

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, September 15, 2016 meeting:

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Agenda Title: **Office of the Registrar: Proposed Approval of Transfer Credit for September 2016**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed approval of Transfer Credit for September 2016, as submitted by the Office of the Registrar.

Final Item: 5A.

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Agenda Title: **Faculty of Nursing: Changes to Admission Requirements for High School Applicants for BSc Nursing - Collaborative Program**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to Admission Requirements from high school applicants for the BSc Nursing - Collaborative Program, as submitted by the Faculty of Nursing.

Final Item: 5B.

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Agenda Title: **Faculty of Graduate Studies and Research: Changes to Admission Requirements for Master of Agriculture (Resource Economics and Environmental Sociology) in the Faculty of Agricultural, Life and Environmental Sciences**

CARRIED MOTION: THAT the GFC Academic Standard Committee, with delegated authority from General Faculties Council, approve the proposed changes to Admission Requirements for MAg (Resource Economics and Environmental Sociology) in the Faculty of Agricultural, Life and Environmental Sciences, as submitted by the Faculty of Graduate Studies and Research.

Final Item: 5C.

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Agenda Title: **Faculty of Graduate Studies and Research: Changes to Admission Requirements for Department of East Asian Studies**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to Admission Requirements for the Department of East Asian Studies, as submitted by the Faculty of Graduate Studies and Research.

Final Item: 5D.

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Agenda Title: **Faculty of Medicine and Dentistry: Changes to Admission Requirements for DDS Advanced Placement Program**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to Admissions Requirements for DDS Advanced Placement Program, Faculty of Medicine and Dentistry.

Final Item: 5E.

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Agenda Title: **Faculty of Arts: Changes to Admission and Readmission Deadlines**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to Admission and Readmission Deadlines, as submitted by the Faculty of Arts.

Final Item: 5F.

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Agenda Title: **Proposal for an Embedded Certificate in Engaged Leadership and Citizenship in Arts and Science, Faculty of Arts and Faculty of Science**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Credit Certificate in Engaged Leadership and Citizenship in Arts and Science, as submitted by the Faculty of Arts and the Faculty of Science, and as set forth in Attachment 1 as amended, to take effect Fall 2017.

Final Item: 6.

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Agenda Title: **Proposal for an Embedded Research Certificate in Arts (Psychology), Faculty of Arts**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Credit Certificate: Research Certificate in Arts (Psychology), as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2017.

Final Item: 7.

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Agenda Title: **Proposal to Suspend Admission to the Master of Engineering in Agricultural, Food and Nutritional Sciences, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the suspension of admission to the Master of Engineering program in Agricultural, Food and Nutritional Sciences as set forth in Attachment 1 to take effect immediately.

Final Item: 8.

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Agenda Title: **Proposed Changes to Admission Requirements, Bachelor Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to the Admission Requirements, BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect Fall 2017.

Final Item: 9.

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Agenda Title: **Proposal from the Faculty of Graduate Studies and Research regarding laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs**

CARRIED MOTION: THAT the GFC Academic Standards Committee rescind, with delegated authority from General Faculties Council, the following motion of June 16, 2016:

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THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the policy for laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs as proposed by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, as amended at the June 16, 2016 meeting, to be effective immediately upon approval.

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the final revisions to the policy for laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs as proposed by the Faculty of Graduate Studies and Research, and as set for in Attachment 1, to be effective immediately upon approval.

Final Item: 11.

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Agenda Title: **Proposed Changes to the Statement on Equity in Student Affairs**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, recommend to the GFC Academic Planning Committee, proposed changes to the Statement on Equity in Student Affairs found in the section University Regulations and Information for Students/General University Policies/Statement on Equity in Student Affairs of the University Calendar as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon final approval.

Final Item: 12.

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Agenda Title: **Proposed changes to Existing Admission Requirements, Master of Arts program in the Faculty of Native Studies, Faculty of Graduate Studies & Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to Existing Admission Requirements, Master of Arts in the Faculty of Native Studies, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1 as amended, to be effective upon approval.

Final Item: 13.

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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**

**5A. Office of the Registrar: Proposed Approval of Transfer Credit for September 2016**

**5B. Faculty of Nursing: Changes to Admission Requirements for High School Applicants for BSc Nursing – Collaborative Program**

**5C. Faculty of Graduate Studies and Research: Changes to Admission Requirements for MAg (Resource Economics and Environmental Sociology) in the Faculty of Agricultural, Life and Environmental Sciences**

**5D. Faculty of Graduate Studies and Research: Changes to Admission Requirements for Department of East Asian Studies**

**5E. Faculty of Medicine and Dentistry: Changes to Admission Requirements for DDS Advanced Placement Program**

**5F. Faculty of Arts: Changes to Admission and Readmission Deadlines**

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar; Sandra Davidson, Associate Dean (Undergraduate) Faculty of Nursing; Deborah Burshtyn, Vice Dean, Faculty of Graduate Studies and Research; Fraser Brenneis, Vice Dean (Education), Faculty of Medicine and Dentistry; Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts
Presenter	Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee

**Details**

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 individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
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 5A: To take effect upon approval Item 5B: To take effect 2017/18 Item 5C: To take effect 2017/18 Item 5D: To take effect 2017/18 Item 5E: To take effect upon approval Item 5F: To take effect 2017/18
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A

Item No. 5A - F

Supplementary Notes and context	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC's terms of reference provide that "the term ' <b>routine and/or editorial</b> ' 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).
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**Engagement and Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Programs) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – September 15, 2016
Final Approver	GFC Academic Standards Committee – September 15, 2016

**Alignment/Compliance**

Alignment with Guiding Documents	<i>For the Public Good</i> , Comprehensive Institutional Plan, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: 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 of students to take courses. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. <b>PSLA</b> "29(1) A faculty council may: [...] (c) provide for the admission of students to the faculty, (d) determine the conditions under which a student must withdraw from or may continue the student's program of studies in the faculty [...] subject to any conditions or restrictions that are imposed by the general faculties council.</p> <p>3. <b>GFC ASC Terms of Reference (Mandate of the Committee)</b> "D. Alberta Transfer Guide i. 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. ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta."</p> <p>4. <b>UAPPOL Transfer Credit Articulation Procedure (Overview and</b></p>

**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 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.”

**5. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee)**

“A. Definitions

i. “Routine and/or Editorial

[...]

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 which 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.

[...]

B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

**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*.”

Attachments

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for September 2016
2. Attachment B: Faculty of Nursing: Changes to Admission Requirements for High School Applicants Collaborative Program
3. Attachment C: Faculty of Graduate Studies and Research: Changes to Admission Requirements for MAg (Resource Economics and Environmental Sociology) in the Faculty of Agricultural, Life and Environmental Sciences
4. Attachment D: Faculty of Graduate Studies and Research: Changes to Admission Requirements for Department of East Asian Studies
5. Attachment E: Faculty of Medicine and Dentistry: Changes to Admission Requirements for DDS Advanced Placement Program
6. Attachment F: Faculty of Arts: Changes to Admission and Readmission Deadlines

*Prepared by:* Meg Brolley, GFC Secretary, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)



September 1, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on September 15, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
TBD	EP 3020 (3)	EDPY 302 (3)		
TBD	EP 3040 (3)	EDPY 304 (3)		
<b>KING'S UNIVERSITY, THE</b>				
140474	THEO 360 (3)	AUREL 2XX (3)		King's THEO 360 (3) was previously approved for HIST 2xx (3). Credit allowed for only one of King's HIST 324 or THEO 360 at UofA. The new agreement will be: THEO 360 (3) = HIST 2xx (3) OR AUREL 2xx (3). Credit allowed for only one of King's HIST 324 or THEO 360 at UofA.
<b>LAKELAND COLLEGE</b>				
TBD	EDPY 304 (3)	EDPY 304 (3)		
TBD	EDU 100 (3)	EDU 1XX (3)	This course may be used to meet the EDU 100 requirement in the Faculty of Education B.Ed. programs at UofA.	This agreement will have a start date of September 1, 2013 and an end date of August 31, 2018.
<b>MACEWAN UNIVERSITY</b>				
140852	EDUC 100 (3)	AUEPS 1XX (3)		MacEwan's EDUC 100 was previously approved for EDU 100 (3). The new agreement will be: EDUC 100 (3) = EDU 100 (3) OR AUEPS 1xx (3).

September 1, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on September 15, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>MASKWACIS CULTURAL COLLEGE</b>				
TBD	EDFX 1500 (3)	EDU 1XX (3)	This course may be used to meet the EDU 100 requirement in the Faculty of Education B.Ed. programs at UofA.	This agreement will have a start date of September 1, 2013 and an end date of August 31, 2018.
TBD	EDPY 1500 (3)	EDPY 302 (3)		
TBD	EDPY 2501 (3)	EDPY 2XX (3)		
<b>MEDICINE HAT COLLEGE</b>				
140675	PSYC 365 (3)	AUPSY 263 (3)		MHC's PSYC 365 (3) was previously approved for PSYCO 258 (3). The new agreement will be: PSYC 365 (3) = PSYCO 258 (3) OR AUPSY 263 (3).
<b>NORTHERN LAKES COLLEGE</b>				
138619	COMP 2100 (3)	AUEDC 210 (3)		NLC's COMP 2100 (3) was previously approved for EDU 210 (3). The new agreement will be: COMP 2100 (3) = EDU 210 (3) OR AUEDC 210 (3).

September 1, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on September 15, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>ST MARY'S UNIVERSITY</b>				
140790	POLI 315 (3)	AUPOL 2XX (3)		St Mary's POLI 315 (3) was previously approved for POL S2xx (3). The new agreement will be: POLI 315 (3) = POL S2xx (3) OR AUPOL 2xx (3).

**Faculty of Nursing  
Calendar Change Request Form  
For Implementation in 2017-18**

CURRENT	PROPOSED
<p><b>Undergraduate Admission/ Admission Requirements by Faculty/ Faculty of Nursing/ BSc in Nursing—Collaborative Program</b></p> <p><u><a href="#">BSc in Nursing—Collaborative Program</a></u></p> <p>Admission is competitive based on academic standing.</p> <p><b>I. High School Applicants</b></p> <p style="text-align: center;"><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (2) Chemistry 30 or Science 30 (3) Biology 30 (4) One of Mathematics 30-1, Mathematics 30-2 or Mathematics 31 (5) Subject from Group A, B, or C</p>	<p><b>Undergraduate Admission/ Admission Requirements by Faculty/ Faculty of Nursing/ BSc in Nursing—Collaborative Program</b></p> <p><u><a href="#">BSc in Nursing—Collaborative Program</a></u></p> <p>Admission is competitive based on academic standing.</p> <p><b>I. High School Applicants</b></p> <p style="text-align: center;"><b>Subject Requirements</b></p> <p>(1) English Language Arts 30-1 (2) Chemistry 30 or Science 30 (3) Biology 30 (4) One of Mathematics 30-1, Mathematics 30-2 or Mathematics 31 (5) Subject from Group A, B, or C <b>or Physical Education 30 (5 credits)</b></p>

**Rationale:**

Adding the approved Physical Education 30 course to existing high school admissions requirements advantages the applicant as it widens the scope of relevant subject requirements for admission. In addition to the physical activity component of Physical Education 30, the course also addresses broader content, such as health and wellness, leadership, teams, and community service.

Faculty of Graduate Studies and Research

Faculty of Agricultural, Life & Environmental Science  
2017/18 Calendar Changes

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p>The Degree of MAg (Resource Economics and Environmental Sociology) [Graduate]</p> <p>Applicants for this program are normally expected to have completed three years of satisfactory professional experience in agriculture.</p>	<p>The Degree of MAg (Resource Economics and Environmental Sociology) [Graduate]</p>
<p><b>Proposed by:</b> M. Luckert &amp; J. Parkins, REES</p> <p><b>Rationale for Change:</b> <del>To restructure the REES MAg from 10 courses + project course to 8 courses + project course to reinvigorate the program and make better use of underutilized capacity of existing courses.</del></p> <p>Approval: ALES Faculty Council April 11, 2016</p>	

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

June 15, 2016

**2017-2018 University of Alberta Proposed Calendar Graduate Program Changes: changes to the entrance requirements for the Department of East Asian Studies**

Current	Proposed
<p><b>East Asian Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b></p> <p>The Department's minimum admission requirements are an undergraduate degree with an average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution. Applicants with a grade point average between 3.0 and 3.2 who are exceptional in other areas of the admission requirements may be considered. A TOEFL score of 600 (paper-based) or 100 (Internet-based), or an IELTS score of 7.0, is required where applicable (see English Language Requirement).</p> <p>Four years of university-level study (or the equivalent) in the language(s) in which the student will be carrying out research are required; an undergraduate background related to the proposed area of graduate study is preferred.</p> <p>The Department is prepared to accept a limited number of students who are otherwise well-qualified and show language aptitude (demonstrated to the satisfaction of the Department by passing an exam or some other form of assessment) but who have less than the required level of proficiency in English or the language in which they will be conducting</p>	<p><b>East Asian Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b></p> <p><u>In addition to FGSR's general requirements for admission (see Admission)</u>  <a href="http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=842#admission">http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=842#admission</a>].      Four years of university-level study (or the equivalent) in the language(s) in which the student will be carrying out research are required; an undergraduate background related to the proposed area of graduate study is preferred.</p> <p>The Department is prepared to accept a limited number of students who are otherwise well-qualified and show language aptitude (demonstrated to the satisfaction of the Department by passing an exam or some other form of assessment) but who have less than the required level of proficiency in English or the language in which they will be conducting</p>

research. Such students will be required to spend one or two extra years in their MA program to meet this qualification and will be admitted initially as a qualifying graduate student; they may be required to take undergraduate or other language courses in addition to the courses required for their MA degree.

research. Such students will be required to spend one or two extra years in their MA program to meet this qualification and will be admitted initially as a qualifying graduate students; they may be required to take undergraduate or other language courses in addition to the courses required for their MA degree.

Justification: The proposed change simply removes admissions criteria for GPA and language proficiency higher than FGSR's stated minima. In general, we wish to maintain high standards, and plan in practice in giving strong preference to students with high scores. However, because ours is a small program, it is unusually susceptible to random fluctuations in the size of our applicant pool, and hence in order to maintain a viable set of graduate course offerings each year, we require the flexibility to accept any student who meets FGSR's standards for admission.

