

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, December 13, 2018 meeting:

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Agenda Title: **4A. Transfer Credit Approvals and Denials for December 2018, Office of the Registrar**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals and denials for December 2018.

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Agenda Title: **4B. Proposed Changes to Entrance Requirements for the Graduate Certificate in Indigenous Sport and Recreation, Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to entrance requirements for the Graduate Certificate in Indigenous Sport and Recreation.

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Agenda Title: **4C. Item Deferred to Meeting of January 17, 2018**

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Agenda Title: **4D. Proposed Changes to Entrance Requirements for the Bachelor of Science, After Degree Program, Faculty of Science**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the entrance requirements for the BSc After Degree.

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Agenda Title: **4E. Proposed Changes to Academic Standing Regulations, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the academic standards requirements for the Faculty of Arts.

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Agenda Title: **4F. Proposed Changes to Transition Year Program (TYP) Requirements, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the TYP requirements in the Faculty of Arts.

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Agenda Title: **4G. Proposed Changes to Transition Year Program (TYP) Requirements, Faculty of Engineering**

CARRIED MOTION:

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THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the TYP requirements in the Faculty of Engineering.

Final Item: 4

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Agenda Title: **Proposal from the Faculty of Extension for Non-credit Certificates within Environmental Studies**

- Soil Science Certificate
- Water Resource Management Certificate
- Environmental Remediation Certificate
- Land Reclamation Certificate

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed non-credit Certificates as submitted by the Faculty of Extension and as set forth in Attachments 1, 2, 3 and 4, to take effect Fall Term 2019.

Final Item: 5

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Agenda Title: **Proposed Changes to Existing Admission Requirements for Undergraduate Programs in the Faculty of Nursing**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing admission requirements for undergraduate Nursing programs, as proposed by the Faculty of Nursing, and as set forth in Attachment 1, to be published in the 2019-2020 Calendar and take effect fall 2020.

Final Item: 6

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Agenda Title: **Proposed Changes to Existing Readmission and Academic Standing Regulations for Undergraduate Programs in the Faculty of Nursing**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing readmission and academic standing regulations for undergraduate programs in the Faculty of Nursing, as proposed by the Faculty of Nursing and as set forth in Attachment 1, to be published in the 2019-2020 Calendar and to take effect fall 2019.

Final Item: 7

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Agenda Title: **Proposed Changes to Existing Entrance Requirements for the MA and PhD Degree Programs in English, Department of English and Film Studies, Faculty of Arts and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MA and PhD degree programs in English, Department of English and Film Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

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Final Item: 8

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**Agenda Title: Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for the MA and PhD Degree Programs in Modern Languages and Cultural Studies, Faculty of Arts and the Faculty of Graduate Studies and Research**

**CARRIED MOTION:**

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MA and PhD degree programs in Modern Languages and Cultural Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Final Item: 9

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**Agenda Title: Proposed Changes to Existing Entrance Requirements, Application Deadlines and Residence Requirements for the MA and PhD degree programs in Religious Studies, Faculty of Arts and the Faculty of Graduate Studies and Research**

**CARRIED MOTION:**

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements, Application Deadline and Residence Requirements for the MA and PhD degree programs in Religious Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Final Item: 10

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**Agenda Title: Proposed Changes to Existing Entrance Requirements for the MA Degree Program in East Asian Studies, Faculty of Arts and the Faculty of Graduate Studies and Research**

**CARRIED MOTION:**

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MA degree program in East Asian Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

Final Item: 11

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**Agenda Title: Proposed Changes to Existing Entrance Requirements, Application Deadlines and Academic Standing Regulations for the MSc, MEng, and PhD Degree Programs in Electrical and Computer Engineering, Faculty of Engineering and the Faculty of Graduate Studies and Research**

**CARRIED MOTION:**

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements, Application Deadlines and Academic Standing Regulations for the MSc, MEng and PhD degree programs in Electrical and Computer Engineering, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Engineering, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

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Final Item: 12

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Agenda Title: **Proposal to Waive English Language Proficiency Requirement for the Master of Business Administration (MBA) Program Delivered in Mandarin in Shanghai, China, the Alberta School of Business, and the Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed waiver of the English Language Proficiency requirement for the Master of Business Administration (MBA) program delivered in Mandarin at the new location in Shanghai, China, as submitted by the Faculty of Graduate Studies and Research and the Alberta School of Business, and as set forth in Attachment 1, to take effect affect upon approval.

Final Item: 13

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**Governance Executive Summary  
Action Item**

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

- 4A. Transfer Credit Approvals and Denials for December 2018, Office of the Registrar**
- 4B. Proposed Changes to Entrance Requirements for the Graduate Certificate in Indigenous Sport and Recreation, Faculty of Kinesiology, Sport, and Recreation**
- 4C. Item Deferred to Meeting of January 17, 2018**
- 4D. Proposed Changes to Entrance Requirements for the Bachelor of Science, After Degree Program, Faculty of Science**
- 4E. Proposed Changes to Academic Standing Regulations, Faculty of Arts**
- 4F. Proposed Changes to Transition Year Program (TYP) Requirements, Faculty of Arts**
- 4G. Proposed Changes to Transition Year Program (TYP) Requirements, Faculty of Engineering**

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and Registrar; Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation; Frank Marsiglio, Interim Dean, Faculty of Science; Lesley Cormack, Dean, Faculty of Arts; Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	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).

## Item No. 4

Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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**Engagement and Routing** (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> <li>· Vice-Provost (Programs) and Chair, GFC Academic Standards Committee</li> <li>· Faculty Councils</li> <li>· Representatives of the Office of the Registrar</li> </ul>
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> <li>·</li> </ul>
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> <li>·</li> </ul>
Approval Route (Governance) (including meeting dates)	

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<u>Objective 21</u> 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.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference	

1. Attachment A: Transfer Credit Approvals and Denials, December 2018
2. Attachment B: KSR Graduate Certificate in Indigenous Sport and Recreation
3. *Item Deferred to Meeting of January 17, 2018*
4. Attachment D: Science Deadlines 2019-20
5. Attachment E: Arts, USS Regulations for students
6. Attachment F: TYP Arts
7. Attachment G: TYP ENGG

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

DATE: November 29, 2018

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on December, 13, 2018

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>Red Deer College</b>	SOCI 323 (3)	SOC 3XX (3) AUSOC 2XX (3)		
<b>Blue Quills University</b>	IYIS 410 (3)	NS 2XX (3)		The assignments would not be able to fully evaluate the students' learning at a 300 or 400 level.
<b>Concordia</b>	PSY 339 (3)	PSYCO 2XX (3)	Not to take PSYCO 239	
	BIO 307 (3)	GENET 3XX (3) AUBIO 389 (3)		
	PSY 350 (3)	PSYCO 3XX (3)	Not to take PSYCO 403 - Psychology of Criminal Conduct	The NTD is only for this topic, other topics from PSYCO 403 are not excluded.
<b>Grande Prairie Regional</b>	DA 1050 (3)	AROPT (3)		
	PS 4090 (3)	PSYCO 4XX (3) AUPSY 3XX (3) Arts		
<b>Burman University</b>	EDIT 250 (3)	EDU 2XX (3)		
<b>MacEwan</b>	EAS 271 (3)	EAS 271 (3) AUGEO (3) Science		

November 29, 2018

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on December 13, 2018

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial	
<b>Burman University</b>	HLED 200 (3)	NURS 2XX (3)	13-Nov-18	The course does not match any of our existing courses since we implemented a new undergraduate curriculum in Fall 2018, and the physiology component is included in our broader anatomy and physiology course (NURS 106).	
Athabasca University	PHYS 210	PHYS 114 (3)	November 14, 2018	This course covers the concepts taught in physics-20/30 at high school at a similar or lower level of depth (there is no High School maths pre-req) and so is not suitable for university credit. Although PHYS 114 is aimed at the same audience - non-science students - it covers concepts of quantum mechanics and relativity and relates them to an understanding of classical physics. In addition the text of the course explicitly references that it can be used as a bridge for those without High School physics and as such is clearly at a High School, and not university, level.	
<b>Northern Lakes College</b>		MGMT 1110 (3)	MATH 1XX (3)	14-Nov-18	Northern Lakes College's MGMT 1110 is similar to the deleted MATH 153. In particular, the mathematics used in the course is essentially high school, and is not comparable to the mathematics required in our other 100-level courses. This and the fact that the instructor does not need to hold a Masters degree in Mathematics leads us to not approve the course for transfer credit.



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

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

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Kinesiology, Sport, and Recreation [Graduate]</b>            Faculty of Kinesiology, Sport, and Recreation            Student Services            3-134 University Hall, Van Vliet Complex            University of Alberta            Edmonton, Alberta T6H 2H9            E-mail: <a href="mailto:pergrad@ualberta.ca">pergrad@ualberta.ca</a>            [...]</p> <p><b>Graduate Program Requirements</b></p> <p>[...]</p> <p><b>The <del>Post-Baccalaureate</del> Certificate in Indigenous Sport and Recreation [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b>            The requirements for admission will include <b>a baccalaureate degree along with</b>    <b>a</b> minimum of two years of professional experience.              [...]</p> <p><b>Program Requirements</b></p> <p>[...]</p>	<p><b>Graduate Programs</b></p> <p><b>Kinesiology, Sport, and Recreation [Graduate]</b>            Faculty of Kinesiology, Sport, and Recreation            Student Services            3-134 University Hall, Van Vliet Complex            University of Alberta            Edmonton, Alberta T6H 2H9            E-mail: <a href="mailto:ksrgrad.info@ualberta.ca">ksrgrad.info@ualberta.ca</a>            [...]</p> <p><b>Graduate Program Requirements</b></p> <p>[...]</p> <p><b>The <u>Graduate</u> Certificate in Indigenous Sport and Recreation [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b>            The requirements for admission will include <b>an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</b>    <b>A</b> minimum of two years of professional experience <b>is also required.</b>              [...]</p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Laddering</b>  <u>Students who complete the certificate in good standing may be able to use the courses from the certificate to</u></p>

<p><b>Graduate Courses</b></p> <p>[...]</p>	<p><u>receive advanced standing in the course-based Master of Arts in the Faculty of Kinesiology, Sport, and Recreation. Completion of the certificate does not guarantee admission to a master degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details can be found in the Calendar under Regulations of the Faculty of Graduate Studies and Research.</u></p> <p><b>Graduate Courses</b></p> <p>[...]</p>
<p><b>Justification:</b> Updating calendar change to reflect current course abbreviations and numbers to easily identify and differentiate certificate courses from other graduate courses. Details on laddering included following approval of laddering certificates.</p> <p>Updated standard wording for entrance requirements.</p> <p>The name change from Post-Baccalaureate Certificate to Graduate Certificate is going to Academic Planning Committee on December 12, 2018.</p> <p><b>Approved by:</b> Faculty of Kinesiology, Sport, and Recreation Graduate Program Committee – September 13, 2018 and Faculty Council – September 19, 2018</p>	

## Faculty of Science Changes 2019-2020

**Current**

**Proposed**

<p><b>Faculty of Science (Admission and Readmission Deadlines)</b>  <a href="https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=7123&amp;hl=%22deadlines%22&amp;returnto=search">https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=7123&amp;hl=%22deadlines%22&amp;returnto=search</a></p> <p>BSc General          Fall Term - Other Requirements</p>	<p><u>For After Degree Students, letter of intent - July 1. Submit the letter of intent to Student Services, Faculty of Science.</u></p>
<p><b>Faculty of Science (Admission and Readmission Deadlines)</b>  <a href="https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=7123&amp;hl=%22deadlines%22&amp;returnto=search">https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=7123&amp;hl=%22deadlines%22&amp;returnto=search</a></p> <p>BSc (Specialization, Honors)          Fall Term - Other Requirements</p>	<p>For the BSc Specialization in Planning, written statement- May 1 (see Admissions Chart 4)</p> <p><u>For After Degree Students, letter of intent - July 1. Submit the letter of intent to Student Services, Faculty of Science.</u></p>

# Faculty of Science Changes 2019-2020

## Current

## Proposed

<b>Special/Visiting</b>	<b>Special/Visiting</b>
Admission Documents July 15	Admission Documents July 1
Readmission Documents July 15	Readmission Documents July 1

Approved by the Faculty of Science: October 30, 2018

## CALENDAR CHANGE REQUEST FORM

Department: **Faculty of Arts (USS Office)**

2018 – 2019 form submission deadlines: October 5<sup>th</sup>, January 4<sup>th</sup>, March 1<sup>st</sup> & April 1<sup>st</sup>

