution, and the Environment

The impacts of anthropogenic pollutants on ecosystems. This course first examines human population growth and non-sustainable resource extraction and then discusses the movement of pollutants through the atmosphere and biosphere, methods of detecting pollutants, and their ecological impacts. Information from lectures on specific pollutants (including carbon dioxide, nutrients, acid emissions, pesticides, endocrine disruptors, mercury and other metals, oil spills, radiation) will be used to discuss how humans value ecosystems, environmental law and policy, and specific environmental regulations in Alberta and the rest of Canada. Prerequisite: Biology 208

BOT 384 Global Change and Ecosystems

Ecological impacts of climate change and large scale human activities on terrestrial and aquatic ecosystems. The focus of this course is to learn to write brief technical summaries of current environment issues, in a fashion that can be understood by an educated citizen. Topics such as climate change, water management projects, invasion of exotic species and national parks management are presented as the forum to evaluate options, trade-offs and solutions to environmental social issues. Prerequisites: BIOL 208 or consent of Instructor. BOT 205 recommended.

SCHOOL OF LIBRARY AND INFORMATION STUDIES

LIS 210: Critical Strategies for the Information Universe

This course explores the challenges of acquiring, evaluating and communication information. Students will examine information theory and practical techniques relating to the Internet, databases, and other electronic sources, to develop a critical understanding of the information universe. Open to second, third and fourth year undergraduate students

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the interdisciplinary embedded **Certificate in Global Citizenship**. We anticipate that the new program will not incur any additional costs for Library acquisitions.

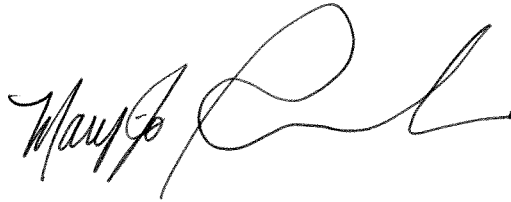
The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail.

We support the Certificate in Global Citizenship Curriculum and look forward to working with its instructors and students in the years to come.

Executive summary of costs:

| Total Costs | Start Up | On going (expected annual maintenance costs) |
|---|----------|--|
| 1. Collections budget | \$ --0 | Inflation at 10% (est.) |
| 2. Capital budget | \$ --0 | \$ -- |
| 3. Operating/staffing budget (Interlibrary loan) | \$ --0 | \$ -- |
| Total Costs: Summary | \$ 0 | |

Signed:



Chief Librarian (Acting): Mary- Jo Romaniuk



Head, Coutts Education and Physical Education Library: Katherine Koch

Dated: March 8, 2012

Narrative:

From the Program Approval Template.

“The Certificate in Global Citizenship is an interdisciplinary certificate that will recognize undergraduate students at the University of Alberta who have an interest, understanding and ethic of global citizenship. The Certificate will be open to undergraduate students across the university and can be earned in conjunction with any undergraduate degree. While fulfilling the requirements for a major, minor, or Honours undergraduate program, students must complete a minimum 9 course weights from a list of designated courses that focus on or are applicable to the study of global citizenship (see Appendix A). One of these courses is a mandatory INT D 404 course entitled *Global Citizenship: Contemporary Issues and Perspectives* (3 credits), which is being piloted Winter, 2012. The remaining 6 credits can be selected from a list of designated courses from various Faculties. These are not additional courses; they are courses taken in the process of meeting degree requirements, and count toward *both* students’ degree and the Certificate.”

As 9 credits of the Certificate are constituted by a number of already existing courses in the Faculty except for one, there are no significant resource implications for the Library related to the Certificate. The new required course INT D 404 *Global Citizenship: Contemporary issues and perspectives* that will be offered as a pilot this winter by the Faculty of Education Department of Educational Policy is comprehensively covered in current collection development profiles from YBP and Coutts and in existing scholarly databases that cover international education and related interdisciplinary subject areas.

There will not be any new students recruited for this certificate and no new faculty members hired. The enrollment may increase in the future as the certificate gains visibility and is promoted.

The University Library has the resources to provide the required collections and services to meet the needs of students enrolled in the Certificate in Global Citizenship and we look forward to providing these to this exciting and innovative new certificate.

University of Alberta
Global Citizenship Education Advisory Board
Terms of Reference

Section 1: Membership

The Global Citizenship Education Advisory Board shall consist of eleven members:

- The Vice Provost and Associate Vice President, International
- The Director of International Education, University of Alberta International
- The Associate Dean, International; Faculty of Education
- The Co-Directors of the Centre for Global Citizenship Education and Research
- A representative of the Senate of the University of Alberta
- A representative from the Alberta Teachers Association
- A representative from the University of Alberta Students Union
- A representative from Alberta Advanced Education and Technology
- A representative from the Canadian Labour Congress
- A representative from Change for Children

Section II: Responsibilities

The Global Citizenship Education Advisory Board shall meet with the Project Coordinator and Project Management Team on a regular basis to:

- Review the mission and goals of the project
- Review the progress of the project
- Provide advice and guidance about the future direction of the project
- Provide advice and guidance about developing guidelines for evaluating the success of the project
- Provide input from and bring information to their respective organizations

WORKING GROUP MEMBERS
GLOBAL CITIZENSHIP CERTIFICATE CURRICULUM DEVELOPMENT PROJECT

FACULTY REPRESENTATIVES

| | REPRESENTATIVE | FACULTY | CONTACT |
|----|-----------------------|------------------------------------|--|
| 1. | Dr. Carol Leonard | Campus St. Jean | carol.leonard@ualberta.ca |
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| 5. | Kent Denheye | Faculty of Education | kdenheye@ualberta.ca |
| 6. | K Mundel | Augustana College | kmundel@ualberta.ca |
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| 9. | Elizabeth Taylor | Faculty of Rehabilitation Medicine | liz.taylor@ualberta.ca |
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| 13 | Michael Frishkopf | Faculty of Arts | michael.frishkopf@ualberta.ca |

| | | | |
|----|----------------------|---|--|
| 14 | Naomi T Krogman | Faculty of Agricultural, Life, and Environmental Studies | naomi.krogman@ualberta.ca |
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| 17 | Toni Samek | School of Library and Information Studies, Faculty of Education | toni.samek@ualberta.ca |
| 18 | Brian Fleck | Faculty of Engineering | bfleck@ualberta.ca |
| 19 | Ian Wright | Past-engineers without borders rep | ian.f.t.wright@gmail.com |

STUDENT REPRESENTATIVES

| | NAME | Faculty | CONTACT |
|----|---------------|------------------------|--|
| 1 | Tanya Herbert | Faculty of Engineering | tanya.herbert@gmail.com |
| 2. | Leanne Janke | Faculty of Engineering | leanne.janke@gmail.com |
| 3 | Sarah Hamill | Faculty of Law | sehamill@ualberta.ca |
| | | | |

GCCD MANAGEMENT

| | NAME | DESIGNATION | CONTACT |
|----|-----------------------|--|--|
| 1. | Dr. Ali A. Abdi | Professor, Educational Policy Studies; Co-Director, Centre for Global Citizenship Education and Research, Faculty of Education | aabdi@ualberta.ca |
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| 3. | Dr. Elaine Simmt | Acting Associate Dean, International Office, Faculty of Education | elaine.simmt@ualberta.ca |
| 4. | Dr. Lynette Shultz | Associate Professor, Educational Policy Studies; Co-Director, Centre for Global Citizenship Education and Research, Faculty of Education | lshultz@ualberta.ca |
| 5. | Earl Choldin | Global Education Team Leader | choldin@ualberta.ca |
| 6. | Shelane Jorgenson | Project Coordinator, GCCD | shelane@ualberta.ca |
| 7. | Lucy de Fabrizio | APO/Coordinator, International Office, Faculty of Education | imd@ualberta.ca |
| 8. | Dr. Musembi Nungu | Project Coordinator, GCCD | nungu@ualberta.ca |



Global Citizenship: Contemporary Issues and Perspectives (Inter D 404)
Winter 2012

Tuesdays & Thursdays: 9:30-10:50
Room: ED 130, Education North
Instructor: Ali A. Abdi, Ph.D.
Office: 7-115 (Education North)
Office hours: by appointment
E-mail: aabdi@ualberta.ca; tel. (780) 492-6819

When I speak of a universal human ethic, I am speaking of something absolutely indispensable for human living and human social intercourse. In making this statement, I am aware of the critical voices of those who, because they do not know where I am coming from, consider me ingenuous and idealistic. In truth, I speak of a universal human ethic in the same way I speak of humanity's ontological vocation, which calls out loud of and beyond ourselves. Or as I speak of our being as something constructed socially and historically and not there simply a priori. A being born in the womb of history but in the process of coming to be bears in itself some fundamental archetypes without which it will be impossible to recognize our human presence in the world as something singular and original. In other words, our being in the world is far more than just 'being'. It is a 'presence' that is relational to the world and to others.

Paulo Freire

Rationale

There is an increasing interest in understanding and enacting citizenship in response to pressing global issues and realities. We might understand this interest as a response to an emergent awareness and concern for the current interconnectedness of local and global life situations where more and more people look for an inclusive, critical citizenship that goes beyond membership in a specific community, and toward an active participation in co-creating new social, economic, educational and political contexts that multi-directionally define and locate the immediate needs of people in today's highly globalized (albeit inequitably) contemporary contexts. It is in response to these and related realities that this course will introduce students to select theories, and possible practices that should widen their understanding of the issues, while at the same helping them realize select knowledge clusters that enable them to critically and productively interact with both their immediate and global educational and social development environments.

General Introduction

In early 21st century, we are seeing a greater insistence by individuals and collective social actors that space be made for an inclusive, materially active and morally bound participation that reflects a deep respect and understanding that all people are both national citizens of their countries and to some extent, global citizens of our world. To critically understand and ascertain these actively widening expectations and demands of life, global citizenship would go beyond international awareness, and should move towards an understanding and enactment of the rights as well as the responsibilities of each person (and selectively each group) to contribute to an equitable, sustainable and just world. In a world that is rapidly globalizing, citizenship has also taken on an added, and certainly contested, global dimension that speaks about increases in economic, cultural, political, social, and environmental interdependence of all people, and indeed, all life systems, on our shared planet. As a result or because of these, complex and dynamic relationships and processes serve to both reflect and challenge existing social realities that connect citizens to one another; hence, the need for a global ethic that justly and inclusively sustains active but as well, productive constructions and practices of global citizenship for all.

This introductory course aims to provide students the opportunity to engage with current literature, and to extend their own research skills as they strive to understand how a more informed understanding of global citizenship might enhance their own place as well as their relationship with the individuals and communities they would interact with in an increasingly diverse social, economic and political contexts that are not restricted by any geographical or other boundaries. The course will introduce students to contemporary theorizations and criticisms of the case, and should provide select definitions and situations where citizenship has is lived, created or imagined. The course content will link local/global issues and perspectives, and should address such topics as fundamental human rights issues, the possibilities of a global ethic, citizenship and social justice, the location of migrants, environmental perspectives, and science and society.

Select Objectives

1. To introduce and analyze the conceptual and theoretical foundations of citizenship, and citizenship education and enactment in a globalized and globalizing world.
2. To engage with multiple perspectives and knowledges in order to critique and understand the “difficulties” of current citizenship projects, especially as these enfranchise or disenfranchise select people and areas of the globe
3. To introduce students to the language and debates of democracy, sustainability, and social justice in the context of expansively globalizing but selectively post-industrial world.
4. To enhance students’ understanding of the need to establish a balanced understanding of socio-economic advancement and the ecological well-being that assures the safety of our environment and the life systems it must in the coming generations

5. To help students acquire an informed and, by extension, active role as global citizens whose education and work will benefit humanity as a whole.

Course Readings and Materials

Textbooks (Readings from the textbooks will be complemented by few other resources from U of A e-library and a couple of books on reserve in the library)

1. Dower, Nigel & Williams, John (Eds.) (2002). *Global citizenship: A critical introduction*. New York: Routledge.
2. Abdi, Ali A. & Shultz, Lynette (Eds.) (2008). *Educating for human rights and global citizenship*. Albany, NY: SUNY Press.

Evaluation Criteria

Students will be expected to complete all readings before class time and participate fully in class discussion and activities. In addition, the following assignments will be used to evaluate the depth of understanding of course topics and themes:

- 1) Class participation 15%
- 2) **Finding the Global in the Local Project (20%)**: Practicing street/neighborhood citizenship with a local organization, and preparing a Three-page reflective essay that focuses on the student's experiences and recommendations for strengthening civic/other rights that can inform both the local and the global (A list of possible organizations will be discussed during first day of class). **The projects will be presented in the last two weeks of the class.**
- 3) Term research paper: 5 double-spaced pages on a topic of interest to the student and related to the course themes 35%: the research paper is due on **Thursday, March 29th**.
- 4) Final examination 30%; the exam is currently scheduled for **Friday April 20th, at 9:00.**

Your final mark will be based on the University's letter grading system (A+, A, A-= excellent; B+, B, B-= good; C+, C, C-= satisfactory; D+= poor; D= minimal pass; F= failure).

Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence

Plagiarism, cheating, misrepresentation of facts and participation in an offence are viewed as serious academic offences by the University and by the GFC Campus Law Review Committee (CLRC). Sanctions for such offences range from a reprimand to suspension or expulsion from the University.

GFC CLRC believes that students should be told, at the beginning of each term, how the University defines plagiarism and cheating, what constitutes misrepresentation of facts and participation in an offence -- and what the sanctions are. In particular, awareness of the latter

offence may help students resist pressure from other students to assist them in acts of academic dishonesty. We would also like to ensure that all instructors know what they must do when they encounter instances where they believe plagiarism, cheating, misrepresentation of facts or participation in an offence might have occurred.

The "Don't Cheatsheet" is available on the University Governance website at:

<http://www.governance.ualberta.ca/> From the drop down menu click on *Student Appeals* and navigate to the Don't Cheatsheet.

Please note: Writing help is available through the:

Academic Support Centre: <http://www.ualberta.ca/ascntr>

Centre for Writers: <http://www.c4w.arts.ualberta.ca/>

Truth in Education: <http://www.uofaweb.ualberta.ca/TIE/>

Course Calendar

Week 1 (Jan. 10, 12)

General Introduction to the idea of global citizenship; discussion of course structure and requirements

Foreword, preface and *glossary* in Dower & Williams

U of A students as global citizens; President's *Dare to Discover Document*:
www.president.ualberta.ca/DaretoDiscover.aspx.

Week 2 (Jan. 17, 19)

Citizenship rights as human rights

Dower & Williams, *Introduction*,

Abdi & Shultz, *Educating for human rights and global citizenship: an introduction*

Universal declaration of human Rights (UDHR): <http://www.un.org/en/documents/udhr/>

Abdi & Shultz, chapter three, *Human rights: four generations of practice and development*, by Derek Evans

Week 3 (Jan. 24, 26)

Select theorizations of global citizenship

Dower & Williams, chapter 1, *An emergent matrix of citizenship: complex, uneven and fluid*, by Richard Falk

Dower and Williams, chapter 2, *Global citizenship: yes or no?* By Nigel Dower

Dower and Williams, chapter 3: *Good International citizenship*, by John Williams

Week 4 (Jan. 31; Feb. 2)

Global citizenship as an ethical perspective and practice

Dower and Williams, chapter 10, *A global ethic for a new global order*, by Hans Küng

Dower and Williams, chapter 11, *Global ethics and global citizenship*, by Nigel Dower

Dower and Williams, chapter 13, *Global citizenship and common values*, by Sabina Alkire

Week 5 (Feb. 7, Feb. 9)

Global justice and citizenship (Guest Speaker)

Dower and Williams, chapter 12, *Global justice, global institutions and global citizenship*, by Christien van den Anker

Abdi & Shultz, chapter 10, *Human rights education and contemporary child slavery: creating child friendly villages when states, communities and families fail to protect*, by Lynette Shultz

Dower and Williams, chapter 18, *Immigration: what does global justice require?* by Valeria Ottonelli

Week 6 (Feb. 14, Feb. 16)

Cosmopolitan citizenships, democracy and the nation

Mignolo, W. (2000). The many faces of cosmo-polis: border thinking and critical cosmopolitanism. *Public Culture*, 12(3), 721-748.

<http://publicculture.dukejournals.org/cgi/reprint/12/3/721>.

Abdi & Shultz, chapter 5, *Caught between imaginaries: global citizenship education and the persistence of the nation-state*, by George Richardson

Dower and Williams, chapter 8: *What is wrong with cosmopolitan democracy*, by Roland Axtmann

Week 7: Feb. 21, 23, Reading Week - No Classes

Week 8 (Feb. 28; March 1)

Women/Feminism and Global Citizenship

Abdi & Shultz, chapter two, *A call and response: human rights as a tool for dignity and transformation*, by Hilaria Supa Huaman and Shulamith Koenig, introduced by Lynette Shultz

Abdi & Shultz, chapter 7, *The short history of women, human rights and global citizenship*, by Ratna Ghosh

Dower and Williams, chapter 4, *Feminism and global citizenship*, by Kimberly Hutchings

Week 9 (March 6, 8)

Indigenous peoples and global citizenship

Abdi & Shultz, chapter 13, *Traditional peoples and citizenship in the new imperial order*, by Makere Stewart-Harawira

Abdi & Shultz, chapter 14, *Citizenship and its exclusions: the impact of legal definitions on Métis People(s) of Canada*, by Cora Weber-Pillwax

Abdi & Shultz, chapter 9, *Popular education and human rights: prospects for anti-hegemonic Adivasi (Original Dweller) movements and counterhegemonic struggle in India*, by Dip Kapoor

Week 10 (March 13, 15)

Global citizenship and the environment

Dower and Williams, chapter 14, *Global citizenship and the global environment*, by Robin Attfield

Krogman, N. & Foote, L. (2011) *Global Citizenship and the Environment: Embracing Life in All its Forms*. In L. Shultz *et al.*, *Global citizenship education in post-secondary institutions*. New York: Peter Lang. (Book on Reserve in the Coutts Education Library)

Shiva, V. (2005). *Earth democracy*. In V. Shiva, *Earth democracy: justice, sustainability and peace*. Cambridge, MA: South End Press. (Book on Reserve in the Coutts Education Library).

Week 11 (March 20, 22)

Scientific knowledge, society and the public good

Swanimathan, M.S. (2000). Science in response to basic human needs. *Science*, January 21, 287(5452)425 (Available from U of A e-library).

Doorn, N. & Fahlquist, J.N. (2010). Responsibility in engineering: toward a new role for engineering ethicists. *Bulletin of Science, Technology and Society*, 30(3), 222-230 (Available from U of A e-library).

Abdi & Shultz, chapter 15, *An introduction to librarianship for human rights*, by Toni Samek

Bourquain, K. (2008). Elements of a human rights approach to freshwater access. In K. Bourquain, *Freshwater access from a human rights perspective: a challenge to international water and human rights law*. M. Nijhoff Publishers (available from U of A e-library).

Week 12 (March 27, 29): Educating for democratic citizenship development

Abdi & Shultz, chapter 6, *De-subjecting subject populations: historico-actual problems and educational possibilities*, by Ali A. Abdi

Abdi & Shultz, chapter 16, *Reconstructing the legend: educating for global citizenship*. by Graham Pike

Week 13 (April 3, 5)

Global in the Local project Presentations

Week 14 (April 10, 12)

Global in the Local project Presentations + conclusions and discussion of final projects

Additional Readings

Ake, Claude (1996). *Democracy and development in Africa*. Washington, D.C.: The Brookings Institution.

Allman, Paula (1999). *Revolutionary social transformation: democratic hopes, political possibilities, and critical education*. Westport, CT: Bergin & Garvey..

Apple, Michael (1996). *Cultural politics and education*. New York: Teachers College Press.

Bratton, Michael (1999). Political participation in a new democracy: institutional consideration from Zambia. *Comparative Political Studies*, 32(5), 549-588.

Callan, Eamonn (1997). *Creating citizens: political education and liberal democracy*. Oxford: Clarendon Press.

Chomsky, Naom (1996). Intellectuals and the school. *Harvard Educational Review*, 36, 484-491.