Approval Route: Arts Faculty Council May 25, 2016

**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR ENTRY  
Effective Fall Session 2016-2017**

June 3, 2016

CURRENT	PROPOSED
<p><b><i>DDS Advanced Placement Program</i></b></p> <p>For detailed application and program information please visit <a href="http://www.dentistry.ualberta.ca">www.dentistry.ualberta.ca</a>.</p> <p><b>Limitation of Enrolment:</b> Enrolment is limited.</p> <p>Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.</p> <p><b>I. Admission Requirements</b></p> <p>In order to be eligible to apply to the DDS Advanced Placement program applicants must:</p> <ol style="list-style-type: none"> <li>1. Be graduates of a minimum four-year University dental program, not recognized by the Commission on Dental Accreditation of Canada (CDAC) or the Joint Commission for Dental Accreditation of the American Dental Association (JCDA).</li> <li>2. Have successfully completed the Assessment of Fundamental Knowledge (AFK) sponsored by the National Dental Examining Board of Canada (NDEB) within <b>two</b> years prior to the application deadline. For information on the NDEB Equivalency Process or to register for the exam please visit <a href="http://www.ndeb.ca">www.ndeb.ca</a>.</li> </ol>	<p><b><i>DDS Advanced Placement Program</i></b></p> <p>For detailed application and program information please visit <a href="http://www.dentistry.ualberta.ca">www.dentistry.ualberta.ca</a>.</p> <p><b>Limitation of Enrolment:</b> Enrolment is limited.</p> <p>Because the number of candidates who meet the minimum requirements for admission far exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.</p> <p><b>I. Admission Requirements</b></p> <p>In order to be eligible to apply to the DDS Advanced Placement program applicants must:</p> <ol style="list-style-type: none"> <li>1. Be graduates of a minimum four-year University dental program, not recognized by the Commission on Dental Accreditation of Canada (CDAC) or the Joint Commission for Dental Accreditation of the American Dental Association (JCDA).</li> <li>2. Have successfully completed the Assessment of Fundamental Knowledge (AFK) sponsored by the National Dental Examining Board of Canada (NDEB) within <b>five</b> years prior to the application deadline. For information on the NDEB Equivalency Process or to register for the exam please visit <a href="http://www.ndeb.ca">www.ndeb.ca</a>.</li> </ol>

Rationale: Limiting AFK exam scores to two years is too restrictive. This change is of benefit to the applicants. Requesting Fall 2016 implementation.



# ADMISSION CHANGES

Normal Implementation Effective 2017-18  
Arts Academic Affairs – January 27, 2016  
Arts Executive Committee – February 25, 2016  
Arts Faculty Council – March 22, 2016

## 12.7 Admission and Readmission Deadlines

BA (Criminology)

### Fall Term

Admission Application March 1

Documents June 1

Readmission Application March 1

Documents June 1

Other requirements

References, resumé, written statement - March 1,  
interview - June 1

BA (Criminology)

### Fall Term

Admission Application December 15

Documents June 1

Readmission Application December 15

Documents June 1

Other requirements

References, resumé, written statement – December 15,  
interview – February 1

# PROGRAMS OF STUDY CHANGES

**Normal Implementation Effective 2017-18**  
**Arts Academic Affairs – January 27, 2016**  
**Arts Executive Committee – February 25, 2016**  
**Arts Faculty Council – March 22, 2016**

## Admission Requirements 16.2.1 BA

Admission to the Faculty of Arts is competitive. The number of high school and transfer admissions or readmissions to the Faculty may be limited in any given year depending on the number of applicants and their qualifications. Some majors require higher averages and/or specific courses and additional admission criteria. Presentation of the minimum requirements does not guarantee admission. Applicants will be assessed on the basis of their academic records as described below.

### I. High School Requirements

High school applicants will be considered for admission based on their admission average on five subjects noted below. See §14.1 for minimum grade and admission average requirements.

#### Subject Requirements

- (1) English Language Arts 30-1
- (2) Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C.
- (3) Mathematics 30-2 may be used for admission to the Faculty of Arts, though some disciplines require Mathematics 30-1 as a prerequisite for required courses (see notes below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes.
- (4) See additional requirements below for specific majors and minors.

#### Notes

- (1) Admission to the major in Planning is competitive and Alberta residence students may be given preference. The minimum requirements are as follows:
  - i) English Language Arts 30-1, Social Studies 30-1, Mathematics 30-1 or Mathematics 30-2 and two subjects from Group A, B and/or C.
  - ii) A maximum of one Group B may be presented for admission.
  - iii) A minimum competitive average of at least 75% in the above five subjects and an AGPA of 2.3 on any transferable courses.
  - iv) A written statement outlining an interest in Planning, including any relevant volunteer or work experience. The statement must be submitted to the Department of Earth and Atmospheric Sciences by May 1.

Admission to the Faculty of Arts is competitive. The number of high school and transfer admissions or readmissions to the Faculty may be limited in any given year depending on the number of applicants and their qualifications. Some majors require higher averages and/or specific courses and additional admission criteria. Presentation of the minimum requirements does not guarantee admission. Applicants will be assessed on the basis of their academic records as described below.

### I. High School Requirements

High school applicants will be considered for admission based on their admission average on five subjects noted below. See §14.1 for minimum grade and admission average requirements.

#### Subject Requirements

- (1) English Language Arts 30-1
- (2) Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C.
- (3) Mathematics 30-2 may be used for admission to the Faculty of Arts, though some disciplines require Mathematics 30-1 as a prerequisite for required courses (see notes below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes.
- (4) See additional requirements below for specific majors and minors.

#### Notes

- (1) Admission to the major in Planning is competitive and Alberta residence students may be given preference. The minimum requirements are as follows:
  - i) English Language Arts 30-1, Social Studies 30-1, Mathematics 30-1 or Mathematics 30-2 and two subjects from Group A, B and/or C.
  - ii) A maximum of one Group B may be presented for admission.
  - iii) A minimum competitive average of at least 75% in the above five subjects and an AGPA of 2.3 on any transferable courses.

Faculty of Arts Calendar Change  
 Program/Regulation Changes

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for an Embedded Certificate in Engaged Leadership and Citizenship in Arts and Science, Faculty of Arts and Faculty of Science**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate in Engaged Leadership and Citizenship in Arts and Science, as submitted by the Faculty of Arts and the Faculty of Science, and as set forth in Attachment 1, to take effect Fall 2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts and Glen Loppnow, Associate Dean, Learning and Innovation, Faculty of Science
Presenters	Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts and Glen Loppnow, Associate Dean, Learning and Innovation, Faculty of Science

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded credit certificate: Certificate in Engaged Leadership and Citizenship in Arts and Science, offered jointly by the Faculty of Arts and the Faculty of Science.
The Impact of the Proposal is	The certificate presents an opportunity for students to develop their ability to take an interdisciplinary perspective, to give them practice in putting their learning to use in practical projects, and to foster a sense of community engagement and global citizenship and leadership.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall 2017
Estimated Cost and funding source	Cost neutral
Next Steps (ie.: Communications Plan, Implementation plans)	Both the Faculty of Arts and the Faculty of Science will be advertising this new certificate to their students. Professor David Rast of Psychology is already scheduled to teach INT D 241 in Fall 2017.
Supplementary Notes and context	Since 2012, the Arts & Science Task Force has been looking at ways to collaborate in providing leadership opportunities and credentials to students in both Faculties. The Task Force has included representatives from Community Service-Learning, from Library Administration, from both Faculties, and from undergraduate groups representing students in Science and Arts, as well as the University of Alberta Students' Union. In addition, we have consulted with high school principals through the College of Alberta School Superintendents, who expressed great interest as well.

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>• Faculty of Science Council –May 21, 2015</li> </ul>
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Faculty of Science Associate Chairs Undergraduate Council – for discussion and approval February 13, March 13, April 10, 2015 and December 18, 2015</li> <li>• Faculty of Science Chairs Council – for discussion and approval March 26, 2015, October 22, 2015 and December 17, 2015</li> <li>• Faculty of Arts Dean’s Executive Committee – for discussion February 3, 2015 and January 5, 2016</li> <li>• Faculty of Arts, Academic Affairs Committee – for discussion and approval January 27, 2016 and March 30, 2016</li> <li>• Arts Executive Committee – for discussion May 12, 2015</li> <li>• ASC Subcommittee on Standards – September 1, 2016</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Arts and Science Task Force including representatives from: Community Service-Learning, from Library Administration, from both Faculties, and from undergraduate groups representing students in Science and Arts, as well as the University of Alberta Students’ Union</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Science Chairs Council – December 17, 2015 Arts Faculty Council – approved May 25, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee – September 15, 2016</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: <b>EXPERIENCE</b> diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>OBJECTIVE 7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>Strategy i. Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>OBJECTIVE 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and learning.</p> <p>Strategy iv. Expand access to leadership development programs for undergraduate and graduate students.</p> <p>GOAL: <b>ENGAGE</b> communities across our campuses, city and region,</p>
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	<p>province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>OBJECTIVE 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <p>Strategy ii. Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA 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 GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):</b>  “G. Certificates (All Faculties): Approval Route  GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).”</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. UAPPOL Admissions Policy:</b> “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 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.”</p> <p><b>5. UAPPOL Admissions Procedure:</b>  “PROCEDURE</p>

	<p>1. <b>EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</b> Following approval by GFC:</p> <p>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).</p> <p>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.”</p> <p><b>6. PSLA:</b> 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)).</p> <p><b>7. UAPPOL Academic Standing Policy:</b> “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><b>8. UAPPOL Academic Standing Regulations Procedures:</b> “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>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1 – 12) Proposed Certificate including letters of support and library statement
2. Attachment 2 (pages 1 - 6) Proposed Calendar submission from Faculty of Science and Faculty of Arts

*Prepared by:* Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts,  
rebecca.nagel@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.

<b>Section A: Basics</b>		
<b>Program Name</b>	Certificate in Engaged Leadership and Citizenship in Arts and Science	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Arts & Faculty of Science	
<b>Contact information</b>	Name and Title	Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts Glen R. Loppnow, Associate Dean, Learning and Innovation, Faculty of Science
	Phone	780.492.7611 (RN) 780.492.1676 (GRL)
	Email	<a href="mailto:Rebecca.Nagel@ualberta.ca">Rebecca.Nagel@ualberta.ca</a> <a href="mailto:Glen.Loppnow@ualberta.ca">Glen.Loppnow@ualberta.ca</a>
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
<b>Units of Course Weight</b>	12 Credits	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<ul style="list-style-type: none"> <li>This program is intended to <b>foster the characteristics of leadership</b>, which we define as “<b>a process of social influence, which maximizes the efforts of others, towards the achievement of a goal</b>” (Kevin Kruse, <i>Forbes Magazine</i>, 2013-04-09) and “<b>the desire, ability, and commitment to the uplifting of the whole people</b>” (after H. M. Tory, first president of the University of Alberta). Students will take a structured package of courses designed to develop their ability to take a global, interdisciplinary perspective, to give them practice in putting their learning to use in practical projects, to cultivate their ability to work with others, to adapt their choice of values, directions, and goals, and to foster a sense of community engagement and global citizenship.</li> <li>A <b>three-stage curriculum</b> prepares students step-by-step for independence, inculcating core skills at each level:             <ol style="list-style-type: none"> <li><i>Interdisciplinarity, Depth &amp; Breadth of Knowledge, Research, and Leadership</i>: There are two required courses: INT D 240 Scientific and Human Aspects of Global Issues and INT D 241 Studies in Leadership. In INT D 240 Scientific and Human Aspects of Global Issues students learn to consider real-world problems from an interdisciplinary perspective. The course is designed around problem-based learning. In INT D 241 Studies in Leadership students gain a deep understanding of various styles, objectives and cultures of leadership.</li> </ol> </li> </ul>	

	<p>2. <i>Communication, Collaboration, Engagement &amp; Advocacy, Implementation:</i> Students learn both the theory and practice of teamwork and leadership as they work together on practical projects aimed at solving real-world problems in courses such as SCI 299 Science Citizenship, CSL 350 Selected Topics in Community Service-Learning, CSL 370 Topics in Community Issues, and courses in Arts and Science with a significant CSL component.</p> <ul style="list-style-type: none"> <li>• <i>Independence, Investigation, &amp; Initiative:</i> For the capstone experience students undertake mentored and their own self-guided projects, supported by cohort seminars in which the sharing of ideas with peers spurs new thoughts and ideas. Two new courses are proposed: INT D 440 Peer Mentorship: Learning to Lead in Teaching and INT D 441 Individual Leadership Practicum in Arts and Science. <b>Target student group:</b> The certificate will be open to all students, but since this is a program that can start early in a student’s studies, we also think it would be attractive as a recruitment tool for potential students in high schools.</li> <li>• <b>Target employment:</b> The certificate will foster skills essential for leadership roles in all sectors of society; private, public, voluntary as well as the academic sectors.</li> <li>• <b>Further educational options:</b> Successful certificate graduates could pursue graduate studies in almost any discipline. Successful certificate students could also potentially enhance their leadership experience within the PLLC and/or extra-curricular activities.</li> </ul>
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<b>Section B: Rationale, Implications and Impact</b>	
<p><b>Rationale for Introduction of Certificate</b> 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>In a world where our biggest challenges are too complex to be solved by any single discipline, our future leaders must be able to speak the languages of different disciplines, so as to be best positioned to draw on the insights of all. It is for this reason that the Faculties of Arts and of Science are working together to build a program that allows their students to understand different ways of leading through curricular and practical experiences offered by both faculties. As the largest undergraduate faculties, with a broad range of respected academic programs, we are well positioned to open students’ eyes to as many perspectives as possible.</p> <p>In order to achieve our vision of leadership, we aim at a set of core learning outcomes or competencies that our students will acquire through the program in an integrated fashion. These are designed to align with the values we see as central to leadership, as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> Leaders should be able to transmit their ideas and vision to a broader audience, and help each member of a group understand their role in its task. Therefore, we will foster skills of <i>oral and written communication</i> through seminar and public presentations, intensive written assignments, and reports on research projects.</li> <li>• <b>Collaboration:</b> Leaders should be able to work with others – and to facilitate such cooperation among large groups. Therefore, we will foster <i>teamwork skills</i> through mentored individual and group projects. Furthermore, we will develop students’ ability to <i>understand the problems of others</i> by having them work with community and business partners to tailor solutions to the problems these partners face.</li> <li>• <b>Broad Perspectives:</b> Leaders should not be too narrowly focused; they should be able to take a global view and have at least a general understanding of the</li> </ul>



way different outlooks would interpret and tackle various problems. Therefore, we will develop students' *interdisciplinary* skills: by working in both Arts and Science, they will come to understand how other disciplines would formulate and interpret problems in ways that illuminate a range of aspects, and they will practice putting together these perspectives in a coherent overall view.