Highlight type of change request below:

1. Course Change      2. Editorial Change      3. Admission Requirement      4. Program Regulation

CURRENT <a href="https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=6988">https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=6988</a>	PROPOSED
<p><b>Regulations for Students</b> [...]</p> <p><b>Registration Information</b> [...]</p> <p><b>3. Course Load Requirement:</b></p> <p><del>however, requests to accelerate are not granted to students who are not in Satisfactory Academic Standing (see Academic Standing and Graduation).</del></p> <p><del>As well, students who are not in Satisfactory Academic Standing are normally required by the Faculty to carry a reduced course load (i.e., less than ★15 per term) during the Fall/Winter and may be prohibited from taking Spring/Summer courses until their academic performance improves and satisfactory standing is attained.</del></p> <p>[...]</p> <p><b>Academic Standing and Graduation</b></p> <p><b>5. Probation:</b> Students who have been required to withdraw and who have successfully appealed that decision will be placed on Probation (See also Academic Warning, Academic Probation, Required to Withdraw).</p> <p>a. Probationary students complete a minimum of ★24 with a GPA of 2.0 or higher.</p> <p>b. Probationary students may not take any more than ★12 in each of Fall and Winter Terms.</p> <p>c. Probationary students may take more than one set of Fall/Winter Terms to complete probation, but courses taken in Spring and Summer are excluded from the assessment.</p>	<p><b>Regulations for Students</b> [...]</p> <p><b>Registration Information</b> [...]</p> <p><b>3. Course Load Requirement:</b></p> <p>[...]</p>

<p><b>Rationale for change:</b> (Not required for course deletion or editorial changes)</p> <p>The Faculty of Arts Regulations for Students webpage has several informative sections including Registrations Information and also a sections from Academic Standing and Graduation. There is repetition of information regarding Academic Standing in the Registration Information section so removing it from that section is not a change in the information provided, rather a consolidation and simplification of where students find the information.</p>
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All names, signatures and dates are required:

<p><b>Department Contact</b> Name: Lindsay Dobson</p>	<p><b>Department Chair or Designate</b> Name: Kristy Wuetherick</p>	<p><b>Date approved by Dept Council:</b></p>
<p>Email: ladobson@ualberta.ca</p>	<p>Signature:</p>	<p><b>Date submitted:</b></p>

## CALENDAR CHANGE REQUEST FORM

**Department:** Faculty – TYP requirements

**2018 – 2019 form submission deadlines:** October 5<sup>th</sup>, January 4<sup>th</sup>, March 1<sup>st</sup> & April 1<sup>st</sup>

Highlight type of change request below:

1. Course Change      2. Editorial Change      3. Admission Requirement      4. Program Regulation

Note: changes that fall under type 1 or 2 received by October 5<sup>th</sup> will be considered to be published in the 2019-20 Calendar

CURRENT	PROPOSED
<p><a href="https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=6975&amp;hl=%22TYP%22&amp;returnto=search">https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=6975&amp;hl=%22TYP%22&amp;returnto=search</a></p> <p><del>Strike through and highlight</del> deletions</p> <p><b>Transition Year Program for Aboriginal Applicants</b> [...]</p> <p><b>Completion of a Transition Year Program</b> [...]</p> <p>2. Arts: BA</p> <p>Course requirement: ★18, as follows:</p> <p>i. <del>ENGL 122 and ENGL 125</del> <del>Other</del> ★3 100-level ENGL or WRS courses may be substituted with the prior approval of the TYP <del>Coordinator</del>.</p> <p>ii. ★6 in one other Language other than English</p> <p>iii. ★6 chosen from <a href="#">Arts Chart 1</a> Basic Requirements, in line with the student's interests and/or intended major or minor. The TYP <del>Coordinator</del> may approve variation of these course requirements based on student interest.</p>	<p><b>PROPOSED</b></p> <p><u>Underline and highlight</u> additions</p> <p><b>Transition Year Program for Aboriginal Applicants</b> [...]</p> <p><b>Completion of a Transition Year Program</b> [...]</p> <p>2. Arts: BA</p> <p>Course requirement: ★18, as follows:</p> <p>i. <u>ENGL 125</u> <u>plus</u> ★3 <u>of</u> 100-level ENGL or WRS.</p> <p>ii. ★6 in one other Language other than English.</p> <p>iii. ★6 chosen from <a href="#">Arts Chart 1</a> Basic Requirements, in line with the student's interests and/or intended major or minor.</p> <p><u>(add space)</u> The TYP <u>Associate Director</u> may approve variation of these course requirements based on student interest.</p>

**Rationale for change:** (Not required for course deletion or editorial changes)  
Making editorial to remove ENGL 122 as it no longer exists and update the TYP Coordinator to TYP Associate Director.

All names, signatures and dates are required:

<p><b>Department Contact</b> Name: Kristy Wuetherick</p>	<p><b>Department Chair or Designate</b> Kristy Wuetherick</p>	<p><b>Date approved by Dept Council:</b> n/a</p>
<p>Email: <a href="mailto:kristy.wuetherick@ualberta.ca">kristy.wuetherick@ualberta.ca</a></p>	<p>Signature:</p>	<p><b>Date submitted:</b></p>

Email a signed PDF and an editable word version to [artscalendar@ualberta.ca](mailto:artscalendar@ualberta.ca)

View form completion tip sheet on the [Arts Intranet](#)

Email [artscalendar@ualberta.ca](mailto:artscalendar@ualberta.ca) with any questions or concerns

# Faculty of Engineering calendar changes

For early adoption

Approved by Engineering Faculty Executive coordinating committee Nov 19 2018

**Admission changes**

Current	Proposed
<p><b>General Admission Requirements</b></p> <p>[...]</p> <p><b>Transition Year Program for Aboriginal Applicants</b></p> <p>[...]</p> <p><b>2. Completion of a Transition Year Program</b></p> <p>[...]</p> <p>5. Engineering: BSc</p> <p>Course requirement: ★15, as follows:</p> <ul style="list-style-type: none"> <li>i. <del>ENGL 122</del> and ENGL 125</li> <li>ii. <del>MATH 113</del></li> <li>iii. CHEM 101/CHEM 102</li> </ul> <p>Note: In order to qualify as a full-time student, an additional ★3 must be chosen with approval of the TYP <del>Coordinator</del></p> <p>Performance requirement: Minimum GPA of 2.0</p>	<p><b>General Admission Requirements</b></p> <p>[...]</p> <p><b>Transition Year Program for Aboriginal Applicants</b></p> <p>[...]</p> <p><b>2. Completion of a Transition Year Program</b></p> <p>[...]</p> <p>5. Engineering: BSc</p> <p>Course requirement: ★15, as follows:</p> <ul style="list-style-type: none"> <li>i. <b>ENGL 199</b> and ENGL 125</li> <li>ii. <b>MATH 114</b></li> <li>iii. CHEM 101/CHEM 102</li> </ul> <p>Note: In order to qualify as a full-time student, an additional ★3 must be chosen with approval of the TYP <b>Associate Director</b></p> <p>Performance requirement: Minimum GPA of 2.0</p>
<p><a href="https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=6975#admission_of_aboriginal_applicants">https://calendar.ualberta.ca/content.php?catoid=28&amp;navoid=6975#admission_of_aboriginal_applicants</a></p> <p>justification: at the request of the transition year program, section is updated to reflect existing course offerings while maintaining required content.</p>	



**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Proposal from the Faculty of Extension for Non-Credit Certificates Within Environmental Studies</b>
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**Motion**

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed non-credit Certificates as submitted by the Faculty of Extension and as set forth in Attachments 1, 2, 3 and 4, to take effect Fall Term 2019.</p>
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr. Katy Campbell, Dean, Faculty of Extension
Presenter(s)	Rebecca Gokiert, Associate Dean, Extension Academics, Faculty of Extension Christie Schultz, Assistant Dean, Extension Academics, Faculty of Extension

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposal is before the committee because the proposed Certificates (non-credit) within Environmental Studies areas are designed to provide opportunity for both emerging and established environmental professionals to advance their skills and knowledge at the (non-credit) certificate level.</p> <p>The four (4) proposed Certificates provide specific education and training opportunities for professionals working in the areas of (1) managing water or aquatic-based resources; (2) managing and applying soil science; (3) land reclamation project management; (4) environmental remediation and the assessment and management of contaminated sites.</p> <p>(1) Aimed at professionals working within or seeking to work in the areas of environment focused on the use, assessment, protection, and conservation of water resources. The <b>Water Resource Management Certificate</b> will be of benefit to environmental engineers and technicians, project managers, system administrators, consultants, land use planners, construction professionals, land developers, agrologists, biologists, and foresters dealing with water-focused, wetland and riparian area projects within their organizations.</p> <p>(2) Aimed at professionals working within or seeking to work in the areas of environment focused on soil science, including agrology. Students will be provided with expertly guided content including effective soil management, identification and optimization of chemical and physical processes, application of soil nutrition and fertilization, soil survey and spatial modeling, the Canadian soil classification system, professional practice standards, and industry regulations. The <b>Soil Science Certificate</b> will be of benefit to agrologists, environmental engineers, project managers, system administrators, consultants, land developers,</p>

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	<p>remediation and reclamation professionals, environmental technicians, biologists, and foresters dealing with soils and soil-focused projects within their organizations.</p> <p>(3) Aimed at professionals working within or seeking to work in the areas of environment focused on the use, assessment, protection, and conservation of land-based resources. The proposed <b>Land Reclamation Certificate</b> will be of benefit to environmental engineers and technicians, project managers, system administrators, consultants, land use planners, construction professionals, land developers, agrologists, biologists, and foresters dealing with land use, revegetation, and reclamation projects within their organizations.</p> <p>(4) Aimed at professionals in the areas of working within or seeking to work in the areas of environment focused on the remediation and management of contaminated sites. The <b>Environmental Remediation Certificate</b> will be of benefit to environmental engineers and technicians, project managers, system administrators, consultants, land use planners, land developers, agrologists, biologists, and foresters dealing with and managing contaminated sites within their organizations.</p>
<p>Executive Summary (<i>outline the specific item – and remember your audience</i>)</p>	<p>While you are preparing the governance briefing note, consider why this item is before the committee and what you are asking of the committee.</p> <p>Consider addressing the following questions in the briefing note:</p> <ul style="list-style-type: none"> <li>· <i>What is the strategic impact of the proposal?</i> <ul style="list-style-type: none"> <li>○ As the Faculty of Extension continues its work to deliver innovative and responsive continuing and professional education to the whole community; these certificates will provide relevant opportunities for those working within, and seeking to work within, the growing environmental industry. These additional and targeted educational options will also enable individuals and communities to expand professionally and personally. These certificates and included courses have come directly from stakeholder collaboration and reinforce exciting partnerships with our learners and supporters. Expanding the existing series into formal UA credentials will also support our alumni as they advance their professional portfolios and lifelong UA relationship. Knowledge transfer and mobilization made possible through these new credentials will also enhance the public profile of the UA and Faculty.</li> </ul> </li> <li>· <i>What problems/opportunities will it address?</i> <ul style="list-style-type: none"> <li>○ These new UA credentials will provide our students with additional pathways to success as they increase their skill and knowledge. Stakeholder feedback has repeatedly stated desire for targeted, specific education within segments of the environmental industry, and these opportunities will meet those demands in innovative, accessible methods.</li> </ul> </li> <li>· <i>What questions might you consider asking in the executive summary that will enable members to think about the issue meaningfully – for example:</i></li> </ul>