Cogan, John (1998). Citizenship education for the 21st century: setting the context. In J. Cogan & R. Derricott (Eds.), *Citizenship for the 21st century: an international perspective on education* (pp. 1-20). London: Kogan Page.

Crick, Bernard, Heater, Derek (1977). *Essays on political education*. Ringmer, England: The Falmer Press.

Dewey, John (1926). *Democracy and education*. New York: The Macmillan Company.

Diamond, T, (1987). Social policy and everyday life in nursing homes. *Social Science Medicine*, 33, 103-111.

Dower, Nigel (2003). *An introduction to global citizenship*. Edinburgh: University of Edinburgh Press.

Freire, Paulo (2000 [1970]), *Pedagogy of the oppressed*. New York: Seabury Press.

Freire, Paulo (1998). *Pedagogy of freedom: ethics, democracy, and civic courage*. Lanham, MD: Rowman & littlefield.

Freire, Paulo (1987b). *The politics of education: culture, power, and liberation*. South Hadley, MA: Bergin & Garvey.

Giroux, Henry (2000) *Impure acts: the practical politics of cultural studies*. New York: Routledge.

Giroux, Henry (1981). *Ideology, culture and the process of schooling*. Philadelphia: Temple University Press.

Goldman, Merle & Perry, Elizabeth (2002). *Changing Meanings of Citizenship in Modern China*. Cambridge, MA: Harvard University Press.

Gyimah-Boadi, E. (2004). *Democratic Reform in Africa: The Quality of Progress*. Boulder, CO: Lynne Rienner Publishers.

Hahn, Carole (2001). What can be done to encourage civic engagement in youth? *Social Education*, 65(2), 108-110.

Hahn, Carole (1998). *Becoming political: comparative perspectives on political education*. Albany SUNY Press.

Ihonvbere, Julius (1996). On the threshold of another false start? A critical evaluation of prodemocracy movements in Africa. *Journal of Asian and African Education*, XXXI(1-2), 125-142.

Jelin, Elizabeth et al. (1996). *Constructing Democracy: Human Rights, Citizenship, and Society in Latin America*. Toronto: HarperCollins

Knight, Andy (2010). *Children and war: impact*. Edmonton: University of Alberta Press.

Knight, Andy (2005). *Adapting the United Nations to a Post Modern World: Lessons Learned*. New York: Palgrave.

Levin, Henry (1990). Political socialization for workplace democracy. In O. Ichilov (Ed.), *Political socialization, citizenship education, and democracy*. New York: Teachers College Press.

Levine, Lawrence (1997). *The opening of the American mind: canons, culture and history*. Boston: Beacon Press.

Lucas, T.R. (1976). *Democracy and participation*. Harmondsworth: Penguin Books.

Mamdani, Mahmood (1996). *Citizen and subject: contemporary Africa and the legacy of late colonialism*. Princeton, NJ: Princeton University Press.

Mandela, Nelson (1994). *Long walk to freedom: the autobiography of Nelson Mandela*. Toronto: Little, Brown & Company.

Marciano, John (1997). *Civic illiteracy: the battle for the hearts and minds of American youth*. New York: Peter Lang.

Mayo, Peter (1999). *Gramsci, Freire & adult education: Possibilities for transformative action*. London: Zed books.

- McLaren, Peter et al. (2005). *Red seminars: Radical Excursions Into Educational Theory, Cultural Politics And Pedagogy*. New York: Hampton Press.
- McLaren, Peter (1995). *Critical pedagogy and predatory culture: oppositional politics in a postmodern era*. New York: Routledge.
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- Rawls, John (1971). *A theory of justice*. Cambridge, MA: Harvard University Press.
- Reeher, Grant, Cammarano, Joseph (1997). *Education for citizenship: ideas and innovations in political learning*. Lanham, MD: Rowman and Littlefield.
- Sandbrook, Richard (2000). *Closing the circle: democratization and development in Africa*. Toronto: Between the Lines.
- Sandbrook, Richard (1996). Transitions without consolidation: democratization in six African cases. *Third World Quarterly*, 17(1), 69-87.
- Tilak, J.B.G. (1994). *Education for development in Asia*. New Delhi: Sage Publications.
- Torney-Purta, Judith (2000). Comparative perspectives on political socialization and civic education. *Comparative Education Review*, 44(1), 88-95.
- Torney-Purta, Judith (1990). From attitudes and knowledge to schemata: expanding the outcomes of political socialization research. In O. Ichilov (Ed.), *Political socialization, citizenship education, and democracy* (pp. 98-115). New York: Teachers College Press.
- UN (2005). *Gender, Pensions and Social Citizenship in Latin America: Women And Development*. New York: United Nations Publications.



FACULTY OF EDUCATION
OFFICE OF THE DEAN

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November 25, 2011

To: The Members of the Education Faculty Council

Re: Support the Proposed Interdisciplinary Certificate in Global Citizenship

Dear Faculty Council Members,

With this letter I would like to indicate my full support for the proposed Interdisciplinary Certificate in Global Citizenship. The proposal emerges from the on-going work of the Global Citizenship Curriculum Development Project, a cross-campus initiative that is jointly led by the Faculty of Education and University of Alberta International. The certificate will allow all undergraduate students from across campus to explore the meaning and responsibilities of global citizenship through a 3-credit core course housed in our Faculty along with two other 3-credit courses chosen from different faculties.

Although the certificate will be nominally housed in the Faculty of Education, the resourcing implications for the Faculty are minimal. Resources for the core Global Citizenship course that is housed in the Faculty come from funds the Provost has dedicated to the Global Citizenship Curriculum Development Project. Responsibility for ensuring students qualify for and are granted the certificate will lie with students' individual faculties and the Office of the Registrar.

With this certificate and other initiatives related to the Global Citizenship Curriculum Development Project, the Faculty of Education confirms its position as a university leader working to infuse global citizenship into undergraduate education and I am proud to support the Interdisciplinary Certificate in Global Citizenship as an integral component of that project.

Yours truly,

A handwritten signature in cursive script that reads "Fern Snart".

Fern Snart, Dean



November 30, 2011

George Richardson, PhD

Associate Dean International Initiatives

Faculty of Education

Dear George,

I am delighted to provide this letter of strong support for the Interdisciplinary Certificate in Global Citizenship. The Faculty of Extension has been very pleased to be part of the Global Citizenship Curriculum Development Project Working Group as we are very committed to community-engaged initiatives. This certificate speaks to a need for leadership in citizenship in communities near and far.

North American institutions of higher education have emphasized international learning experiences for undergraduate (and graduate) students that are accessible in a variety of ways. Although an international experience can be acquired through travel abroad, a relatively small percentage of the university learning community will be able to take advantage of the opportunity. A more sustainable strategy, perhaps, is the integration of curriculum throughout the undergraduate experience, exposing learners to multiple perspectives, global social issues, and relevant experiential learning opportunities within a critical understanding of global challenges. As a University, we have committed to encouraging our graduates "from within and across all disciplines to understand and be able to perform as global citizens both within the university community and as they assume their professional roles in the broader society." While they will take advantage of numerous formal and informal learning experiences, an embedded certificate promises to consolidate and scaffold these experiences into the possibility of social action.

Congratulations to the Global Citizenship Curriculum Development Project Working Group for the progress they have made and for the well-designed certificate they now present for comment and approval.

Sincerely

Katy Campbell, PhD

Dean



UNIVERSITY OF
ALBERTA

Department of Resource Economics and Environmental Sociology
Faculty of Agricultural, Life & Environmental Sciences

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Edmonton, Alberta, Canada T6G 2H1

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November 18, 2011

George Richardson, PhD
Associate Dean, International
Faculty of Education, University of Alberta
Mailing Address: 3-104 Education Centre North,
Edmonton, AB T6G 2G5 Canada
Physical Address: 5-182 Education Centre North

RE: Letter of support for the Certificate in Global Citizenship

Dear Associate Dean Richardson,

I would like to voice my strong support for the proposed "Certificate in Global Citizenship" by the Faculty of Education. In my roles as advisor to students in the Environmental and Conservation Sciences program, an early builder (several years ago) developing the Environmental Studies Bachelor of Arts, and having taught two field courses on the Social challenges of Conservation in Botswana and Tanzania, I can see there is a student clientele coming into the University of Alberta and other continuing students who would be very keen to earn this certificate. The certificate embodies many of the principles in Dare to Discover and Dare to Deliver that really teaches and encourages students to make a real difference in their lives, and to do so with equity, responsibility, and sensitivity to cultural context in mind. I am particularly excited about the new course that is offered in Global Citizenship, and I will be adding that course to the "approved program electives" for the Human Dimensions Environmental and Conservation Sciences students.

I have participated on SACIE (Strategic Advisory Committee for International Engagement), the Global Citizenship Curriculum Committee (for the past 3 years), served as an adjudicator on the Fund for the Support of International Activities and the recent UAI International Activity Fund. Each of these experiences has pointed to me the need to cultivate the training of students and faculty in ethical, informed, culturally aware international work. As I am also seeing as an adjudicator on both the Vanier and Trudeau scholarship committees, those students who receive the highest awards come from Universities with this kind of certificate program. I applaud you and your office's tenacity at making this come together. I will send you students, look forward to teaching as part of the certificate program, and recommend it to others in my work outside the University.

Respectfully,

Naomi T. Krogman, Associate Professor
Department of Resource Economics and Environmental Sociology

*Margaret-Ann Armour*6-189 Centennial Centre for Interdisciplinary Science (CCIS)
Edmonton, Alberta, Canada T6G 2E1
Tel: 780.492.7572
Fax: 780.492.9434
margaret-ann.armour@ualberta.ca
www.science.ualberta.ca

October 31, 2011

Dr. George Richardson
Associate Dean, International
Faculty of Education
University of Alberta

Dear Dr. Richardson:

This is a letter to support the application for approval of the Global Citizenship Certificate Program.

Students at the University of Alberta have opportunities to interact with people from many countries of the world, usually on an informal and somewhat random basis. In the Faculty of Science, they may have classmates or teaching assistants in the laboratory sections of their courses who are from countries other than Canada; some of the professors are immigrants and share experiences from their native country; students may belong to groups where they meet others from around the globe.

However, as we seek ever more effective ways to educate the future leaders of our global community, I believe that it is essential that we have a Program that students can choose which provides a more formal and structured understanding of global issues. Therefore I strongly support the Global Citizenship Certificate Program. For me, one of the strengths of the Program is that it not only encompasses relevant courses from all eighteen faculties, but that it has a requirement of a course that provides an overview of current global issues.

From conversations that I have had with faculty and students in the Faculty of Science about the Program, I have heard enthusiastic support for such a certificate. Students recognize that their careers may take them across the globe and that it is advantageous for them to have a certificate indicating a global perspective in their choice of courses to complete their degree.

I therefore fully support the Global Citizenship Certificate Program.

Sincerely yours,

Margaret-Ann Armour
Associate Dean (Diversity)



9 December 2011

Dr George Richardson
Associate Dean/international Initiatives
Education Office of International Initiatives

Dear George,

I have been following the productive and imaginative work that your Faculty has been engaging in with a view to building an Interdisciplinary Certificate in Global Citizenship. I understand that your Faculty is now submitting this Certificate for approval with the competent authorities within the University of Alberta.

I am very pleased to confirm that University of Alberta International is enthusiastically supporting this project. This project goes back to an earlier project to explore cross-campus interest and capacity for a global citizenship curriculum. That project was based on a close collaboration between your Faculty and University of Alberta International, notably Nancy Hannemann and Eilis Pourbaix. The philosophy and the practical approaches that inspired that project are shared between your Faculty and UAI.

I can see great value in a certificate program that offers to students at the UofA, in the Faculty of Education and beyond, the opportunity to develop the skills, competencies and attitudes to perform as global citizens within the University and as they assume their professional roles in broader society. Such a program will reflect the strong commitment to global citizenship that the President gave in her "Connecting with the World" document and that has ever since inspired numerous activities and programs at the University of Alberta in general and in your Faculty in particular.

Based on our work within the Global Education Program in UAI, we are aware of the strong interest in and passionate commitment to global citizenship that many students at our University express. Numerous student led initiatives across campus also show how keen students across all disciplines at the UofA are to learn about global challenges and understand the opportunities for actively engaging in projects and programs that try to create a positive impact towards dealing with these challenges both here in the Province of Alberta and at our University.

The certificate program has been the outcome of broad consultation and collaboration across campus. UAI and the Global Education Program have been gladly making our own contributions towards these processes.

We expect this initiative to serve as another major component in our joint efforts to profile the University of Alberta as an internationally active and globally responsible institution; a profile that we believe will attract talented students from Canada and around the world to join the UofA.

I wish you and your colleagues every success with your project!

Sincerely,

Britta Baron

Appendix B6

RESPONSES FROM DEPARTMENT CHAIRS/ASSOCIATE CHAIRS (UNDERGRADUATE)



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship Education

Lucille Mandin <lucille.mandin@ualberta.ca>

Mon, Jan 23, 2012 at 5:11 PM

To: - gccd <gccd@ualberta.ca>

Cc: Alyre Morin <alyre.morin@ualberta.ca>, Martine Cavanagh <martine.cavanagh@ualberta.ca>

Dear Dr. Nungu,

It is with pleasure that we accept to include the two courses on the list of optional courses for the certificate in Global Citizenship.

EDU 350 S : Stage Collaboratif International au Kenya

EDU M 498: Éducation de la Paix/Citoyenneté globale

We commend you on your initiative of creating a Global Citizenship certificate for UofA students. We will inform our students of this opportunity to broaden the scope of their Education degree from Campus Saint-Jean, University of Alberta. We are pleased to be able to offer these complimentary courses toward the Global Citizenship certificate.

Regards,

Lucille Mandin, PhD

Co – Director of Projet Kenya

From: - gccd [mailto:gccd@ualberta.ca]

Sent: Monday, January 23, 2012 4:23 PM

To: Lucille Mandin

Cc: Carol Leonard; Emerson Csorba

Subject: Certificate in Global Citizenship Education

[Quoted text hidden]



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship Education

Michael Caldwell <Michael.Caldwell@ualberta.ca>

Mon, Jan 23, 2012 at 7:32 PM

To: - gccd <gccd@ualberta.ca>

Cc: Michael Caldwell <mw.caldwell@ualberta.ca>, M Armour <margaret-ann.armour@ualberta.ca>, Brenda Leskiw <bleskiw@ualberta.ca>, David Lawrie <dlawrie@ualberta.ca>

Hi everyone, I think the program is a great idea and for the 3 300-level courses, I am in complete support of these serving as courses that will/could be constructive additions to the concept of Global Citizenship. However, I do not see the inclusion of SCI 100 as either of value to developing global citizenship ideals, nor comparable to the 3 300 level courses from my department. SCI 100 is a 27 credit course that is an amalgam of a 1st science curriculum that provides credit to those that complete it to then go on to register in any 2nd year science program offered by the Faculty or a department in Science. It is therefore the equivalent to the 1st year science curriculum offered by any Department or the Faculty, and not comparable to any 3rd or 4th year offerings that might work in the Global Citizenship program. As it is worth 27 credits, or so, it also obviates the need to take any of the 3rd year courses as it alone covers the 6 credits required by the certificate program.

The idea has my support, but not with SCI 100 as one of the complementary courses for the certificate.

I have cc'd some of my Executive for their insights and opinions.

Cheers
Michael

Dr. Michael W. Caldwell
Professor and Chair
Department of Biological Sciences
University of Alberta, Edmonton, AB
Canada T6G 2E9
Ph. 01-780-492-0672

[Quoted text hidden]



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship

Lise Gotell <lise.gotell@me.com>

Tue, Jan 24, 2012 at 12:35 PM

To: - gccd <gccd@ualberta.ca>

Dear Musembi:

The Transnational Feminisms course would be a good fit with your certificate. Unfortunately, we currently do not have anyone to staff the course and so it is unlikely to be offered. Have you thought of including WST 310 Gender, Development and Beyond, taught by Dr. Phil Okeke?

Regards,

Lise

Lise Gotell, Professor and Chair, Women's Studies

[Quoted text hidden]



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship

Tara McGee <tmcgee@ualberta.ca>
Reply-To: tmcgee@ualberta.ca
To: - gccd <gccd@ualberta.ca>

Wed, May 9, 2012 at 3:50 PM

Dear Musembi,

I would be happy for EAS 493 to be included.

Best wishes, Tara
[Quoted text hidden]

--
Dr. Tara K. McGee
Department of Earth and Atmospheric Sciences
University of Alberta
Edmonton, AB Canada
(780) 492-3042
tmcgee@ualberta.ca
<http://research.eas.ualberta.ca/hdeh/>



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship

Swallow, Brent <Brent.Swallow@ales.ualberta.ca>
To: - gccd <gccd@ualberta.ca>

Wed, May 9, 2012 at 3:56 PM

Dear Dr. Nungu,

Yes, please go ahead to list these courses.

Best regards, Brent Swallow

From: - gccd [mailto:gccd@ualberta.ca]
Sent: Wed 5/9/2012 3:40 PM
To: Brent Swallow
Subject: Certificate in Global Citizenship

[Quoted text hidden]



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship

Sara Dorow <sdorow@ualberta.ca>

Wed, May 9, 2012 at 11:01 PM

To: - gccd <gccd@ualberta.ca>

Hi Musembi:

CSL 360 is not a stand alone course (it is attached to 350), so it will raise questions. You might consider adding CSL **350** instead (as a topics course).

I am away right now but if you would like to check on this again after May 17th, that would be fine.

Best,
Sara

[Quoted text hidden]



- gccd <gccd@ualberta.ca>

Certificate in Global citizenship

Bruce A Hunter <bhunter@ualberta.ca>

Thu, May 10, 2012 at 11:03 AM

To: gccd@ualberta.ca

Dear Musembi

Phil 339 is a course taught by St. Joseph's College and you should consult them.

The other courses are fine. But there should be some changes, and two additions. .

Phil 301 World Philosophies is not taught always. Nor was it ever intended to cover every species of non-western philosophy . We have a new course Phil 302 Indian (i.e. south Asian) Philosophy coming in next year that should be put down as a complementary course as well. Phil 301 was never intended to be a course that covered most species of non-western philosophy---philosophers tend not to like teaching courses that are that superficial---but one in which instructors were free to pick topics. Indian philosophy was what was taught more often than others, and so we decided to have a course number dedicated to that. When Phil 301 is taught, it won't include south Asia.

You should also have listed Phil 368 "Justice and Social Equality" which deals not only with general issues about equality and justice, but typically with issues of global justice and equality.

Bruce

Bruce Hunter, Chair
 Department of Philosophy
 2-55 Assiniboia Hall
 University of Alberta
 Edmonton, Alberta T6G 2E7

Tel: 780-492-0616 or 780-492-3307

Fax: 780-492-9160

----- Forwarded message -----

From: Jennifer Welchman <welchman@ualberta.ca>

Date: Thu, May 10, 2012 at 10:40 AM

Subject: Fwd: Certificate in Global citizenship

To: Bruce A Hunter <bruce.hunter@ualberta.ca>

[Quoted text hidden]

 Professor Jennifer Welchman
 Department of Philosophy
 2-40 Assiniboia Hall



- gccd <gccd@ualberta.ca>

Certificate in Global Citizenship

Stuart Landon <Stuart.Landon@ualberta.ca>

Wed, May 16, 2012 at 10:27 AM

To: - gccd <gccd@ualberta.ca>

Hi

As long as the CGC students have the prerequisites for ECON 467, and it is understood that space in the course may be limited and, as a result, economics majors and Business NREE majors will be able to register first, we have no problem with ECON 467 being added as a complimentary CGC course.

Stuart Landon
Professor and Associate Chair (Undergraduate)
Department of Economics
University of Alberta

[Quoted text hidden]

OUTLINE OF ISSUE

Agenda Title: **Faculty of Law: Proposed Elimination of the Mature Student Applicant Category**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed elimination of the Faculty of Law's Mature Student Applicant Category, as submitted by the Faculty of Law and as set forth in Attachment 1, to take effect for admissions for 2015-2016.