- **Depth of Understanding:** A leader is not content to make decisions on a superficial knowledge of the situation: The University of Alberta has a strong tradition of emphasizing interpretation based on evidence, and our students will appreciate why this is important. Students will learn to interpret and understand data – to see what it really means, so their judgements are well informed. They will learn to appreciate the diversity of evidence as well as the limitations of various methods and forms of analysis. Through involvement in the practice of research, they will learn how knowledge is formed, and will know how to go about investigating things for themselves.
- **Engagement & Advocacy:** Today's leaders should not seek to bend others to their will, but instead see themselves as facilitators, helping others come together and find their own voice. Leadership and advocacy involve ethical and moral choices, as well as the ability to listen to and appreciate other ways of thinking about these choices in order to benefit society. During the *Scientific and Human Aspects of Global Issues* course, students will write argumentative papers in which they learn to state a problem, present and evaluate a range of solutions, and advocate on rational and ethical grounds for the one they see as best. Students will also encounter engagement and advocacy examples in their experiential components throughout the certificate program.
- **Autonomy & Initiative:** Leaders do not sit back waiting to be told what to do: our students should take the initiative in finding the issues that need addressing. Therefore, our program is designed to foster traits of *self-guided activity*. In the first two stages of our curriculum, students will be prepared gradually for an independent project in the final stages of their undergraduate degree. In this project, they will take the lead in identifying a problem, finding possible sources to tackle it, and coming up with practical solutions in collaboration with partners.
- **Responsibility:** Leaders are aware of their duties to others: their role is to strengthen the community and to help everyone play a full role in it. To this end, we will develop students' skills in *helping others maximise their potential* through peer mentorship and engagement with partners in their experiential components.
- **Putting Ideas in Practice:** Visions may be inspirational, but they need implementation; a leader should be able to translate words into deeds. To this end, we will foster skills of *project planning*, in which students learn to set achievable goals and map the best route to their end. Through engaged learning activities, they will come to appreciate the practical difficulties in realizing a solution, and will gain experience in dealing with unexpected obstacles. The certificate program is scaffolded such that students gain progressive experience in project planning throughout.

Real-world problems require the ability to draw on the best insights of multiple perspectives, and our students' final project mirrors that: our interdisciplinary, multi-faculty program is what is necessary to prepare them for such a task. The importance of this approach is reflected in recent research into the needs of the job market. A

	<p>range of surveys of employers indicate the demand for graduates who exhibit the core competencies fostered by our program:</p> <ul style="list-style-type: none"> <li>• A Sept 2012 survey for the <i>Chronicle of Higher Education</i> found that business leaders called for students able to think globally in order to solve problems; they criticized courses that focused on developing a narrow set of job-specific skills at the cost of broader thinking and a sense of ethics.</li> <li>• A recent survey by Hart Research Associates found that North American employers placed exceptionally high value on the ability to think critically, and wanted students more capable of solving complex problems. In addition, 75% of employers particularly sought students with a greater sense of moral reasoning.</li> </ul>
<p><b>Vision and Academic Plan</b>  How does the proposed program connect to the University's vision?  How does the program further the University's Academic Plan?</p>	<p>In a diverse and ever-changing world, it is impossible that one person's perspective could provide all the answers to the problems we face. The role of a leader, therefore, is to help everyone achieve their full potential and give voice to their views, so as to bring together the contributions of the brightest and the best for the good of all. Such a leader would have a broad trans-disciplinary range of knowledge and be capable of understanding things from a number of perspectives: this leader would want to change the world, and would know how to do it. Such leaders would be best able to identify the talents of others and the contributions they might make to meeting the goals of the community at large, but must also be able to take into account moral and ethical concerns, thus serving as role models for the values we wish to stand for as a university and as a society.</p> <p>This is the vision behind the proposed Certificate in Engaged Leadership and Citizenship in Arts and Science: we will foster leaders who succeed by connecting people together, developing a discourse to which all can contribute, and who have a moral foundation on which to develop their leadership. Our cross-disciplinary curriculum will not only give them a range of knowledge to solve complex problems; it will help them understand in the first place how different ways of thinking formulate and tackle problems. We will give students a global perspective on real problems, to help them understand how alternative perspectives can shed new light on hitherto-unseen depths of an issue. Our courses will be heavily integrated with engaged learning approaches: not only will our young leaders put their academic knowledge into direct practice, they will also develop a sense of citizenship and responsibility to others. Through a staged program, we will help students grow by broadening their perspectives and preparing them to take charge of their own independent projects: they will leave us fully prepared to take a central role in their communities.</p> <p>The proposed certificate is closely aligned on several points with the new Institutional Strategic Plan, <i>For the Public Good</i>, approved by the Board of Governors on June 17, 2016:</p> <ul style="list-style-type: none"> <li>• Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. <ul style="list-style-type: none"> <li>• Strategy i.: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and</li> </ul> </li> </ul>

	<p>government organizations locally, nationally, and internationally.</p> <ul style="list-style-type: none"> <li>• Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders. <ul style="list-style-type: none"> <li>• Strategy iv.: Expand access to leadership development programs for undergraduate and graduate students, such as the Peter Loughheed Leadership College.</li> </ul> </li> </ul>
<p><b>Resource Implications</b> 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>	<ul style="list-style-type: none"> <li>• The certificate includes <i>four</i> new courses, <i>Scientific and Human Aspects of Global Issues</i>, <i>Studies in Leadership</i>, <i>Peer Mentorship: Learning to Lead</i>, and <i>Individual Leadership Practicum in Arts and Science</i> (see below). We anticipate offering two to four Leadership certificate-related courses per year to ensure that students have availability of course offerings to complete the certificate. Each section will require a central coordinator or instructor, as well as TA support for discussion sections. In addition, it is anticipated that advising students may require resources.</li> <li>• A newly created faculty position has been filled in Psychology to handle two of these new teaching assignments. Additional existing resources from the Faculties of Arts and Sciences will be used for the other new courses.</li> <li>• Apart from these three new courses, the certificate is designed to draw as much as possible on existing courses. The <i>Individual Leadership Practicum in Arts and Science</i> course chiefly require oversight rather than full course instruction: it will entail the level of workload normally expected of a committee assignment, and could be staffed accordingly.</li> <li>• We have an existing TLEF grant to explore the development and implementation of interdisciplinary connections between the Faculties of Arts and Science, including this leadership certificate.</li> <li>• Some funding for course releases to facilitate new course development will be provided by the Faculty of Science.</li> </ul>
<p><b>Enrolment</b> Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<ul style="list-style-type: none"> <li>• We expect approximately 200 enrolees at any one moment for the certificate. These 200 enrolees will be distributed across multiple years of the certificate.</li> <li>• Our introductory new course (<i>Scientific and Human Aspects of Global Issues</i>) will consist of a single section capped at 80-200 students, and will serve as the gateway to the program; it will therefore be open to students not yet enrolled in the Certificate program. The enrollment cap will serve as a <i>de facto</i> enrollment management system without requiring the human resources associated with admission and advising.</li> <li>• The other introductory new course (<i>Studies in Leadership</i>) will also consist of a single section capped at 80-200 students. This course will provide a leadership opportunity for all students and will hopefully provide a connection to PLLC.</li> <li>• Because the courses are or will be all cross-listed in both Faculties of Arts and Science, this certificate will be head-count neutral in terms of enrollments in each Faculty's courses.</li> </ul>
<p><b>Implications of Introduction of the Credit Certificate</b> Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other</p>	<ul style="list-style-type: none"> <li>• We do not anticipate any negative side effects for other programs, either here or at other institutions. Both the provost's office and the leads of the PLLC have expressed support for this initiative, and our certificate might complement aspects covered as part of the PLLC initiative.</li> <li>• Positive implications include attracting students with an interest in leadership: studies (e.g. Singell &amp; Tang, 2012) indicated that the addition of programs</li> </ul>

<p>programs at the U of A, programs at other institutions, etc.?</p>	<p>oriented towards self-identified high-achievers would ‘improve the overall ability of a large public university to compete for high-performing students, particularly those from out of state.’</p> <ul style="list-style-type: none"> <li>• By embedding a structured mentorship practicum, students will have opportunities to apply and strengthen the skills and attributes learned in the two foundational courses. Students will primarily mentor in courses in their own Faculty, thus adding peer support in junior courses, while enhancing interaction between students at different levels. Several peer mentorship opportunities will be provided in the two foundational courses, and will also be provided in other settings in accordance with opportunities within each Faculty.</li> </ul>
<p><b>Consultation</b> 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>	<ul style="list-style-type: none"> <li>• Since 2012, the Arts &amp; Science Task Force has been looking at ways to collaborate in providing leadership opportunities and credentials to students in both Faculties. The Task Force has included representatives from Community Service-Learning, from Library Administration, from both Faculties, and from undergraduate groups representing students in Science and Arts, as well as the University of Alberta Students’ Union. In addition, we have consulted with high school principals through the College of Alberta School Superintendents, who expressed great interest as well.</li> <li>• Faculty of Science Associate Chairs Undergraduate Council – February 13, March 13, April 10, 2015 and December 18, 2015</li> <li>• Faculty of Science Chairs Council – March 26, 2015, October 22, 2015 and December 17, 2015</li> <li>• Faculty of Science Council – May 21, 2015</li> <li>• Faculty of Arts Dean’s Executive Committee – February 3, 2015 and January 5, 2016</li> <li>• Faculty of Arts, Academic Affairs Committee—January 27, 2016 and March 30, 2016</li> <li>• Arts Executive—May 12, 2015</li> <li>• Arts Faculty Council—May 25, 2016</li> </ul>

<p><b>Appendices</b></p>	
<p><b>Appendix A – curriculum and program structure</b> List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>Our program provides a structured development of core skills in three stages: the object is to prepare students to undertake an independent, self-guided project in their final year that requires them to draw on a range of disciplines in addressing concrete problems. Underpinning the entire certificate, we envisage a strong cohort experience that brings together students from different disciplines and backgrounds throughout the course. We will encourage our young leaders to share their ideas and insights with peers whose work might differ widely from their own. This exposure to other perspectives will keep their minds open to new and exciting ideas that might inform their own work – as well as instilling a strong sense of community and collaboration, building friendships that will last them a lifetime.</p> <p>Course descriptions are attached at the end of this proposal.</p> <p>The certificate is comprised of:</p> <ul style="list-style-type: none"> <li>• INT D 240 Scientific and Human Aspects of Global Issues (*3, required)</li> <li>• INT D 241 Studies in Leadership (*3, required)</li> <li>• Group Experiential Leadership Component (*3, required): choice of SCI 299</li> </ul>

	<p>Science Citizenship, CSL 350 Selected Topics in Community Service-Learning, CSL 370 Topics in Community Issues, or certain courses in Arts and Science with a CSL component. A list of approved courses will be available on the website.</p> <ul style="list-style-type: none"> <li>• Individual Experiential Leadership Component (*3, required): choice of INT D 440 Peer Mentorship: Learning to Lead in Teaching or INT D 441 Individual Leadership Practicum in Arts and Science.</li> </ul> <p>Course descriptions for new courses are attached.</p>
<p><b>Appendix B – other</b>  Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	

## **Course Descriptions**

### **Certificate in Engaged Leadership and Citizenship in Arts and Science**

#### **New Course: INT D 240 Scientific and Human Aspects of Global Issues**

\*3 (*fi 6*) (either term, 3-3s-3). A dynamic introduction to interdisciplinary study and to the range of challenges facing society today. Insights of different disciplines in the Faculties of Arts and Science will be brought to bear by instructors in understanding and exploring several core problems and case studies of broad societal significance. The course will incorporate seminar-style discussion, collaborative work, and engaged learning projects. (*This course is jointly offered by the Faculty of Arts and the Faculty of Science*). Pre-requisite: At least \*18 at the 100 level in the Faculty of Arts and/or the Faculty of Science [Faculty of Science]

#### **New Course: INT D 241 Studies in Leadership**

\*3 (*fi 6*) (either term, 3-0-0). An overview of leadership models, focusing on the scientific study of leadership and on leadership as a form of engaged citizenship. Uses evidence-based approaches to leadership development and practice, as well as followership perspectives. (*This course is jointly offered by the Faculty of Arts and the Faculty of Science*). Pre-requisite: At least \*18 at the 100 level in the Faculty of Arts and/or the Faculty of Science. [Faculty of Arts]

#### **SCI 299 Science Citizenship**

\*3 (*fi 6*) (two term, 0-0-1.5). Supervised participation in a student-initiated community service-learning and citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Pre-requisite: Consent of Faculty of Science. Enrollment requires a formal application. Application does not guarantee a Science Citizenship class position. Course information available at the Science Citizenship (SCI 299) website or Faculty of Science. [Faculty of Science]

#### **New Course: INT D 440 Peer Mentorship: Learning to Lead in Teaching**

\*3 (*fi 6*) (either term, 1-1s-3). Supervised participation in a peer mentorship practicum, coupled with classroom instruction and seminars. In this course, students will research best practices for acting as a peer mentor in class, participate in a peer mentorship practicum for 3 hours per week within the Faculty of Science, and meet in seminars in supervised groups to discuss issues within their practicum experiences. Prerequisite: At least \*36 in the Faculty of Arts and/or the Faculty of Science, INT D 241, GPA of 2.3 or higher, and consent of the student's Faculty. Enrollment is by consent of the Faculty of Science and requires a formal application. Application does not guarantee a Peer Mentorship class position. (*This course is jointly offered by the Faculty of Arts and the Faculty of Science*). [Faculty of Science]

#### **New Course: INT D 441 Individual Leadership Practicum in Arts and Science**

\*3 (*fi 6*) (variable, 0-1s-3). Mentored and peer-mentored individual leadership practicum. In this course, students will choose a personal leadership opportunity that may involve curricular, extra-curricular or off-campus leadership. Students will meet once a week in a guided seminar format. (*This course is jointly offered by the Faculty of Arts and the Faculty of Science*). Pre-requisites: INT D 241 Studies in Leadership and at least \*36 in the Faculty of Arts and/or the Faculty of Science. [Faculty of Arts]

5-480 Edmonton Clinic Health Academy  
11405 - 87 Avenue NW  
Edmonton, AB T6G 1C9

April 12, 2016

Glen R. Loppnow, Ph.D.  
Associate Dean Learning and Innovation  
Faculty of Science  
University of Alberta

Dear Dr. Loppnow,

Citizenship and Engaged Leadership Certificate in Arts and Science

Thank you for providing a summary of the certificate you are developing in collaboration with the Faculty of Arts. We are writing to provide the unqualified support of the Peter Lougheed Leadership College (PLLC) for your proposal.