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	<ul style="list-style-type: none"> <li>○ <i>Analysis undertaken in developing the proposal</i> <ul style="list-style-type: none"> <li>§ Environmental scan – 2016</li> <li>§ Industry focus group – 2018</li> <li>§ Advisory Committee – 2016, 2017, 2018</li> <li>§ Student feedback – since 2016</li> </ul> </li> <li>○ <i>Other options that were considered</i> <ul style="list-style-type: none"> <li>§ Analysis of competitive marketplace and absence of similar opportunities at the continuing professional education level.</li> </ul> </li> <li>○ <i>Timeline</i> <ul style="list-style-type: none"> <li>§ All courses included in these proposed credentials exist and are currently running successfully. Offering a formal UA parchment via commencement ceremonies in 2020 would demonstrate our flexibility and responsiveness.</li> </ul> </li> <li>· <i>What risk (opportunity) is addressed in the Enterprise Wide Risk Management Framework (be specific)?</i> <ul style="list-style-type: none"> <li>○ Some courses within these credentials offer field work opportunities to enhance the learnings and all applicable events comply with UA requirements for field work including prior risk assessment (completed by Instructors) and field work waivers.</li> <li>○ Future evolution of courses may include expanding online education which would require additional resources from Faculty’s Learning Engagement Office. Such redevelopment would be accomplished collaboratively and as resources allow.</li> </ul> </li> <li>· <i>What are the financial implications (costs and funding sources)?</i> <ul style="list-style-type: none"> <li>○ All courses included in these proposed credentials exist and are currently running successfully with no anticipated development or redevelopment costs anticipated outside of the online enhancements as outlined above.</li> </ul> </li> <li>· <i>Does this item come forward annually?</i> <ul style="list-style-type: none"> <li>○ Once approved, these certificates can remain in operation for the foreseeable future.</li> </ul> </li> <li>· <i>What are the next steps?</i> <ul style="list-style-type: none"> <li>○ Determine timelines for ‘launch’ of these credentials in collaboration with our Student Services Office and Marketing department.</li> <li>○ Inform applicable Instructors of credential approval to maintain relationship and ensure appropriate course scheduling and completion timelines.</li> <li>○ Create effective communication strategy to inform students and stakeholders of credential approval (and opportunities).</li> <li>○ Include credentials into commencement ceremonies.</li> <li>○ Update applicable programming areas to ensure continuation of courses, schedules, and record keeping.</li> </ul> </li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

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<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>· The Faculty of Extension General Program Policy Review Committee – October 24, 2018</li> <li>· The Faculty of Extension Council - October 29, 2018</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>· Environmental Resource Management Certificate Program Advisory Committee – October 5, 2016 and October 31, 2017</li> <li>· Program Instructors – October 5, 2016 and October 31, 2017</li> <li>· Industry stakeholders – July 2016 (survey) and May 2018 (focus group)</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>· Faculty of Extension staff has been informed that the program has been proposed. (Ongoing)</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> <li>● The Faculty of Extension General Program Policy Review Committee – October 24, 2018</li> <li>● The Faculty of Extension Council - Approved Via e-Vote November 23, 2018             <ul style="list-style-type: none"> <li>- Soil Science Certificate, Motion: 2018-42</li> <li>- Water Resource Management Certificate, Motion: 2018-43</li> <li>- Environmental Remediation Certificate, Motion: 2018-44</li> <li>- Land Reclamation Certificate, Motion: 2018-45</li> </ul> </li> <li>● ASC Subcommittee on Standards (for discussion) – December 6, 2018</li> </ul> <p>GFC Academic Standards Committee – December 13, 2018</p>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p>In the University of Alberta’s institutional strategic plan, For the Public Good, the University establishes the objective to “Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is one example of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2).</p>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input checked="" type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure             </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input checked="" type="checkbox"/> Safety  <input type="checkbox"/> Student Success             </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success		
<p>Legislative Compliance and jurisdiction</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p>		

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	<p>3. GFC Academic Standards Committee (ASC) Terms of Reference</p> <p>“F. Faculty of Extension Courses and Programs: Approval Route i. GFC delegated to ASC the authority to approve new non-credit programs and program expansions in the Faculty of Extension. Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to the GFC Academic Planning Committee (APC).”</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1: Soil Science Certificate
2. Attachment 2: Water Resource Management Certificate
3. Attachment 3: Environmental Remediation Certificate
4. Attachment 4: Land Reclamation Certificate
5. Attachment 5: Letter of Support from ESSA

*Prepared by:* <Lana Vandenberghe for Christie Schultz, Assistant Dean, Academic,  
christie.schultz@ualberta.ca >

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**Program Approval Template  
Non-Credit Program**

This template is to be used for proposals calling for the establishment of new University of Alberta non-credit program. Non-credit programs are offered and administered largely by a Faculty or Department. (Example: Certificate in Human Resources offered by the Faculty of Extension)

Governance: Non-credit programs are reviewed by the appropriate Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS) and GFC ASC. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

<b>Section A: Basics</b>		
<b>Program Name</b>	Soil Science Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Extension	
<b>Contact information</b>	Name and Title	Rebecca Gokiert, Acting Associate Dean (Academic and Student Affairs) Christie Schultz, Assistant Dean (Academic) Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment & Planning Programs) Michelle Berg, Program Coordinator (Environmental Studies Programs)
	Phone	780-492-6297 780-492-6702 780-492-8924 780-492-3158
	Email	rgokiert@ualberta.ca christie.schultz@ualberta.ca ndua@ualberta.ca mberg@ualberta.ca
<b>Program Synopsis</b> Provide a brief description of the non-credit program.	The proposed Soil Science Certificate (non-credit) is designed to provide opportunity for both emerging and established environmental professionals to advance their skills and knowledge at the (non-credit) certificate level.	

<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Program</b> Outline the rationale for the proposed non-credit program.	<b>Background: University of Alberta Environmental Resource Management Certificate Program</b> The Faculty of Extension Environmental Resource Management (ERM) Certificate was established in 1998 to address the training needs within the varied and vibrant environmental industry. The Soil Science professional development series was then introduced in 2017, to further provide targeted and specialized education for environmental professionals specifically focused on industry segments such as those utilizing soil science applications within chemistry, physics, fertility, classification, and mapping. These segments include agriculture (agrology), oil and gas, land reclamation, conservation, forestry, biology, and environmental remediation. The courses included within the series are also recognized as core and elective options within the ERM program. Since inception in 2017, the Soil Science courses have demonstrated over 20% of total ERM program student enrollment.

The current ERM program (non-credit) is comprised of six core courses and 168 hours of electives (327 hours). Most students require 3 to 5 years to complete the ERM program. The Soil Science series and proposed certificate includes 4 - 39 hour courses (156 hours). Students can complete the Soil Science program within 9 months.

The proposed Soil Science certificate program provides specialized training, skills acquisition and knowledge for environmental professionals working within, or seeking to work within various industry sectors incorporating soil science. Course content includes leading best practices, professionally recognized practice standards, and government directed regulations to provide students with relevant, responsive professional development.

The [Alberta Institute of Agrologists](#) (AIA) also recognize the courses within the proposed certificate as senior agrology courses related to entrance into the profession and to augment core knowledge requirements related to a practice area. Such support and recognition will serve to enhance the awareness and enrollment within the certificate, and its courses.

#### **Program Overview Table**

Proposed Soil Science Certificate Program
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156 hours
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|--|
| <ul style="list-style-type: none"><li>● 4 core courses<ul style="list-style-type: none"><li>- EXERM 4281 Applied Soil Physics (39 hours)</li><li>- EXERM 4282 Applied Soil Chemistry (39 hours)</li><li>- EXERM 4284 Applied Soil Fertility (39 hours)</li><li>- EXERM 4297 Soil Classification and Mapping (39 hours)</li></ul></li></ul> |
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#### **Rationale for change**

At present, the term “certificate” is strongly recommended by the program’s advisory committee as a preferable credential within the environmental professional community and industry. This sentiment was echoed by an environmental scan completed in 2016, as well as an industry focus group held in 2018.

Both the scan and focus group further provided support for specific, targeted, and condensed educational and professional development opportunities within distinct areas of the environment community and industry. Soil science was among the leading topics detailed as desirable for such opportunities. Government regulations and professional associations further support the content as provided within the proposed program, and will direct student enrollment. Initial uptake (through student enrollment data) has proven to be

	<p>positive, and further supports the evolution of the Soil Science series into an independent certificate within the Faculty, and University.</p> <p>The program admission will be based on the expectation of prior learning and training to ensure student success. This expectation will be conveyed as previous education at a minimum of a related diploma or degree level, or equivalent industry experience.</p> <p>The Faculty of Extension acknowledges that University of Alberta certificates, including non-credit certificates, are recognized as valuable credentials within our communities. Our Faculty governance states that certificates are normally 120 instructional hours or greater, depending upon the learning needs and intended outcomes. (The range, including this certificate, will be 119 hours - 347 hours.)</p>
<p><b>Resource Implications</b> Identify the resource implications of the proposed program. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p> <ul style="list-style-type: none"> <li>● Community, professional association, and industry consultation: ERM Program Coordinator (Michelle Berg)</li> <li>● Program development and design: ERM Program Coordinator (Michelle Berg); Extension Learning Engagement Office</li> <li>● Program administration: HSEP program team; ERM Program Coordinator; Extension Student Services Office (ESSO) team</li> <li>● Program development oversight: Christie Schultz, Assistant Dean (Academic)</li> <li>● Marketing support: Extension Marketing and Strategic Initiatives team</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>	<p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> <li>● ERM Advisory Committee <ul style="list-style-type: none"> <li>○ October 5, 2016</li> <li>○ October 31, 2017</li> </ul> </li> <li>● Environmental scan (of industry, via Faculty Marketing unit) <ul style="list-style-type: none"> <li>○ July 2016</li> </ul> </li> <li>● Industry focus group meeting (supported by Environmental Services Association of Alberta) <ul style="list-style-type: none"> <li>○ May 2018</li> </ul> </li> </ul> <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> <li>● Service unit processes will be consistent with those existing for all</li> </ul>



	<p>Faculty of Extension programs.</p> <p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> <li>● Health, Safety, Environment and Planning unit programs</li> <li>● Environmental Resource Management program</li> <li>● Extension Student Services Office (ESSO)</li> <li>● Extension Marketing and Strategic Initiatives team</li> </ul>
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<p><b>Appendices</b></p>	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> <li>● Appendix A: Soil Science Certificate course details</li> <li>● Appendix B: Environmental Resource Management program Advisory Committee Members</li> <li>● Appendix C: Advisory Committee Terms of Reference</li> <li>● Appendix D: Letters of Support (Forthcoming/requested)</li> </ul>

## APPENDIX A

**Program Name:** Soil Science Certificate

**Proposed program description (web copy):**

Soil science applications are integral within numerous aspects of economic, agricultural, environmental, commercial, recreational, and innovative advancements within Alberta, and Canada. Program courses explore topics related to the solid and liquid phases of soils, reactive chemical constituents, fertility and plant growth, as well as soil formation, evaluation, sustainability, and management.

Courses offer hands-on applications with real-world situations and responsive education. Students will enhance their professional skill-set and knowledge based on current research, professional practice standards, regulations, and applications.

**Audience:** Aimed at professionals working within or seeking to work in the areas of environment focused on soil science, including agrology. Students will be provided with expertly guided content including effective soil management, identification and optimization of chemical and physical processes, application of soil nutrition and fertilization, soil survey and spatial modeling, the Canadian soil classification system, professional practice standards, and industry regulations. The Soil Science certificate will be of benefit to agrologists, environmental engineers, project managers, system administrators, consultants, land developers, remediation and reclamation professionals, environmental technicians, biologists, and foresters dealing with soils and soil-focused projects within their organizations. Learners in this career-enhancing program come from all sectors: government, industry, not-for-profit organizations, and small to large enterprise.

**Program Hours:** 156

**Grading:** Graded

**Course Format:** Face-to-Face/Web-enhanced

**Program At A Glance**

- 4 courses
- May be completed within 9+ months of part-time study

The Soil Science Certificate program is comprised of four courses; each 39 hours in duration. Each of the courses is designed to stand alone as recognized professional development within the environment industry. Each course is offered individually, but learners who desire a comprehensive skill set within agrology and soil-focused segments of the environmental industry may complete all to earn a University of Alberta credential.

**Courses:**

**EXERM 4281 Applied Soil Physics (39 hours)**

This course will introduce students to the basic concepts of applied soil physics, with an emphasis on the quantitative aspects. Basic physical aspects of both the solid and liquid phases of soils as well as how water is held by soils and how it moves through soils, will be covered. The course will examine the link between the soil water regime and processes within the hydrologic cycle, with emphasis on infiltration and the soil physical properties affecting this key hydrologic process. Soil management challenges that involve soil physics and how to manipulate soils to enhance their physical properties will also be examined.

**EXERM 4282 Applied Soil Chemistry (39 hours)**

This course will introduce students to the soil principal reactive chemical constituents and their processes. Topics will include an introduction to the soil solid and liquid components (chemical composition, mineralogy, organic matter and soil solution); and description of important soil chemical processes and their relevance to environmental and agricultural applications (mineral stability and weathering, oxidation-reduction, surface adsorption and exchange, colloidal behaviour and soil acidity and salinity).