Item

| | |
|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Faculty of Law |
| Presenter | John Law, Vice-Dean, Faculty of Law |
| Subject | Proposed elimination of the Mature Student Applicant Category in the Faculty of Law |

Details

| | |
|---|--|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To eliminate the Mature Student Applicant Category in the Faculty of Law. The 'Special Access Admission Category for Mature Applicants' is defined as non-regular applicants 35 years of age or older in year of application. Together with the Aboriginal Special Access Category, these students cannot constitute more than 10% of the annual entering class in the Juris Doctor (JD) program in the Faculty of Law. More detail is provided in the attached correspondence from the Vice-Dean of the Faculty of Law. |
| The Impact of the Proposal is | See 'Purpose'. |
| Replaces/Revises (eg, policies, resolutions) | Will result in the elimination of the current Mature Student Applicant Category in the Faculty of Law. |
| Timeline/Implementation Date | To take effect in 2015-2016 for persons seeking admission to the Faculty of Law for September, 2015 (with publication in the 2013-2014 University Calendar). |
| Estimated Cost | N/A |
| Sources of Funding | N/A |
| Notes | N/A |

Alignment/Compliance

| | |
|--|---|
| Alignment with Guiding Documents | <i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <ol style="list-style-type: none"> Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)). PSLA: The <i>PSLA</i> gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). UAPPOL Admissions Policy: "Admission to the University of Alberta |

is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. UAPPOL Admissions Procedure:

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

5. GFC Academic Standards Committee (ASC) Terms of Reference

(Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

FINAL Item No. 11

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| | Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii). |
|--|--|

Routing (Include meeting dates)

| | |
|---|--|
| Consultative Route (parties who have seen the proposal and in what capacity) | Faculty of Law Admissions Committee (November 25, 2011) |
| Approval Route (Governance) (including meeting dates) | Faculty of Law Council (February 7, 2012) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for final approval |
| Final Approver | GFC Academic Standards Committee |

Attachments (each to be numbered 1 - <>):

- Attachment 1 (pages 1 – 11): Proposal from the Faculty of Law for Elimination of the Faculty’s Mature Student Applicant Category (Including Calendar Copy)

Prepared by: John Law, Vice-Dean, Faculty of Law

Interdepartmental Memo



University of Alberta
Faculty of Law

4th Floor Law Centre • Edmonton
Alberta • Canada • T6G 2H5

Telephone: (780) 492-2151 • Fax: (780) 492-4924
www.law.ualberta.ca

to: Garry Bodnar
Director of GFC Services
University Governance

date: May 25, 2012

from: John M. Law
Vice Dean

telephone: (780) 492-2151

subject: Abolition Mature Student Category

I am enclosing the template and the amended calendar provisions concerning a revision of the Faculty's admission rules to abolish the "Mature Applicant" special admissions category.

By way of background, the Faculty has had two special admissions categories, in addition to our regular admission category since the late 1970's. One of these relates to aboriginal admissions and the other mature applicant admissions. Altogether not more than 10% of the first year positions are to be allocated to admissions in these two categories and typically applicants admitted under the aboriginal and mature applicant category total 16 to 18 students in any given year.

The difference between these special admissions categories and the regular admission category is that typically applicants in the former are not competitive with those receiving offers in the latter where the decision is chiefly made on academic merit in the form of undergraduate G.P.A's and LSAT scores. Under current processes, all applicants are first considered in the regular admissions category and those who are not successful in that category are then considered in the special applicant categories if they meet the threshold requirements; in the case of mature applicants, over the age of 35 in the year of application. Nevertheless, students over the age of 35 are admitted every year under the regular admissions category as their academic qualifications are very strong.

Mature and aboriginal applicants are evaluated more holistically and academic qualifications do not play as primary a role in admissions decisions. The admissions committee, based on a review of the whole file, attempts to determine whether the applicant has an above average chance of succeeding in law despite an academic record and LSAT score which is not competitive with regular admissions. In the specific case of mature applicants, the category was designed to address the situation of an applicant who had graduated from university a number of years prior to his or her application and had been in the work force since that time. With grade inflation, their academic records of 10 to 15 years earlier were not competitive, and so they were subjected to a total file review to determine whether their life and work achievements, together with a dated academic record and a recent LSAT score suggested an above average chance of success in law school. That was the theory behind the category; however, many applicants saw it

as an opportunity to make a non competitive academic record competitive simply by achieving a certain age. All in all, the category has been difficult to administer and increasingly unjustifiable with the Faculty's introduction of a broader file review in the case of many regular applications. For more information on this please see the calendar section dealing with regular admissions.

Over a decade ago, the faculty introduced a supplementary admissions form to solicit additional information from students as part of a broader more holistic review of applications. This asked applicants to relate their life experience and how that experience prepared them for the successful study of law. Such a review could more aptly address the original purposes of the mature applicant category and the need for this special access category has been increasingly questioned.

The Admissions Committee considered the continuing utility of this category this year and brought a motion before Law Faculty Council at its February meeting to abolish the category leaving only aboriginal applications as a special admissions category. This motion was approved by Law Faculty Council on February 7 2012, subject to the submission of the revisions to Law Faculty Council rules (a copy of which is attached).

In closing it should be emphasized that applications by more mature, older applicants who are considering a return to the University as either a career or a lifestyle change will still be considered in a more holistic fashion under the regular applicant category. This consideration will rely on a broader range of factors than many younger regular applicants who will be considered chiefly on the basis of their undergraduate and graduate prelaw study and LSAT scores.

I have also enclosed a copy of both existing and revised calendar provisions relating to this admission category.

If there is anything further that you require, please let me know, as I look to you and your associates for help in the proper preparation of material for the various governance committees involved. We would like to have this approved for inclusion in the 2013-2014 Calendar so that the change can take effect for the 2015 admission year.

Many thanks

J.M. Law
Professor and Vice Dean

Encs.

Calendar Changes

Faculty of Law

2015-2016

| Current | Proposed |
|--|--|
| <p>15.8.3 Special Applicants</p> <p>No applicant can elect to be placed in any category. Allocation to such category shall be the responsibility of the Committee.</p> <p>(1)Aboriginal Applicants: For the purpose of application and admission to the University of Alberta, and in accordance with the Constitution Act, 1982, Part II, Section 35(2), an Aboriginal Applicant is an Indian, Inuit or Métis person of Canada, or a person who is accepted by one of the Aboriginal peoples of Canada as a member of their community. Refer to §14.1.2 for further details regarding proof of Aboriginal ancestry.</p> <p>a. Aboriginal Applicants normally must have a minimum of two years leading towards any degree or equivalent acceptable to a university in Alberta, completed prior to or in the Fall/Winter preceding the September in which admission is sought (i.e., by April 30th). Consideration may be given to Aboriginal Applicants with a minimum of one year leading to a degree or equivalent, if they exhibit evidence of past achievements in non-academic areas indicative of an ability to succeed in law school.</p> <p>b. The Committee may make an offer of admission conditional on successful completion of the Program of Legal Studies for Native People at the University of Saskatchewan.</p> <p>c. The LSAT must be written as outlined in §15.8.1(4).</p> <p>(2)Mature Applicants: A Mature Applicant is one who is at least 35 years of age before the first day of September in the year admission is sought.</p> <p>a. Mature Applicants normally have a minimum of two years leading towards any degree or equivalent acceptable to the University of Alberta, completed prior to or in the Fall/Winter preceding the September in which admission is sought (i.e., by April 30). Consideration may, however, be given to Mature Applicants with a minimum of one year leading to a degree or equivalent;</p> <p>b. A Mature Applicant shall exhibit evidence of a minimum of five years past achievements in non-academic areas indicative of ability to succeed in the studies in law school; and in the opinion of the Admissions Committee shall have an above average chance of success in law school.</p> <p>c. The LSAT must be written as outlined in §15.8.1(4).</p> | <p>15.8.3 Special Applicants</p> <p>No applicant can elect to be placed in any category. Allocation to such category shall be the responsibility of the Committee.</p> <p>(1)Aboriginal Applicants: For the purpose of application and admission to the University of Alberta, and in accordance with the Constitution Act, 1982, Part II, Section 35(2), an Aboriginal Applicant is an Indian, Inuit or Métis person of Canada, or a person who is accepted by one of the Aboriginal peoples of Canada as a member of their community. Refer to §14.1.2 for further details regarding proof of Aboriginal ancestry.</p> <p>a. Aboriginal Applicants normally must have a minimum of two years leading towards any degree or equivalent acceptable to a university in Alberta, completed prior to or in the Fall/Winter preceding the September in which admission is sought (i.e., by April 30th). Consideration may be given to Aboriginal Applicants with a minimum of one year leading to a degree or equivalent, if they exhibit evidence of past achievements in non-academic areas indicative of an ability to succeed in law school.</p> <p>b. The Committee may make an offer of admission conditional on successful completion of the Program of Legal Studies for Native People at the University of Saskatchewan.</p> <p>c. The LSAT must be written as outlined in §15.8.1(4).</p> <p>(2)Mature Applicants: A Mature Applicant is one who is at least 35 years of age before the first day of September in the year admission is sought.</p> <p>a. Mature Applicants normally have a minimum of two years leading towards any degree or equivalent acceptable to the University of Alberta, completed prior to or in the Fall/Winter preceding the September in which admission is sought (i.e., by April 30). Consideration may, however, be given to Mature Applicants with a minimum of one year leading to a degree or equivalent;</p> <p>b. A Mature Applicant shall exhibit evidence of a minimum of five years past achievements in non-academic areas indicative of ability to succeed in the studies in law school; and in the opinion of the Admissions Committee shall have an above average chance of success in law school.</p> <p>c. The LSAT must be written as outlined in §15.8.1(4).</p> |

Change to take effect in 2015 for applicants seeking admission in September 2015.

3.2 Motion re: Admissions

(Feb)

EXISTING:

AMENDED:

PART I - LAW FACULTY COUNCIL

PART I - LAW FACULTY COUNCIL

A. GENERAL

A. GENERAL

1. Statement of Principles of Equality and Respect

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Principles regarding Admissions

Principles regarding Admissions

1.1 The Faculty endorses the following principles regarding Admissions:

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- i. The Faculty supports the use of recruitment efforts by the Administration to encourage female applicants, persons with disabilities and persons of visible minorities.
- ii. The Admissions Committee is encouraged, where the admissions process involves subjective decision-making, to consider issues of disadvantage and to attempt to improve access to law school to women, persons with disabilities and visible minorities.
- iii. The Admissions Committee is encouraged to remove the current competition between the special admissions categories of Aboriginal and Mature students.
- iv. The Admissions Committee is encouraged to review the size and nature of all special admission categories, with a view to expansion to include other categories related to disadvantage such as persons with disabilities or visible minorities.

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- ~~iii. The Admissions Committee is encouraged to remove the current competition between the special admissions categories of Aboriginal and Mature students.~~
- iv.iii. The Admissions Committee is encouraged to review the size and nature of all special admission categories, with a view to expansion to include other categories related to disadvantage such as persons with disabilities or visible minorities.

LFC 7 Feb 95
(LFC 12 May 92)

LFC 7 Feb 12
(LFC 7 Feb 95)
(LFC 12 May 92)

PART III - ADMISSIONS

A. GENERAL PROVISIONS

19. Definitions

Mature applicant

19.3 Mature Applicant is one who is at least thirty-five (35) years of age prior to the first of September in the year admission is sought.

LFC 24 May 01

Application Procedure/Deadline

19.4 The Application for Admission to the J.D. program is available from the web at www.registrar.ualberta.ca. The application must be submitted on or before November 1 of the year proceeding the year in which admission is sought. All additional supporting documentation must be provided to the Faculty of Law on or before February 1 of the year in which admission is sought. Documentation should be submitted directly to the Faculty of Law at:

Admissions Office
Room 128, Law Centre
University of Alberta, T6G 2H5

Cal. §15.8.4

Notification of Applicants by Letter

19.5 All applicants will be notified by letter regarding admission or non-admission.

Cal. §15.8.4

Tuition Deposit

19.6 Successful applicants must confirm their intention to register by submitting a non-refundable tuition deposit of \$300 within the time specified in the letter of acceptance. The deposit will be credited toward payment of tuition on registration in September.

Cal. §15.8.4

PART III - ADMISSIONS

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LFC 7 Feb 12

(LFC 24 May 01)

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University of Alberta, T6G 2H5

LFC 7 Feb 12

Cal. §15.8.4

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LFC 7 Feb 12

Cal. §15.8.4

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LFC 7 Feb 12

Cal. §15.8.4

Application Documentation

19.7 The following documents are required to complete an application.

- (1) **Transcripts:** Two official transcripts of all post-secondary education are required. These transcripts must be complete and indicate any degree received. All transcripts must bear the seal of the issuing institution and the original signature of the issuing officer. Photocopies and transcripts without these marks of validity will not be accepted.
- (2) **Supplemental Admissions Form:**
A completed Law School Supplemental Admissions Form must be completed and returned by all applicants. Note: to access this form in PDF format, see the Faculty of Law website www.law.ualberta.ca.
- (3) **LSAT:** The December test date is the last LSAT that can be written by applicants seeking admission in the following September [See Calendar, §15.8.1(4)]. The Admissions Office will obtain LSAT scores directly from Law Services for all applicants who have active files with Law Services in Newton, Pennsylvania.
- (4) **A personal statement,** resume, and two letters of reference are required for each Mature or Aboriginal applicant.

Cal. §15.8.5

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- (4) **Other Documentation:**
A personal statement resume, and two letters of reference are required for each ~~Mature~~ or Aboriginal applicant.

LFC 7 Feb 12

Cal. §15.8.5

C. ADMISSIONS CRITERIA
21. Criteria

Categories of applicants considered for Law 21.3 The Admissions Committee will consider the candidates for admission to the Faculty of Law in the following categories:

- i. Regular Applicants;
- ii. Special Applicants:
 - a) Aboriginal Applicants;
 - b) Mature Applicants.

Cal. §15.7.1 & 15.7.3
(LFC 4 Nov 97)

APPORTIONMENT OF PLACES TO VARIOUS CATEGORIES

First year seats awarded

21.7 The places in first year law shall be filled as far as possible as follows:

Maximum 10% Mature and Aboriginal

- i. Not more than ten (10%) per cent of the places shall be allotted to Mature and/or Aboriginal Applicants provided however:

LFC 7 Feb 95
(LFC Jan 79)

First preference is Aboriginal

- a) Aboriginal Applicants whether resident or non-resident shall be given preference over Mature Applicants;

First considered as regular applicants

- b) Regular applicants who also meet the requirements of Mature or Aboriginal Applicants shall first be considered as regular applicants as the case may be and if they fail to gain admission under either of these categories, only then shall they be considered

C. ADMISSIONS CRITERIA
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Categories of applicants considered for Law 21.3 The Admissions Committee will consider the candidates for admission to the Faculty of Law in ~~the following~~ two categories:

- i. Regular Applicants;
- ii. ~~Special Applicants:~~ Aboriginal Applicants
 - a) ~~Aboriginal Applicants;~~
 - b) ~~Mature Applicants;~~

LFC 7 Feb 12
(LFC 4 Nov 97)
Cal. §15.7.1 & 15.7.3

APPORTIONMENT OF PLACES TO VARIOUS CATEGORIES

First year seats awarded

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Maximum 10% ~~Mature and~~ Aboriginal Applicants

- i. Not more than ten (10%) per cent of the places shall be allotted to ~~Mature and/or~~ Aboriginal Applicants provided ~~that~~ however:

LFC 7 Feb 12
(LFC 7 Feb 95)
(LFC Jan 79)

First preference is ~~Aboriginal~~

- a) ~~Aboriginal Applicants~~ whether resident or non-resident shall be given preference over Mature Applicants;

First considered as regular applicants

- b) ii. Regular applicants who also meet the requirements of Mature or Aboriginal Applicants shall first be considered as regular applicants as the case may be and if they fail to gain admission under ~~either of these~~

under the category of Mature or Aboriginal Applicants.

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

~~categories~~ this category, only then shall they be considered under the category of Mature or Aboriginal Applicants.

LFC 7 Feb 12
(LFC 4 Nov 97)
(LFC 7 Feb 95)
(LFC Jan 79)

ABORIGINAL AND MATURE APPLICANTS ABORIGINAL APPLICANTS

Definition of Aboriginal Applicants

21.21 For the purpose of application and admission to the University of Alberta, and in accordance with the *Constitution Act, 1982*, Part II, Section 35(2), an Aboriginal Applicant is an Indian, Inuit or Métis person of Canada, or a person who is accepted by one of the Aboriginal peoples of Canada as a member of their community. Refer to Section 14.1.2 of the Calendar (or Section 11.9.2 GFC 2001) for further details regarding proof of Aboriginal ancestry.

GFC §11.9.1

~~ABORIGINAL AND MATURE APPLICANTS~~ ABORIGINAL APPLICANTS

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LFC 7 Feb 12
GFC §11.9.1

Aboriginal applicants admitted under guidelines

21.22 The Law Faculty recognizes that Aboriginal Applicants have traditionally been under-represented in the legal field and in order to assist more Aboriginal students to obtain a legal training the Admissions Committee shall admit Aboriginal Applicants in accordance with the following guidelines:

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

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~~21.22 The Law Faculty recognizes that Aboriginal Applicants have traditionally been under-represented in the legal field of law and in order to assist more Aboriginal students to obtain a legal training education the Admissions Committee shall admit Aboriginal Applicants in accordance with the following guidelines:~~

LFC 7 Feb 12
(LFC 4 Nov 97)
(LFC 7 Feb 95)
(LFC Jan 79)

Minimum requirement: two years university

- i. Aboriginal Applicants normally must have a minimum of two (2) years leading towards any degree or equivalent acceptable to a university in Alberta, completed prior to or in the Winter session preceding the September in which admission is sought (i.e., by April 30). Consideration may be given to Applicants with a minimum of one (1) year leading to a degree or equivalent, if they exhibit evidence of past achievements in non-academic areas indicative of an ability to succeed in law school;

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

Applicant is reasonably able to complete degree

- ii. In the opinion of the Admissions Committee the Applicant has a reasonable chance of completing the studies required leading to a law degree;

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

Aboriginal applicants subject to quota

- iii. The total number of Aboriginal Applicants admitted under this category shall not exceed the quota for the total Mature and Aboriginal category.

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

Other matters

- iv. The Committee may make an offer conditional upon successful completion of the Program of Legal Studies for Native Students

Minimum requirement: two years university

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LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

Applicant is reasonably able to complete degree

- ii. In the opinion of the Admissions Committee the Applicant has a reasonable chance of completing the studies required leading to a law degree;

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

Aboriginal applicants subject to quota

- iii. The total number of Aboriginal Applicants admitted under this category shall not exceed ~~the quota for the total Mature and Aboriginal category~~ 10% of the quota as set out in LFC Policy 21.7.

LFC 7 Feb 12
(LFC 4 Nov 97)
(LFC 7 Feb 95)
(LFC Jan 79)

Other matters

- iv. The Committee may make an offer conditional upon successful completion of the Program of Legal Studies for Native Students

offered at the University of Saskatchewan.

LFC 4 Nov 97
(LFC 7 Feb 95)

- v. Students admitted to the University of Alberta, Faculty of Law, who have received a grade of "satisfactory" in the Property course at the Native Law Centre shall be treated as having satisfied the requirement for completion of Property Law; provided that a subcommittee of the Admissions Committee and the Vice Dean conclude that such credit should be granted, on a case-by-case basis.

LFC 5 Feb 08
(LFC 4 Nov 97)
(LFC 13 Sep 94)

- vi. The LSAT must be written as outlined in Section 15.7.1(4) of the Calendar.

Cal. §15.7.3(1)(c)

MATURE APPLICANTS

Number of Mature Applicants

21.23 The maximum number of Mature Applicants that shall be admitted under this category is the number determined by subtracting the number of Aboriginal Applicants admitted from the total quota for Mature and Aboriginal Applicants in the first year.

LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)

Minimum requirements

21.24 Mature Applicants shall meet the following minimum requirements:

offered at the University of Saskatchewan.

LFC 4 Nov 97
(LFC 7 Feb 95)

- v. Students admitted to the University of Alberta, Faculty of Law, who have received a grade of "satisfactory" in the Property course at the Native Law Centre shall be treated as having satisfied the requirement for completion of Property Law; provided that ~~a subcommittee of the Admissions Committee and~~ the Vice Dean concludes that such credit should be granted, on a case-by-case basis.