We discussed this proposal with Acting Dean of Art, Lise Gotell, yesterday, and suggested that there may be some shared resource opportunities that PLLC could provide to enhance your students' experience. These include access to some of the blended instruction modules in the Foundations of Leadership course offered through the Faculty of Arts that is currently restricted to PLLC Scholars, an open invitation for your students to attend the Lougheed Lectures, and an offer to collaborate in the development of a "referatory on leadership".

We would also, of course, be happy to share with you approaches to the topic that we have developed as we have developed PLLC.

Wishing you every success with your proposal,



Kim Campbell  
Founding Principal PLLC



Martin Ferguson-Pell  
Vice Principal, PLLC

May 6, 2016

OFFICE OF THE ASSOCIATE DEAN  
(UNDERGRADUATE PROGRAMS)

To: Dr. Rebecca Nagel  
Dr. Glen Loppnow

I wish to thank Drs. Nagel and Loppnow for sharing with me the proposal for a Certificate in Engaged Leadership and Citizenship in Arts and Science. The proposal is very well constructed and provides a valuable opportunity for students from all areas to obtain the skills and attributes we associate with Leadership.

One of the things that stand out as being particularly valuable is the articulation of core learning outcomes or competencies that are expected to be achieved by students in the program. These are precisely the outcomes that any leadership program should be focusing on. These are outcomes that provide life-long value to students regardless of their major area of study, or future career plans. Students who go through a set of courses that aim to produce these outcomes will get an invaluable experience.

Peer Mentorship is another highlight of this program, and a very welcome feature. Students learn from each other all the time, and providing a formalized opportunity for this learning to take place is an excellent idea. Practicums and applied learning experiences are also valuable sources of student learning, and this proposal provides these opportunities.

The emphases on cross-disciplinary experience, citizenship, global perspectives, practical projects, and collaboration are all highlights of this proposal, and mirror the principles underlying the Peter Lougheed Leadership College. The Certificate in Engaged Leadership and Citizenship in Arts and Science fits well with the vision of PLLC.

The planned course in "Big Issues" seems particularly intriguing as an introduction for students to the key issues facing citizens and potential leaders today. I think this is a course that by itself would be highly valuable to students in any faculty or program, and I applaud Arts and Science for creating it.

The Alberta School of Business aims at producing similar outcomes in our Certificate in Business Leadership. We are highly supportive of other programs within the University of Alberta that provide these kinds of outcomes and experiences. We believe that more of these opportunities enrich the student experience across the board at the University of Alberta. We have no hesitation in supporting this proposal.



Elaine Geddes,  
Associate Dean, Undergraduate Programs,  
Alberta School of Business





## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Proposal for new University of Alberta Embedded Credit Certificate:  
Certificate in Engaged Leadership and Citizenship in Arts and Sciences  
Proposed implementation date: September 2017

The Library has examined the proposal to implement the Certificate in Engaged Leadership and Citizenship as submitted by the Faculty of Arts and Faculty of Science. We anticipate that the new certificate will not incur any additional costs for Library acquisitions or services.

The Certificate in Engaged Leadership and Citizenship will create opportunities for undergraduates to become active citizens who have committed to developing leadership in their main area of study. Courses are offered by the Faculties of Arts and Science and the certificate itself is available to students in multiple Faculties.

The University of Alberta Libraries (UAL) provide access to extensive collections of both online and print resources that support research and teaching in a wide range of subjects within the above-mentioned Faculties. We do not anticipate the need to purchase additional collections to support this certificate. The proposed certificate will be supported by numerous databases currently subscribed to by UAL including: Sociological Abstracts, SocIndex, SPORT Discus, Business Source Complete, ABI Inform, Academic Search Complete, PsychInfo, Social Science Citation Index, SAGE Journals online, ERIC, Business Source Elite, and CINAHL Plus.

The program can be supported through the existing library facilities and services that support the Faculty of Arts and Faculty of Science. In-class library instruction and one-on-one student and faculty consultations will be provided by designated Liaison Librarians to the Faculty of Science and Faculty of Arts.

The proposed program should have no impact on Library staff/hours, or collection resources. We support the creation of the proposed 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	0	0
Capital budget	0	0
Operating/staffing budget	0	0

Incremental Cost for Licensed Resources	0	0
<b>Total Costs: Summary</b>	<b>0</b>	<b>0</b>

Signed:



Christine Brown

Head, Humanities & Social Sciences Library, J.A. Weir Memorial Law Library



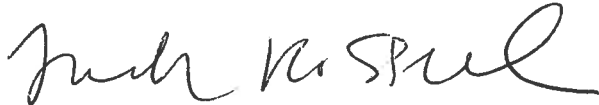
Tim Klassen

Head, Science and Technology Library and Winspear Business Library



Sharon Murphy

Associate University Librarian, Public Services



Trish Rosseel

Associate University Librarian, Public Services

Dated: August 3rd, 2016

**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:**

<b>Implementation:</b>	<input checked="" type="checkbox"/> NORMAL <input type="checkbox"/> EARLY (Note: new course offerings only)	<b>DEADLINE</b>
		October 15 *
<b>Type of Change:</b>	<input checked="" type="checkbox"/> Program Regulation <input type="checkbox"/> New Course <input type="checkbox"/> Course Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Editorial	March 1* April 15* April 15

*\*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.      Applicable:     Yes     No*

<b>CURRENT</b> Calendar Section Number (§) <i>(Use strike out and highlight for <b>all</b> deletions)</i>	<b>PROPOSED</b> Calendar Section Number (§) 43.1 <i>(Underline and highlight <b>all</b> additions)</i>
<b>NEW</b>	<p><b><u>43.1 Programs and Certificates</u></b></p> <p><u>The Certificate in Engaged Leadership and Citizenship in Arts and Science is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta.</u></p> <p><u>Students wishing to pursue the Certificate in Engaged Leadership and Citizenship in Arts and Science must apply through Undergraduate Student Services in the Faculty of Arts or through Undergraduate Student Services in the Faculty of Science by the application deadline for convocation (see §11).</u></p> <p><u>Students may pursue the Certificate in Engaged Leadership and Citizenship in Arts and Science by fulfilling existing requirements in their respective disciplines and by completing *12 as follows:</u></p> <ol style="list-style-type: none"> <li>(1) <u>INT D 240 Scientific and Human Aspects of Global Issues (*3)</u></li> <li>(2) <u>INT D 241 Studies in Leadership (*3)</u></li> <li>(3) <u>*3 selected from SCI 299, CSL 350, CSL 370. Certain courses in Arts and Science with a CSL component may also be used to satisfy this requirement. See website for information.</u></li> <li>(4) <u>*3 selected from INT D 440 or INT D 441</u></li> </ol>

**Justification:**

*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

This Calendar change describes a new certificate, jointly offered by the Faculties of Arts and Science, in Engaged Leadership and Citizenship. It has the full support of both Faculties, as well as the PLLC and School of Business, as complementary to the leadership certificates offered by those units.

*Note 2: In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.*

Submitted by:  Glen Loppnow, Faculty of Science  Rebecca Nagel, Faculty of Arts	Signature of Department Chair or Designee	Date:	<table border="0"> <thead> <tr> <th colspan="2">FACULTY USE ONLY</th> </tr> <tr> <th>Approval Process</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/> Academic Affairs</td> <td>_____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Executive Committee</td> <td>_____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Faculty Council</td> <td>_____</td> </tr> <tr> <td>ASC</td> <td>_____</td> </tr> <tr> <td>GFC Circulation</td> <td>_____</td> </tr> <tr> <td>Other</td> <td>_____</td> </tr> </tbody> </table>	FACULTY USE ONLY		Approval Process	Date	<input checked="" type="checkbox"/> Academic Affairs	_____	<input checked="" type="checkbox"/> Executive Committee	_____	<input checked="" type="checkbox"/> Faculty Council	_____	ASC	_____	GFC Circulation	_____	Other	_____
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SUMBIT completed, signed forms by hardcopy to Kelly Gray (6-33 Humanities) **and** SUBMIT Word version to Kelly and Robin Cowan by email ([kagray@ualberta.ca](mailto:kagray@ualberta.ca), [robin.cowan@ualberta.ca](mailto:robin.cowan@ualberta.ca))

**FACULTY OF SCIENCE  
CALENDAR CHANGE REQUEST FORM**

<b>CURRENT</b> <i>(Use strike out and highlight for all deletions)</i>	<b>PROPOSED</b> <i>(Underline and highlight all additions)</i>
<b>NEW</b>	<p><b><u>Programs and Certificates</u></b></p> <p><u>The Certificate in Engaged Leadership and Citizenship in Arts and Science is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta.</u></p> <p><u>Students wishing to pursue the Certificate in Engaged Leadership and Citizenship in Arts and Science must apply through Undergraduate Student Services in the Faculty of Arts or through Undergraduate Student Services in the Faculty of Science by the application deadline for convocation (see §11).</u></p> <p><u>Students may pursue the Certificate in Engaged Leadership and Citizenship in Arts and Science by fulfilling existing requirements in their respective disciplines and by completing *12 as follows:</u></p> <ol style="list-style-type: none"> <li>(1) <u>INT D 240 Scientific and Human Aspects of Global Issues (*3)</u></li> <li>(2) <u>INT D 241 Studies in Leadership (*3)</u></li> <li>(3) <u>*3 selected from SCI 299, CSL 350, CSL 370. Certain courses in Arts and Science with a CSL component may also be used to satisfy this requirement. See website for information.</u></li> <li>(4) <u>*3 selected from INT D 440 or INT D 441</u></li> </ol>

**Justification:**

*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

**Note 2:** *In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.*

This Calendar change describes a new certificate, jointly offered by the Faculties of Arts and Science, in Citizenship and Engaged Leadership. It has the full support of both Faculties, as well as the PLLC and School of Business, as complementary to the leadership certificates offered by those units.

Submitted by:

Glen Lopnow, Faculty of Science

Rebecca Nagel, Faculty of Arts

## FACULTY OF ARTS CALENDAR CHANGE REQUEST FORM

**Department:**

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

**DEADLINE**

October 15 \*

**Type of Change:**     Program Regulation  
                                    New Course                     Course Change  
                                    Course Deletion             Editorial

March 1\*

April 15\*

April 15

*\*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.      Applicable:     Yes     No*

<b>CURRENT</b> Calendar Section Number (§) 231.158.2 <i>(Use strike out and highlight for <b>all</b> deletions)</i>	<b>PROPOSED</b> Calendar Section Number (§) 231.158.2 <i>(Underline and highlight <b>all</b> additions)</i>
<b>NEW</b>	<b><u>INT D 241 Studies in Leadership</u></b> <u>*3 (fi 6) (either term, 3-0-0). An overview of leadership models, focusing on the scientific study of leadership and on leadership as a form of engaged citizenship. Uses evidence-based approaches to leadership development and practice, as well as followership perspectives. (This course is jointly offered by the Faculty of Arts and the Faculty of Science). Pre-requisite: At least *18 at the 100 level in the Faculty of Arts and/or the Faculty of Science.</u>
<b>NEW</b>	<b><u>INT D 441 Individual Leadership Practicum in Arts and Science</u></b> <u>*3 (fi 6) (variable, 0-1s-3). Mentored and peer-mentored individual leadership practicum. In this course students will identify a personal leadership opportunity that involves curricular, extra-curricular, or off-campus leadership. Students will meet once a week in a guided seminar format. (This course is jointly offered by the Faculty of Arts and the Faculty of Science). Pre-requisites: INT D 241 Studies in Leadership and at least *36 in the Faculty of Arts and/or the Faculty of Science.</u>

**Justification:**

*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

**Note 2:** *In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.*

INT D 241 Studies in Leadership is one of the two foundation courses in the proposed Certificate in Engaged Leadership and Citizenship in Arts and Science. The other foundation course, INT D 240 Scientific and Human Aspects of Global Issues, will be the responsibility of the Faculty of Science.