**EXERM 4284 Applied Soil Fertility (39 hours)**

The course will address the relevance of soil fertility including the importance of soil fertility in plant growth and nutrient uptake by crops. The agronomic significance of soil physical, chemical, and biological properties as they pertain to soil fertility will be discussed. Topics will include major nutrients, as well as secondary and micronutrients, and corresponding fertilizers. The course will also examine soil fertility evaluation: soil testing; the backbone of soil fertility and problems soils (acid and saline soils). Soil management challenges including fertilizer application, water use efficiency, interactions amount nutrients, and economics of plant-nutrient use will be addressed.

**EXERM 4297 Soil Classification and Mapping (39 hours)**

Introduction to classification and mapping of soils with emphasis on soil-forming processes; principles of the Canadian system of soil classification; soil profiles, diagnostic features, soil-forming factors and processes; kinds and distribution of soils in Canada; soil survey procedures, and utilization of existing spatial information to support soil mapping at a detailed scale. This course includes a mandatory field trip to collect data for mapping exercises. Prior knowledge of soil science is recommended.

## APPENDIX B

### ERM Advisory Committee Members

#### Chair:

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension

#### Faculty member(s):

- Kristof Van Assche, Professor Planning, Governance and Development

#### Program staff members(s):

- Nimmi Nayyer-Dua, Team Lead; Health, Safety, Environment and Planning Programs
- Michelle Berg, Program Coordinator

#### Program instructor(s):

- David Chanasyk; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Salim Abboud; [salimaabboud@gmail.com](mailto:salimaabboud@gmail.com)
- Rigas Karamanos; [rigas.karamanos@kochind.com](mailto:rigas.karamanos@kochind.com)
- Konstantin Dlusskiy; [kdlusskiy@paragonsoil.com](mailto:kdlusskiy@paragonsoil.com)

#### Industry or professional representative(s):

- David Chanasyk, Professor Emeritus; U of A and Professional Agrologist (P.Ag.); Alberta Institute of Agrology; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Kristen Andersen, Wetland Ecologist, Professional Wetland Scientist by the Society of Wetland Scientists; [kristen5@ualberta.ca](mailto:kristen5@ualberta.ca)
- Chris Tenszen; Environmental Consultant, Trace Associates; [ctenszen@traceassociates.ca](mailto:ctenszen@traceassociates.ca)
- Lisa Kinasewich; Manager of Industry & Government Relations, Environmental Services Association of Alberta; [kinasewich@esaa.org](mailto:kinasewich@esaa.org)
- Jennifer Bertrand; Registrar, Association of Science and Engineering Technology Professionals of Alberta; [jenniferb@aset.ab.ca](mailto:jenniferb@aset.ab.ca)
- Sameh Elsayed; Environmental Project Manager, Alberta Infrastructure; [sameh.elsayed@gov.ab.ca](mailto:sameh.elsayed@gov.ab.ca)
- David Ho; Environmental Consultant, ANGeo; [angeo@sprynet.com](mailto:angeo@sprynet.com)
- Leonard Leskiw; Senior Soil Specialist, Paragon Soil; [lleskiw@paragonsoil.com](mailto:lleskiw@paragonsoil.com)
- Trina Innes; Office of Sustainability, University of Alberta; [tinnes@ualberta.ca](mailto:tinnes@ualberta.ca)

#### Student or alumni representative(s):

- Uma Jeethan; [ujeethan@ualberta.ca](mailto:ujeethan@ualberta.ca)

## **APPENDIX C**

### **Faculty of Extension**

#### **Advisory Committee Terms of Reference**

##### **PREAMBLE**

One of the ways that the Faculty of Extension assures that its programming is current, relevant, and of excellent quality is through a Program Advisory Committee system. The Program Advisory Committee is the principal means for involving program stakeholders, soliciting expert advice and counsel, maximizing responsiveness to student and client needs and demands, and contributing to developing and incorporating the findings of contemporary scholarship and research into programming.

##### **PURPOSE**

The Program Advisory Committee will provide member's advice to the program's Team Leads and the Faculty of Extension Council. The committee will:

- serve as subject matter experts
- assist in the development and review of program curricula to ensure relevance, high quality, and competitiveness
- provide advice and direction on course structure, content, evaluation, program strengths, weaknesses or gaps in programming
- provide effective marketing and program profile development relating to current trends, issues, and ideas relevant to the program
- act as a link to professional and industry partners

##### **MEMBERSHIP**

1. The Committee will consist of 5 - 10 members.
2. Membership of the Committee normally should consist of a minimum of one member from each of the following categories:
  - Program staff
  - Academic Staff
  - Instructors
  - Students
  - Professional/Industry partners
3. Appointments will normally be for no more than three, 2-year terms (total of 6 years) with approximately one-half of the appointments being made or renewed each year. However, upon the recommendation of the program's Team Lead, the Dean may approve an extension.
4. Members may be appointed by their respective organisations or by the program's Team Leads
5. The committee will be chaired by Assistant, Dean, Academic or delegate.
6. Secretarial and administrative support will be provided by the program areas within the Faculty of

Extension

7. Ad Hoc committees such as working groups or task forces may be established as required. Membership of such groups may be recruited from outside the Committee.

#### **MEETINGS OF THE COMMITTEE**

1. The Committee will normally meet once a year.
2. Additional meetings may be called at the request of the chair.
3. No remuneration will be paid to Committee members. Out-of-pocket expenses such as parking or required travel may be reimbursed.

#### **MEMBER BENEFITS AND RECOGNITION**

- Opportunity to influence the nature of university extension programs to better serve the needs of students, organisations, and the community.
- Opportunity to exchange ideas, experiences, and information with peers who share expertise and interest in this field.
- Opportunity for public service and professional recognition.

## **APPENDIX D: Letters of Support**

### **To Whom It May Concern**

**Subject: Letter of Support for new Credentials within Environmental Studies**

Please accept this letter affirming my strong support of the proposed certificate additions in Environmental Studies, including advanced credentials in areas such as: soil science, water resource management, land reclamation, and remediation. I believe there will be numerous benefits with these changes, such as more opportunities to supplement and better professional practice. Furthermore, there will be more sophistication and specialization within industry as well as the potential for more recognition from the industry of the University of Alberta's educational programs and practices. This will facilitate technological advances within the industry to promote specialized and relevant education and training, which will lead to long term success via increased professional association demand.

I strongly believe this change will only be positive for all parties involved. Should you have any questions for me, please do not hesitate to contact me. Thank you for your time and consideration.

With Kind Regards,



Manas Shome, Ph.D., P.Eng.  
Principal Water Resources  
Engineer

### **MATRIX SOLUTIONS INC.**

#### **Environment & Engineering**

Suite 142, 6325 Gateway Blvd. Edmonton, Alberta T6H 5H6

Direct: 780.989.8364 Mobile: 587.337.9433 Office: 780.490.6830 Fax: 780.465.2973

[www.matrix-solutions.com](http://www.matrix-solutions.com)

**Program Approval Template  
Non-Credit Program**

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<b>Section A: Basics</b>		
<b>Program Name</b>	Water Resource Management Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Extension	
<b>Contact information</b>	Name and Title	Rebecca Gokiert, Acting Associate Dean (Academic and Student Affairs) Christie Schultz, Assistant Dean (Academic) Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment & Planning Programs) Michelle Berg, Program Coordinator (Environmental Studies Programs)
	Phone	780-492-6297 780-492-6702 780-492-8924 780-492-3158
	Email	rgokiert@ualberta.ca christie.schultz@ualberta.ca ndua@ualberta.ca mberg@ualberta.ca
<b>Program Synopsis</b> Provide a brief description of the non-credit program.	The proposed Water Resource Management Certificate (non-credit) is designed to provide opportunity for both emerging and established environmental professionals to advance their skills and knowledge at the (non-credit) certificate level.	

<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Program</b> Outline the rationale for the proposed non-credit program.	<b>Background: University of Alberta Environmental Resource Management Certificate Program</b> The Faculty of Extension Environmental Resource Management (ERM) Certificate was established in 1998 to address the training needs within the varied and vibrant environmental industry. The Water Resource Management professional development series was then introduced in 2017, to further provide targeted and specialized education for environmental professionals specifically focused on industry segments such as surface (hydrology) and ground-water (hydrogeology) assessment, conservation and protection, soil classification, riparian area conservation, and wetland assessment. The courses included within the Water Resource Management series are also recognized as core and elective options within the ERM program. Since its inception in 2017, the Water Resource Management series courses have



demonstrated over 50% of total ERM program enrollment.

The current ERM program (non-credit) is comprised of six core courses and 168 hours of electives (327 hours). Most students require 3 to 5 years to complete the ERM program. The Water Resource Management series and proposed certificate includes 4 - 39 hour courses (156 hours). Students can complete the proposed program within 9 months.

The proposed Water Resource Management certificate program provides specialized training, skills acquisition and knowledge for environmental professionals working within, or seeking to work within the water, wetland, and riparian focused industry sectors. Course content includes leading best practices, professionally recognized practice standards, and government directed regulations to provide students with relevant, responsive professional development.

The [Alberta Institute of Agrologists](#) (AIA) also recognize the courses within the Water Resource Management certificate as senior agrology courses related to entrance into the profession and to augment core knowledge requirements related to a practice area. Such support and recognition will serve to enhance the awareness and enrollment within the certificate and its courses.

#### **Program Overview Table**

Proposed Water Resource Management Certificate Program
156 hours <ul style="list-style-type: none"><li>● 4 core courses<ul style="list-style-type: none"><li>- EXERM 4256 Applied Hydrology (39 hours)</li><li>- EXERM 4280 Wetland Delineation, Classification and Assessment (39 hours)</li><li>- EXERM 4291 Applied Hydrogeology in Alberta (39 hours)</li><li>- EXERM 4297 Soil Classification and Mapping (39 hours)</li></ul></li></ul>

#### **Rationale for change**

At present, the term “certificate” is strongly recommended by the program’s advisory committee as a preferable credential within the environmental professional community and industry. This sentiment was echoed by an environmental scan completed in 2016, as well as an industry focus group held in 2018.

Both the scan and focus group further provided support for specific, targeted, and condensed educational and professional development opportunities within distinct areas of the environment community and industry. Water resources and wetlands were among the leading topics detailed as desirable for such opportunities. Government regulations and professional associations further support the content as provided within the proposed program, and will direct student enrollment. Initial uptake (through review of student enrollment data)

	<p>has proven to be positive, and further supports the evolution of the Water Resource Management series into an independent certificate within the Faculty, and University.</p> <p>The program admission will be based on the expectation of prior learning and training to ensure student success. This expectation will be conveyed as previous education at a minimum of a related diploma or degree level, or equivalent industry experience.</p> <p>The Faculty of Extension acknowledges that University of Alberta certificates, including non-credit certificates, are recognized as valuable credentials within our communities. Our Faculty governance states that certificates are normally 120 instructional hours or greater, depending upon the learning needs and intended outcomes. (The range, including this certificate, will be 119 hours - 347 hours.)</p>
<p><b>Resource Implications</b> Identify the resource implications of the proposed program. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p> <ul style="list-style-type: none"> <li>● Community, professional association, and industry consultation: ERM Program Coordinator (Michelle Berg)</li> <li>● Program development and design: ERM Program Coordinator (Michelle Berg); Extension Learning Engagement Office</li> <li>● Program administration: HSEP program team; ERM Program team, Extension Student Services Office (ESSO) team</li> <li>● Program development oversight: Christie Schultz, Assistant Dean (Academic)</li> <li>● Marketing support: Extension Marketing and Strategic Initiatives team</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>	<p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> <li>● ERM Advisory Committee <ul style="list-style-type: none"> <li>○ October 5, 2016</li> <li>○ October 31, 2017</li> </ul> </li> <li>● Environmental scan (of industry, via Faculty Marketing unit) <ul style="list-style-type: none"> <li>○ July 2016</li> </ul> </li> <li>● Industry focus group meeting (supported by Environmental Services Association of Alberta) <ul style="list-style-type: none"> <li>○ May 2018</li> </ul> </li> </ul> <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> <li>● Service unit processes will be consistent with those existing for all</li> </ul>

	<p>Faculty of Extension programs.</p> <p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> <li>● Health, Safety, Environment and Planning unit programs</li> <li>● Environmental Resource Management program</li> <li>● Extension Student Services Office (ESSO)</li> <li>● Extension Marketing and Strategic Initiatives team</li> </ul>
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<b>Appendices</b>	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> <li>● Appendix A: Water Resource Management Certificate course details</li> <li>● Appendix B: Environmental Resource Management program Advisory Committee Members</li> <li>● Appendix C: Advisory Committee Terms of Reference</li> <li>● Appendix D: Letters of Support (Forthcoming/requested)</li> </ul>

## APPENDIX A

**Program Name:** Water Resource Management Certificate

**Proposed program description (web copy):**

The Water Resource Management certificate program provides education for the expansion of various professional portfolios within the environmental industry. The specialized studies offered through the program further provide official recognition from the University of Alberta via the Water Resource Management Certificate.