LFC 7 Feb 12
(LFC 5 Feb 08)
(LFC 4 Nov 97)
(LFC 13 Sep 94)

- vi. The LSAT must be written as outlined in Section 15.7.1(4) of the Calendar.

Cal. §15.7.3(1)(c)

MATURE APPLICANTS

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~~LFC 4 Nov 97
(LFC 7 Feb 95)
(LFC Jan 79)~~

~~Minimum requirements~~

~~21.24 Mature Applicants shall meet the following minimum requirements:~~

Two years undergraduate

- i. Normally must have a minimum of two (2) years leading towards any degree or equivalent acceptable to the University of Alberta, completed prior to or in the Winter session preceding the September in which admission is sought (i.e., by April 30). Consideration may, however, be given to Applicants with a minimum of one (1) year leading to a degree or equivalent;

Past non-academic achievements

- ii. Exhibit evidence of a minimum of five (5) years of past achievements in non-academic areas which would be indicative of ability to succeed in the studies in the Law Faculty;

Above average success potential

- iii. In the opinion of the Admissions Committee, have an above average chance of success in the Law Faculty.

Cal.§15.7.3(2)(a) & (b)
(LFC 24 May 01)
(LFC 4 Nov 97)

~~**Two years undergraduate**~~

- ~~i. Normally must have a minimum of two (2) years leading towards any degree or equivalent acceptable to the University of Alberta, completed prior to or in the Winter session preceding the September in which admission is sought (i.e., by April 30). Consideration may, however, be given to Applicants with a minimum of one (1) year leading to a degree or equivalent;~~

~~**Past non-academic achievements**~~

- ~~ii. Exhibit evidence of a minimum of five (5) years of past achievements in non-academic areas which would be indicative of ability to succeed in the studies in the Law Faculty;~~

~~**Above average success potential**~~

- ~~iii. In the opinion of the Admissions Committee, have an above average chance of success in the Law Faculty.~~

~~Cal.§15.7.3(2)(a) & (b)
(LFC 24 May 01)
(LFC 4 Nov 97)~~

OUTLINE OF ISSUE
Agenda Title: Clarification of the English Language Proficiency (ELP) “Blended Grade” Requirement (Proposed Revisions from the Office of the Registrar to Section 13.3.1(3) of the University Calendar)

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed revisions to the English Language Proficiency (ELP) “blended grade” requirement (University Calendar Section 13.3.1(3)), as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon approval (with publication in the 2013-2014 University Calendar).

Item

| | |
|------------------|--|
| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Vice-Provost and University Registrar |
| Presenter | Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar |
| Subject | Clarification of the term “blended grade” for use in meeting the English Language Proficiency (ELP) requirement for admissions to the University of Alberta |

Details

| | |
|---|--|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To approve minor changes to the English Language Proficiency (ELP) requirements, as set out in Section 13.3.1(3) of the University Calendar. These changes provide clarification and updates to existing procedures. |
| The Impact of the Proposal is | Minimal, with no change to existing process and procedures but rather adding clarity for existing processes within the University Calendar. |
| Replaces/Revises (eg, policies, resolutions) | Section 13.3.1(3)(a) of the University Calendar. |
| Timeline/Implementation Date | Immediate and for publication in the 2013-2014 University Calendar. |
| Estimated Cost | N/A |
| Sources of Funding | N/A |
| Notes | N/A |

Alignment/Compliance

| | |
|--|--|
| Alignment with Guiding Documents | <i>Dare to Discover</i> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact;</p> |

represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).

Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)

3. UAPPOL Admissions Policy: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."

4. UAPPOL Admissions Procedure:

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."

b. Where changes to admission regulations are deemed by the approving body to be 'advantageous to students', normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.

2. BLENDED GRADE

| | |
|--|--|
| | <p>In calculating admission averages for high school applicants, the University of Alberta will use the blended grade for subjects in which a provincial examination is given, as in the case of Alberta Diploma Examinations.”</p> <p>5. GFC Academic Planning Committee (APC) Terms of Reference (Section 3./Mandate):</p> <p>“7. Admission, Transfer and Academic Standing</p> <p>a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change.”</p> |
|--|--|

Routing (Include meeting dates)

| | |
|---|--|
| Consultative Route (parties who have seen the proposal and in what capacity) | Deborah Gougeon, Assistant Registrar (Admissions), Office of the Registrar |
| Approval Route (Governance) (including meeting dates) | GFC Academic Standards Committee (June 21, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval |
| Final Approver | GFC Academic Planning Committee |

Attachments (each to be numbered 1 - <>):

- Attachment 1 (page 1) – Proposed Changes to the University of Alberta Calendar Section 13.3.1(3)(a)

Prepared by: Diana Shields, Acting Policy Development and Issues Advisor, Office of the Registrar,
diana.shields@ualberta.ca

Proposed Changes to the University of Alberta Calendar Section 13.3.1(3)a.

| 2012-2013 Calendar (Current) | 2013-2014 Calendar (Proposed) |
|--|---|
| <p>13.3 Language Proficiency Requirements</p> <p>13.3.1 English Language Proficiency <i>...no changes until</i> Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3). b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5). c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5). <p>(2) Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.</p> <p>(3) Completion of one of the following:</p> <ol style="list-style-type: none"> a. a final blended grade of 75% or better in English Language Arts 30-1 course (Alberta High School), <p>[...]</p> | <p>13.3 Language Proficiency Requirements</p> <p>13.3.1 English Language Proficiency <i>...no changes until</i> Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3). b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5). c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5). <p>(2) Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.</p> <p>(3) Completion of one of the following:</p> <ol style="list-style-type: none"> a. a final blended grade of 75% or better in English Language Arts 30-1 from Alberta or English 12 from British Columbia. The blended grade is the final mark from the provincial Ministry of Education which includes the diploma or provincial examination mark. <p>[...]</p> |

OUTLINE OF ISSUE

Agenda Title: **Proposed Revisions to Section 14.2.2 (Transfer of Credit) of the University Calendar from the Transfer Credit Working Group (Office of the Registrar)**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed revisions to Section 14.2.2 (Transfer of Credit) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1 (as amended), to take effect upon approval (and for publication in the 2013-2014 University Calendar).

Item

| | |
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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Office of the Registrar |
| Presenter | Deborah Gougeon, Assistant Registrar (Admissions), Office of the Registrar |
| Subject | Proposed Changes to the Transfer Credit Section (14.2.2) of the University Calendar |

Details

| | |
|---|---|
| Responsibility | Provost and Vice-President Academic |
| The Purpose of the Proposal is (please be specific) | To approve minor changes to Section 14.2.2 of the University Calendar. These changes provide clarification and updates to existing procedures. |
| The Impact of the Proposal is | Minimal, with no changes to existing process and procedures but rather adding clarity for existing processes with respect to recognition of transfer credit within the University Calendar. |
| Replaces/Revises (eg, policies, resolutions) | Section 14.2.2 of the University Calendar. |
| Timeline/Implementation Date | Immediate and for publication in the 2013-2014 University of Alberta Calendar. |
| Estimated Cost | N/A |
| Sources of Funding | N/A |
| Notes | N/A |

Alignment/Compliance

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|--|---|
| Alignment with Guiding Documents | <i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature. ASC's terms of reference provide that "the term 'routine and/or editorial' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve</p> |

alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).

3. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. UAPPOL Admissions Procedure:

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

Routing (Include meeting dates)

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|---|---|
| Consultative Route (parties who have seen the proposal and in what capacity) | Transfer Credit Working Group – includes representation from the Office of the Registrar and Faculty representatives from: Agricultural, Life and Environmental Sciences, Science, Arts, Business, Nursing, Augustana, Physical Education and Recreation, Campus Saint-Jean, Native Studies, Education, Engineering; Bill Connor, Vice-Provost (Academic Programs and Instruction) |
| Approval Route (Governance) (including meeting dates) | GFC Academic Standards Committee (June 21, 2012) – for final approval |
| Final Approver | GFC Academic Standards Committee |

Attachments (each to be numbered 1 - <>):

1. Attachment 1 (pages 1 – 2): Proposed Changes to the University Calendar Section 14.2.2 (Transfer of Credit)

Prepared by: Diana Shields, Acting Policy and Issues Advisory, Office of the Registrar,
diana.shields@ualberta.ca

Proposed Changes to the University of Alberta Calendar Section 14.2.2

| 2012-2013 Calendar (Current) | 2013-2014 Calendar (Proposed) |
|---|---|
| 14.2.2 Transfer of Credit | 14.2.2 Transfer of Credit |
| <p>Transfer credit may be granted to applicants for admission who have completed one or more University level course(s) at another recognized university or college. Transfer credit reduces the length of the University of Alberta program the student is required to take to qualify for a degree. Generally, the amount of transfer credit granted depends on how applicable the previous coursework is to the particular degree program applied for.</p> <p>A maximum of two years of transfer credit will be granted toward a University of Alberta undergraduate degree program. This normally consists of *60 or its equivalent (e.g., 10 full courses or 20 half courses). The amount of transfer credit is determined by the same regulations applicable to those students who are transferring from one University Faculty to another.</p> <p>Also, some Faculties have placed a limit on the number of 100- and 200-level courses for which transfer credit may be granted. Prospective students should consult the Faculty sections for further details.</p> <p>Some provincial postsecondary institutions have approved university transfer programs that provide for transfer of credit. The University will accept for transfer credit the courses listed in the appropriate transfer guide to the extent that the courses fit the degree program that the student wishes to enter.</p> <p>Notes</p> <p>(1) Transfer credit will be granted for 100-level language courses (or equivalent) that have been successfully completed, except where a 30-level (matriculation) course in the same language has also been successfully completed.</p> <p>(2) Transfer credit will be granted for each course transferable to the University of Alberta if the grade achieved is at least a C- (or its equivalent) and the course is applicable to the specific program to which the student has applied.</p> <p>(3) Among degree-granting institutions, transfer credit is assessed on an individual course-by-course basis by the receiving institution. Consequently, these course equivalents are not listed in the <i>Alberta Transfer Guide</i>.</p> <p>The <i>Alberta Transfer Guide</i> explains the nature and the detail of transfer credit arrangements among various postsecondary institutions in Alberta, Northwest Territories, and Nunavut. It is available online at www.transferalberta.ca or by contacting: Alberta Council on Admissions and Transfer (ACAT)</p> | <p>Transfer credit may be granted to admitted applicants who have completed one or more University level course(s) at another recognized postsecondary institution. Transfer credit reduces the number of courses a student is required to take to qualify for a degree at the University of Alberta. The amount of transfer credit granted depends on how applicable the previous coursework is to the particular degree program to which the student has been admitted.</p> <p>A maximum of *60 (credits) or its equivalent (e.g., 10 full courses or 20 half courses) may be granted toward a University undergraduate degree program.</p> <p>Also, some Faculties have placed a limit on the number of courses for which transfer credit may be granted. Prospective students should consult the Faculty program sections of the calendar or a Faculty advisor for further details.</p> <p>Some postsecondary institutions within Alberta have approved university transfer programs that provide courses for transfer. The online <i>Alberta Transfer Guide</i> provides information on previously approved transferable courses and programs between many of the Alberta postsecondary institutions and the University of Alberta. In addition to those transfer agreements in the transfer guide, a course offered for credit by another research-intensive university within Alberta (University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University) shall be granted credit, subject to meeting minimum grade and program requirements. Consequently, the transfer equivalents are not listed in the <i>Alberta Transfer Guide</i>. For postsecondary institutions outside of Alberta and within Canada, the University of Alberta will normally grant transfer credit for those courses that are presented in the appropriate provincial transfer guides as transferable to the research-intensive universities within that province, subject to meeting grade and program requirements.</p> <p>Notes</p> <p>(1) Transfer credit will be granted for 100-level language courses (or equivalent) that have been successfully completed, except where a high school (Grade 12 level) course in the same language has also been successfully completed.</p> <p>(2) Transfer credit will be granted for each course transferable to the University of Alberta if the grade achieved is at least a C- (or its equivalent) and the course is applicable to the specific program to which the student has been admitted.</p> <p>(3) Among all research-intensive universities, transfer credit is assessed on an individual course-by-course basis and communicated upon admission.</p> <p>(4) The <i>Alberta Transfer Guide</i> explains the nature and the detail of transfer credit agreements among various postsecondary institutions in Alberta, Northwest Territories, Nunavut, and the Yukon. It is available online at www.transferalberta.ca</p> <p>(5) Once transfer credit has been granted toward a student's program, any subsequent change of program will result in the</p> |

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| <p>11 Floor, Commerce Place 10155 – 102 Street Edmonton, Alberta T5K 2J5 E-mail acat@gov.ab.ca Phone: (780) 422-9021 or toll free 310-0000</p> | <p><u>reassessment of all previously granted transfer credit for applicability to the new degree program.</u></p> <p><u>Additional transfer information may be found at www.admission.ualberta.ca/transfer.</u></p> |
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OUTLINE OF ISSUE

Agenda Title: **Faculty of Agricultural, Life and Environmental Sciences (ALES) Proposal for the Restructuring of Academic Programs in the Department of Agricultural, Food and Nutritional Science – Proposed Revisions to Admission/Transfer and Academic Standing/Graduation Requirements**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed changes to admission/transfer and academic standing/graduation requirements for programs currently offered and to be offered resulting from the reorganization of academic programming in the Department of Agricultural, Food and Nutritional Science, as submitted by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and as set forth in Attachment 1 [highlighted in yellow], as amended, to take effect in 2014-2015.

Item

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|------------------|---|
| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information |
| Proposed by | Faculty of Agricultural, Life and Environmental Sciences (ALES) |
| Presenters | Nat Kav, Associate Dean (Academic), Faculty of ALES; Michael Gaenzle, Chair of the Nutritional and Food Science Program Committee; Jim Bohun, Manager, Student Services, Faculty of ALES |
| Subject | Proposed Restructuring of Academic Programming in the Department of Agricultural, Food and Nutritional Science (Faculty of ALES) with Resulting Program, Admission/Transfer, and Academic Standing/Graduation Requirement Changes |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | <p>The proposed changes set out in the attached documentation modify the administration of the current Bachelor of Science (BSc) Nutrition and Food Science, a successful program with more than 500 students. The proposed revisions will make only modest changes to the program content but will change important aspects of program administration. The changes also respond to the growing number of students in the existing program (250 students in 2001/2002; 518 students in 2006/2007; 541 students in 2011/2012). The changes will result in:</p> <ul style="list-style-type: none"> • Establishment of honors programs to recognize and promote academic excellence, and to enable preparation for a research career and graduate studies. • Improve the learning experience in the current “Nutrition and Food” major. • Introduction of a “Dietetics Specialization” and administration of the internship as part of the structure of the program offered by the Faculty of ALES. • Introduction of a “Food Science and Technology Specialization”. <p>The Faculty of ALES has a team of highly-skilled experts in the nutrition and food science fields who support the implementation of this proposed program to better cater to the training of new professional graduates in their chosen career paths. The demonstrated expertise and capacity of the University of Alberta is documented by the successful delivery of the current BSc Nutrition and Food Science program.</p> |



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| | The proposed change builds on existing programs and resources, so quality will be monitored as part of the University's ongoing assessment processes. |
| The Impact of the Proposal is | See 'Purpose'. |
| Replaces/Revises (eg, policies, resolutions) | See 'Purpose' and attendant documentation submitted by the Faculty of ALES. |
| Timeline/Implementation Date | 2014-2015. |
| Estimated Cost | As the proposed changes are primarily a restructuring of the existing BSc Nutrition and Food Science, the proposed changes have no resource implications as enrolments and required resources will not be affected. |
| Sources of Funding | See 'Estimated Cost'. |
| Notes | N/A |

Alignment/Compliance

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| Alignment with Guiding Documents | <p>Aligns with <i>Dare to Deliver; Dare to Discover</i>.</p> <p>As noted in the proposal, the proposed change furthers the University's Academic Plan and connects to the University's vision.</p> <ul style="list-style-type: none"> ▪ The proposed program will improve the integration of cutting-edge research in the undergraduate curriculum by establishment of Honors programs in nutrition and food science. The honors programs will build greater research focus into the program to compliment the U of A's Dare to Discover vision. Enhanced training in research methodologies and communication will enrich the learning experience of graduates and the reputation of the U of A as world leaders the training of professionals in these fields. The proposed change will improve the University's ability to recruit exceptional students locally, nationally, and internationally by establishment of the honors programs. The proposed program will enhance cross-disciplinary learning opportunities by integration of concepts from diverse disciplines (Natural sciences, Social sciences, Engineering) into an inter-disciplinary undergraduate program that challenges students with diverse views yet provides improved flexibility for students to build their education based on their needs and abilities. <p>The proposed change will promote administrative effectiveness and good governance by streamlining the administration of the current Nutrition and Food Science Program.</p> <p><u>Additional commentary may be found in the attached program proposal.</u></p> |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> |



2. **PSLA:** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).

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

4. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

6. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*). [...]

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

7. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”

8. **UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

9. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

10. **GFC Academic Planning Committee (APC) Terms of Reference (Mandate):** GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

“**Existing Undergraduate and Graduate Programs:**

- **Extension and/or Substantive Revision of Existing Programs**
- **Revisions to or Extension of Existing Degree Designations**

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).

[...]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal



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| | <p>should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p> <p>11. PSLA: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p> |
|--|--|

Routing (Include meeting dates)

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| <p>Consultative Route (parties who have seen the proposal and in what capacity)</p> | <p>Department of Agricultural, Food and Nutritional Science; Faculty of Agricultural, Life and Environmental Sciences; Office of the Provost and Vice-President (Academic); University Governance; Office of the Registrar; Focus Group with Nutrition and Food Science Students; College of Dieticians of Alberta</p> |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>Faculty of Agricultural, Life and Environmental Sciences Council (October 24, 2011) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval</p> |
| <p>Final Approver</p> | <p>GFC Academic Planning Committee</p> |

Attachments:

- Attachment 1 (pages 1 – 37): Faculty of Agricultural, Life and Environmental Sciences (ALES) Proposal for the Reorganization of Academic Programs in the Department of Agricultural, Food and Nutritional Science (Including Proposed Revisions to Admission/Transfer and Academic Standing/Graduation Requirements)

Prepared by: Faculty of Agricultural, Life and Environmental Sciences (in consultation with University Governance)

BSc Nutrition and Food Sciences Proposed Program Changes – Calendar Draft for 2014/15

(subject to AET approval)

2013-14 Calendar Entry**12.7 Admission and Readmission Deadlines**

| Agricultural, Life and Environmental Sciences | | | | | |
|--|--------------|---------------------------------|-----------------------------|---------------------------------|---|
| Admission | | | Readmission | | Other Requirements |
| | Application | Documents | Application | Documents | |
| All Undergraduate degree programs | | | | | |
| For information on the BSc ENCS (Bilingual) see Faculté Saint-Jean. | | | | | |
| Fall Term | May 1 | External transfer - June 15 | May 1 | June 15 | |
| | | High School - August 1 | | | |
| Winter Term | November 15 | November 15 [Refer to §12.2(9)] | November 15 | November 15 [Refer to §12.2(9)] | |
| Spring/Summer | No admission | | Previous Students - March 1 | March 31 | |
| Note: No admission to BSc Nutrition and Food Sciences for Winter Term | | | | | |
| Special/Visiting | | | | | |
| Fall Term | July 1 | July 15 | July 1 | July 15 | For Special Students: List of planned courses and a brief statement of intent – July 15 (see 15.1.11) |
| Winter Term | November 15 | November 15 | November 15 | November 15 | For Special Students: List of planned courses and a brief statement of intent – November 15 (see 15.1.11) |
| Spring/Summer | March 1 | March 31 | March 1 | March 31 | For Special Students: List of planned courses and a brief statement of intent – March 31 (see 15.1.11) |

Proposed 2014-15 Calendar Entry**12.7 Admission and Readmission Deadlines**

| Agricultural, Life and Environmental Sciences | | | | | |
|---|-------------|-----------------------------|-------------|-----------|--|
| Admission | | | Readmission | | Other Requirements |
| | Application | Documents | Application | Documents | |
| All Undergraduate degree programs | | | | | |
| For information on the BSc ENCS (Bilingual) see Faculté Saint-Jean. | | | | | |
| Fall Term | May 1 | External transfer - June 15 | May 1 | June 15 | For the BSc Nutrition and Food Sciences |