Submitted by:  Glen Loppnow, Faculty of Science  Rebecca Nagel, Faculty of Arts	Signature of Department Chair or Designee	Date:	<table border="0"> <thead> <tr> <th colspan="2">FACULTY USE ONLY</th> </tr> <tr> <th>Approval Process</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>✓ Academic Affairs</td> <td>_____</td> </tr> <tr> <td>✓ Executive Committee</td> <td>_____</td> </tr> <tr> <td>✓ Faculty Council</td> <td>_____</td> </tr> <tr> <td>ASC</td> <td>_____</td> </tr> <tr> <td>GFC Circulation</td> <td>_____</td> </tr> <tr> <td>Other</td> <td>_____</td> </tr> </tbody> </table>	FACULTY USE ONLY		Approval Process	Date	✓ Academic Affairs	_____	✓ Executive Committee	_____	✓ Faculty Council	_____	ASC	_____	GFC Circulation	_____	Other	_____
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**FACULTY OF SCIENCE  
CALENDAR CHANGE REQUEST FORM**

<b>CURRENT</b> <i>(Use strike out and highlight for all deletions)</i>	<b>PROPOSED</b> <i>(Underline and highlight all additions)</i>
Calendar Section Number 231.158.2	Calendar Section Number 231.158.2
<b>NEW</b>	<p><b><u>INT D 240 Scientific and Human Aspects of Global Issues</u></b>  <u>*3 (fi 6) (either term, 3-3s-3). A dynamic introduction to interdisciplinary study and to the range of challenges facing society today. Insights of different disciplines in the Faculties of Arts and Science will be brought to bear by instructors in understanding and exploring several core problems and case studies of broad societal significance. The course will incorporate seminar-style discussion, collaborative work, and engaged learning projects. (This course is jointly offered by the Faculty of Arts and the Faculty of Science). Pre-requisite: At least *18 at the 100 level in the Faculty of Arts and/or the Faculty of Science. [Faculty of Science]</u></p>
<b>NEW</b>	<p><b><u>INT D 440 Peer Mentorship: Learning to Lead in Teaching</u></b>  <u>*3 (fi 6) (either term, 1-1s-3). Supervised participation in a peer mentorship practicum, coupled with classroom instruction and seminars. In this course, students will research best practices for acting as a peer mentor in class, participate in a peer mentorship practicum for 3 hours per week within the Faculty of Science, and meet in seminars in supervised groups to discuss issues within their practicum experiences. Normally taken after completion of a minimum of 60 units of course weight in a program in either Faculty. Prerequisite: INT D 241 and GPA of 2.3 or higher and consent of the student's Faculty. Enrollment is by consent of the Faculty of Science and requires a formal application. Application does not guarantee a Peer Mentorship in the Arts and Sciences class position. (This course is jointly offered by the Faculty of Arts and the Faculty of Science). [Faculty of Science]</u></p>

**Justification:**

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This Calendar change describes a new certificate, jointly offered by the Faculties of Arts and Science, in Citizenship and Engaged Leadership. It has the full support of both Faculties, as well as the PLLC and School of Business, as complementary to the leadership certificates offered by those units.

Submitted by:

Glen Loppnow, Faculty of Science

Rebecca Nagel, Faculty of Arts

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for an Embedded Research Certificate in Arts (Psychology), Faculty of Arts**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed embedded Credit Certificate: Research Certificate in Arts (Psychology), as submitted by the Faculty of Arts and as set forth in Attachment 1 as amended, to take effect Fall 2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts and Peter Hurd, Associate Chair, Undergraduate Studies, Department of Psychology
Presenter	Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded credit Research Certificate in Arts (Psychology) offered by the Faculty of Arts to Arts students in Psychology.
The Impact of the Proposal is	The certificate presents an opportunity for students to gain hands-on research skills and experience through coursework and independent research experiences. This proposed certificate is the exact equivalent of the Research Certificate in Science (Psychology) which was approved by the GFC Academic Standards Committee on September 17, 2015.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall 2017
Estimated Cost and funding source	Cost neutral
Next Steps (ie.: Communications Plan, Implementation plans)	The Department of Psychology and Undergraduate Student Services in the Faculty of Arts will be advertising this certificate to their students.
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><i>Those who have been informed:</i></u> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> <li>• Dean of Arts Executive Council — Discussed 13 October 2015</li> <li>• Arts Executive Committee – Discussed 12 May 2016</li> <li>• ASC Subcommittee on Standards – September 1, 2016</li> </ul>
	<u><i>Those who are actively participating:</i></u> The Department of Psychology and the Faculty of Science developed a Research Certificate in Psychology (Science) which was approved by Academic Standards Committee with delegated authority September 17,

Item No. 7

	2015. Professor Jeff Bisanz, Chair of Psychology (until July 2016), and Professor Peter Hurd developed the Research Certificate in Arts (Psychology) as a continuation of the general policy in Psychology of offering equivalent programs to students in both faculties.
Approval Route (Governance) (including meeting dates)	Arts Academic Affairs Committee — Approved 27 January 2016 Arts Faculty Council — Approved 25 May 2016
Final Approver	GFC Academic Standards Committee – September 15, 2016

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p><b>GOAL: EXPERIENCE</b> diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p><b>OBJECTIVE 7:</b> Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p><b>GOAL: EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.</p> <p>Strategy i: Encourage and champion achievements in a broad base of fundamental and applied research, scholarship, and creative activities.</p> <p>Objective 13: Enable University of Alberta researchers to succeed and excel.</p> <p>Strategy i. Expand services and supports for researchers at all career stages (undergraduate and graduate students, post-doctoral fellows, and faculty), including the development of research mentorships and Grant Assist programs.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA 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 GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee (ASC) Terms of Reference</b></p> <p><b>(3. Mandate of the Committee):</b></p>

“G. Certificates (All Faculties): Approval Route  
GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).”

**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 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.”

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (4 pages) Embedded Credit Certificate Template
2. Attachment 2 (2 pages) Proposed Calendar changes

*Prepared by:* Rebecca Nagel, Associate Dean, Student Programs, Faculty of Arts,  
rebecca.nagel@ualberta.ca

**New Certificate Proposal: Embedded Research Certificate in Arts (Psychology)**

<b>Embedded Credit Certificate Template</b>	
<b>Section A: Basics</b>	
<b>Program Name</b>	Research Certificate in Arts (Psychology)
<b>Sponsoring Unit</b>	Faculty of Arts
<b>Contact</b>	<p>Dr. Rebecca Nagel Associate Dean, Student Programs, Faculty of Arts 780-492-7611 rnagel@ualberta.ca</p> <p>Dr. Peter Hurd Associate Chair, Undergraduate Studies, Department of Psychology 492-3578 phurd@ualberta.ca</p>
<b>Institution(s)</b>	University of Alberta
<b>Units of Course Weight</b>	<p><b>Psychology: *18, STAT: *3.</b></p> <p>*3 in 200 or 300-level research class: PSYCO 299 (*1.5), 300 (*3), 309 (*3), 396 (*3) or 398 (*3).</p> <p>*9 in 300 or 400-level research class: PSYCO 396, 398, 390, 399, 400, 409, 490, 499, 496 or 498 (all *3).</p> <p>*9 in PSYCO 212 (*3), STAT 252 (*3), and a 300 or 400-level PSYCO methods class (Department’s “Methods” list is currently “PSYCO 356, 402, 410, 411, 413, 414, 415, 431, 471, 476, 482 or other advanced research methods course approved by the Honors Advisor”).</p> <p>Presentation at a conference either on or off campus. (Includes either of the Department of Psychology Annual Conferences: Brian Harder Honours Day Conference and Joseph R. Royce Research Conference, <u>or a conference approved by the student's research supervisor, or the Psychology Department's Associate Chair for Undergraduate programs</u>).</p>
<b>Program Synopsis Research Certificate in Psychology (Arts)</b>	<p><b>Description:</b> The Research Certificate in Arts (Psychology) will build upon the research-centric courses in Psychology to extend an opportunity to students for recognition of their hands-on research skills and experience acquired across the second, third and fourth year of the undergraduate program. These research skills will be honed in a series of research courses as students progress from guided to independent research experiences. Two additional courses on design of psychological experiments (PSYCO 212) and statistics (STAT 252) and an additional course on research methods at the 300 or 400-level will round out the development of unique skills in analysis, data handling, interpretation, practical skills and techniques pertinent to the student’s chosen area of concentration.</p> <p><b>Target Student Group:</b> A Research Certificate in Psychology (Arts) will enable Arts students in the Department of Psychology to focus on research skills and experiences and build expertise throughout their undergraduate program.</p> <p><b>Prerequisite:</b> No prerequisites courses or program approval are required.</p> <p><b>Curriculum content:</b> Successful completion of *12 in hands-on research in a lab setting. The courses required to fulfill this requirement will also involve either the completion of an Honours thesis, or a minimum of three separate research reports. This experience provides the foundation for the certificate. Further required courses introduce students to the methods through which psychological research is conducted (PSYCO 212) and interpreted (STAT 252, and the 300/400 Methods requirement). Through the hands-on lab experience, students will learn to formulate research questions, develop specific research skills, collect and analyse data, and communicate the results. Assessment will be based on assignments, presentations and participation by the student in research in a professor’s lab.</p>

	<p>PSYCO 396 (*3), 398 (*3), 496 (*3), and 498 (*3) each provide students an opportunity to undertake one-term projects, generally, but not necessarily, in a sequence under the supervision of a single professor. The focus of this research experience will be the development of practical research skills and techniques while conducting novel research. Assessment will be based primarily on the development of these skills and, to a lesser extent the production of a journal style research paper. The alternative combination of PSYCO 300, 399, 400 &amp; 490, or 309, 390, 409 &amp; 499, allows a comparable experience, but as a two-year long Honours project.</p> <p>Three courses, STAT 252 (*3), PSYCO 212 (*3) and *3 from approved methods options at the 300 and 400-level (PSYCO 356, 402, 410, 411, 413, 414, 415, 431, 471, 476, 482 or other advanced research methods course approved by the Honors Advisor), will provide students with experience in study design, data handling, analysis, and interpretation to complement the practical skills and techniques learned in the lab.</p> <p>Presentation of research as an oral presentation or poster at an organized conference on or off campus will be required for completion of the research certificate program. This presentation requirement is included in, and fulfilled by the PSYCO 300, 400, 309, 409 courses. Students in PSYCO 396, 398, 496, 498 sequence will be required to register in a conference in addition to their other formal course requirements.</p>
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<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Certificate</b>	<p>The first research certificate in the Department of Psychology was proposed as part of a Faculty of Science initiative to offer embedded certificates recognizing independent original hands-on research in a lab and/or field setting by undergraduate students. All departments in Science were invited to develop individual certificates. Under this initiative the Department of Psychology proposed a Research Certificate in Science (Psychology) which was approved at ASC September 17, 2015 for implementation in Fall 2016. The target student group is described in the proposal as students in the Department of Psychology.</p> <p>There are about 1300 students in Psychology. About 850 of them are in the Faculty of Arts and there was concern that the Arts students might not be attracted to a Research Certificate in Science. Therefore the Department of Psychology and the Faculty of Arts are proposing the Research Certificate in Arts (Psychology). There is no difference in the requirements between the two certificates. It is expected that students in Arts will be more likely to choose research supervisors who are appointed to the Faculty of Arts, just as students in Science are more likely to choose supervisors in Science, but there is no requirement that students limit themselves by Faculty.</p> <p>The Research Certificate in Arts (Psychology) recognizes the value of experiential learning in a research environment and the particular skill set that an immersive experience instills beyond the bachelor's degree. Such a certificate program supports the campus-wide Undergraduate Research Initiative and builds on our strengths as a research- and teaching-intensive institution by providing a unique opportunity for undergraduate students to excel in the development of research skills, "helping to create life changing, transformative experiences" for these students.</p> <p>The Research Certificate in Arts (Psychology) will build upon the current strengths in the undergraduate programs in the Department of Psychology by giving students the opportunity to engage in a focused research experience while pursuing their program. The certificate will reinforce the Department of Psychology's commitment to excellence in undergraduate research and enhancing the training of exceptional leaders.</p> <p>This certificate draws on the success of the many separate courses (PSYCO 299 (*1.5), and 396, 398, 390, 399, 490, 499, 496 and 498 (all *3) in the Department of Psychology that provide opportunities for students to engage in research. Currently over 100 students participate in research courses in Psychology each academic year.</p>

	<p>The most common employment for Psychology graduates is in either the education or health care fields. Their roles in these fields is not at the coal face, delivering lessons to students, or medical care to patients, but in the knowledge economy behind these industries. The best education we can give these students is one centred around the core competencies of data collection, analysis and presentation. Ideally we would give every student multiple, hands-on, graded experiences with the reality of collecting analyzing and presenting empirical data. In practice, we do give this experience to a great many students. This certificate will serve the dual function of providing recognition to those students and serving as an advertisement and recruiting tool for this experience.</p> <p>A certificate will provide students with a competitive advantage either in proceeding to graduate work in academia (demonstrating experience and skills of exactly the sort most sought by graduate supervisors and scholarship committees), or to careers in the workplace outside of academia.</p>
<p><b>Vision and Academic Plan</b></p>	<p>The Research Certificate in Arts (Psychology) recognizes the values and vision set forth by the Institutional Strategic Plan, <i>For the Public Good</i>.</p> <p>Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>Strategy i: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>Objective 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.</p> <p>Strategy i: Encourage and champion achievements in a broad base of fundamental and applied research, scholarship, and creative activities.</p>
<p><b>Resource Implications</b></p>	<p>The proposed certificate matches an approved certificate in the Faculty of Science. Arts students are fully able to earn that certificate while completing a BA. It is not anticipated, therefore, that the establishment of this certificate will lead to a substantial increase in the number of students taking any courses. A modest increase in the number of PSYCO 212 and STAT 252 students was anticipated with the introduction of the Science Certificate, but this will not be greatly affected by adding a certificate in Arts.</p> <p>An increase in the numbers of undergraduate students seeking to present at the Department's two annual conferences (the Royce Conference and the Brian Harder Honour's Day conference) was also anticipated with the introduction of the Science certificate, but no additional resources are expected to be required.</p> <p>Development of the Science certificate involved consultations with Gerda de Vries (Associate Chair Undergraduate) and David McNeilly (Faculty Service Officer Undergraduate) of Math and Stats about potential resource implications of the STAT 252 requirement: There were 84 Psychology majors enrolled in STAT 252 last Fall/Winter. STAT 252 is required for enrollment in the Psychology Honours program, which accounts for approximately 25% - 30% of these. Many of the remaining students are anticipated to be the pool of students who would seek this Certificate, and would add to the numbers enrolling in STAT 252. Last Fall/Winter STAT 252 enrollments were 61 less than the course cap. Math and Stats estimate that up to 100 extra STAT 252 enrollments a year could be accommodated without much difficulty. This far exceeds anticipated increase in demands resulting from these Certificates.</p>
<p><b>Enrolment</b></p>	<p>There are currently 47 students enrolled in the Department's two-year Honours programs. It is assumed that all of these students (~25/year) will seek and obtain a Certificate in Research. In addition there are currently between 1000 and 1500 Majors across the various Psychology</p>