Water plays a role in all aspects of life, and this University of Alberta credential provides specialized education and training to increase the professional capacity of managing aquatic resources in our environment. Course content explores the management, evaluation, and monitoring requirements of both surface water (hydrology) and groundwater (hydrogeology) resources. Soil classification and wetland delineation and assessment content is also included to provide practitioners with enhanced expertise in these areas.

Courses offer hands-on applications with real-world situations and responsive education. Students will enhance their professional skill-set and knowledge based on current research, regulations, and applications.

The **Water Resource Management Certificate** from the Faculty of Extension, University of Alberta provides students with a valuable set of knowledge and skills needed within the environmental profession. Hydrologic topics including those related to rainfall, streamflow, flooding, and risk assessment will be offered in addition to groundwater (hydrogeology) content such as site assessment, evaluation, and monitoring including watershed management and modelling. Further course content includes identification and classification of soils related to water resource and wetland management, in addition to current regulations regarding the identification, assessment, and development of wetland and riparian areas.

**Audience:** Aimed at professionals working within or seeking to work in the areas of environment focused on the use, assessment, protection, and conservation of water resources; the Water Resource Management certificate will be of benefit to environmental engineers and technicians, project managers, system administrators, consultants, land use planners, construction professionals, land developers, agrologists, biologists, and foresters dealing with water-focused and wetland projects within their organizations. Learners in this career-enhancing program come from all sectors: government, industry, not-for-profit organizations, and small to large enterprise.

**Program Hours:** 156

**Grading:** Graded

**Course Format:** Face-to-Face/Web-enhanced

**Program At A Glance**

- 4 courses
- May be completed in 9+ months of part-time study

The Water Resource Management program is comprised of four courses; each 39 hours in duration. Each of the certificate courses is designed to stand alone as recognized professional development within the environmental industry. Each course is offered individually, but learners who desire a comprehensive

skill set within the water-focused and wetland segments of the environmental industry may complete all to earn a University of Alberta credential.

**Courses:**

**EXERM 4256 Applied Hydrology (39 hours)**

This course will introduce the practice of surface water hydrology as water plays a role in the development of most human activities. Various land phase hydrologic processes will be described. Methods of development of intensity-duration-frequency curves for rainfall, estimation of rainfall at ungauged locations, streamflow measurement methods, flood frequency analysis, regional frequency analysis for estimating stream flows at ungauged locations and risk assessment in hydrologic design will be discussed. Approximate methods for estimating storm water storage requirements for urban development and various hydrologic and hydraulic modes used in the professional domain will be introduced. Basic calculations within various hydrologic procedures as required for addressing surface water hydrology issues will also be covered.

**EXERM 4280 Wetland Delineation, Classification and Assessment (39 hours)**

Through lecture, classroom and field exercises, students can expect to learn methods to identify wetlands and delineate their boundaries based on indicators of vegetation, soils, and hydrology, in addition to conducting desktop delineations through aerial photo interpretation. Other topics to be covered include wetland classification, impact and assess reports, and relative-value assessments. Prior knowledge of soils and vegetation is helpful, but not required.

**EXERM 4291 Applied Hydrogeology in Alberta (39 hours)**

The course will introduce the practice of hydrogeology as generally applied in Alberta. Three areas of hydrogeology will be explored, with emphasis on conditions in Alberta. These areas include:(1) Hydrogeological Site Assessment, (2) Groundwater Resource Evaluation and Management, and (3) Groundwater Monitoring. Topics will include principles and practices of contaminated site assessment, regulatory considerations, conceptual models, environmental risk management, and groundwater remediation. Methods of characterizing regional baseline hydrogeology, groundwater resource quantity and quality, and groundwater vulnerability will be covered, along with discussion of issues such as groundwater modelling, watershed management, groundwater-surface water interaction, and implications of climate change. Also considered will be the key elements of designing an effective groundwater monitoring program both on a local and a regional scale.

**EXERM 4297 Soil Classification and Mapping (39 hours)**

Introduction to classification and mapping of soils with emphasis on soil-forming processes; principles of the Canadian system of soil classification; soil profiles, diagnostic features, soil-forming factors and processes; kinds and distribution of soils in Canada; soil survey procedures, and utilization of existing spatial information to support soil mapping at a detailed scale. This course includes a mandatory field trip to collect data for mapping exercises. Prior knowledge of soil science is recommended.

## APPENDIX B

### ERM Advisory Committee Members

#### Chair:

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension

#### Faculty member(s):

- Kristof Van Assche, Professor Planning, Governance and Development

#### Program staff members(s):

- Nimm Nayyer-Dua, Team Lead; Health, Safety, Environment and Planning Programs
- Michelle Berg, Program Coordinator

#### Program instructor(s):

- Manas Shome; [mshome@matrix-solutions.com](mailto:mshome@matrix-solutions.com)
- Kristen Andersen; [kristen5@ualberta.ca](mailto:kristen5@ualberta.ca)
- Tannis Sharp; [TANNIS.SHARP@advisian.com](mailto:TANNIS.SHARP@advisian.com)
- Konstantin Dlusskiy; [kdlusskiy@paragonsoil.com](mailto:kdlusskiy@paragonsoil.com)

#### Industry or professional representative(s):

- David Chanasyk, Professor Emeritus; U of A and Professional Agrologist (P.Ag.); Alberta Institute of Agrology; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Kristen Andersen, Wetland Ecologist, Professional Wetland Scientist by the Society of Wetland Scientists; [kristen5@ualberta.ca](mailto:kristen5@ualberta.ca)
- Chris Tenszen; Environmental Consultant, Trace Associates; [ctenszen@traceassociates.ca](mailto:ctenszen@traceassociates.ca)
- Lisa Kinasewich; Manager of Industry & Government Relations, Environmental Services Association of Alberta; [kinasewich@esaa.org](mailto:kinasewich@esaa.org)
- Jennifer Bertrand; Registrar, Association of Science and Engineering Technology Professionals of Alberta; [jenniferb@aset.ab.ca](mailto:jenniferb@aset.ab.ca)
- Sameh Elsayed; Environmental Project Manager, Alberta Infrastructure; [sameh.elsayed@gov.ab.ca](mailto:sameh.elsayed@gov.ab.ca)
- David Ho; Environmental Consultant, ANGeo; [angeo@sprynet.com](mailto:angeo@sprynet.com)
- Leonard Leskiw; Senior Soil Specialist, Paragon Soil; [lleskiw@paragonsoil.com](mailto:lleskiw@paragonsoil.com)
- Trina Innes; Office of Sustainability, University of Alberta; [tinnes@ualberta.ca](mailto:tinnes@ualberta.ca)

#### Student or alumni representative(s):

- Uma Jeethan; [ujeethan@ualberta.ca](mailto:ujeethan@ualberta.ca)

## **APPENDIX C**

### **Faculty of Extension**

#### **Advisory Committee Terms of Reference**

##### **PREAMBLE**

One of the ways that the Faculty of Extension assures that its programming is current, relevant, and of excellent quality is through a Program Advisory Committee system. The Program Advisory Committee is the principal means for involving program stakeholders, soliciting expert advice and counsel, maximizing responsiveness to student and client needs and demands, and contributing to developing and incorporating the findings of contemporary scholarship and research into programming.

##### **PURPOSE**

The Program Advisory Committee will provide member's advice to the program's Team Leads and the Faculty of Extension Council. The committee will:

- serve as subject matter experts
- assist in the development and review of program curricula to ensure relevance, high quality, and competitiveness
- provide advice and direction on course structure, content, evaluation, program strengths, weaknesses or gaps in programming
- provide effective marketing and program profile development relating to current trends, issues, and ideas relevant to the program
- act as a link to professional and industry partners

##### **MEMBERSHIP**

1. The Committee will consist of 5 - 10 members.
2. Membership of the Committee normally should consist of a minimum of one member from each of the following categories:
  - Program staff
  - Academic Staff
  - Instructors
  - Students
  - Professional/Industry partners
3. Appointments will normally be for no more than three, 2-year terms (total of 6 years) with approximately one-half of the appointments being made or renewed each year. However, upon the recommendation of the program's Team Lead, the Dean may approve an extension.
4. Members may be appointed by their respective organisations or by the program's Team Leads
5. The committee will be chaired by Assistant, Dean, Academic or delegate.
6. Secretarial and administrative support will be provided by the program areas within the Faculty of

Extension

7. Ad Hoc committees such as working groups or task forces may be established as required. Membership of such groups may be recruited from outside the Committee.

#### **MEETINGS OF THE COMMITTEE**

1. The Committee will normally meet once a year.
2. Additional meetings may be called at the request of the chair.
3. No remuneration will be paid to Committee members. Out-of-pocket expenses such as parking or required travel may be reimbursed.

#### **MEMBER BENEFITS AND RECOGNITION**

- Opportunity to influence the nature of university extension programs to better serve the needs of students, organisations, and the community.
- Opportunity to exchange ideas, experiences, and information with peers who share expertise and interest in this field.
- Opportunity for public service and professional recognition.



## **APPENDIX D: Letters of Support**

### **To Whom It May Concern**

**Subject: Letter of Support for new Credentials within Environmental Studies**

Please accept this letter affirming my strong support of the proposed certificate additions in Environmental Studies, including advanced credentials in areas such as: soil science, water resource management, land reclamation, and remediation. I believe there will be numerous benefits with these changes, such as more opportunities to supplement and better professional practice. Furthermore, there will be more sophistication and specialization within industry as well as the potential for more recognition from the industry of the University of Alberta's educational programs and practices. This will facilitate technological advances within the industry to promote specialized and relevant education and training, which will lead to long term success via increased professional association demand.

I strongly believe this change will only be positive for all parties involved. Should you have any questions for me, please do not hesitate to contact me. Thank you for your time and consideration.

With Kind Regards,



Manas Shome, Ph.D., P.Eng.  
Principal Water Resources  
Engineer

**MATRIX SOLUTIONS INC.**

**Environment & Engineering**

Suite 142, 6325 Gateway Blvd. Edmonton, Alberta T6H 5H6

Direct: 780.989.8364 Mobile: 587.337.9433 Office: 780.490.6830 Fax: 780.465.2973

[www.matrix-solutions.com](http://www.matrix-solutions.com)

**Program Approval Template  
Non-Credit Program**

This template is to be used for proposals calling for the establishment of new University of Alberta non-credit program. Non-credit programs are offered and administered largely by a Faculty or Department. (Example: Certificate in Human Resources offered by the Faculty of Extension)

Governance: Non-credit programs are reviewed by the appropriate Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS) and GFC ASC. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

<b>Section A: Basics</b>		
<b>Program Name</b>	Environmental Remediation Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Extension	
<b>Contact information</b>	Name and Title	Rebecca Gokiert, Acting Associate Dean (Academic and Student Affairs) Christie Schultz, Assistant Dean (Academic) Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment and Planning Programs) Michelle Berg, Program Coordinator (Environmental Resource Management Programs)
	Phone	780-492-6297 780-492-6702 780-492-8924 780-792-3158
	Email	rgokiert@ualberta.ca christie.schultz@ualberta.ca ndua@ualberta.ca mberg@ualberta.ca
<b>Program Synopsis</b> Provide a brief description of the non-credit program.	The proposed Environmental Remediation Certificate (non-credit) is designed to provide opportunity for both emerging and established environmental professionals to advance their skills and knowledge at the (non-credit) certificate level.	