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|--|--------------|------------------------------------|-----------------------------------|------------------------------------|---|
| | | | | | Dietetics Specialization: Letter of Intent and Interim transcripts due February 1 (see §15.1.11) |
| | | High School - August 1 | | | |
| Winter Term (See Note) | November 15 | November 15 [Refer to §12.2(9)] | November 15 | November 15 [Refer to §12.2(9)] | |
| Spring/Summer | No admission | | Previous Students - March 1 | March 31 | |
| Note: No admission to BSc Nutrition and Food Sciences for Winter Term | | | | | |
| Special/Visiting | | | | | |
| Fall Term | July 1 | July 15 | July 1 | July 15 | For Special Students: List of planned courses and a brief statement of intent – July 15 (see 15.1.11) |
| Winter Term | November 15 | November 15 | November 15 | November 15 | For Special Students: List of planned courses and a brief statement of intent – November 15 (see 15.1.11) |
| Spring/Summer | March 1 | March 31 | March 1 | March 31 | For Special Students: List of planned courses and a brief statement of intent – March 31 (see 15.1.11) |

| 2013-14 Calendar Entry | Proposed 2014-15 Calendar Entry |
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| <p>13.1 Programs of Study The Faculties of the University offer programs leading to a degree, a diploma, a certificate, or entrance to a further program, as shown below. Years of study are counted from matriculation unless otherwise noted.</p> <p style="text-align: right;">Years of Study</p> <p>Faculty of Agricultural, Life and Environmental Sciences BA Environmental Studies 4 BSc (Agricultural/Food Business Management) 4 BSc (Agriculture) 4 BSc (Animal Health) 4 BSc (Environmental and Conservation Sciences) 4 BSc (Environmental and Conservation Sciences—Bilingual) 4 BSc (Environmental and Conservation Sciences)/BA (Native Studies) Combined Degrees 5 BSc (Forest Business Management) 4 BSc (Forestry) 4 BSc (Human Ecology) 4 BSc (Human Ecology)/BEd (Secondary) Combined</p> | <p>13.1 Programs of Study The Faculties of the University offer programs leading to a degree, a diploma, a certificate, or entrance to a further program, as shown below. Years of study are counted from matriculation unless otherwise noted.</p> <p style="text-align: right;">Years of Study</p> <p>Faculty of Agricultural, Life and Environmental Sciences BA Environmental Studies 4 BSc (Agricultural/Food Business Management) 4 BSc (Agriculture) 4 BSc (Animal Health) 4 BSc (Environmental and Conservation Sciences) 4 BSc (Environmental and Conservation Sciences—Bilingual) 4 BSc (Environmental and Conservation Sciences)/BA (Native Studies) Combined Degrees 5 BSc (Forest Business Management) 4 BSc (Forestry) 4 BSc (Human Ecology) 4 BSc (Human Ecology)/BEd (Secondary) Combined</p> |

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| <p>Degrees 5 BSc (Nutrition and Food Science) 4 Pre-Veterinary Medicine 2</p> | <p>Degrees 5 BSc (Nutrition and Food Science) 4 <u>BSc (Nutrition and Food Science) Honors 4</u> <u>BSc (Nutrition and Food Science) Dietetics Specialization 4</u> Pre-Veterinary Medicine 2</p> |
| <p>13.5.4 Deposits on Confirmation of Admission</p> <p>Upon notification of admission, successful applicants to certain programs are required to remit a nonrefundable deposit to the University to confirm their admission. The deposit will be credited toward payment of tuition upon completion of registration. The following undergraduate programs require a deposit:</p> <p>Doctor of Dental Surgery (DDS) Diploma in Dental Hygiene Bachelor of Laws Doctor of Medicine (MD) Bachelor of Science in Medical Laboratory Science Bachelor of Science in Pharmacy</p> <p>Applicants should contact specific Faculties for more information about deposits, including specific amounts. Applicants who have paid an admission confirmation deposit are not required to pay an additional confirmation deposit upon registration (See §22.1.6)</p> | <p>13.5.4 Deposits on Confirmation of Admission</p> <p>Upon notification of admission, successful applicants to certain programs are required to remit a nonrefundable deposit to the University to confirm their admission. The deposit will be credited toward payment of tuition upon completion of registration. The following undergraduate programs require a deposit:</p> <p>Doctor of Dental Surgery (DDS) Diploma in Dental Hygiene Bachelor of Laws Doctor of Medicine (MD) Bachelor of Science in Medical Laboratory Science <u>Bachelor of Science in Nutrition and Food Science, Dietetics Specialization</u> [Note: Will require the final approval of the Board of Governors] Bachelor of Science in Pharmacy</p> <p>Applicants should contact specific Faculties for more information about deposits, including specific amounts. Applicants who have paid an admission confirmation deposit are not required to pay an additional confirmation deposit upon registration (See §22.1.6)</p> |
| <p>15.1.2 BSc in Agriculture, BSc in Animal Health, BSc in Environmental and Conservation Sciences, BSc in Forestry, and BSc in Nutrition and Food Science (Nutrition and Food Major and Food Science and Technology Major)</p> <p>See §15.1.9 for the BSc in Nutrition and Food Science Nutrition Major.</p> <p>See also Pre-Veterinary Medicine §15.1.8.</p> <p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> (1) English Language Arts 30-1 (2) Chemistry 30 (3) Biology 30 (4) Pure Mathematics 30 or Mathematics 30-1 (5) Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following | <p>15.1.2 BSc in Agriculture, BSc in Animal Health, BSc in Environmental and Conservation Sciences, BSc in Forestry, and BSc in Nutrition and Food Science (General Program)</p> <p>See §15.1.9 for the <u>BSc Honors in Food Science, §15.1.10 for the BSc Honors in Nutrition, §15.1.11 for the BSc Nutrition and Food Science, Dietetics Specialization, and §15.1.12 for the BSc Nutrition and Food Science, Food Science and Technology Specialization.</u></p> <p>See also Pre-Veterinary Medicine §15.1.8.</p> |

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| <p>strands: Agriculture, Foods, Forestry, or Wildlife.</p> <p>II. Nonmatriculated Applicants</p> <p>Subject Requirements</p> <p>(1) Chemistry 30 (2) Pure Mathematics 30 or Mathematics 30-1 (3) Biology 30</p> <p>Other Requirements See general nonmatriculated requirements §14.3.</p> <p>III. Transfer Applicants Please refer to §§14.2 and 15.1.10.</p> | |
| <p>15.1.9 BSc in Nutrition and Food Science (Nutrition Major)</p> <p>Entrance to this major takes place after at least one year of university (or equivalent) pre-professional studies.</p> <p>Students normally complete their first year in the BSc in Nutrition and Food Science degree program, (Nutrition and Food major). Faculty admission requirements must be met as outlined in §15.1.2.</p> <p>All admissions are competitive and meeting the minimum admission grade point average and course requirements does not guarantee admission to the Nutrition major. All applicants must present a minimum admission grade point average of 3.0 in the last *24 of University transferable work (refer to 14.2.1). Applicants with *24 to *53 transferable into the program will be considered for admission to second year if they present the following:</p> <p>(1) BIOL 107; CHEM 101, 102, and (164 or 261); and 6 ENGL (or equivalents)</p> <p>(2) NUTR 100 and STAT 151 are recommended but not required.</p> <p>Applicants who present *54 or more transferable into the program will be considered for admission to third year if they present the following:</p> <p>(1) BIOCH 200; BIOL 107; CHEM 101, 102, and 261, 263; *6 ENGL; NUTR 100; PHYSL 210; and STAT 151 (or equivalents)</p> <p>(2) 3 from one of the following: NU FS 223, PSYCO or Social Sciences/Humanities. (Note: NU FS 223 is recommended as it is a requirement of the major)</p> | <p>15.1.9 BSc Honors in Food Science</p> <p>Students must present *24 applicable to the BSc Nutrition and Food Science program with a minimum GPA of 3.0, calculated on the most recent Fall/Winter Terms. Students may prepare for the BSc Honors in Food Science by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution. Recommended courses for transfer include BIOL 107, CHEM 101, 102, (164 or 261), *6 ENGL or equivalent, MATH (113 or 114), NU FS 100, STAT 151.</p> <p>Students cannot apply to the Honors program if they have completed more than *90 of the requirements for the BSc Nutrition and Food Science General Program.</p> |
| <p>New Section</p> | <p>15.1.10 BSc Honors in Nutrition</p> |

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| | <p>Students must present *24 applicable to the BSc Nutrition and Food Science program with a minimum GPA of 3.0, calculated on the most recent Fall/Winter Terms. Students may prepare for the BSc Honors in Nutrition by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution. Recommended courses for transfer include BIOL 107, CHEM 101, 102, (164 or 261), ECON 101, *6 ENGL or equivalent, and *3 (NU FS 100, PSYCO 104 or SOC 100) and STAT 151.</p> <p>Students cannot apply to the Honors program if they have completed more than *90 of the requirements for the BSc Nutrition and Food Science General Program.</p> |
| <p>New Section</p> | <p>15.1.11 BSc in Nutrition and Food Science, Dietetics Specialization</p> <p>(1) Enrolment Enrolment is limited to an annual quota of 50 students. Preference is given to Alberta residents as defined in §13.2.</p> <p>(2) Pre-Professional Year Admission to the Dietetics Specialization requires completion of a pre-professional year. Students generally complete their first year in the BSc in Nutrition and Food Science General Program. Faculty admission requirements must be met as outlined in §15.1.2. Coursework completed during the pre-professional year is not considered to be part of the degree requirements for the Dietetics Specialization.</p> <p>(3) Minimum Admission Requirements Entrance to this specialization takes place after at least one year of pre-professional university (or equivalent) studies. All admissions are competitive. Meeting the minimum application GPA and course requirements does not guarantee admission to the Dietetics Specialization. All applicants must present with a minimum GPA of 2.7 on the last *30 completed prior to application, of which *24 must be taken during one Fall/Winter. Students cannot apply to the Dietetics Specialization if they have completed more than *90 of the requirements for BSc Honors in Nutrition, BSc Honors in Food Science or BSc Nutrition and Food Science General Program. Required courses for admission to the Dietetics Specialization are: (a) BIOL 107 (b) CHEM 101 and 102 (c) CHEM (164 or 261) (d) *6 from ENGL 121, 122, 123, 124 125, WRS 101 or 103 (e) NUTR 100 (f) STAT 151</p> <p>(4) Other Requirements</p> |

- (a) Test of Spoken English (TSE): Applicants must meet a spoken English requirement. (See §13.3.2.)
- (b) Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to the Dietetics Specialization. Prospective students should have spoken with a Registered Dietitian and undertaken significant career exploration prior to seeking admission. Further details regarding the Letter of Intent is available on the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca/
- (c) Group Behavioural Interview: Competitive applicants must present themselves for a group, behavioural interview. Competitive applicants will be interviewed by a team to determine if they have the personal qualities necessary for the program. The interview evaluates the applicant's maturity, initiative, ability to communicate, leadership skills and critical thinking abilities. Interview selection is based on interim transcripts and postsecondary academic standing. The interim document deadline is February 1. The interview dates differ each year; short-listed applicants will be advised of the interview dates by letter or e-mail.
- (d) Letters of Reference: Applicants must provide three closed, professional letters of reference attesting to their suitability for entry into the dietetic profession.
- (e) Health and Safety Requirements: There are a number of health and safety-related requirements that must be met upon admission to the Dietetics Specialization. Applicants should be aware that both immunization and criminal records checks are required. Further information regarding these requirements and deadlines is available on the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca/
- (f) Rural Placement Requirement: Applicants should be aware that in order to achieve the program's requirements, relocation to a rural community is required on one or more occasions during the program's professional practice course work.
- (g) Residence Requirement and Proof of Residency Status: Because residency status may be a factor in the ultimate ranking of applicants, applicants may be required to present proof of residency status. See §13.2.
- (h) Acceptance Deposit: Upon notification of acceptance, successful applicants will be required to confirm their intention to register by submitting a non-refundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration. Further details regarding the Acceptance Deposit is available on the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca/

(5) Selection Process

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| | <p>(a) The Admissions Committee is responsible for selecting from among the applicant pool, those individuals who have demonstrated promise to successfully complete the program and achieve the registration requirements of the College of Dietitians of Alberta. The Admissions Committee reserves the right to use its judgment with respect to the assessment of applicants. The Dietetics Specialization has an annual quota of 50 students and admission is competitive. The number of applicants may exceed the number of available spaces and therefore not all qualified candidates will be offered admission.</p> <p>(b) Applicants are ranked on their academic achievement in the prerequisite courses; overall academic achievement (emphasizing recent academic performance); the content and format of their Letter of Intent; the strength of their letters of reference and their performance in the interview process.</p> |
| <p>NEW SECTION</p> | <p>15.1.12 BSc Nutrition and Food Science, Food Science and Technology Specialization</p> <p>Students must present *24 applicable to the BSc Nutrition and Food Science program with a minimum GPA of 2.7, calculated on the most recent Fall/Winter Terms in which a minimum of *24 is taken. Students may prepare for the BSc Nutrition and Food Science, Food Science and Technology Specialization by completing their first year in the BSc Nutrition and Food Science Program or in another Faculty or postsecondary institution. Recommended courses are BIOL 107, CHEM 101, 102, (164 or 261), *6 ENGL or equivalent, *3 free elective, MATH 113 or 114, NU FS 100, STAT 151.</p> |
| <p>15.1.10 Transfer Applicants I. Transfers from other Faculties and other Postsecondary Institutions ... (2) Students registered in another faculty at the University of Alberta or in another postsecondary institution may apply to transfer to the Faculty of Agricultural, Life and Environmental Sciences. Applicants who have completed *24 or more transferable to the University of Alberta will be considered for admission on the basis of their admission grade point average (AGPA) if they have an AGPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major program)] and meet all other admission requirements. Applicants to the BSc in Environmental and Conservation Sciences – Bilingual program should see §34.8.1. Refer to §14.2.1(1) for calculation of AGPA. Applicants should note that possession of the minimum requirements does not guarantee admission.</p> | <p>15.1.13 Transfer Applicants I. Transfers from other Faculties and other Postsecondary Institutions ... (2) Students registered in another faculty at the University of Alberta or in another postsecondary institution may apply to transfer to the Faculty of Agricultural, Life and Environmental Sciences. Applicants who have completed *24 or more transferable to the University of Alberta will be considered for admission on the basis of their admission grade point average (AGPA) if they have an AGPA of at least 2.0 [2.3 for the Business Management programs; 2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition] and meet all other admission requirements. Applicants to the BSc in Environmental and Conservation Sciences – Bilingual program should see §34.8.1. Refer to §14.2.1(1) for calculation of</p> |

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| <p>Transfer credit will be given for completed course work that is applicable to the degree.</p> <p>...</p> <p>(4) Subsequent to having been required to withdraw from any other postsecondary institution, students must have successfully completed at least *24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the <u>BSc in Nutrition and Food Science (Nutrition Major) program</u>) to be considered for admission. Applicants who have twice been required to withdraw from any postsecondary institution or program will not normally be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Refer to §14.2.1(1) for calculation of AGPA.</p> <p>(5) Students who have been required to withdraw from the University of Alberta and who then complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the <u>BSc in Nutrition and Food Science (Nutrition Major) program</u>) may apply for readmission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §33.4(3)d.ii.].</p> | <p>AGPA. Applicants should note that possession of the minimum requirements does not guarantee admission. Transfer credit will be given for completed course work that is applicable to the degree.</p> <p>...</p> <p>(4) Subsequent to having been required to withdraw from any other postsecondary institution, students must have successfully completed at least *24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs; <u>2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition</u>) to be considered for admission. Applicants who have twice been required to withdraw from any postsecondary institution or program will not normally be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Refer to §14.2.1(1) for calculation of AGPA.</p> <p>(5) Students who have been required to withdraw from the University of Alberta and who then complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs; <u>2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition</u>) may apply for readmission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §33.4(3)d.ii.].</p> |
| <p>32 General Information 32.1 General Information The Faculty of Agricultural, Life and Environmental Sciences administers undergraduate programs that lead to the following degrees.</p> <p>...</p> <p>BSc in Nutrition and Food Science Majors:</p> <ul style="list-style-type: none"> Food Science and Technology Nutrition Nutrition and Food <p>...</p> | <p>32 General Information 32.1 General Information The Faculty of Agricultural, Life and Environmental Sciences administers undergraduate programs that lead to the following degrees.</p> <p>...</p> <p>BSc in Nutrition and Food Science <u>BSc Honors in Food Science</u> <u>BSc Honors in Nutrition</u></p> <p>...</p> |
| <p>33.4 Academic Standing and Graduation</p> <p>...</p> <p>(2) Continuation in <u>BSc in Nutrition and Food Science (Nutrition Major)</u></p> <p>Continuation in the <u>BSc in Nutrition and Food Science (Nutrition major)</u> requires a GPA of at least 3.0.</p> <p>Students who do not attain the required GPAs will be</p> | <p>33.4 Academic Standing and Graduation</p> <p>...</p> <p>(2) Continuation in the <u>BSc Honors in Food Science and the BSc Honors in Nutrition</u></p> <p>Continuation in the <u>BSc Honors in Food Science and the BSc Honors in Nutrition</u> requires a GPA of at least 3.0</p> |

moved to their previous degree program in the Faculty (provided they are not Required to Withdraw). Students who transferred from another Faculty or institution directly into the Nutrition major will be moved to the NU FS major that best fits their completed courses. The Application of Academic Standing section below (§33.4.3) will then be applied.

(3) Application of Academic Standing

- a. Satisfactory Standing (GPA 2.0 or higher) Students who maintain a satisfactory standing are permitted to continue their studies in the Faculty subject to meeting the specific requirements of their degree and the general requirements of the University of Alberta.

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d. Requirement to Withdraw

Students with Unsatisfactory Standing or who are placed on Marginal Standing twice or more during their Academic career in the Faculty will normally be required to remain out of the Faculty (required to withdraw).

- i. Students who have completed less than *60 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offense under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.

The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. Successful completion of *18 with a GPA of at least 2.7 or *24 with a GPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] will be required for readmission. Further detailed information can be found in §§14.5, 23.6.2(3)a. and 220.5.

If successful in the Fresh Start program and all

Students who do not attain the required GPAs will be moved to their previous degree program in the Faculty (provided they are not Required to Withdraw). Students who transferred from another Faculty or institution directly into the BSc Honors in Food Science and the BSc Honors in Nutrition will be moved to the Nutrition and Food Sciences General Program or Specialization that best fits their completed courses. The Application of Academic Standing section below (§33.4.3) will then be applied.

(3) Continuation in the BSc Nutrition and Food Science, Dietetics Specialization

Continuation in the BSc Nutrition and Food Science, Dietetics Specialization requires a GPA of at least 2.7. Whenever a student receives a grade of NC in a professional practice course, the student's total academic and clinical performance is reviewed and considered in order to determine whether they should be allowed to continue in the program.

(4) Application of Academic Standing

- a. Satisfactory Standing (GPA 2.0 or higher). Students who maintain a satisfactory standing are permitted to continue their studies in the Faculty subject to meeting the specific requirements of their degree and the general requirements of the University of Alberta.

...

d. Requirement to Withdraw

Students with Unsatisfactory Standing or who are placed on Marginal Standing twice or more during their Academic career in the Faculty will normally be required to remain out of the Faculty (required to withdraw).

- i. Students who have completed less than *60 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offense under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.

The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. Successful completion of *18 with a GPA of at least 2.7 or *24 with a GPA of at least 2.0 [2.3 for the Business Management programs; 2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition] will be required for readmission. Further detailed information can be found in §§14.5, 23.6.2(3)a. and 220.5.