	<p>Department programs, and approximately 700 students with a declared Psychology Minor. From this pool of non-Honours students there were 160 registrations in 4<sup>th</sup> year lab research courses in the last Fall and current Winter terms (another 15 – 20 typically take such courses during the intersession). While the undergraduate majors are strongly Arts-biased in our department, the Honours students tend to be Science-biased. Following on from these proportions we estimate another 10 to 20 students a year will seek a Research Certificate in Arts (Psychology). The practical limit to the number of students in this program is set by research opportunities within the labs of faculty members.</p>
<p><b>Implications of Introduction of the Credit Certificate</b></p>	<p>No adverse impacts are foreseen from the implementation of this research certificate. Courses required toward the certificate should be easily accommodated within existing programs.</p>
<p><b>Consultation</b></p>	<p>Consultation and Governance Route (for the Science Certificate):</p> <p><u>Department of Psychology</u> – Fundamental concept articulated and discussed at a Departmental retreat – 25 Aug 2014.</p> <p><u>Department of Psychology</u> – Research Certificate discussed by council, creation of <del>PSYCOBIOE</del> 396 &amp; 398 approved by council – 24 November 2015</p> <p><u>Department of Psychology</u> – Amended version of Research Certificate discussed and approved by Psychology Faculty Council – 6 Feb 2015.</p> <p><u>Associate Chairs, Undergraduate, Faculty of Science</u> — Approved 13 March 2015</p> <p><u>Science Chairs, Faculty of Science</u> — Approved 26 March 2015</p> <p><u>Academic Standards Committee Subcommittee on Standards</u> — Approved 7 May 2015</p> <p><u>Academic Standards Committee</u> — Approved 17 September 2015</p> <p>Consultation and Governance Route (for the Arts Certificate):</p> <p><u>Dean’s Executive Council</u> — Discussed 13 October 2015</p> <p><u>Academic Affairs Committee</u> — Approved 27 January 2016</p> <p><u>Arts Executive Committee</u> – Discussed 12 May 2016</p> <p><u>Arts Faculty Council</u> — Approved 25 May 2016</p> <p><u>Academic Standards Committee Subcommittee on Standards</u> – Discussed 1 September 2016</p> <p><u>Academic Standards Committee</u></p>

## FACULTY OF ARTS CALENDAR CHANGE REQUEST FORM

**Department:**

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

**DEADLINE**

October 15 \*

**Type of Change:**     Program Regulation  
                                   New Course                     Course Change  
                                   Course Deletion             Editorial

March 1\*

April 15\*

April 15

*\*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.            Applicable:     Yes             No*

<b>CURRENT</b> Calendar Section Number (§) <i>(Use strike out and highlight for <b>all</b> deletions)</i>	<b>PROPOSED</b> Calendar Section Number (§) 43.1 <i>(Underline and highlight <b>all</b> additions)</i>
NEW	<p><u>Programs and Certificates</u></p> <p><u>Research Certificate in Arts (Psychology)</u></p> <p><u>The Research Certificate in Arts (Psychology) provides an opportunity for students to engage in focused research while pursuing their program.</u></p> <p><u>This certificate is open to all Arts students in Psychology. Normally a student will be able to fulfill the requirements for this certificate as part of their BA Psychology degree; some students may need to complete more than the minimum number of credits required in order to qualify for both the degree and the certificate.</u></p> <p><u>Students may pursue the Research Certificate in Arts (Psychology) by fulfilling the existing requirements for their program and by completing *21 as follows:</u></p> <ul style="list-style-type: none"> <li>a) <u>*3 in 200 or 300-level research class: PSYCO 299, 300, 309, 396 or 398</u></li> <li>b) <u>*9 in 300 or 400-level research classes: PSYCO 396, 398, 390, 399, 400, 409, 490, 496, 498 or 499.</u></li> <li>c) <u>*9 in PSYCO 212, STAT 252, and a 300 or 400-level PSYCO methods class (PSYCO 356, 402, 410, 411, 413, 414, 415, 431, 471, 476, 482 or other advanced research methods course approved by the Honors Advisor)</u></li> <li>d) <u>Presentation at a conference either on or off campus</u></li> </ul>

**Justification:**

(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.

This embedded certificate is intended to provide Psychology students in Arts with recognition for hands-on research skills and experience. An equivalent certificate for Psychology students in Science was approved by GFC Academic Standards Committee September 17, 2015. The record of consultation concerning the Statistics requirement is in the embedded credit certificate template.

**Note 2:** In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.

Submitted by:  Pete Hurd, Psychology	Signature of Department Chair or Designee	Date:  January 14, 2016	FACULTY USE ONLY <table border="0"> <tr> <td>Approval Process</td> <td>Date</td> </tr> <tr> <td>✓ Academic Affairs</td> <td>_____</td> </tr> <tr> <td>✓ Executive Committee</td> <td>_____</td> </tr> <tr> <td>✓ Faculty Council</td> <td>_____</td> </tr> <tr> <td>ASC</td> <td>_____</td> </tr> <tr> <td>GFC Circulation</td> <td>_____</td> </tr> <tr> <td>Other</td> <td>_____</td> </tr> </table>		Approval Process	Date	✓ Academic Affairs	_____	✓ Executive Committee	_____	✓ Faculty Council	_____	ASC	_____	GFC Circulation	_____	Other	_____
Approval Process	Date																	
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✓ Executive Committee	_____																	
✓ Faculty Council	_____																	
ASC	_____																	
GFC Circulation	_____																	
Other	_____																	

SUMBIT completed, signed forms by hardcopy to  
 Kelly Gray (6-33 Humanities) and

SUBMIT Word version to Kelly and Robin Cowan by email ([kagray@ualberta.ca](mailto:kagray@ualberta.ca), [robin.cowan@ualberta.ca](mailto:robin.cowan@ualberta.ca))

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research to Suspend Admission to Master of Engineering in Agricultural, Food and Nutritional Science effective July 1, 2016 to June 30, 2021**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission to the Master of Engineering program in Agricultural, Food and Nutritional Sciences as set forth in Attachment 1, to take effect immediately.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research Ruurd Zijstra, Department Chair, Agricultural, Food and Nutritional Science
Presenter	Anne Naeth, Associate Dean (Research and Graduate Studies), Faculty of Agricultural, Life and Environmental Sciences Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To suspend admission to the Master of Engineering in Agricultural, Food and Nutritional Science.
The Impact of the Proposal is	No impact on students is expected due to the suspension of admission to this program. There is currently one student in the program who will be given the normal maximum 6 years to complete.  Prospective students interested in pursuing a course-based masters degree in Food Science will be able to apply to the MSc program offered by the Department of Agriculture, Food and Nutritional Science (AFNS), which is the typical program of choice for the vast majority of such students.  As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts (further details are included in the attachment). In fact, it will ensure that employers and accreditation bodies are not confused by the credential.  There are no anticipated impacts on institutional operations and resources.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Effective July 1, 2016 to June 30, 2021 at which time the program will be terminated.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	A statement will be updated in the 2017/2018 Calendar stating that effective Fall 2016 applications are no longer accepted. A similar statement will be updated on the website for the Department of Agriculture, Food and Nutritional Science (AFNS) for the MEng (course-

	based program.
Supplementary Notes and context	N/A

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Faculty of ALES</li> <li>• Faculty of Engineering</li> <li>• Faculty of Graduate Studies and Research (final review of proposal)</li> <li>• Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) (final review of proposal)</li> <li>• APEGA</li> <li>• GFC ASC Subcommittee on Standards – September 1, 2016</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Department of Agriculture, Food and Nutritional Science (AFNS)</li> </ul>
Approval Route (Governance) (including meeting dates)	
Final Approver	GFC Academic Standards Committee – September 15, 2016

**Alignment/Compliance**

Alignment with Guiding Documents	<Institutional Strategic Plan – <i>For the Public Good</i> , Comprehensive Institutional Plan, Institutional values, Other>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA 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><b>2. GFC Academic Standards Committee</b> Terms of Reference (3. Mandate of the Committee)</p> <p>B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these</p>

	<p>proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations” [...]</p> <p>iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.”</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. UAPPOL Admissions Policy:</b> “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.”</p> <p><b>5. UAPPOL Admissions Procedure:</b> <b>“PROCEDURE</b> 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 <i>University Calendar</i>).”</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (4 pages) Proposal for Suspension of Admission and Calendar revisions

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

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Agricultural, Food and Nutritional Science (AFN)</b>
<b>Credential awarded</b>	<b>Master of Engineering</b>
<b>Proposed date(s) of suspension term, reactivation or termination</b>	<b>July 1, 2016 to June 30, 2021</b>

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

The MEng offered by the Department of Agricultural, Food and Nutritional Sciences (AFNS) is a course-based program offered to a small number of students in the field of food science. It is extremely low enrollment, with only 2 students since 2007.

The Faculty of Engineering has expressed concerns over the offering of this program. Normally, graduate degrees in engineering satisfy the criteria professional engineering licensing through APEGA. However, this is only true if the degree is from an Engineering Faculty with accredited programs. There is a great deal of concern that having an MEng offered by another faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.

The intention is to terminate the program once the last student has graduated. There is one student currently enrolled in the program, who according to program regulations must complete the degree requirements no later than December 31, 2020.

The suspension (and ultimate termination) of the program is supported by the Faculty of Agricultural, Life and Environmental Sciences, the Faculty of Engineering, the Department of AFNS and APEGA.

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

There is only 1 student currently registered in the program, who will be given the normal maximum of 6 years to complete the program. As a result, there will be no impacts on students.

Qualified prospective students interested in pursuing a course-based masters degree in Food Science will be admitted to the MSc program offered by the Department of AFNS, which is the typical program of choice for the vast majority of such students already.

There is no risk that students previously enrolled will return expecting to finish their degree.

There are no expected impacts on graduates of the program.

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential.

The suspension (and ultimate termination) of the program is supported by the Faculty of Engineering and APEGA.

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

There are no anticipated impacts on institutional operations and resources.

### ***B: Reactivation***

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
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<b>Intake (head count)</b>	0	0	0	0	0	0
<b>Total head count</b>	0	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	0	0	0	0	0	0

**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
  
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

## Appendix 1: Calendar Changes for the Faculty of ALES

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p><b>Graduate Programs</b> ... <b>Agricultural, Food, and Nutritional Science [Graduate]</b> ...</p> <p><b>The Degree of MEng (Agricultural, Food, and Nutritional Science) [Graduate]</b></p> <p>To qualify for the MEng degree, candidates normally are expected to</p> <p>(1) Possess a bachelor's degree in engineering.</p> <p>(2) Complete eight *3 graduate courses as recommended by the supervisor and supervisory committee.</p> <p>(3) Complete AFNS 601 Seminar – students normally register for one term in year two and are required to present one seminar.</p> <p>(4) Complete a research project equivalent to at least *3.</p> <p>No language other than English is required for the MEng degree.</p> <p><b>Length of Program</b></p> <p>The minimum completion time required for the program with all required course prerequisites is two terms of full-time study. The maximum permitted time for completion is six years from the date of initial registration.</p>	<p><b>Graduate Programs</b> ... <b>Agricultural, Food, and Nutritional Science [Graduate]</b> ...</p> <p><b>The Degree of MEng (Agricultural, Food, and Nutritional Science) [Graduate]</b></p> <p><u>Effective Fall 2016, applications to MEng degree program offered by the Department of Agricultural, Food and Nutritional Sciences are no longer accepted.</u></p> <p><u>Students currently enrolled in the program will be allowed to finish their degree requirements no later than December 31, 2021.</u></p>
<p><b>Approval Route:</b> ALES Faculty Council April 11, 2016 Dean FGSR June 3, 2016</p>	

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Changes to Admission Requirements, Bachelor Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program, Faculty of Medicine and Dentistry**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to the admission requirements, BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry
Presenter	Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To clarify that all applicants, both University of Alberta graduates and otherwise, to the BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program must have completed *30 university transferable course weight in addition to a minimum two year diploma.
The Impact of the Proposal is	To avoid confusion for all applicants to the program.
Replaces/Revises (eg, policies, resolutions)	Revises a portion of admission requirements for the BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program.
Timeline/Implementation Date	Fall 2017
Estimated Cost and funding source	No additional cost
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>Dental Hygiene administrative support staff</li> </ul>
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> <li>Faculty Learning Committee – reviewed and approved – June 2, 2016</li> <li>FoMD Faculty Council Committee – reviewed and approved – June 20, 2016</li> <li>Office of the Registrar, Calendar Production – consulted/informed</li> </ul>
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> <li>Admissions Supervisor, School of Dentistry</li> <li>Director, Dental Hygiene Program</li> </ul>

Approval Route (Governance) (including meeting dates)	FoMD Faculty Council Committee – June 20, 2016 GFC Academic Standards Committee – September 15, 2016
Final Approver	GFC Academic Standards Committee

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA 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 GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee Terms of Reference (3. Mandate)</b></p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. UAPPOL Admissions Policy:</b></p> <p>“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</p>

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.”