<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Program</b> Outline the rationale for the proposed non-credit program.	<b>Background: University of Alberta Environmental Resource Management Certificate Program</b> The Faculty of Extension Environmental Resource Management (ERM) Certificate was established in 1998 to address the training needs within the varied and vibrant environmental industry. The Environmental Remediation professional development series was then introduced in 2018, to further provide targeted and specialized education for environmental professionals specifically focused on industry segments such as hazardous site assessment and management, risk management, soil and groundwater evaluation, remediation applications including engineering, physical, chemical, biological, and thermal methods, environmental project management, soil science, and sustainability. The courses included within the Environmental Remediation series are also recognized as core and elective options within the ERM

program.

The current ERM program (non-credit) is comprised of six core courses and 168 hours of electives (327 hours). Most students require 3 to 5 years to complete the ERM program. The Environmental Remediation series and proposed certificate includes 4 - 39 hour courses (156 hours). Students can complete the proposed program within 9 months.

The proposed Environmental Remediation certificate program provides specialized training, skills acquisition and knowledge for environmental professionals working within, or seeking to work within the contaminated site assessment and management focused industry sectors. Course content includes leading best practices, professionally recognized practice standards, and government directed regulations to provide students with relevant, responsive professional development.

The [Alberta Institute of Agrologists](#) (AIA) also recognize the courses within the Environmental Remediation certificate as senior agrology courses related to entrance into the profession and to augment core knowledge requirements related to a practice area. Such support and recognition will serve to enhance the awareness and enrollment within the certificate. and its courses.

#### **Program Overview Table**

Proposed Environmental Remediation Certificate Program
156 hours <ul style="list-style-type: none"><li>● 4 core courses<ul style="list-style-type: none"><li>- EXERM 4285 Environmental Site Assessment and Management (39 hours)</li><li>- EXERM 4286 Remediation Technologies (39 hours)</li><li>- EXERM 4291 Applied Hydrogeology in Alberta (39 hours)</li><li>- *EXERM 4281 Applied Soil Physics (39 hours)</li><li>- *EXERM 4282 Applied Soil Chemistry (39 hours)</li></ul></li></ul> <p><i>*Students may elect to complete 4281 or 4282 within the certificate's four course requirement.</i></p>

#### **Rationale for change**

At present, the term “certificate” is strongly recommended by the program’s advisory committee as a preferable credential within the environmental professional community and industry. This sentiment was echoed by an environmental scan completed in 2016, as well as an industry focus group held in 2018.

The program admission will be based on the expectation of prior learning and training to ensure student success. This expectation will be conveyed as previous education at a minimum of a related diploma or degree level, or

	<p>equivalent industry experience.</p> <p>The Faculty of Extension acknowledges that University of Alberta certificates, including non-credit certificates, are recognized as valuable credentials within our communities. Our Faculty governance states that certificates are normally 120 instructional hours or greater, depending upon the learning needs and intended outcomes. (The range, including this certificate, will be 119 hours - 347 hours.) The addition of a relevant elective to this program provides the opportunity to shift the program towards the “certificate” level.</p>
<p><b>Resource Implications</b> Identify the resource implications of the proposed program. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p> <ul style="list-style-type: none"> <li>● Community, professional association, and industry consultation: ERM Program Coordinator (Michelle Berg)</li> <li>● Program development and design: ERM Program Coordinator (Michelle Berg); Extension Learning Engagement Office</li> <li>● Program administration: HSEP program team, ERM program team; Extension Student Services Office (ESSO) team</li> <li>● Program development oversight: Christie Schultz, Assistant Dean (Academic)</li> <li>● Marketing support: Extension Marketing and Strategic Initiatives team</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>	<p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> <li>● ERM Advisory Committee <ul style="list-style-type: none"> <li>○ October 5, 2016</li> <li>○ October 31, 2017</li> </ul> </li> <li>● Environmental scan (of industry, via Faculty Marketing unit) <ul style="list-style-type: none"> <li>○ July 2016</li> </ul> </li> <li>● Industry focus group meeting (supported by Environmental Services Association of Alberta) <ul style="list-style-type: none"> <li>○ May 2018</li> </ul> </li> </ul> <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> <li>● Service unit processes will be consistent with those existing for all Faculty of Extension programs.</li> </ul> <p>University of Alberta General Faculties Council Manager of GFC Services</p> <ul style="list-style-type: none"> <li>● In 2017, the General Faculties Council Manager of GFC Services indicated that a transition from a citation to a certificate would be</li> </ul>

	<p>considered a “new program” and would require full new non-credit program governance.</p> <p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> <li>● Health, Safety, Environment and Planning Programs</li> <li>● Environmental Resource Management Programs</li> <li>● Extension Student Services Office (ESSO)</li> <li>● Extension Marketing and Strategic Initiatives team</li> </ul>
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<p><b>Appendices</b></p>	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> <li>● Appendix A: Environmental Remediation Certificate course details</li> <li>● Appendix B: ERM Advisory Committee Members</li> <li>● Appendix C: Advisory Committee Terms of Reference</li> <li>● Appendix D: Letters of Support (Forthcoming/requested)</li> </ul>

## APPENDIX A

**Program Name:** Environmental Remediation Certificate

**Proposed program description (web copy):**

The effective management of contaminated sites in Alberta is vital to the sustainability of our lands, and courses will provide environmental professionals with enhanced knowledge and expertise in this important area of resource management. Course content covers environmental site assessment, risk management, provincial Tier 1 and 2 guidelines, soil and water elements, bio and phytoremediation concepts and applications, related economic aspects, emerging technologies, and the health and wellness implications related to efficient and effective remediation.

These courses offer hands-on applications with real-world situations and responsive education. Students will enhance their professional skill-set and knowledge based on current research, regulations, and applications.

The **Environmental Remediation Certificate** from the Faculty of Extension, University of Alberta provides students with a valuable set of knowledge and skills needed within the environmental profession. Course content will include the knowledge and skills as required within the assessment and management of contaminated and hazardous sites, in addition to provincial guidelines within soil and groundwater evaluation and remediation, various remediation methods including chemical, engineering, biological and thermal, and socioeconomic impacts of remediation applications. Additional course content includes soil science such as the chemical composition, mineralogy, organic matter and solution of soils, as well as how water is held by and moves through soils as applied to remediation methodology.

**Audience:** Aimed at professionals in the areas of working within or seeking to work in the areas of environment focused on the remediation and management of contaminated sites; the Environmental Remediation certificate will be of benefit to environmental engineers and technicians, project managers, system administrators, consultants, land use planners, land developers, agrologists, biologists, and foresters dealing with contaminated sites within their organizations. Learners in this career-enhancing program come from all sectors: government, industry, not-for-profit organizations, and small to large enterprise.

**Program Hours:** 156

**Grading:** Graded

**Course Format:** Face-to-Face/Web-enhanced

**Program At A Glance**

- 4 courses
- May be completed within 9+ months of part-time study

The Environmental Remediation certificate program is comprised of four courses. Each of the courses is designed to stand alone in providing a strong foundation within remediation concepts and applications. Each course is offered individually, but learners who desire a comprehensive skill set may complete all to earn a Certificate.

**Courses:**

**EXERM 4285 Environmental Site Assessment and Management (39 hours)**

This course is an introduction to common practices within the management of contaminated sites in Alberta. The three part approach for the assessment management of contaminated sites will be covered including: Phase 1 Environmental Site Assessment, Phase 2 Environmental Site Assessment, and Risk Management Plans. Alberta Site Assessment standards and the Alberta Tier 1 and 2 soil and Groundwater Remediation Guidelines will also be covered. Additional topics will include differences between risk management and site remediation with examination of cost considerations within various site remediation components. Case studies will be used to provide a focus on contamination sources, characterization, transportation, and environmental fate in the environment.

**EXERM 4286 Remediation Technologies (39 hours)**

This course will provide the key points associated with remediation of contaminated soil and groundwater utilizing different remediation technologies. The main processes within remediation (engineering, physical, chemical, biological, and thermal) will be covered. Decision-making factors for choosing the appropriate remediation technology for each site is a focal point in this course. Descriptions, applicability, advantages, limitations, time frames, potential health and safety issues, and cost of various technologies will also be studied. Case studies of contaminated sites with special emphasis on remediation technologies currently available for handling such sites in Alberta will be explored.

**EXERM 4291 Applied Hydrogeology in Alberta (39 hours)**

The course will introduce the practice of hydrogeology as generally applied in Alberta. Three areas of hydrogeology will be explored, with emphasis on conditions in Alberta. These areas include:(1) Hydrogeological Site Assessment, (2) Groundwater Resource Evaluation and Management, and (3) Groundwater Monitoring. Topics will include principles and practices of contaminated site assessment, regulatory considerations, conceptual models, environmental risk management, and groundwater remediation. Methods of characterizing regional baseline hydrogeology, groundwater resource quantity and quality, and groundwater vulnerability will be covered, along with discussion of issues such as groundwater modelling, watershed management, groundwater-surface water interaction, and implications of climate change. Also considered will be the key elements of designing an effective groundwater monitoring program both on a local and a regional scale.

**\*EXERM 4281 Applied Soil Physics (39 hours)**

This course will introduce students to the basic concepts of applied soil physics, with an emphasis on the quantitative aspects. Basic physical aspects of both the solid and liquid phases of soils as well as how water is held by soils and how it moves through soils, will be covered. The course will examine the link between the soil water regime and processes within the hydrologic cycle, with emphasis on infiltration and the soil physical properties affecting this key hydrologic process. Soil management challenges that involve soil physics and how to manipulate soils to enhance their physical properties will also be examined.

**\*EXERM 4282 Applied Soil Chemistry (39 hours)<sup>1</sup>**

This course will introduce students to the soil principal reactive chemical constituents and their processes.

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*<sup>1</sup>Students may elect to complete 4281 or 4282 within the certificate's four course requirement.*

Topics will include an introduction to the soil solid and liquid components (chemical composition, mineralogy, organic matter and soil solution); and description of important soil chemical processes and their relevance to environmental and agricultural applications (mineral stability and weathering, oxidation-reduction, surface adsorption and exchange, colloidal behaviour and soil acidity and salinity).



## APPENDIX B

### Environmental Resource Management Advisory Committee Members

#### Chair:

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension

#### Faculty member(s):

- Kristof Van Assche, Professor Planning, Governance and Development

#### Program staff members(s):

- Nimm Nayyer-Dua, Team Lead; Health, Safety, Environment and Planning Programs
- Michelle Berg, Program Coordinator

#### Program instructor(s):

- Sameh Elsayed; [sameh.elsayed@gov.ab.ca](mailto:sameh.elsayed@gov.ab.ca)
- Tannis Sharp; [TANNIS.SHARP@advisian.com](mailto:TANNIS.SHARP@advisian.com)
- David Chanasyk; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Salim Abboud; [salimaabboud@gmail.com](mailto:salimaabboud@gmail.com)

#### Industry or professional representative(s):

- David Chanasyk, Professor Emeritus; U of A and Professional Agrologist (P.Ag.); Alberta Institute of Agrology; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Kristen Andersen, Wetland Ecologist, Professional Wetland Scientist by the Society of Wetland Scientists; [kristen5@ualberta.ca](mailto:kristen5@ualberta.ca)
- Chris Tenszen; Environmental Consultant, Trace Associates; [ctenszen@traceassociates.ca](mailto:ctenszen@traceassociates.ca)
- Lisa Kinasewich; Manager of Industry & Government Relations, Environmental Services Association of Alberta; [kinasewich@esaa.org](mailto:kinasewich@esaa.org)
- Jennifer Bertrand; Registrar, Association of Science and Engineering Technology Professionals of Alberta; [jenniferb@aset.ab.ca](mailto:jenniferb@aset.ab.ca)
- Sameh Elsayed; Environmental Project Manager, Alberta Infrastructure; [sameh.elsayed@gov.ab.ca](mailto:sameh.elsayed@gov.ab.ca)
- David Ho; Environmental Consultant, ANGeo; [angeo@sprynet.com](mailto:angeo@sprynet.com)
- Leonard Leskiw; Senior Soil Specialist, Paragon Soil; [lleskiw@paragonsoil.com](mailto:lleskiw@paragonsoil.com)
- Trina Innes; Office of Sustainability, University of Alberta; [tinnis@ualberta.ca](mailto:tinnis@ualberta.ca)

#### Student or alumni representative(s):

- Uma Jeethan; [ujeethan@ualberta.ca](mailto:ujeethan@ualberta.ca)

## **APPENDIX C**

### **Faculty of Extension**

#### **Advisory Committee Terms of Reference**

##### **PREAMBLE**

One of the ways that the Faculty of Extension assures that its programming is current, relevant, and of excellent quality is through a Program Advisory Committee system. The Program Advisory Committee is the principal means for involving program stakeholders, soliciting expert advice and counsel, maximizing responsiveness to student and client needs and demands, and contributing to developing and incorporating the findings of contemporary scholarship and research into programming.