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| <p>conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty as transfer students as described in §15.1.10.</p> <p>ii. Students may discontinue studies for one year and apply for readmission. Students who are readmitted will return on academic probation as described in Section §23.6.2 subject to the terms specified by the Faculty at the time of the requirement to withdraw. See Note.</p> <p>iii. Students who complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] at another postsecondary institution may reapply for admission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §§15.1.10 (I)(4) and 23.6.2(3)a.]</p> <p>iv. Students may petition their Required to Withdraw status and if successful will proceed on Academic Probation. At the next assignment of academic standing, such students must raise their Fall/Winter GPA to at least 2.0. Should their Fall/Winter GPA fall below 2.0 at any time during the rest of their program they will be required to withdraw and will not be readmitted to the Faculty.</p> <p>v. Students who have been required to withdraw and who, after being readmitted, again fall below a Fall/Winter GPA of 2.0 will be required to withdraw and will not be readmitted to the Faculty.</p> <p>...</p> <p>(9) Graduation Grade Point Average To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (10) below] and obtain a GPA of at least 2.0 on their last *60 normally completed during the third and fourth years.</p> | <p>If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty as transfer students as described in §15.1.10.</p> <p>ii. Students may discontinue studies for one year and apply for readmission. Students who are readmitted will return on academic probation as described in §23.6.2 subject to the terms specified by the Faculty at the time of the requirement to withdraw. See Note.</p> <p>iii. Students who complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs; 2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition] at another postsecondary institution may reapply for admission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §§15.1.10 (I)(4) and 23.6.2(3)a.]</p> <p>iv. Students may petition their Required to Withdraw status and if successful will proceed on Academic Probation. At the next assignment of academic standing, such students must raise their Fall/Winter GPA to at least 2.0. Should their Fall/Winter GPA fall below 2.0 at any time during the rest of their program they will be required to withdraw and will not be readmitted to the Faculty.</p> <p>v. Students who have been required to withdraw and who, after being readmitted, again fall below a Fall/Winter GPA of 2.0 will be required to withdraw and will not be readmitted to the Faculty.</p> <p>...</p> <p>(9) Graduation Grade Point Average To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (10) below] and obtain a GPA of at least 2.0 (2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition) on their last *60 normally completed during the third and fourth years.</p> |
| <p>33.5 Graduation</p> <p>...</p> <p>(5) Graduation Grade Point Average To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (6) below] and</p> | <p>33.5 Graduation</p> <p>...</p> <p>(5) Graduation Grade Point Average To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (6) below] and</p> |

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| <p>obtain a GPA of at least 2.0 on their last *60 normally completed during the third and fourth years.</p> | <p>obtain a GPA of at least 2.0 (<u>2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition</u>) on their last *60 normally completed during the third and fourth years.</p> |
| <p>33.8 Time Limit to Complete Program</p> <p>Although there is no time limit for degree completion, program requirements change with time. Eight years from the year of original admission, students who have not yet completed their degree and wish to do so must follow the program requirements in the current <i>Calendar</i>. Exception requests must be submitted to the Associate Dean (Academic).</p> | <p>33.8 Time Limit to Complete Program</p> <p><u>There is no time limit for degree completion with the exception of the BSc Nutrition and Food Science, Dietetics Specialization. Students in the Dietetics Specialization must complete their program within six years from the year of original admission to the Dietetics Specialization. This time limit includes all time during which a student is not in attendance, either by personal choice or as a result of suspension or requirement to withdraw. It excludes approved absences (by advance application to the Faculty). Exception requests must be submitted to the Associate Dean (Academic).</u></p> <p>Eight years from the year of original admission <u>to any of the other programs offered by the Faculty of Agricultural, Life and Environmental Sciences</u>, students who have not yet completed their degree and wish to do so must follow the program requirements in the current <i>Calendar</i>. Exception requests must be submitted to the Associate Dean (Academic).</p> |
| <p>34.15 Nutrition and Food Science</p> <p>34.15.1 General Information</p> <p>The Faculty offers courses leading to the degree of Bachelor of Science in Nutrition and Food Science with majors in Nutrition and Food, Nutrition, and Food Science and Technology. A minimum of *120 is required to complete the program for the degree of BSc in Nutrition and Food Science.</p> <p>Students interested in either the Nutrition and Food major or the Nutrition major begin their program in the Nutrition and Food major. Students interested in transferring to the Nutrition major should contact the Faculty's Student Services Office about the minimum requirements for eligibility; see §15.1.9 for information on admission requirements.</p> <p>Students in either the Nutrition and Food major or the Nutrition major have the option of completing a minor. By completing a minor in Human Ecology, students can meet the educational requirements for registration as Professional Human Ecologists or Professional Home Economists; students can complete a minor in Physical Activity; or students in the Nutrition and Food major can</p> | <p>34.15 BSc Honors in Food Science, BSc Honors in Nutrition, and BSc in Nutrition and Food Science</p> <p>34.15.1. General Information</p> <p>The Faculty offers courses leading to the degree of <u>BSc Honors in Food Science, BSc Honors in Nutrition, and BSc in Nutrition and Food Science</u>. A minimum of *120 is required to complete <u>the degree programs</u>. The <u>programs incorporate experiential learning into coursework to enable students to develop skills in nutrition and food science.</u></p> <p><u>Honors programs are directed to highly-motivated students with exceptional ability. Two honors programs are available in the Faculty: BSc Honors in Food Science (see §34.15.1) and BSc Honors in Nutrition (see §34.15.2). Honors is the preferred program for students who aim for research-oriented careers or who plan to pursue graduate studies. Entrance to these programs takes place after at least one year of university (or equivalent) studies. The Honors in Food Science program meets the guidelines of the Institute of Food Technologists (IFT). Students normally complete their first year in the BSc Nutrition and Food Science General Program.</u></p> |

complete a minor in Food Marketing or Food Policy. Students are recommended to select minors by the second year of their program to facilitate appropriate course selection. All students must follow program and major requirements (see program requirements below and §§34.15.3 and 34.15.4). Students who wish to obtain a minor must select Free Electives and Approved Program Electives carefully to meet the course and credit requirements of the minor (see §§34.15.9 to 34.15.7).

The Nutrition major program, with appropriate Approved Program Electives course selection, is accredited by the College of Dietitians of Alberta. Students planning to be Registered Dietitians should read the information about the Nutrition major (see §34.15.4) and the Dietetic Internship (see §34.15.9).

The Food Science and Technology major meets the guidelines of the Institute of Food Technologists (IFT).

Requirements of the BSc in Nutrition and Food Science Program (*60)

- a. *6 ENGL: (two of ENGL 121, 122, 123, 124, or 125 recommended) or *3 ENGL and *3 WRS.
- b. ALES 204
- c. AREC 323 or SMO 304
- d. ECON 101 and 102
- e. STAT 151
- f. BIOL 107
- g. *3 from BIOCH 200 or PL SC 331 (see Note 2)
- h. CHEM 101, 102, (164 or 261) and 263
- i. NU FS 361 or 363 (see Note 1)
- j. NU FS 372 or 373 (see Note 1)
- k. *12 Free Electives (see Note 3)
- l. *3 Capstone course [see §34.1(6) and notes following each major]

Notes

- (1) Food Science and Technology majors are required to take NU FS 361 and 372.
- (2) Nutrition majors must take BIOCH 200.
- (3) Students in the Nutrition and Food major or the Nutrition major who plan to complete a minor should see §§34.15.5 to 34.15.8 for information that may affect Free Elective course selection. Students planning to apply for Medicine must take *6 Physics. Students in the Nutrition and Food major are recommended to take NU FS 100.
- (4) See section §34.1 for program planning and structure details.

34.15.2 Food Science and Technology Major

This major focuses on applying chemistry, microbiology, and engineering to the food systems and technological processes used in food manufacturing, preservation,

The Nutrition and Food Science General Program (see §34.15.3) provides students with a diverse education in nutrition and food science. The General Program is the preferred program for students planning to complement the science-based education related to nutrition and food with an interdisciplinary education related to health education, human ecology, food marketing, food quality and safety, or physical activity. Students in the General Program are encouraged to complete one of the eight available minors (Food Marketing, Food Policy, Food Quality and Safety, Food Service Management, Human Ecology, Nutrition Communication and Education, Nutrition and Health, Physical Activity). Students are recommended to select minors by the second year of their program to facilitate appropriate course selection. By completing a minor in Human Ecology, students can meet the educational requirements for registration as Professional Human Ecologists or Professional Home Economists.

The Specialization in Dietetics (see §34.15.4) is the program required for students planning to be Registered Dietitians. Students graduating with this Specialization meet the academic competencies and the internship requirements to be eligible for registration with the College of Dietitians of Alberta and membership in Dietitians of Canada. Entrance to this specialization takes place after at least one year of university (or equivalent) studies. Students normally complete their pre-professional year in the BSc Nutrition and Food Science General Program.

The Specialization in Food Science and Technology (see §34.15.5) is the preferred program for students planning a career in the Food Industry and related government sectors. The Specialization meets the guidelines of the Institute of Food Technologists (IFT). Entrance to this specialization takes place after at least one year of university (or equivalent) studies. Students normally complete their first year in the BSc Nutrition and Food Science General Program.

34.15.2 BSc Honors in Food Science

The BSc Honors in Food Science program prepares students for admission to Graduate school leading to a Master of Science (MSc) or a Doctor of Philosophy

storage, and distribution.

Graduates of this major may enter the food industry as technical specialists or quality control managers. Opportunities also exist in government employment as inspectors, laboratory managers, and extension workers; in international development agencies; and in private laboratories providing consultative or technical service to the food industry and food marketing chains.

(1) Requirements of the Major (*60)

a. CHEM 211

b. MATH 113 or 114

c. MICRB 265

d. NU FS 100 or NUTR 100 (See Note 1)

e. NU FS 283, 305, 312, 353, 374, 430, 454, 490, and 499

f. NU FS 201 (recommended) or PHYS *3

g. *18 Approved Program Electives [*9 must be from advanced (300- or 400-level) Food Science courses as noted on the Approved Program Elective list. Also see §34.1(4) and Note (1)]

Notes

(1) Transfer students who are taking NU FS 372 and 374 in their first year in the program should select an Approved Program Elective or NUTR 100.

(2) The Capstone course for this major is NU FS 450.

(PhD). Additionally, it prepares students for careers in the food industry and related government sectors that include applied research and product development, and scientific research. The Honors in Food Science program meets the guidelines of the Institute of Food Technologists (IFT).

Students will be assessed annually to ensure that they maintain a GPA of at least 3.0 in the previous Fall/Winter [see §33.4.(2)]. Students who fail to complete the requirements for a degree with Honors in the fourth year will be granted a degree with Specialization in Food Science and Technology provided that they meet the graduation requirements.

(1) Residence Requirement

A student transferring to the BSc Honors in Food Science program with advanced standing must complete at least *60 (normally the last *60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

(2) Requirements of the Honors in Food Science program

Listed below are courses that fulfill the program requirements, and a recommended sequence for the courses.

Year 1 (normally taken in the BSc Nutrition and Food Science Program)

BIOL 107

CHEM 101, 102, (164 or 261)

*6 ENGL or equivalent

NU FS 100

(MATH 113 or 114)

STAT 151

*3 free elective

Year 2

ALES 204

BIOCH 200

CHEM 211, 263

ECON 101, 102

MICRB 265

NU FS 201 or *3 PHYS

NU FS 283, 372

Year 3

BIOCH 310

*3 free elective

*3 Approved Program Elective

NU FS 306, 312, 353, 361, 374, 430, 454

Year 4

AFNS 401

*9 Approved Program Electives selected from 300/400 level NU FS

AREC 323 or SMO 301

NU FS 407 (*6), NU FS 450, 490, 499

The Capstone course for Honors in Food Science is NU

34.15.3 Nutrition and Food Major

The Nutrition and Food major provides students with a diverse education in nutrition and food science. Graduates have a working knowledge of the fundamentals of nutritional science coupled with basic knowledge in applied chemistry and microbiology as it pertains to food manufacturing, preservation, storage and distribution. This degree integrates course work in the biological, behavioural and applied sciences.

Graduates of this major may find employment opportunities in a variety of public or private enterprises including health education, health industry or international aid. Careers can also be guided by the selection of a minor in Physical Activity, Human Ecology, Food Marketing, or Food Policy (see §§34.15.5 to 34.15.8), which can position graduates for careers in lifestyle management, the community-based human ecology sector or the agri-food-nutrition sector.

Students in the Nutrition and Food major may transfer to the Nutrition major if they meet its required academic standings and courses by visiting Student Services in 231 General Services Building; this is normally done after first year (see §15.1.9). Students who change to the Nutrition (or Food Science and Technology) major after their first year often require more than four years to complete the entire program (see §§15.1.9 and 34.15.4 for course selection information for the Nutrition major, and §34.15.2 for the Food Science and Technology major).

(1) Requirements of the Major (★60)

- a. BIOL 207
- b. NUTR 100
- c. NU FS 201, 223, 283, 305, 356, 374, 377, 458
- d. PHYSL 210 (★6)
- e. ★24 Approved Program Electives [★12 must be from advanced (300 or 400-level) NUTR or NU FS courses as noted on the APE list unless a student has declared a minor.] (See Note 1)

Notes

- (1) See §34.1(4). Students who plan to complete a minor see §§34.15.5 to 34.15.8 for information regarding Approved Program Elective selection.
- (2) The capstone course for this major is NU FS 425 or 450.

FS 450.

34.15.3 BSc Honors in Nutrition

The BSc Honors in Nutrition provides students with a specialized academic program in nutritional science and the related physical, health and social sciences. The Honors in Nutrition prepares students for admission to Graduate school leading to a Master of Science (MSc) or a Doctor of Philosophy (PhD). In addition, it prepares students for careers in general health sciences, health promotion, education, government and health protection agencies, research and nutrition development.

Students will be assessed annually to ensure that they maintain a GPA of at least 3.0 in the previous Fall/Winter [see §33.4.(2)]. A student who completes the requirements for a degree with Honors in the fourth year but fails to maintain a graduating GPA of 3.0 will be granted a degree with BSc Nutrition and Food Science, General Program, provided they meet the graduation requirements of the BSc Nutrition and Food Science General Program.

(1) Residence Requirement

A student transferring to the BSc Honors in Nutrition program with advanced standing must complete at least *60 (normally the last *60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

(2) Requirements of the Honors in Nutrition program

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

Year 1 (normally taken in the BSc Nutrition and Food Science General Program)

*3 from (ANTHR 100 or SOC 100); NU FS 100, PSYCO 104
BIOL 107
CHEM 101, 102, (164 or 261)
ECON 101
*6 ENGL or equivalent
NUTR 100
STAT 151

Year 2

ALES 204
*3 of ANAT 200, BIOL 207, or PHARM 201
BIOCH 200, 310
CHEM 263
NU FS 223, 250, 372
PHYSL 212 and 214

Year 3

*3 of IMMUN 371 or NU FS 361
MICRB 265
NU FS 356, 377
NUTR 301, 302, 400, 468

| | |
|---------------------------|--|
| | <p><u>STAT 252</u> *3 free elective</p> <p><u>Year 4</u> <u>NUTR 401, 440</u> <u>*9 of NU FS 410, 424, 428, NUTR 443, 452, 476, 477, 478, 479, or 480</u> <u>*9 Approved Program Electives</u> <u>*3 free elective</u> <u>The Capstone course for Honors in Nutrition is NUTR 440</u></p> |
| <p>NEW SECTION</p> | <p><u>34.15.4 BSc Nutrition and Food Science, General Program</u></p> <p><u>The General Program in Nutrition and Food Science provides students with a diverse and interdisciplinary education in nutrition and food science. Graduates have a working knowledge of the fundamentals of nutritional science coupled with basic knowledge in applied chemistry and microbiology as it pertains to food manufacturing, preservation, storage and distribution. This degree integrates a sound scientific education with course work related to applied economics, sociology and education, and applied science.</u></p> <p><u>Students in the BSc Nutrition and Food Science, General Program are encouraged to select one of the six minors available in the program. Students who choose not to select a minor are required to discuss their course selection with their academic advisor.</u></p> <p><u>Graduates of this major may find employment opportunities in a variety of public or private enterprises including the health education, health industry or international aid. Careers are guided by the selection of a minor in Food Marketing, Food Policy, Food Safety and Quality, Food Service Management, Human Ecology, Nutrition Communication and Education, Nutrition and Health, or Physical Activity, [see §34.15.3(4)]. Each minor positions graduates for careers in lifestyle management, the community-based human ecology sector, policy-making bodies in government or non-government institutions, or the food industry and food service management. Students are recommended to select minors by the second year of their program to facilitate appropriate course selection.</u></p> <p><u>Students in the General Program may transfer to the Honors Food Science or Honors Nutrition programs, the Dietetics Specialization, the Specialization in Food Science and Technology if they meet the admission requirements. This transfer is normally done after the first year (see §§15.1.9 to 15.1.12). Students who transfer after their first year often require more than four years completing the entire program.</u></p> <p><u>(1) Residence Requirement</u> <u>A student registered in the BSc Nutrition and Food</u></p> |

Science, General Program must complete at least *60 (normally the last *60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

(2) Requirements of the BSc Nutrition and Food Science General Program

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

Year 1

BIOL 107

CHEM 101, 102, (164 or 261)

ECON 101

*6 ENGL or equivalent

NUTR 100

NU FS 100

STAT 151

Year 2

ALES 204

ANAT 200, BIOL 207, NU FS 200, PHYS 124 or

PMCOL 200

ANTHR 101, AN SC 100, ECON 102, or SOC 100

BIOCH 200 or PLSC 331

CHEM 263

NU FS 223, (NU FS 372 or 373)

PHYSL 210

Year 3

AREC 323 or SMO 301

NU FS 201, 306, 311, 356, 374

NU FS 361 or 363

*6 minor

*3 minor or free elective

Year 4

NU FS 377

NU FS 425 or 450

NUTR 400

*9 minor

*6 Approved Program Electives and *6 free electives

The Capstone course for the BSc Nutrition and Food Science General Program is (NU FS 425 or 450 or 458)

(3) Minors in the BSc Nutrition and Food Science General Program.

Students in the BSc Nutrition and Food Science General Program are encouraged to choose a minor in by incorporating at least *15 applicable to one of the minors into their program. Students who choose not to select a minor are required to discuss their course selection with their academic advisor.

Minor in Food Marketing

A minor in Food Marketing provides the opportunity to apply a nutrition and food science background to consumer behaviour and food marketing. Requirements for the Minor (*15)

AREC 200, 384, 484
*6 from AREC 323 (if not taken to fulfill program core).
AREC 473, 482, 485, PSYCO 281.
AREC 423 is an alternative capstone course for this minor.

Minor in Food Policy

A minor in Food Policy provides the opportunity to apply a nutrition and food science background to a health, fiscal and agricultural policy perspective to issues of health and food.

Requirements for the Minor (*15)

AREC 423 is an alternative capstone course for this minor.

AREC 200, 471, 473

ENCS 271

HECOL 300

Minor in Food Safety and Quality

A minor in Food Safety and Quality provides the opportunity to apply a nutrition and food science background to aspects related to food marketing, food quality assurance, and food product development.

Requirements for the Minor (*18)

CHEM 211 (taken as free elective)

NU FS 312, 430, (NU FS 353 or 454), NU FS 427, 499

*3 of NU FS 402, 403, 404, 406, 426, 428, 480, or 481

NU FS 450 (taken as capstone course).

Minor in Food Service Management.

A minor in Food Service Management combines a nutrition and food science background to issues related to business management, human resources, and quality assurance as appropriate for a career in the food service industry.

Requirements for the Minor (*18)

ACCTG 300

AREC 484

MATH 113 (taken as free elective)

MGTSC 352

NU FS 312, 461

SMO 311

Minor in Human Ecology

A minor in human ecology provides the opportunity to acquire knowledge and skills for developing, delivering and evaluating programs and services that enhance the well-being of individuals and families. Students who complete this minor may be eligible to apply for the registered designation of Professional Human Ecologist (information available from 3-02 HEB). This minor also provides access to the Human Ecology Practicum Program (HECOL 408 and 409) and through careful selection of courses and use of free electives, as well as approval of the Department of Human Ecology, a student can complete a practicum in a community agency that links with their career goals.

Requirements for the Minor (*18)

HECOL 100 and 301

*12 of HECOL 210, 300, 310, 313, 315, 321, 322, 408, 412, 414, 440, or 443

Note: Students choosing to participate in the Human Ecology Practicum Program are required to take HECOL 408 as part of the minor requirements, and *6 HECOL 409 as free elective. HECOL 408 and 409 must be taken in sequence in the final year of study and an application is required. Please contact the human ecology practicum coordinator regarding application and registration in HECOL 408 and 409.