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 2)

*Prepared by:* Prepared by: Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, [jplemel@ualberta.ca](mailto:jplemel@ualberta.ca)

**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR ENTRY  
Effective Fall Session 2017-2018**

Dated: May 19, 2016

CURRENT	PROPOSED
<p><b>16.9.6 Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program</b> <b>Application for Admission and Application for Readmission</b></p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta go to <a href="http://www.registrarsoffice.ualberta.ca">www.registrarsoffice.ualberta.ca</a></p> <p><b>I. Academic Admission Requirements</b></p> <p>This program is for graduates of University of Alberta, Dental Hygiene Program or dental hygiene graduates of other accredited Canadian or international dental hygiene programs. Students will be placed in program A, B, or C depending on the year and place of graduation (refer to §114.4). The main criterion for admission is academic standing.</p> <p><b>Programs A or C Admission Requirements</b></p> <p>(1) Graduation from University of Alberta Dental Hygiene Diploma program.  (2) Minimum GPA of 2.0 in the above program.  (3) Letter/s of good standing from current and previous licensing bodies.</p> <p><b>Program B Admission Requirements</b></p> <p>(1) Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 or dental hygiene graduates of other accredited Canadian or international dental hygiene programs.  (2) Minimum GPA of 2.0 in the above program.  (3) For non-graduates of the University of Alberta program, applicants must have completed an additional ★30 of which the following are required:</p> <p style="margin-left: 20px;">a. English (★6)  b. Psychology (★3)  c. Sociology or Humanities (★3)  d. Statistics (★3)</p> <p>(4) For non-graduates of the University of Alberta program, proof of licensure to practice dental hygiene within Canada.</p> <p><b>II. Other Requirements</b></p> <p>All applicants must meet the English Language Proficiency and Spoken English requirements (see §13.3).</p>	<p><b>16.9.6 Bachelor of Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program</b> <b>Application for Admission and Application for Readmission</b></p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta go to <a href="http://www.registrarsoffice.ualberta.ca">www.registrarsoffice.ualberta.ca</a></p> <p><b>I. Academic Admission Requirements</b></p> <p>This program is for graduates of University of Alberta, Dental Hygiene Program or dental hygiene graduates of other accredited Canadian or international dental hygiene programs. Students will be placed in program A, B, or C depending on the year and place of graduation (refer to §114.4). The main criterion for admission is academic standing.</p> <p><b>Programs A or C Admission Requirements</b></p> <p>(1) Graduation from University of Alberta Dental Hygiene Diploma program.  (2) Minimum GPA of 2.0 in the above program.  (3) Letter/s of good standing from current and previous licensing bodies.</p> <p><b>Program B Admission Requirements</b></p> <p>(1) Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 or dental hygiene graduates of other accredited Canadian or international dental hygiene programs.  (2) Minimum GPA of 2.0 in the above program.  (3) For <u>University of Alberta Dental Hygiene Diploma graduates whose program was 2 years in length and all non-graduates of the University of Alberta program, applicants must have completed an additional ★30 of which the following are required:</u></p> <p style="margin-left: 20px;">a. English (★6)  b. Psychology (★3)  c. Sociology or Humanities (★3)  d. Statistics (★3)</p> <p>(4) For non-graduates of the University of Alberta program, proof of licensure to practice dental hygiene within Canada.</p> <p><b>II. Other Requirements</b></p> <p>All applicants must meet the English Language Proficiency and Spoken English requirements (see §13.3).</p>

Rationale: Edited to clarify that all applicants must have completed \*30 university transferable course weight plus a minimum 2 year diploma.

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research regarding laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs**

**Motion:** THAT the GFC Academic Standards Committee rescind, with delegated authority from General Faculties Council, the following approved motion of June 16, 2016:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the policy for laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs as proposed by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, as amended at the June 16, 2016 meeting, to be effective immediately upon approval.

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the final revisions to the policy for laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs as proposed by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be effective immediately upon approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Interim Dean, Faculty of Graduate Studies and Research
Presenter	Deborah Burshytn, Vice Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To recognize the graduate courses taken in the certificates and/or diplomas as advanced standing toward the master's degree.
The Impact of the Proposal is	Flexibility in pathways for learners is of increasing importance to offerings by post-secondary institutions. To provide increased access to graduate education and flexibility for students, laddering is a potential mechanism to allow students to use courses taken in certificates and apply them toward pursuing and completing a master's degree program.  Laddering is proposed as a means to reduce course requirements for the master's degree program through the granting of advanced standing. Laddering can allow for the majority of course-work to be completed through certificates where programs are aligned with a series of certificates.
Replaces/Revises (eg, policies, resolutions)	Adds to the Course-based Master's Programs section of the Calendar
Timeline/Implementation Date	Effective immediately upon approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The 2017-2018 Calendar and the FGSR Graduate Program Manual, section 8.5 will be updated. This will be communicated through the FGSR e-bulletin that goes to all graduate departments.
Supplementary Notes and context	This item was considered by GFC ASC at the June 16, 2016 meeting and approved pending changes suggested by the committee. FGSR



Item No. 11

	subsequently re-evaluated that suggested changes and is submitting a revised proposal for consideration and approval.
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**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>Faculty Council of Graduate Studies &amp; Research – September 14, 2016 (for information only)</li> </ul>
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> <li>Kerry Mummery, Dean, Physical Education and Recreation, December 2, 2015</li> <li>Vice-Provost (Programs)</li> <li>Assistant Registrar - Records, Registration and Fees, Office of the Registrar</li> <li>GFC ASC Subcommittee on Standards – June 2, 2016</li> <li>GFC Academic Standards Committee – June 16, 2016 pending revisions</li> </ul>
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> <li>Faculty of Graduate Studies &amp; Research Policy Review Committee</li> </ul>
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies & Research Policy Review Committee Faculty Council of Graduate Studies & Research – approved April 13, 2016 Faculty of Graduate Studies & Research Policy Review Committee -- August 30, 2016 GFC Academic Standards Committee – September 15, 2016
Final Approver	GFC Academic Standards Committee

**Alignment/Compliance**

Alignment with Guiding Documents	For the Public Good <b>EXPERIENCE:</b> ...opening doors to a lifetime of learning experiences.  Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.  Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.  Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal	<b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (section 26(1)). Further, the Post-Secondary Learning

<p>(please quote legislation and include identifying section numbers)</p>	<p>Act (sections 60(1)(c) and (d)) gives the Board of Governors authority over certain admission requirements and rules respecting "enrolment of students to take courses." The Board has delegated its authority over these areas to GFC. GFC has thus established an Academic Standards Committee (GFC ASC) [...] and has delegated certain of its powers to the GFC ASC.</p> <p><b>2. GFC Academic Standards Committee (3. Mandate of the Committee)</b></p> <p>"A. Definitions</p> <p>"i. <i>"Routine and/or Editorial"</i></p> <p>[...] the terms "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 which 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.</p> <p>ii. <i>"Substantial"</i></p> <p>[...] 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."</p> <p>"B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations"</p> <p>[...]</p> <p>iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.</p> <p>[...]</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 4) FGSR Laddering of Certificates and Diplomas into Course Based Master's Programs
2. Attachment 2 (page(s) 1 - 1) Mock-up transcript

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

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

**2017-2018 University of Alberta Proposed Calendar Graduate Program Changes:** Proposal from the Faculty of Graduate Studies and Research regarding laddering of Post Baccalaureate Certificates and Diplomas into Course-based Master's programs

Current	Proposed
<p><b>Regulations of the Faculty of Graduate Studies and Research</b> [...]</p> <p><b>Course-based Master's Programs</b></p> <p><b>Course Requirements:</b> In course-based programs, all coursework must be at the graduate level.</p> <p><b>Residence:</b> Residence requirements are established and monitored by the department.</p> <p><b>Language Requirement:</b> It is a requirement in some departments offering master's degrees that students show proof of proficiency in a language other than English. (For specific information on language requirements see the detailed program information under the appropriate departmental entry in <a href="#">§205.</a>)</p> <p>The student is responsible for successfully completing all course work and the capping exercise. Where the capping exercise involves a project, the student is responsible for producing a typed report of the project or some other finished product to be retained by the department.</p> <p>It is the responsibility of the department to:</p> <ul style="list-style-type: none"> <li>• verify that all courses and the capping exercise have been successfully completed before recommending a student for graduation; and</li> <li>• submit to the FGSR a Report of Completion of Course-based Master's Degree form.</li> </ul> <p>This information must be received and verified by the FGSR before the student's name is placed on the convocation list.</p> <p>Failure to meet the deadlines in the Academic Schedule will result in a delay in awarding the degree.</p>	<p><b>Regulations of the Faculty of Graduate Studies and Research</b> [...]</p> <p><b>Course-based Master's Programs</b></p> <p><b>Course Requirements:</b> In course-based programs, all coursework must be at the graduate level.</p> <p><b>Residence:</b> Residence requirements are established and monitored by the department.</p> <p><b>Language Requirement:</b> It is a requirement in some departments offering master's degrees that students show proof of proficiency in a language other than English. (For specific information on language requirements see the detailed program information under the appropriate departmental entry in <a href="#">the Graduate Programs section of the Calendar.</a>)</p> <p>The student is responsible for successfully completing all course work and the capping exercise. Where the capping exercise involves a project, the student is responsible for producing a typed report of the project or some other finished product to be retained by the department.</p> <p>It is the responsibility of the department to:</p> <ul style="list-style-type: none"> <li>• verify that all courses and the capping exercise have been successfully completed before recommending a student for graduation; and</li> <li>• submit to the FGSR a Report of Completion of Course-based Master's Degree form.</li> </ul> <p>This information must be received and verified by the FGSR before the student's name is placed on the convocation list.</p> <p>Failure to meet the deadlines in the Academic Schedule will result in a delay in awarding the degree.</p>

[NEW]

### **Laddering of Freestanding Graduate Certificates and Diplomas into a Course-based Master's Degree**

Laddering of freestanding graduate level certificates and diplomas into a master's degree means that a student who holds specific certificates or diplomas may be able to use the courses from the certificate to receive advanced standing in a course-based master's degree.

The program will specify the certificates and/or diplomas that may ladder into a master's degree. Completion of a certificate and/or diplomas does not guarantee admission to a master's program. Certificates and/or diplomas may be used for both the basis of admission and laddered into the course-based master's degree.

Once admitted to the master's program, the graduate courses taken in the certificates and/or diplomas may be recognized as advanced standing toward the master's degree. To be incorporated into a master's degree the student must indicate the request at the time of application to the master's program. Except where otherwise specified by a program, courses must be taken within the five years prior to admission to the master's program. Certificates and/or diplomas from other institutions may also be eligible for laddering providing they do not exceed \*9 in credits or, for course-based masters programs with more than \*24 required credits, 1/3 of the total credit weight of the program in combination with any individual transfer-credits from other institutions. In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through laddering of certificates from other institutions in combination with transfer-credits from other institutions.

Where presenting graded-courses, the student must have obtained individual grades in these courses that are sufficient for credit in the master's program and meet other quality assurance considerations of the master's program outlined in the program-specific section of the calendar at the time of admission.

## Diploma and Certificate Programs

It is the responsibility of the department to:

- verify that all the requirements of the diploma or certificate have been successfully completed before recommending a student for graduation; and
- submit to the FGSR a Report of Completion of *Postgraduate Diploma/Post-baccalaureate Certificate* form.

This information must be received and verified by the FGSR before the student's name is placed on the convocation list.

Failure to meet the deadlines in the Academic Schedule will result in a delay in awarding the diploma or certificate.

University of Alberta offers both Embedded and Freestanding Certificates. Graduate students cannot receive an embedded undergraduate certificate as part of their program of studies, with an undergraduate certificate being one that contains courses primarily at the 300- and 400-level.

Information regarding graduate diploma and certificate programs is provided under the appropriate departmental listing in [§205 below](#).

[To receive the master's degree, the student must complete the University's Ethics and Professional Development requirements as well as any remaining master's program requirements including the master's capping exercise. Other master's requirements may be waived if there is an explicit exemption in the department's section in the calendar for the master's program.](#)

[The student will pay tuition and associated fees for the time registered in the master's program.](#)

## Diploma and Certificate Programs

It is the responsibility of the department to:

- verify that all the requirements of the diploma or certificate have been successfully completed before recommending a student for graduation; and
- submit to the FGSR a Report of Completion of *Postgraduate Diploma/Post-baccalaureate Certificate* form.

This information must be received and verified by the FGSR before the student's name is placed on the convocation list.

Failure to meet the deadlines in the Academic Schedule will result in a delay in awarding the diploma or certificate.

University of Alberta offers both Embedded and Freestanding Certificates. Graduate students cannot receive an embedded undergraduate certificate as part of their program of studies, with an undergraduate certificate being one that contains courses primarily at the 300- and 400-level.

Information regarding graduate diploma and certificate programs is provided under the appropriate departmental listing in [the Graduate Programs section of the Calendar](#).

[Certificates and/or diplomas may be eligible for laddering into course-based master's programs.](#)

**Justification:** Flexibility in pathways for learners is of increasing importance to offerings by post-secondary institutions.

To provide increased access to graduate education and flexibility for students, laddering is a potential mechanism to allow students to use courses taken in certificates and apply them toward pursuing and

completing a master's degree program.

Laddering is proposed as a means to grant advanced standing for the master's degree program for courses taken in the graduate-level certificate.

Laddering can allow for the majority of course-work to be completed through certificates where programs are aligned with a series of certificates.

We currently have free standing certificate programs in Rehab Medicine, Business, and Educational Policy Studies, and Post-Graduate Diplomas in Educational Policy Studies and Public Health (not currently offered). There is increasing development of Post-Baccalaureate Certificates and Course-Based Master's programs in new and established professional areas that are already referring to laddering including a proposed new certificate program from the Faculty of Physical Education and Recreation currently proceeding through governance.

*FGSR Council has developed this calendar language to define laddering for students and programs and to set minimum standards.*

Student Name: Test Name  
(Surname last)

# MOCK-UP

ID Number: 1234567

Month and Day of Birth: December 06

Date of Issue: 04-AUG-2016

**Degrees**

Confer Date: November 18, 2015  
Degree: Post-baccalaureate Certificate  
Pain Management Rehabilitation  
Medicine Stanley

In the Name of: Test Name

September, 2013: Admitted to the Faculty of Graduate Studies and Research, Post-baccalaureate Certificate program, Rehabilitation Medicine, Pain Management.

**Fall Term 2013** **Post-baccalaureate Certificate**  
**Rehabilitation Medicine**  
**Pain Management**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
REHAB 535	THE NATURE OF PAIN	B+	3.0	3.0	9.90	3.4	21
TOTALS			3.0	3.0	9.90		

**Winter Term 2014** **Post-baccalaureate Certificate**  
**Rehabilitation Medicine**  
**Pain Management**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
REHAB 536	ASSESSMENT AND MGMNT PAIN	A	3.0	3.0	12.00	3.2	16
TOTALS			3.0	3.0	12.00		

GPA: 21.90 grade points / 6.0 units taken = 3.7

**Fall Term 2014** **Post-baccalaureate Certificate**  
**Rehabilitation Medicine**  
**Pain Management**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
REHAB 537	INTEGR IMPLEM PAIN MGMNT	A	3.0	3.0	12.00	3.8	13
TOTALS			3.0	3.0	12.00		

GPA: 12.00 grade points / 3.0 units taken = 4.0

August 25, 2015: Certificate Requirements Completed  
Post-baccalaureate Certificate

September, 2015: Admitted to the Faculty of Graduate Studies and Research, Master of Science program, Test Department.