##### **PURPOSE**

The Program Advisory Committee will provide member's advice to the program's Team Leads and the Faculty of Extension Council. The committee will:

- serve as subject matter experts
- assist in the development and review of program curricula to ensure relevance, high quality, and competitiveness
- provide advice and direction on course structure, content, evaluation, program strengths, weaknesses or gaps in programming
- provide effective marketing and program profile development relating to current trends, issues, and ideas relevant to the program
- act as a link to professional and industry partners

##### **MEMBERSHIP**

1. The Committee will consist of 5 - 10 members.
2. Membership of the Committee normally should consist of a minimum of one member from each of the following categories:
  - Program staff
  - Academic Staff
  - Instructors
  - Students
  - Professional/Industry partners
3. Appointments will normally be for no more than three, 2-year terms (total of 6 years) with approximately one-half of the appointments being made or renewed each year. However, upon the recommendation of the program's Team Lead, the Dean may approve an extension.
4. Members may be appointed by their respective organisations or by the program's Team Leads
5. The committee will be chaired by Assistant, Dean, Academic or delegate.
6. Secretarial and administrative support will be provided by the program areas within the Faculty of

Extension

7. Ad Hoc committees such as working groups or task forces may be established as required. Membership of such groups may be recruited from outside the Committee.

#### **MEETINGS OF THE COMMITTEE**

1. The Committee will normally meet once a year.
2. Additional meetings may be called at the request of the chair.
3. No remuneration will be paid to Committee members. Out-of-pocket expenses such as parking or required travel may be reimbursed.

#### **MEMBER BENEFITS AND RECOGNITION**

- Opportunity to influence the nature of university extension programs to better serve the needs of students, organisations, and the community.
- Opportunity to exchange ideas, experiences, and information with peers who share expertise and interest in this field.
- Opportunity for public service and professional recognition.

## APPENDIX D: Letters of Support

November 15, 2018

Attention: Michelle  
Berg Program  
Coordinator  
Faculty of Extension - Health Safety Environment & Planning  
Unit 2-225 Enterprise Square - 10230 Jasper Ave.  
Edmonton, AB T5J 4P6

Dear Michelle,

### **Subject: Environmental Remediation Program**

I would like to express my strong support and satisfaction with the newly launched Environmental Remediation program by the University of Alberta's Faculty of Extension. This program is highly focused on the environmentally sensitive issue of contaminated sites management in Alberta.

During the last 15 years working for the Government of Alberta and the University of Alberta I have come across many recent and older graduates who are interested in working in this field. A major hurdle for many was to gain well-recognized basic and focused education and training that would enable them to work in this field. In many occasions, they were either not able to find the appropriate courses or ended up taking courses that are not well related to the assessment and management of contaminated sites.

In October 2018, the Environmental Site Assessment and Management course was delivered for the first time under the Environmental Remediation program. The course was well received and highly appreciated by all students with many of them indicating they will be taking the full series.

Please accept this letter as my support and appreciation for this needed program.

Yours truly,



*Sameh Elsayed, M.Sc., P.Eng.*

Sr. Municipal and Environmental  
Engineer Alberta Infrastructure  
Tel. (780) 499 2543

**To Whom It May Concern**

**Subject: Letter of Support for new Credentials within Environmental Studies**

Please accept this letter affirming my strong support of the proposed certificate additions in Environmental Studies, including advanced credentials in areas such as: soil science, water resource management, land reclamation, and remediation. I believe there will be numerous benefits with these changes, such as more opportunities to supplement and better professional practice. Furthermore, there will be more sophistication and specialization within industry as well as the potential for more recognition from the industry of the University of Alberta's educational programs and practices. This will facilitate technological advances within the industry to promote specialized and relevant education and training, which will lead to long term success via increased professional association demand.

I strongly believe this change will only be positive for all parties involved. Should you have any questions for me, please do not hesitate to contact me. Thank you for your time and consideration.

With Kind Regards,



Manas Shome, Ph.D., P.Eng.  
Principal Water Resources  
Engineer

**MATRIX SOLUTIONS INC.**

**Environment & Engineering**

Suite 142, 6325 Gateway Blvd. Edmonton, Alberta T6H 5H6

Direct: 780.989.8364 Mobile: 587.337.9433 Office: 780.490.6830 Fax:780.465.2973

[www.matrix-solutions.com](http://www.matrix-solutions.com)

**Program Approval Template  
Non-Credit Program**

This template is to be used for proposals calling for the establishment of new University of Alberta non-credit program. Non-credit programs are offered and administered largely by a Faculty or Department. (Example: Certificate in Human Resources offered by the Faculty of Extension)

Governance: Non-credit programs are reviewed by the appropriate Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS) and GFC ASC. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

<b>Section A: Basics</b>		
<b>Program Name</b>	Land Reclamation Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Extension	
<b>Contact information</b>	Name and Title	Rebecca Gokiert, Acting Associate Dean (Academic and Student Affairs) Christie Schultz, Assistant Dean (Academic) Nimmi Nayyer-Dua, Team Lead (Health, Safety, Environment and Planning) Michelle Berg, Program Coordinator (Environmental Studies Programs)
	Phone	780-492-6297 780-492-6702 780-492-8924 780-492-3158
	Email	rgokiert@ualberta.ca christie.schultz@ualberta.ca ndua@ualberta.ca mberg@ualberta.ca
<b>Program Synopsis</b> Provide a brief description of the non-credit program.	The proposed Land Reclamation Certificate (non-credit) is designed to provide opportunity for both emerging and established environmental professionals to advance their skills and knowledge at the (non-credit) certificate level.	

<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Program</b> Outline the rationale for the proposed non-credit program.	<p><b>Background: University of Alberta Environmental Resource Management Certificate Program</b></p> <p>The Faculty of Extension Environmental Resource Management (ERM) Certificate was established in 1998 to address the training needs within the varied and vibrant environmental industry. The Land Reclamation professional development series was then introduced in 2018, to further provide targeted and specialized education for environmental professionals specifically focused on industry segments such as soil testing and classification, soil survey and mapping, soil and vegetative science, regulated reclamation in Alberta, site assessment, erosion control, habitat conservation, sustainability, and plant species propagation. The courses included within the proposed certificate are also recognized as core and elective options within the ERM program.</p> <p>The current ERM program (non-credit) is comprised of six core courses and</p>

168 hours of electives (327 hours). Most students require 3 to 5 years to complete the ERM program. The Land Reclamation series and proposed certificate includes 4 - 39 hour courses (156 hours). Students can complete the proposed program within 9 months.

The proposed Land Reclamation certificate program provides specialized training, skills acquisition and knowledge for environmental professionals working within, or seeking to work within the land use and reclamation focused industry sectors. Course content includes leading best practices, professionally recognized practice standards, and government directed regulations to provide students with relevant, responsive professional development.

The Alberta Institute of Agrologists (AIA) also recognize the courses within the Land Reclamation certificate as senior agrology courses related to entrance into the profession and to augment core knowledge requirements related to a practice area. Such support and recognition will serve to enhance the awareness and enrollment within the certificate and its courses.

**Program Overview Table**

Proposed Land Reclamation Certificate Program
156 hours <ul style="list-style-type: none"> <li>● 4 core courses             <ul style="list-style-type: none"> <li>- EXERM 4297 Soil Classification and Mapping (39 hours)</li> <li>- EXERM 4264 Land Reclamation Fundamentals (39 hours)</li> <li>- EXERM 4265 Applied Vegetative Reclamation (39 hours)</li> <li>- *EXERM 4281 Applied Soil Physics (39 hours)</li> <li>- *EXERM 4282 Applied Soil Chemistry (39 hours)</li> </ul> </li> </ul> <p><i>*Students may elect to complete 4281 or 4282 within the certificate's four course requirement</i></p>

**Rationale for change**

At present, the term “certificate” is strongly recommended by the program’s advisory committee as a preferable credential within the environmental professional community and industry. This sentiment was echoed by an environmental scan completed in 2016, as well as an industry focus group held in 2018.

Both the scan and focus group further provided support for specific, targeted and condensed educational and professional development opportunities within distinct areas of the environment community and industry. Land reclamation was among the leading topics detailed as desirable for such opportunities. Government regulations and professional associations further support the content as provided within the proposed program, and will direct student

	<p>enrollment. Individual course enrollment (assessed via review of historical student registration data within the ERM program) has proven to be positive, and further supports the evolution of the Land Reclamation series into an independent certificate within the Faculty, and University.</p> <p>The program admission will be based on the expectation of prior learning and training to ensure student success. This expectation will be conveyed as previous education at a minimum of a related diploma or degree level, or equivalent industry experience.</p> <p>The Faculty of Extension acknowledges that University of Alberta certificates, including non-credit certificates, are recognized as valuable credentials within our communities. Our Faculty governance states that certificates are normally 120 instructional hours or greater, depending upon the learning needs and intended outcomes. (The range, including this certificate, will be 119 hours - 347 hours.)</p>
<p><b>Resource Implications</b> Identify the resource implications of the proposed program. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p> <ul style="list-style-type: none"> <li>● Community, professional association, and industry consultation: ERM Program Coordinator (Michelle Berg)</li> <li>● Program development and design: ERM Program Coordinator (Michelle Berg); Extension Learning Engagement Office</li> <li>● Program administration: HSEP unit team, ERM program team; Extension Student Services Office (ESSO) team</li> <li>● Program development oversight: Christie Schultz, Assistant Dean (Academic)</li> <li>● Marketing support: Extension Marketing and Strategic Initiatives team</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>	<p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> <li>● ERM Advisory Committee <ul style="list-style-type: none"> <li>○ October 5, 2016</li> <li>○ October 31, 2017</li> </ul> </li> <li>● Environmental scan (of industry, via Faculty Marketing unit) <ul style="list-style-type: none"> <li>○ July 2016</li> </ul> </li> <li>● Industry focus group meeting (supported by Environmental Services Association of Alberta) <ul style="list-style-type: none"> <li>○ May 2018</li> </ul> </li> </ul>



	<p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> <li>● Service unit processes will be consistent with those existing for all Faculty of Extension programs.</li> </ul> <p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> <li>● Health, Safety, Environment and Planning unit programs</li> <li>● Environmental Resource Management Program</li> <li>● Extension Student Services Office (ESSO)</li> <li>● Extension Marketing and Strategic Initiatives team</li> </ul>
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<b>Appendices</b>	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> <li>● Appendix A: Land Reclamation Certificate course details</li> <li>● Appendix B: Environmental Resource Management program Advisory Committee Members</li> <li>● Appendix C: Advisory Committee Terms of Reference</li> <li>● Appendix D: Letters of Support (Forthcoming/requested)</li> </ul>

## APPENDIX A

**Program Name:** Land Reclamation Certificate

**Proposed program description (web copy):**

Sustainable land use relies on efficient and relevant reclamation through application of scientifically supported procedures. This University of Alberta credential includes courses focused on soil and vegetative principles, land use guidelines and related regulations, soil classification, testing, and evaluation, as well as restoration and rehabilitation methods. Environmental professionals will be provided with a variety of tools, techniques, and enhanced knowledge to successfully handle land reclamation projects.

Courses offer hands-on applications with real-world situations and responsive education. Students will enhance their professional skill-set and knowledge based on current research, regulations, and applications.

The **Land Reclamation Certificate** from the Faculty of Extension, University of Alberta provides students with a valuable set of knowledge and skills needed for within the environmental profession. Relevant topics including those related to erosion control, soil testing, surveying and mapping, land use planning, environmental project management, plant species identification and propagation, land reclamation and restoration, habitat conservation, and sustainability. Further course content includes identification and classification of soils and soil science applications related to land reclamation, as well as current regulations governing reclamation efforts within Alberta.

**Audience:** Aimed at professionals working within or seeking to work in the areas of environment focused on the use, assessment, protection, and conservation of land-based resources; the proposed certificate will be of benefit to environmental engineers and technicians, project managers, system administrators, consultants, land use planners, construction professionals, land developers, agrologists, biologists, and foresters dealing with land use and reclamation projects within their organizations. Learners in this career-enhancing program come from all sectors: government, industry, not-for-profit organizations, and small to large enterprise.