Minor in Nutrition Communication and Education

A minor in Nutrition Communication and Education provides the opportunity to apply knowledge in nutrition communication and education to the planning and delivery of a broader range of educational programs.

Requirements for the Minor (*15)

HECOL 301

HE ED 320

NU FS 410, 424

NUTR 443

Minor in Nutrition and Health

A minor in Nutrition and Health provides the opportunity to apply knowledge in nutritional science to understand the biochemical and physiological mechanisms of how macro- and micro-nutrients, and other dietary components modulate metabolic pathways in health and disease, and translation to the development of food products and food policy.

Requirements for the Minor (*18)

AREC 200, 471

HECOL 300

NUTR 443 or 480

NUFS 428, 424

Minor in Physical Activity

A minor in Physical Activity provides the opportunity to integrate nutrition and food sciences with health, health education, and physical activity.

Requirements for the Minor (*15)

HE ED 110, 220, and 321

*3 of HE ED 221, PEDS 391, PERLS 104, or RLS 100

NUTR 480

34.15.5 BSc Nutrition and Food Science, Dietetics Specialization.

The BSc Nutrition and Food Science, Dietetics Specialization prepares students for a career as Registered Dietitian. The Dietetics Specialization enables students to acquire both the knowledge and the practical skills needed to practice as a Registered Dietitian or Registered Nutritionist.

Registered Dietitians/Registered Nutritionists are uniquely trained food, diet and nutrition experts. As

essential members of the interprofessional healthcare team, they contribute to health and well-being by translating scientific, medical and nutrition information into practical individualized therapeutic diets and meal plans for people. Registered Dietitians/Registered Nutritionists manage nutrition for health promotion, disease prevention, and treatment of acute and chronic diseases. They provide information and counseling that enables consumers to make informed decisions about food choices and nutrition services. Registered Dietitians also influence the development and promotion of consumer products and manage quality food service in healthcare institutions.

The Dietetics Specialization curriculum includes courses from the Faculty of Agricultural, Life and Environmental Sciences as well as those from other University of Alberta programs of study. During their second, third and fourth years in the specialization, students participate in professional practice or field experiences in various community settings, such as hospitals, foodservice operations, schools, and community agencies/clinics. Experience in rural settings is required. Students admitted to the Dietetics Specialization are also required to complete a minimum *3 course work in interprofessional health team development and/or practice. Some evening course work as well as evening, weekend and/or early morning shifts while engaged in professional practice learning may be required.

Completion of the BSc in Nutrition and Food Science, Dietetics Specialization achieves the minimum academic and practical training requirements accepted by the College of Dietitians of Alberta for registration to practice dietetics in Alberta. To register as a Dietitian in Alberta, a graduate must complete all of the requirements of the specialization including the professional practice courses. In addition to completing the requirements of the BSc in Nutrition and Food Science, Dietetics Specialization, graduates must successfully complete the Canadian Dietetics Registration Examination (CDRE) administered by the Alliance of Canadian Dietetic Regulatory Bodies. Information concerning the CDRE and/or registration requirements for dietitians in Alberta can be obtained from the Registrar, College of Dietitians of Alberta, 740, 10707 100 Avenue, Edmonton, Alberta T5J 3M1

(1) Faculty Accreditation.

The BSc in Nutrition and Food Science, Dietetics Specialization program at the University of Alberta has been approved by the College of Dietitians of Alberta and granted accreditation by Dietitians of Canada for a XXX year term, XXXX – XXXX.

(2) Admission, Academic Standing and Graduation

Entrance to this program takes place after at least one pre-professional year of university (or equivalent) studies. Students normally complete their pre-

professional year in the BSc Nutrition and Food Science General Program. See §15.1.11 for details on the admission requirements.

Students will be assessed annually to ensure that they maintain a GPA of 2.7 and passing grades in the professional practice courses [see §33.4.(3)]. Students who complete the course requirements for a degree with the Dietetics Specialization in the fourth year but fail to maintain a graduating GPA of 2.7 will be granted a degree with BSc Nutrition and Food Science General Program, provided they meet the graduation GPA of the general program.

(3) Health and Safety Requirements

Note: For updates on changes to health and safety requirements refer to the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca/

(a) Immunization: To ensure, insofar as possible, both student and patient safety, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, and rubella. Varicella screening is required in the first year of the program and should be performed by the University Health Centre. In addition, students must have their immunization status reviewed by the University Health Centre upon acceptance to the BSc in Nutrition and Food Science, Dietetics Specialization program. Immunizations may require updating based on individual assessment. Any fees associated with immunization updates or boosters are the responsibility of the student.

(b) Criminal Record Check: Under the Protection for Persons in Care Act, a criminal record check may be required by any site providing clinical practicums. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are responsible for having a criminal record check completed within 90 days of commencement of all clinical practicums. Students who have concerns related to their ability to satisfy a criminal record check should consult with the Faculty of Agricultural, Life and Environmental Sciences immediately upon being admitted to the program. The ultimate responsibility for meeting this requirement lies with the student. Other background checks may be required by a clinical agency such as a Vulnerable Sector Check, Child Welfare Check or Child Intervention Check. Students will be advised if any additional background checks are required by a clinical agency. Fees may be charged by police departments, RCMP detachments or government agencies for the criminal record and background checks. These fees are the responsibility of the student. For more information see §23.8.3.

(c) Respiratory Mask Fit Testing: Prior to acute care clinical practice placements, all students must be fitted for N95 Respiratory Masks in accordance with the contractual placement agreement with Alberta Health

Services. These masks are worn when caring for patients with highly infectious diseases. The Health Sciences Council of the University of Alberta coordinates mask fit testing and the Faculty of Agricultural, Life and Environmental Sciences will notify students of fitting dates. A fee may be charged for mask fit testing. This fee is the responsibility of the student.

(4) Professional Practice Requirements

(a) Professional Ethics, Standards of Practice or Care, Policies and Procedures:

All students enrolled in the Dietetics Specialization are bound by, and shall comply with the Professional Codes of Ethics governing the profession and practice of Dietetics, as well as the policies and procedures of the placement site and those of the Dietetics Specialization:

- "Professional Codes of Ethics" means the current College of Dietitians of Alberta's Code of Ethics for Registered Dietitians and Registered Nutritionists, as well as all other relevant professional codes and practice standards for Registered Dietitians.

- It is the responsibility of all students enrolled in the Dietetics Specialization 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. 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).

- Students enrolled in professional practice placement courses are required to follow the administrative procedures and regulations (including dress requirements) of the placement site. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.

- For current information on the policies and procedures of the Dietetics Specialization, refer to the Faculty of Agricultural, Life and Environmental Sciences website at: www.ales.ualberta.ca/

(b) Practicum Intervention Policy: The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. (See §23.8.2 and Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in 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. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).

(c) Clinical and Professional Practice Performance:

- Students must complete theory and practice components of professional practice nutrition and dietetics courses to receive credit. Students who have not received a pass in the clinical/professional practice portion of a professional practice course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.

- A student who is absent more than one clinical day in any one clinical course may need to make up the lost time before being allowed to continue in the program.

- Students who fail the same professional practice course twice will be required to withdraw from the specialization.

(d) Rural Placement Requirement: All students enrolled in the Dietetics Specialization are required to relocate to rural centres across Alberta on one or more occasions during their professional practice course work in order to acquire an understanding of this setting.

- "Rural" is defined as towns or municipalities outside the commuting zone of larger urban centres (with 10,000 or more population).

- Access to transportation and accommodation is not considered in arranging rural professional practice placements. The student is responsible for transportation to and from work each day and for finding his or her own accommodation while engaged in all professional practice courses.

- All costs associated with relocation to rural centres are the responsibility of the student. This includes transportation, accommodations, food, clothing, and learning resources.

(e) Accommodation for Persons with Disabilities:

The Faculty of Agricultural, Life and Environmental Sciences supports the principle of accommodation and all reasonable efforts to meet the disability-related needs of students enrolled in the Dietetics Specialization. Students in need of accommodations must submit a written request for and formalize a professional practice accommodation plan one term prior to the planned start of a professional practice course. Detailed information on the Faculty policies and procedures related to accommodations during professional practice courses can be obtained from the Faculty Student Services Office.

(5) Residence Requirement

A student transferring to the Dietetics Specialization must complete at least *60 (normally the last *60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

(6) Requirements of the Dietetics Specialization

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

Course sequencing for Professional Practice in Dietetics courses may vary based on the availability of placement sites.

Pre-professional Year (normally taken in the BSc Nutrition and Food Science General Program)

BIOL 107

CHEM 101, 102, (164 or 261)

*6 ENGL or equivalent

NUTR 100

STAT 151

*6 free electives

Note: Credit acquired during the pre-professional year does not count towards the degree requirements for the BSc in Nutrition and Food Science, Dietetics Specialization. The required admission courses to be taken during the pre-professional year are shown here for information and program planning purposes only.

Year 1

ALES 204

BIOCH 200, 310

CHEM 263

NU FS 223, 250, 373

NUTR 201

PHYSL 210 (*6)

*3 Approved Program Elective

Year 2

Fall/Winter Terms

NU FS 363, 374, 377, 461

NUTR 301, 302, 400, 466, 468

SMO 201

Spring / Summer Terms

NUTR 469 – Professional Practice in Dietetics I (four week practicum)

Year 3

Fall/Winter Terms

ACCTG 300,

INT D 410

NUTR 450, 476

NU FS 356,

SMO 311

*6 of NU FS 424, 428, NUTR 443, 452, 476, 477, 478, or 479 must be completed in Year 3 (Fall/Winter Terms)

*6 Approved Program Electives

Spring/Summer Terms

NUTR 470 – Professional Practice in Dietetics II (six week practicum)

NUTR 471 – Professional Practice in Dietetics III (six week practicum)

Year 4 (see Note 1)

Fall Term:

NUTR 472 – Professional Practice in Dietetics IV (six week practicum)

NUTR 473 – Professional Practice in Dietetics V (six week practicum)

Winter Term

NUTR 474 – Professional Practice in Dietetics VI (15 week practicum)

The Capstone course for the Dietetics Specialization

NUTR 450

34.15.6 BSc Nutrition and Food Science, Specialization Food Science and Technology.

The Specialization in Food Science and Technology prepares students for careers in the Food Industry and related government sectors. The Specialization meets the guidelines of the Institute of Food Technologists (IFT).

This academic program focuses on applying chemistry, microbiology, and engineering to the food systems and technological processes used in food manufacturing, preservation, storage, and distribution. Graduates of this major may enter the food industry as technical specialists or quality control managers. Opportunities also exist in government employment as inspectors, laboratory managers, and extension workers; in international development agencies; and in private laboratories providing consultative or technical service to the food industry and food marketing chains.

Students who complete the course requirements for the Specialization in Food Science and Technology but fail to maintain a graduating grade point average of 2.7 will be granted a degree with BSc Nutrition and Food Science, General Program, provided they meet the graduation grade point average of the General Program.

(1) Residence Requirement

A student transferring to the Specialization in Food Science and Technology must complete at least *60 (normally the last *60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

(2) Requirements of the Specialization in Food Science and Technology

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

Year 1 (normally taken in the BSc Nutrition and Food Science General Program)

BIOL 107

*6 ENGL or equivalent.

CHEM 101, 102, (164 or 261)

MATH 113 or 114

NU FS 100

STAT 151

*3 free elective

Year 2

ALES 204

*3 BIOCH

CHEM 211, 263

ECON 101, 102

MICRB 265

NU FS 201 or *3 PHYS

NU FS 283, 372

Year 3

| | |
|---|---|
| | <p><u>*3 Approved Program Elective</u> <u>NU FS 306, 312, 353, 361, 374, 430, 454</u> <u>*6 free elective</u></p> <p><u>Year 4</u> <u>AREC 323 or SMO 301</u> <u>NU FS 401, 450, 490, 499</u> <u>*9 Approved Program Electives selected from 300/400-</u> <u>level NU FS</u> <u>*6 Approved Program Electives</u> <u>The Capstone course for Specialization in Food</u> <u>Science and Technology is NU FS 450.</u></p> |
| <p>34.15.5 Minor in Physical Activity</p> <p>Students in the Nutrition and Food major (see §34.15.3) or in the Nutrition major (see §34.15.4) may choose to complete a minor in Physical Activity by incorporating the following *15 into their program by careful selection of their Approved Program Electives and Free Electives. This provides the opportunity to integrate nutrition and food sciences with health and physical activity. See §34.1(4) and Note.</p> <p>(1) Requirements for the Minor (*15)</p> <ul style="list-style-type: none"> a. HE ED 110 (taken as a Free Elective) b. HE ED 220 and 321 c. NUTR 480 d. *3 from HE ED 221, PEDS 391, PERLS 104, RLS 400 <p>34.15.6 Minor in Human Ecology</p> <p>Students in the Nutrition and Food major (see §34.15.3) or in the Nutrition major (see §34.15.4) may choose a minor in Human Ecology by incorporating the following *15 into their program through careful selection of their Approved Program Electives and Free Electives. Depending on course selections made in major and minor areas of study, students may be eligible to apply to become a professional Human Ecologist or Professional Home Economist (information is available from 3-02 Human Ecology Building). See §34.1(4) and Note.</p> <p>(1) Requirements for the Minor (*15)</p> <ul style="list-style-type: none"> a. HECOL 100 b. HECOL 201 c. HECOL 301 d. *6 from HECOL 300, 310, 313, 322, 412, 413, 414, 440, 443 <p>34.15.7 Minor in Food Marketing</p> <p>Students in the Nutrition and Food major (see §34.15.3) may choose a minor in Food Marketing by incorporating the following *15 into their program by careful selection of their Approved Program Electives and Free Electives. This provides the opportunity to apply a nutrition and food science background to consumer and food marketing. See §34.1(4) and Note.</p> | <p><u>DELETE</u></p> |

(1) Requirements for the Minor (*15)

- a. AREC 200
- b. AREC 384
- c. AREC 484
- d. *6 from PSYCO 281, AREC 323 (if not taken to fulfill program core), AREC 473, 482, 485, SMO 301 (if not taken to fulfill Program core)

34.15.8 Minor in Food Policy

Students in the Nutrition and Food major (see §34.15.3) may choose a minor in Food Policy by incorporating the following *15 into their program through careful selection of their Approved Program Electives and Free Electives. This provides the opportunity to apply a health, fiscal and agricultural policy perspective to issues of health and food. See §34.1(4) and Note.

(1) Requirements for the Minor (*15)

- a. AREC 200
- b. AREC 473
- c. AREC 471
- d. ENCS 271
- e. HECOL 300

34.15.9 Dietetic Internships

Dietitians are employed in health care institutions, industry, government services, retail food services, teaching, community clinics, public relations, the media, and private practice. To become a Registered Dietitian, students must complete an undergraduate degree in Nutrition and a dietetic internship. Students must meet the additional course requirements (beyond those in the Nutrition major) outlined below to be eligible for an accredited dietetic internship. Applicants must meet a spoken English requirement (see §13.3.2)

Integrated Dietetic Internship: Eligible students may apply for the Integrated Dietetic Internship once course requirements are met. See Note 1. In this internship, academic terms alternate with internship terms in cooperation with health care facilities throughout Alberta; the degree plus internship can be completed in approximately five years and then the student is eligible for registration with the College of Dietitians of Alberta and membership in Dietitians of Canada. Students admitted to the U of A Integrated Dietetic Internship are required to maintain undergraduate registration and complete NUTR 466, 469, 470, 471 and 472 prior to convocation.

Post-degree Internship: As an alternative to the Integrated Dietetic Internship, eligible students may apply for the post-degree internship in their fourth year. Students applying for post-degree internships through Dietitians of Canada do not complete U of A professional practice courses.
Required Course List for Dietetics Students

Students who wish to become Registered Dietitians

~~must complete the Nutrition major, the specific additional undergraduate course requirements noted below and a dietetic internship (see Notes). These additional *15 may be taken as Approved Program Electives or Free Electives in the Nutrition major. This combination is an accredited university undergraduate program with the College of Dietitians of Alberta.~~

~~(1) Required Dietetics Courses (*15)~~

- ~~a. INT D 410 (See Note 2)~~
- ~~b. NU FS 374, 461~~
- ~~c. *3 Approved Program Elective chosen from NUTR 452, 478, 479, NU FS 428~~
- ~~d. NUTR 476~~

~~Notes~~

- ~~(1) Students planning to apply for the University of Alberta Integrated Dietetic Internship must have successfully completed NUTR 468 and have successfully completed or be registered in NU FS 377 and 461 for the upcoming academic year.~~
- ~~(2) Students must have completed NU FS 468 or NUTR 468 prior to registering in INT D 410.~~

~~Under Alberta's Protection for Persons in Care Act, students may be required to satisfy a criminal records check before being allowed to participate in an internship program.~~

Program Approval Template B

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

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

This Template applies to

- Restructured degrees and/or new majors within existing degrees that are built on existing program structures and are offered primarily from existing course offerings, faculty, and other resources (eg, adding Italian Studies to an existing BA program using primarily existing courses).
- Substantive degree title changes (eg, MSc Physical Therapy to MSc Rehabilitation Science)

Basic Information

1. Title of the program:
B. Sc. Nutrition and Food Science (NUFS) [Honours in Food Science, Honours in Nutrition, Nutrition & Food Science majors and specialization in Dietetics]
2. Proposed start date:
September 1, 2014. [Changes, per telephone conversation with J Bohun on June 13, 2012 (pm).]
3. Length of the program (years):
The length of the program is 4 years. Completion of the Dietetics Specialization requires completion of a pre-professional year of University studies.
4. University and academic unit:
Faculty of Agricultural, Life, & Environmental Sciences
5. Collaborating partners at other institutions:
None.
6. Contact person, with telephone and e-mail address:
Dr. Nat Kav (Associate Dean Academic), nat.kav@ualberta.ca
7. Completed/proposed approval path: Faculty of ALES Faculty Council, Academic Standards Committee Subcommittee on Standards (ASC SOS), Academic Standards Committee (ASC), Academic Planning Committee (APC)
8. Attach proposed program and course University Calendar changes and other supporting documentation.

The proposed University Calendar changes are attached

Rationale and Quality

9. Provide an overview of the program, including distinctive features relative to existing offerings.

Overview on the structure of the revised B.Sc. Nutrition and Food Science Program: Honors Programs

B.Sc. Honors Nutrition

Nutrition
(Entry, continuing, and graduating
GPA of 3.0)

B.Sc. Honors Food Science

Food Science
(Entry, continuing, and graduating
GPA of 3.0)

B.Sc. Nutrition and Food Science

Dietetics Specialization
(Quota program; entry, continuing
and graduating GPA 2.7)

Food Science and Technology
Specialization
(Entry and graduating GPA 2.7)

Nutrition and Food Science General Program
(Competitive entry, graduating GPA 2.0)

Minors:

Food Marketing

Food Policy

Food Quality
and Safety

Food Service
Management

Human Ecology

Nutrition
Communication
and Education

Nutrition and
Health

Physical
Activity

Distinctive features to existing offerings:

The program revision includes predominantly administrative changes to the current B.Sc. Nutrition and Food Science Program. Adjustments to the program content were particularly included in the honors programs and the Dietetics Specialization.

The revised program established two Honors Programs with an entry, continuing, and graduating GPA of 3.0. The two honors programs are distinguished from the existing program by the GPA requirement, additional course requirements, and an additional requirement for *9 research methods and research project.

The Food Science and Technology specialization provides a specialized education to meet competencies for Food Scientists established by the Institute of Food Technologists. Program content is virtually unchanged to existing offerings; the revised program includes an entry and graduating GPA of 2.7.

The Dietetics Specialization provides a specialized education to meet competencies for Registered Dietitians. Relative to existing offerings (Nutrition Major of the Nutrition and Food Science Program), content and administration of the academic program preparing for employment as Registered Dietitian was altered as follows:

- Content: The revised program requires *12 additional courses related to accounting and human resources, food preparation, and an introduction to the role of the Registered Dietitian in the Canadian health care system. These courses allow for better alignment with the competencies required for entry-to-practice as a Registered Dietitian.