September 01, 2015: Granted advanced standing for REHAB 535, REHAB 536 and REHAB 537 for work completed at this University, 2013-2014. (9.0) Total units 9.00

**Fall Term 2015** **Master of Science (Crse)**  
**Test Department**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
GENERIC 500	MOVEMENT ANALYSIS		3.0	0.0	0.00	3.4	77
TOTALS			3.0	0.0	0.00		

Grades are Unofficial Until Approved by the Dean

Page 1 End of Transcript

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Changes to the Statement on Equity in Student Affairs**

**Motion:** THAT the GFC Academic Standards Committee , under delegated authority from General Faculties Council, recommend to the GFC Academic Planning Committee, proposed changes to the Statement on Equity in Student Affairs found in the section University Regulations and Information for Students/General University Policies/Statement on Equity in Student Affairs of the *University Calendar* as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and University Registrar
Presenter	Lisa Collins, Vice-Provost and University Registrar

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Student Statement on Equity is being revised to reflect changes to Alberta Human Rights Legislation and changing norms in diversity and equity within the academy.
The Impact of the Proposal is	The proposed changes align with the University Statement on Equity which is used on all academic and support staff job postings as outlined in the UAPPOL Procedures for <a href="#">Academic Staff Posting and Advertising</a> and <a href="#">Support Staff Posting and Advertising</a> . The University Territorial Statement will be included as a new menu item in the University Calendar.
Replaces/Revises (eg, policies, resolutions)	Revises Statement on Equity in Student Affairs, the General Admission Requirements and the Evaluation Procedures and Grading System of the <i>University Calendar</i>
Timeline/Implementation Date	2017-2018 <i>University Calendar</i>
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	Proposed changes to the University Statement on Equity will go forward with the recommended and the Student Statement on Equity to the GFC Academic Planning Committee.

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>Jay Spark Vice-Provost &amp; Associate VP (HR) and the Office of Faculty Relations - August 19, 2015</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Heather Zwicker, Vice-Provost Interim Dean, FGSR - August 20, 2015</li> <li>Employment and Equity Advisory Committee (HRS) - September 17, 2015</li> <li>Jax Oltean, University General Counsel - September 21, 2015</li> </ul>



Item No. 12

	<ul style="list-style-type: none"> <li>• Mike MacGregor, Vice Provost and Associate Vice-President, Information Services and Technology - September 26, 2015</li> <li>• Dr. Fraser Brenneis, Vice-Dean, Education, Faculty of Medicine and Dentistry - December 23, 2016</li> <li>• Dr. Lise Gotell, Acting Dean, Faculty of Arts - December 23, 2016</li> <li>• Roger Graves, Director, Centre for Teaching and Learning - December 23, 2015</li> <li>• Cody Bondarchuk, VP External, Students Union – February 8, 2016</li> <li>• Harsh Thaker, Graduate Students Association – February 8, 2016</li> <li>• Human Resource Services Team – March 7, 2016</li> <li>• Vice-Provost Council – April 4, 2016</li> <li>• Council on Aboriginal Initiatives - April 17, 2016</li> <li>• Phyllis Clark, VP Finance and Administration – April 26, 2016</li> <li>• President’s Executive Committee (Operations) - April 28, 2016</li> <li>• Brad Hamdon, University General Counsel – April 29, 2016</li> <li>• Committee on the Learning Environment - June 1, 2016</li> <li>• Dean’s Council – June 1, 2016</li> <li>• Academic standards committee - May 19, 2016 – For review/advice</li> <li>• Employment and Equity Advisory Committee – August 9, 2016</li> </ul>
	<p><u><i>Those who are actively participating:</i></u>  The Statement on Equity Working Group is responsible for the development of the University and Student Statements of Equity. The working group is composed of  Kris Wells, Chris Daberer, Institute for Sexual Minority Studies and Services  Wade King, Office of Safe Disclosure and Human Rights  Shana Dion, Aboriginal Student Services Centre  Norma Rodenburg, Office of the Registrar  Catherine Anley, Human Resource Services</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Standards Committee – September 15, 2016  GFC Academic Planning Committee - October 12, 2016  GFC Executive Committee - October 31, 2016  General Faculties Council - November 21, 2016</p>
<p>Final Approver</p>	<p>General Faculties Council</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i>  Values:  We value diversity, inclusivity, and equity across and among our people, campuses, and disciplines.</p> <p>GOAL: <b>BUILD</b> a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p>
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Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. The **Alberta Human Rights Act**: defines 13 grounds for protection of rights in five areas including employment practices, applications and ads (Preamble; Section 3(1)):
 

“WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;

Discrimination re publications, notices  
3(1) No person shall publish, issue or display or cause to be published, issued or displayed before the public any statement, publication, notice, sign, symbol, emblem or other representation that

  - (a) indicates discrimination or an intention to discriminate against a person or a class of persons, or
  - (b) is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
  
2. **Post-Secondary Learning Act (PSLA)**: The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 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 (GFC ASC).
  
3. **GFC Academic Standards Committee Terms of Reference (3. Mandate)**

“The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission policies, and all institutional marking and grading policies and/or procedures.”

[...]

“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)

  - i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC

	<p>Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006) [...]</p> <p>v. ASC provides advice or recommends to APC on general University admission or transfer policies affecting students, including policies which affect Open Studies.”</p> <p><b>4. GFC Academic Planning Committee</b> Terms of Reference (3. Mandate)</p> <p>“7. Admission, Transfer and Academic Standing 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> <p><b>5. University Calendar:</b> Course outline content is set out in Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar.</p> <p><b>6. UAPPOL Admissions Policy</b> Those responsible for admissions decisions will interpret and apply the established admission requirements and regulations, in a transparent process, in order to admit the best-qualified applicants from the total number of applicants who are eligible for admission, in accordance with Faculty enrolment targets or program quotas. The basis on which a student is admitted, and any academic provisions of admission, will not diminish or eliminate that student's rights and responsibilities, as detailed in the University Calendar.</p>
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Attachments (each to be numbered 1 - 2)

1. Attachment 1 (pages 1 - 2) Proposed Changes to Statement on Equity in Student Affairs

*Prepared by:* Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President Academic

Office of the Registrar  
Proposed Calendar Change

University Regulations and Information for Students /  
General University Policies/Statement on Equity in Student Affairs /  
Statement on Equity in Student Affairs

**Statement on Equity in Student Affairs**

~~The University of Alberta strives to provide a fair, open and supportive environment for students.~~

~~Acknowledging the diversity of the Canadian population, and the University's obligation to remain open to all sectors of society, the University of Alberta encourages applications for admission from all qualified persons including Aboriginal peoples, persons with disabilities, visible minorities, and women. In this manner the University demonstrates its commitment to improving the representativeness of its communities.~~

~~The Alberta Human Rights Act, sections 3 and 11.1, requires that no individual be discriminated against on the basis of race, religious beliefs, color, gender, physical disability, mental disability, marital status, age, ancestry, or place of origin, family status, or source of income except where the discrimination can be shown to be reasonable and justifiable. The University of Alberta recognizes and accepts its responsibility to comply with the requirements of this Act in its consideration of students for admission, promotion, and graduation. Of its own volition the University of Alberta does not discriminate on the basis of sexual orientation or political belief.~~

~~Subject to the limits set out in the Alberta Human Rights Act, the University of Alberta affirms its right to determine the criteria by which applicants are accepted into the University community. Individuals seeking admission to or continuance in academic programs must meet the qualifications and performance standards set out by the~~

**University Equity Statement in Student Affairs**

The University recognizes the diversity of the Canadian population and obligation to be accessible to all sectors of society. The University therefore encourages diversity and welcomes applications from all qualified persons including women, members of visible minorities, First Nations, Métis, and Inuit, persons with disabilities, and sexual and gender minorities. The University Calendar will use gender inclusive language when referring to members of the University Community. This demonstrates the University's commitment to accommodating and improving the representativeness of its diverse communities.

The *Alberta Human Rights Act*, prohibits discrimination against any person because of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation, except where the distinction can be shown to be reasonable and justifiable in the circumstances. The University of Alberta complies with the *Act* when it considers students for admission, promotion, and graduation. Of its own volition, the University of Alberta does not discriminate on the basis of political belief.

Subject to the limits set out in the *Alberta Human Rights Act*, the University of Alberta affirms its right to determine the criteria by which applicants are accepted into the University community. Individuals seeking

<p>University's governing bodies.</p>	<p>admission to or continuance in academic programs must meet the qualifications and performance standards set out by the University's governing bodies.</p>
<p><b><u>General Admission Requirements</u></b> (new)</p> <p>In addition to the general University admission requirements detailed below, Faculties have additional admission requirements for each program. Specific admission requirements are detailed in <del>§16</del>. (...)</p>	<p><b><u>General Admission Requirements</u></b> <a href="#">The University of Alberta strives to provide an inclusive, respectful, equitable, and supportive environment for students. See Statement on Equity in Student Affairs.</a></p> <p>In addition to the general University admission requirements detailed below, Faculties have additional admission requirements for each program. Specific admission requirements are detailed in <a href="#">Admission Requirements by Faculty</a> (...)</p>

<p><b>New</b></p>	<p>The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.</p>
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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed changes to Existing Admission Requirements, Master of Arts program in the Faculty of Native Studies, Faculty of Graduate Studies & Research**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Existing Admission Requirements, Master of Arts in the Faculty of Native Studies, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1 as amended, to be effective upon approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research Chris Andersen, Dean, Faculty of Native Studies
Presenter	Sean Robertson, Faculty of Native Studies Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Faculty of Native Studies is proposing a change to admission requirement for Native Studies content in undergraduate courses from *30 to *12, and are clarifying the requirements for the statement of research and letters of recommendation.
The Impact of the Proposal is	The reduction in courses with Native Studies content required for consideration for admission reflects the norm in similar programs at comparator institutions. The requirement for a statement of proposed research and evidence of contact with supervisory faculty members provides a more focused, structured, collegial, and thoughtful entry into the program than the current "statement of interests". The requirement for a letter of reference and a form provides the admissions committee with both a personal/nuanced/qualitative assessment as well as a stronger basis for comparing applicants.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Effective upon approval
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>Faculty of Graduate Studies and Research Council—September 14, 2016</li> </ul>
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<p>proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Faculty of Native Studies Academic Affairs—July 18, 2016</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Native Studies Council—July 26, 2016 GFC Academic Standards Committee—September 15, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p>GOAL: <b>EXPERIENCE</b>...opening doors to a lifetime of learning experiences.</p> <p>Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.</p> <p>Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> 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. <b>GFC Academic Standards Committee</b> Terms of Reference (3. Mandate)</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p>

	<p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations” [...]</p> <p>iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.”</p> <p>3. <b>PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. <b>UAPPOL Admissions Policy:</b> “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.”</p> <p><b>5. UAPPOL Admissions Procedure:</b> “PROCEDURE</p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:</p> <p>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).</p> <p>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).</p>
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Attachments (each to be numbered 1

1. Attachment 1 (page(s) 1 - 2) Proposed Calendar Change, Entrance Requirements, Faculty of Native Studies

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)



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

September 23, 2016

**2017-2018 University of Alberta Proposed Calendar Graduate Program Changes: to existing Admission Requirements, Master of Arts program in the Faculty of Native Studies, Faculty of Graduate Studies and Research.**

Current	Proposed
<p><b>Native Studies [Graduate]</b> [...]</p> <p><b>General Information</b> The Faculty of Native Studies offers a Master of Arts program that focuses on: 1) environmental management and ecological relationships; and 2) Canadian state forms and Indigenous peoples' approaches to social order.</p> <p><b>Entrance Requirements</b> The Faculty of Native Studies' minimum admission requirements for the Master of Arts program are:</p> <ol style="list-style-type: none"> <li>1. A four-year undergraduate degree with a cumulative average of a minimum of 3.0 GPA (on a four point letter grading scale) in the last ★60 of the program with at least ★30 of senior undergraduate courses in Native Studies or courses with significant Aboriginal content. This is, however, a competitive process – a 3.0 GPA is necessary but may not be sufficient.</li> <li>2. A statement of research interest(s).</li> <li>3. An example of academic work appropriate to the application.</li> <li>4. Three letters of reference sent directly to the Faculty of Native Studies.</li> <li>5. A current resume or curriculum vitae.</li> <li>6. Where applicable, a TOEFL score of at least 580 (237 computer-based).</li> </ol>	<p><b>Native Studies [Graduate]</b> [...]</p> <p><b>General Information</b> The Faculty of Native Studies offers a Master of Arts program that focuses on: 1) environmental management and ecological relationships; and 2) Canadian state forms and Indigenous peoples' approaches to social order.</p> <p><b>Entrance Requirements</b> The Faculty of Native Studies' minimum admission requirements for the <b>thesis-based</b> Master of Arts program are:</p> <ul style="list-style-type: none"> <li>• A four-year undergraduate degree with a cumulative average of a minimum of 3.0 GPA (on a four point letter grading scale) in the last ★60 of the program with <b>normally</b> at least ★12 of undergraduate courses in Native Studies or courses with significant Aboriginal content. This is, however, a competitive process – a 3.0 GPA is necessary but may not be sufficient.</li> <li>• Where applicable, a TOEFL score of at least 580 (237 computer-based), <b>or equivalent</b>.</li> </ul> <p>For application requirements and information on financial assistance see the <a href="#">Master of Arts in Native Studies</a> webpage.</p>

**Financial Assistance**

Financial assistance in the form of graduate assistantships may be available to qualified students. For further information contact the Faculty of Native Studies.

Justification:

1. The reduction in courses with Native Studies content required for consideration for admission reflects the norm in similar programs at comparator institutions.

Approval Route: Native Studies Faculty Council July 26, 2016