Administration: In the current program, the Integrated Dietetic Internship is administered separately from the undergraduate degree program. The revised program includes the existing dietetic internship as part of the program requirements. The selection process that is currently used to select students participating in the Dietetic Internship (see <http://www.afns.ualberta.ca/en/CurrentStudents/IntegratedDieteticInternship.aspx>) will be modified to administer the Dietetics Specialization as a quota program, initially with 50 students per year. The number of students is subject to change depending on the availability of internship placements, and the demand for Registered Dietitians by the Alberta Healthcare System.

The revised Nutrition and Food Science General Program is largely identical to the current Nutrition and Food Major in the B.Sc. Nutrition and Food Science program but differs from existing offerings as follows:

- Modification of existing courses and new courses to expand experiential learning opportunities (NU FS 250, NU FS 306, NU FS 311, new capstone course).
- Modification of program course sequence to enhance and build the core knowledge base
- Increased number of minors available to students in the General Program to enable more targeted career choices.

10. What is the rationale for the proposed change, and how will it affect program quality?

The proposed change modifies the administration of the current B.Sc. Nutrition and Food Science, a successful program with more than 500 students. The proposed change will make only modest changes to the program content but will change important aspects of program administration. The changes also respond to the growing number of students in the existing program (250 students in 2001/2002; 518 students in 2006/2007; 541 students in 2011/2012). The rationale for the changes is outlined below.

- **Establishment of honors programs to recognize and promote academic excellence, and to enable preparation for a research career and graduate studies.** The program had an enrolment of 500 – 600 students in the past 5 years (enrolment management since 2009/2010). About 20 – 30 students per year are estimated to qualify for the honors programs.
The number of graduate students in the Department of Agricultural, Food, and Nutritional Science has increased by more than 50% since 2002 (current enrolment: 229). Graduates from the proposed Honors programs will therefore have an abundance of opportunities for graduate studies at the University of Alberta. The honors designation of the research-oriented undergraduate education will also facilitate transfer of graduates to pursue a graduate degree at other institutions.
- **Improve the learning experience in the current “Nutrition and Food” major.** The current major offers substantial flexibility with regards to the choice approved program electives – *36 of the *120 can be taken as free electives or from a broad selection of approved program electives. This flexibility is highly appropriate for some students but many students need more guidance to match the course selection with targeted careers. The program revision maintains flexibility while providing structured career path choices through the increased number of minors with selected course inclusions.
In addition, more experiential learning opportunities will be offered in the revised “Nutrition and Food Science General Program”. The current Nutrition and Food Major requires completion of only three courses (*9) with experiential learning component in the last two years of studies. The proposed program has addressed this shortcoming by including the re-development of current course content and new courses with experiential learning components.
- **Introduction of a “Dietetics Specialization” and administration of the internship as part of the structure of the program offered by the Faculty of ALES.** The current Nutrition Major was designed using an honors-type program as a template (research experience and a highly competitive entry). However, a vast majority of students use the nutrition major as an entry point into the Integrated Dietetic Internship (administered outside of the faculty) rather than for entry into graduate studies. The separate administration of the internship (practicum 44 weeks), and the use of the current nutrition major as an entry point into dietetics has created numerous administrative difficulties for students, faculty, student advisors, and academic advisors. It is also a source of substantial stress among students due to misunderstanding their enrolment in the nutrition major as there is no guarantee of entry into the dietetic program. Therefore, the introduction of the Dietetics Specialization and a separate Nutrition Honors program will remedy these problems to benefit and streamline programming for both students and staff.
- **Introduction of a “Food Science and Technology Specialization”.** The Food Science and Technology specialization is designed to meet competencies for Food Scientists established by the Institute of Food Technologists. Program content is virtually unchanged to existing offerings (Food Science and Technology

Major), the revised program includes an entry and graduating GPA of 2.7. The use of the term “specialization” instead of major better reflects the purpose of the stream, to provide a focussed technical education leading to a career in Food Science and Technology. The requirement for the specialization will include an independent research course (NU FS 401) to provide research experience. This new requirement meets priorities of the University of Alberta set forth in the Dare to Discover document, and is a recommended requirement of the IF.

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

The Faculty of ALES has a team of highly skilled experts in the nutrition and food science fields who support the implementation of this proposed program to better cater to the training of new professional graduates in their chosen career paths. The demonstrated expertise and capacity of the University of Alberta is documented by the successful delivery of the current B.Sc. Nutrition and Food Science program.

The University of Alberta and the Faculty of ALES is currently the only post-secondary institution in Alberta which offers dedicated programs in food science, human nutrition, and nutrition and food science. Moreover, the Integrated Dietetic Internship is the province’s only approved professional practice training program for Registered Dietitians. All of these programs have been in existence for several decades.

The University’s expertise and capacity is demonstrated by successful delivery of the current B.Sc. Nutrition and Food Science Program with enrolment of 518 (2007 / 2008), 537 (2008 / 2009), 539 (2009 / 2010), 565 (2010 / 2011), and 541 (2011 / 2012) students. The number of students in the program is limited by enrolment management (entry GPA of 2.5) since 2009/2010.

The proposed changes will not change the number of students in the program.

Note: The proposed change builds on existing programs and resources, so quality will be monitored as part of the University’s ongoing assessment processes.

12. How does the proposed change further the University’s Academic Plan (*Dare to Deliver*)? How does this proposal connect to the University’s vision, as expressed in *Dare to Discover*?

The proposed change furthers the University’s Academic Plan and connects to the University’s vision.

- The proposed program will improve the integration of cutting-edge research in the undergraduate curriculum by establishment of Honors programs in nutrition and food science. The honors programs will build greater research focus into the program to compliment the U of A’s Dare to Discover vision. Enhanced training in research methodologies and communication will enrich the learning experience of graduates and the reputation of the U of A as world leaders the training of professionals in these fields. The proposed change will improve the University’s ability to recruit exceptional students locally, nationally, and internationally by establishment of the honors programs. The proposed program will enhance cross-disciplinary learning opportunities by integration of concepts from diverse disciplines (Natural sciences, Social sciences, Engineering) into an inter-disciplinary undergraduate program that challenges students with diverse views yet provides improved flexibility for students to build their education based on their needs and abilities.
- The proposed change will promote administrative effectiveness and good governance by streamlining the administration of the current Nutrition and Food Science Program.
- The proposed change articulates core sets of skills, attributes and values that were incorporated into the undergraduate program. Cornerstone and Capstone Courses are integrated in all streams of the program to provide training, development and leadership opportunities in disciplinary and non-disciplinary skills.
- The proposed changes incorporate input from students (three student forums held in 2009, 2011, and 2012 with more than 100 participants), faculty, administrative staff, and external stakeholders to improve the quality and the delivery of the exiting program.

- The proposed changes particularly result from the ongoing quality control by the Faculty of ALES, achieved through the assessment of program outcomes (e.g. in capstone courses), and exit surveys and alumni surveys to obtain feedback on the quality of the program.

Demand and Administration

13. Outline the expected impact of the change in terms of professional and academic opportunities for current and prospective students.

Graduates of the current program find a variety of professional and academic opportunities in the areas of Food Science and Nutrition. Current employers of our graduates include Alberta Health Services, the food industry, food service providers, government bodies (Health Canada, Canadian Food Inspection Agency, Alberta Agriculture and Rural Development etc.) and non-government organizations. Despite the strong growth of the program, the demand for graduates exceeds the number of graduates in several streams of the program.

The proposed change will further improve the professional and academic opportunities for current and prospective students:

- **Honors programs:** The establishment of the two proposed honors programs, the first in the Faculty of ALES, will support students who seek careers in scientific research or plan to continue at the graduate level of study. Organizations employing graduates of the Nutrition and Food Science Program (see above) also need professionals with greater research training as acquired through a graduate education. These programs will provide excellent, research-oriented training and the ability to focus on a specific subject area of interest. They will offer students the opportunity to enhance their readiness for graduate studies in either nutrition or food science.
- **Food Science and Technology Specialization:** The career and employment opportunities for individuals with a background in food science and technology have been very strong in the past years. Implementation of the proposed program revision will not affect this situation.
- **Dietetics Specialization:**
- Current health workforce projections suggest an increasing need for Registered Dietitians across the next decade. These projections, coupled with significant attrition from the profession due to retirements, mean that the job outlook for students trained for a career as Registered Dietitians will remain excellent.
- **Nutrition and Food Science General Program:** The proposed program changes and improved structure will facilitate successful career development after graduation through increased experiential learning opportunities and through the selection of appropriate minors to target their career aspirations (E.g. Nutrition and Food Science consultants in public health education and training sectors of government and non-government organizations, Food Service, Food Business Management, Food Quality Control).

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

The existing B.Sc. Nutrition and Food Science Program has a current enrolment of 541 students (2011-2012). The program change will not significantly alter our expected enrolment as numbers are kept constant through enrolment management. However, it is anticipated that the improved structure of the program will attract more students and thus result in higher entry GPAs.

15. 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 Alberta and the Faculty of ALES specifically, is currently the only post-secondary institution in Alberta which offers dedicated programs in food science, human nutrition and nutrition and food science. Moreover, the Integrated Dietetic Internship, based in the Faculty of ALES is the province's only approved professional practice training program for Registered Dietitian. All of these programs have been in existence for several decades.

As such, there we do not anticipate any enrolment (or other) impact on programs at other institutions.

Dietetic practice in Alberta is legally regulated by the College of Dietitians of Alberta under the authority of the Health Professions Act. The College of Dietitians of Alberta is aware of the proposed program changes

presented here and is in support of the creation and implementation of the Dietetics Specialization program (Please see attached letter of support).

Students enrolled in the Dietetics Specialization will participate in clinical and other student placements in order to acquire the professional competencies needed to enter practice as Registered Dietitians. A majority of these placements will take place at sites operated by Alberta Health Services (AHS). The Integrated Dietetic Internship has a long-standing and very close working relationship with the AHS Nutrition and Food Service and we currently place a similar number of students at AHS sites as would be the case following the implementation of the dietetics specialization. Senior management at Alberta Health Services (Nutrition and Food Services) is aware and supportive of the proposed program changes. As a result, we do not anticipate any negative impacts on clinical placement capacity.

16. Describe the current student demand for the change.

The proposed changes respond to concerns raised during a forum of Nutrition and Food Science Students on March 5th, 2009. The forum summary, prepared by the president of the Nutrition and Food Science Student Association, Brad Leier, indicate that several aspects of the administration of the Nutrition and Food Science program, particularly the administration of the Integrated Dietetic Internship in the framework of the current program, results in hyper-competitiveness among students, lack of student cohesiveness, and is a cause of distress. Particularly the points of entry into the current Dietetic internship program, and attainment of grade requirements to enter and stay enrolled in the Nutrition major were a cause of concern for students. Students also commented on the program content, particularly expressing the desire for more practical food knowledge.

These concerns were supported by the results of the exit survey administered to students graduating with a major in Nutrition and Food, and a major in Food Science and Technology in 2011.

The proposed changes were discussed in a Nutrition and Food Science Student Forum held on Feb 1st, 2012. The Forum was held to obtain feedback on the program review from current Nutrition and Food Science students. The notes from the Nutrition and Food Science Student Forum on Feb 1st, 2012, prepared by Caitlyn Nordhagen (Nutrition and Food Science Student Association), indicate that the proposed changes address all major concerns of current Nutrition and Food Science students, and will result in an improved learning experience for students.

17. Is there an economic demand? Is there any anticipated impact on employers, including clinical or other student placements and, if so, what consultation has occurred?

The economic demand for graduates of the revised Nutrition and Food Science Program is documented by the success of graduates from the current program. Employment levels are already high, and the changes to the program are designed to better meet employment needs of the province.

Service Canada data¹ suggest that the demand for Registered Dietitians will increase over the next two decades. In recent years, the number of dietitians and nutritionists has increased sharply. This increase may be explained by the aging of the population, growing public concern about healthy eating, increased government spending in the health sector, the exacerbation of health problems due to obesity and the growing use of the services of dietitians to prevent and treat health problems.

Given that these trends should continue, the number of dietitians and nutritionists should increase sharply over the next few years.

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

As the proposed changes are primarily a restructuring of the existing BSc Nutrition and Food Science, the proposed change has no resource implications as enrolments and required resources will not be affected.

¹ Service Canada. Occupational Outlook – Dietitians and Nutritionists. On-line [Available]: http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3132.shtml

Additional Questions – University of Alberta

19. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

The current B.Sc. Nutrition and Food Science Program is the only B.Sc. program in Alberta providing undergraduate education in the areas of Nutrition and / or Food Science. It is the only program in Alberta preparing students for employment as Registered Dietitian, and one of five Food Science programs in Canada approved by the Institute of Food Technologists.

The proposed change will improve the provincial, national, and international recognition of the University of Alberta's undergraduate education through improved content and delivery of the current program.

20. How will research, scholarly work, and teaching be integrated to enhance student learning?

The current program integrates research, scholarly work, and teaching through offering of advanced, 400-level approved program electives (APEs). The content of these courses typically matches the research expertise of the instructor and thus integrates research, scholarly work and teaching. Most 400-level APE's in the current program also encourage undergraduate research by integrating independent research, student presentations or other elements of experiential learning in the course outlines. The integration of research and teaching is furthermore fostered through the delivery of the capstone courses which require students to develop applied research projects in small groups.

The proposed changes will improve the integration of cutting-edge research in the undergraduate curriculum particularly by establishing the two honors programs. It will enhance cross-disciplinary learning opportunities by integration of concepts from diverse disciplines (Natural sciences, Social sciences, Engineering) into an interdisciplinary undergraduate program that challenges students with diverse view yet provides improved flexibility for students to build their education based on their needs and abilities.

21. When should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

Ongoing quality control and evaluation of the program is achieved through the following tools

- Approval of the Dietetics Specialization by the College of Dietitians.
- Approval of the Food Science and Technology Specialization by the Institute of Food Technologists. Approval requires an annual report on the quality control of the program, and is renewed every five years.
- Annual exit surveys and alumni surveys.
- Meetings of faculty staff with external stakeholders, e.g. industry advisory panels, provide an additional tool to identify shortcomings of the program.
- Additionally, the B.Sc. Nutrition and Food Science Program Committee obtains feedback from students and administrators through consultation with student advisors and academic advisors (both are members of the program committee), regular communication with the Nutrition and Food Science Student Association, and regular consultation with administrative staff involved in administration of the program, or courses in the program.
- The Faculty reviews all academic programs on a five-year cycle.

An example of the integration of feedback from students, employers, and other interested parties to improve delivery of the Nutrition and Food Science Program is provided by the proposed program revision. It is anticipated that the extensive consultation process in preparation of the program revision eliminates the need for additional major changes in the next years. However, the tools for ongoing quality control and evaluation of the program will be employed on a regular basis, and feedback will be employed for future improvements.

Appendix – Enrolment Table

BSc Nutrition and Food Science General Program

| Proposed Enrolment | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Annual Ongoing |
|-----------------------------------|---------|---------|---------|---------|----------------|
| • Total Full-Time head count | 245 | 245 | 245 | 245 | 245 |
| • Full-Time Year 1 | 80 | 80 | 80 | 80 | 80 |
| • Full-Time Year 2 | 65 | 65 | 65 | 65 | 60 |
| • Full-Time Year 3 | 50 | 50 | 50 | 50 | 50 |
| • Full-Time Year 4 | 50 | 50 | 50 | 50 | 50 |
| • Total Part-Time head count | 0 | 0 | 0 | 0 | 0 |
| • Part-Time Year 1 | | | | | |
| • Part-Time Year 2 | | | | | |
| • 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 | | | | | |
| • Total FLE | 0 | 0 | 0 | 0 | 0 |
| • FLE Year 1 | | | | | |
| • FLE Year 2 | | | | | |
| • FLE Year 3 | | | | | |
| • FLE Year 4 | | | | | |
| • Anticipated Number of Graduates | 50 | 50 | 50 | 50 | 50 |

BSc Nutrition and Food Science, Dietetics Specialization

| Proposed Enrolment | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Annual Ongoing |
|-----------------------------------|---------|---------|---------|---------|----------------|
| • Total Full-Time head count | 50 | 100 | 150 | 200 | 200 |
| • Full-Time Year 1 | 50 | 50 | 50 | 50 | 50 |
| • Full-Time Year 2 | 0 | 50 | 50 | 50 | 50 |
| • Full-Time Year 3 | 0 | 0 | 50 | 50 | 50 |
| • Full-Time Year 4 | 0 | 0 | 0 | 50 | 50 |
| • Total Part-Time head count | 0 | 0 | 0 | 0 | 0 |
| • Part-Time Year 1 | | | | | |
| • Part-Time Year 2 | | | | | |
| • 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 | | | | | |
| • Total FLE | 0 | 0 | 0 | 0 | 0 |
| • FLE Year 1 | | | | | |
| • FLE Year 2 | | | | | |
| • FLE Year 3 | | | | | |
| • FLE Year 4 | | | | | |
| • Anticipated Number of Graduates | 0 | 0 | 0 | 50 | 50 |

BSc Nutrition and Food Science, Food Science and Technology Specialization

| Proposed Enrolment | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Annual Ongoing |
|-----------------------------------|---------|---------|---------|---------|----------------|
| • Total Full-Time head count | 15 | 40 | 40 | 40 | 40 |
| • Full-Time Year 1 | 0 | 0 | 0 | 0 | 0 |
| • Full-Time Year 2 | 10 | 10 | 10 | 10 | 10 |
| • Full-Time Year 3 | 5 | 15 | 15 | 15 | 15 |
| • Full-Time Year 4 | 0 | 5 | 15 | 15 | 15 |
| • Total Part-Time head count | 0 | 0 | 0 | 0 | 0 |
| • Part-Time Year 1 | | | | | |
| • Part-Time Year 2 | | | | | |
| • 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 | | | | | |
| • Total FLE | 0 | 0 | 0 | 0 | 0 |
| • FLE Year 1 | | | | | |
| • FLE Year 2 | | | | | |
| • FLE Year 3 | | | | | |
| • FLE Year 4 | | | | | |
| • Anticipated Number of Graduates | 0 | 5 | 15 | 15 | 15 |

BSc Honors in Nutrition

| Proposed Enrolment | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Annual Ongoing |
|-----------------------------------|---------|---------|---------|---------|----------------|
| • Total Full-Time head count | 15 | 40 | 40 | 40 | 40 |
| • Full-Time Year 1 | 0 | 0 | 0 | 0 | 0 |
| • Full-Time Year 2 | 10 | 10 | 10 | 10 | 10 |
| • Full-Time Year 3 | 5 | 15 | 15 | 15 | 15 |
| • Full-Time Year 4 | 0 | 5 | 15 | 15 | 15 |
| • Total Part-Time head count | 0 | 0 | 0 | 0 | 0 |
| • Part-Time Year 1 | | | | | |
| • Part-Time Year 2 | | | | | |
| • 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 | | | | | |
| • Total FLE | 0 | 0 | 0 | 0 | 0 |
| • FLE Year 1 | | | | | |
| • FLE Year 2 | | | | | |
| • FLE Year 3 | | | | | |
| • FLE Year 4 | | | | | |
| • Anticipated Number of Graduates | 0 | 5 | 15 | 15 | 15 |

BSc Honors in Food Science

| Proposed Enrolment | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Annual Ongoing |
|--|----------------|----------------|----------------|----------------|-----------------------|
| • Total Full-Time head count | | | | | 25 |
| • Full-Time Year 1 | 0 | 0 | 0 | 0 | 0 |
| • Full-Time Year 2 | 5 | 5 | 5 | 5 | 5 |
| • Full-Time Year 3 | 5 | 10 | 10 | 10 | 10 |
| • Full-Time Year 4 | | 5 | 10 | 10 | 10 |
| • Total Part-Time head count | 0 | 0 | 0 | 0 | 0 |
| • Part-Time Year 1 | | | | | |
| • Part-Time Year 2 | | | | | |
| • 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 | | | | | |
| • Total FLE | 0 | 0 | 0 | 0 | 0 |
| • FLE Year 1 | | | | | |
| • FLE Year 2 | | | | | |
| • FLE Year 3 | | | | | |
| • FLE Year 4 | | | | | |
| • Anticipated Number of Graduates | 0 | 5 | 10 | 10 | 10 |