**Program Hours:** 156

**Grading:** Graded

**Course Format:** Face-to-Face/Web-enhanced

**Program At A Glance**

- 4 courses
- May be completed in 9+ months of part-time study

The Land Reclamation program is comprised of four courses. Each of the courses is designed to stand alone in providing a strong foundation in land reclamation and environmental studies. Each course is offered individually, but learners who desire a comprehensive skill set within land reclamation may complete all to earn a Certificate.

**Courses:**

**EXERM 4297 Soil Classification and Mapping (39 hours)**

Introduction to classification and mapping of soils with emphasis on soil-forming processes; principles of

the Canadian system of soil classification; soil profiles, diagnostic features, soil-forming factors and processes; kinds and distribution of soils in Canada; soil survey procedures, and utilization of existing spatial information to support soil mapping at a detailed scale. This course includes a mandatory field trip to collect data for mapping exercises. Prior knowledge of soil science is recommended.

**EXERM 4264 Land Reclamation Fundamentals (39 hours)**

This course will cover concepts related to successful land reclamation through the effective application of soil and vegetative science principles. Topics for this course include: Land use, types of disturbances, regulations governing land reclamation, soil testing, handling and storage, site preparation, plant community ecology, vegetation selection and planting, monitoring, and determinants of success within reclamation. This course will also cover special considerations such as erosion, soil and plant pathogens, amendments, and weeds. Basic knowledge of soils and vegetation is recommended, but not required.

**EXERM 4265 Applied Vegetative Reclamation (39 hours)**

This course will cover methods for establishing native plant communities on disturbed lands to fulfill reclamation goals and address such concerns as erosion, wildlife habitat, first nations cultural values and recreational desires. Topics will include planning, site preparation, plant species selection, establishment methods, maintenance, monitoring and criteria for success. Plant identification of native plants and invasive species will be introduced. Plant material acquisition, seed and propagule harvest and storage, and propagation methods will be discussed in some detail.

**\*EXERM 4281 Applied Soil Physics (39 hours)**

This course will introduce students to the basic concepts of applied soil physics, with an emphasis on the quantitative aspects. Basic physical aspects of both the solid and liquid phases of soils as well as how water is held by soils and how it moves through soils, will be covered. The course will examine the link between the soil water regime and processes within the hydrologic cycle, with emphasis on infiltration and the soil physical properties affecting this key hydrologic process. Soil management challenges that involve soil physics and how to manipulate soils to enhance their physical properties will also be examined.

**\*EXERM 4282 Applied Soil Chemistry (39 hours)<sup>1</sup>**

This course will introduce students to the soil principal reactive chemical constituents and their processes. Topics will include an introduction to the soil solid and liquid components (chemical composition, mineralogy, organic matter and soil solution); and description of important soil chemical processes and their relevance to environmental and agricultural applications (mineral stability and weathering, oxidation-reduction, surface adsorption and exchange, colloidal behaviour and soil acidity and salinity).

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*\*Students may elect to complete 4281 or 4282 within the certificate's four course requirement*

## APPENDIX B

### ERM Advisory Committee Members

#### Chair:

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension

#### Faculty member(s):

- Kristof Van Assche, Professor Planning, Governance and Development

#### Program staff members(s):

- Nimmi Nayyer-Dua, Team Lead; Health, Safety, Environment and Planning Programs
- Michelle Berg, Program Coordinator

#### Program instructor(s):

- Konstantin Dlusskiy; [kdlusskiy@paragonsoil.com](mailto:kdlusskiy@paragonsoil.com)
- D. Kelly Ostermann; [kostermann@matrix-solutions.com](mailto:kostermann@matrix-solutions.com)
- Ann Smreciu; [wildrose.consulting@shaw.ca](mailto:wildrose.consulting@shaw.ca)
- David Chanasyk; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Salim Abboud; [salimaabboud@gmail.com](mailto:salimaabboud@gmail.com)

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- David Chanasyk, Professor Emeritus; U of A and Professional Agrologist (P.Ag.); Alberta Institute of Agrology; [chanasyk@ualberta.ca](mailto:chanasyk@ualberta.ca)
- Kristen Andersen, Wetland Ecologist, Professional Wetland Scientist by the Society of Wetland Scientists; [kristen5@ualberta.ca](mailto:kristen5@ualberta.ca)
- Chris Tenszen; Environmental Consultant, Trace Associates; [ctenszen@traceassociates.ca](mailto:ctenszen@traceassociates.ca)
- Lisa Kinasewich; Manager of Industry & Government Relations, Environmental Services Association of Alberta; [kinasewich@esaa.org](mailto:kinasewich@esaa.org)
- Jennifer Bertrand; Registrar, Association of Science and Engineering Technology Professionals of Alberta; [jenniferb@aset.ab.ca](mailto:jenniferb@aset.ab.ca)
- Sameh Elsayed; Environmental Project Manager, Alberta Infrastructure; [sameh.elsayed@gov.ab.ca](mailto:sameh.elsayed@gov.ab.ca)
- David Ho; Environmental Consultant, ANGIO; [angeo@sprynet.com](mailto:angeo@sprynet.com)
- Leonard Leskiw; Senior Soil Specialist, Paragon Soil; [lleskiw@paragonsoil.com](mailto:lleskiw@paragonsoil.com)
- Trina Innes; Office of Sustainability, University of Alberta; [tinnnes@ualberta.ca](mailto:tinnnes@ualberta.ca)

#### Student or alumni representative(s):

- Uma Jeethan; [ujeethan@ualberta.ca](mailto:ujeethan@ualberta.ca)

## **APPENDIX C**

### **Faculty of Extension**

#### **Advisory Committee Terms of Reference**

##### **PREAMBLE**

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Extension

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#### **MEMBER BENEFITS AND RECOGNITION**

- Opportunity to influence the nature of university extension programs to better serve the needs of students, organisations, and the community.
- Opportunity to exchange ideas, experiences, and information with peers who share expertise and interest in this field.
- Opportunity for public service and professional recognition.

## **APPENDIX D: Letters of Support**

**To Whom It May Concern**

**Subject: Letter of Support for new Credentials within Environmental Studies**

Please accept this letter affirming my strong support of the proposed certificate additions in Environmental Studies, including advanced credentials in areas such as: soil science, water resource management, land reclamation, and remediation. I believe there will be numerous benefits with these changes, such as more opportunities to supplement and better professional practice. Furthermore, there will be more sophistication and specialization within industry as well as the potential for more recognition from the industry of the University of Alberta's educational programs and practices. This will facilitate technological advances within the industry to promote specialized and relevant education and training, which will lead to long term success via increased professional association demand.

I strongly believe this change will only be positive for all parties involved. Should you have any questions for me, please do not hesitate to contact me. Thank you for your time and consideration.

With Kind Regards,



Manas Shome, Ph.D., P.Eng.  
Principal Water Resources  
Engineer

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**Environment & Engineering**

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November 29<sup>th</sup>, 2018

Subject: Letter of Support for New Credentials within Environmental Studies

To Whom It May Concern:

On behalf of the Environmental Services Association of Alberta (ESAA), I would like to express the Association's support for the proposed amendment to provide certificates recognizing successful completion of each of the professional development series in the Environmental Resource Management Certificate Program. I have been fortunate to sit on the Advisory Committee for the Environmental Management Program since the fall of 2016 and witnessed the addition of the four professional development series. These professional development series have provided the opportunity for environmental professionals to improve competency in their field and have helped bridge the gap between current and prospective employees. Each series is complex and a strong commitment is needed for participants to complete the required components; a certificate would provide recognition and proof of successful completion and would potentially attract more registrants who want to increase their level of competency.

I am confident that converting each of the professional development series into certificate programs would be beneficial to both the students and faculty. If you would like to discuss my support further, do not hesitate to contact me at (780) 429-6363 extension 224.

Sincerely,

A handwritten signature in black ink that reads "Lisa Dryden". The signature is written in a cursive, flowing style.

Lisa Dryden, B.Sc., P.Ag.  
Manager, Industry and Government Relations



## FINAL Item No. 6

**Governance Executive Summary**  
**Action Item**

Agenda Title: **Proposed Changes to Existing Admission Requirements for Undergraduate Programs in the Faculty of Nursing**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing admission requirements for undergraduate Nursing programs, as proposed by the Faculty of Nursing, and as set forth in Attachment 1, to be published in the 2019-2020 Calendar and take effect fall 2020.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Greta Cummings, Dean, Faculty of Nursing
Presenter(s)	Tanya Park, Acting Associate Dean, Undergraduate Programs, Faculty of Nursing Linda Youell, Director, Undergraduate Programs, Faculty of Nursing

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To update the existing admission requirements for undergraduate Nursing programs to include a situational judgement test (CASPer).
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>A situational judgement test (CASPer) will assess for non-cognitive skills and interpersonal characteristics that the Faculty of Nursing believes are important for students to be successful in the BScN Programs. Implementing a situational judgement test is an effort by the Faculty of Nursing to enhance fairness and objectivity in the selection process.</p> <p>The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, applicants will be required to answer a set of probing questions under a time limit. Each response is graded by different raters, giving a robust and reliable view of personal and professional characteristics important to the BScN programs.</p> <p>The impact to applicants is the addition of an online test that comes with a minimal personal cost (\$40) and limited time commitment (75-90 minutes). In order to complete the CASPer test, applicants will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on a selected test date. The test can be taken practically anywhere that satisfies the aforementioned requirements. There is technical support available leading up to and at the time of the test and applicants are provided with several test date options to choose from.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

Consultation and Stakeholder Participation	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> <li>Working Group on Holistic Admissions (meetings held January 4, 2018 and August 14, 2018 (representatives include faculty and Undergraduate office staff))</li> </ul>
--	---

Item No. 6

<p>(parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• University of Alberta Registrar (January 12, 2018) and Deputy Registrar (January 11, 2018); Admissions unit (October 5, 2018)</li> <li>• Associate Dean Department of Occupational Therapy, Faculty of Rehabilitation Medicine (June 26, 2018)</li> <li>• Faculty of Nursing Caucus (September 17, 2018)</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Nursing student representative on Nursing Undergraduate Curriculum Committee (August 23, 2018); nursing student attending Faculty Caucus presentation (September 17, 2018); consultation with Nursing Undergraduate Association representatives (October 10, 2018)</li> <li>• Nursing Undergraduate Curriculum Committee – August 23, 2018</li> <li>• Faculty of Nursing Executive Committee (in lieu of Faculty Council) – September 18, 2018</li> <li>• GFC ASC Subcommittee on Standards (for discussion) - November 1, 2018</li> <li>• GFC Academic Standards Committee – November 8, 2018</li> </ul>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. i. <b>Strategy:</b> Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</p>
<p>Alignment with Institutional Risk Indicator</p>	<p>Reputation Student Success</p>
<p>Legislative Compliance and jurisdiction</p>	<p>Post Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>

Attachments:

1. 2019.6 Holistic Admissions (page 1)

Prepared by: Vanessa Sherburne, Scheduling Coordinator, [vanessa.sherburne@ualberta.ca](mailto:vanessa.sherburne@ualberta.ca)

**Faculty of Nursing  
Calendar Change Request Form  
For Implementation in 2019-2020**

Undergraduate Admission / Admission Requirements by Faculty / Faculty of Nursing

<b>CURRENT</b>	<b>PROPOSED</b>
<p>All students seeking admission to undergraduate programs in the Faculty of Nursing must present the following:</p> <ol style="list-style-type: none"> <li>1. <b>Spoken English Requirement:</b> Applicants must meet a spoken English requirement (see <a href="#">Spoken English Requirement</a>).</li> <li>2. <b>Health and Safety Requirements:</b> There are a number of health and safety-related requirements that must be met upon admission (see <a href="#">Health and Safety Requirements</a>). Further information regarding these requirements and deadlines is available on the Faculty of Nursing website at <a href="http://www.ualberta.ca/nursing">www.ualberta.ca/nursing</a>.</li> </ol> <p>...</p>	<p>All students seeking admission to undergraduate programs in the Faculty of Nursing must present the following:</p> <ol style="list-style-type: none"> <li>1. <b>Spoken English Requirement:</b> Applicants must meet a spoken English requirement (see <a href="#">Spoken English Requirement</a>).</li> <li>2. <b>Health and Safety Requirements:</b> There are a number of health and safety-related requirements that must be met upon admission (see <a href="#">Health and Safety Requirements</a>). Further information regarding these requirements and deadlines is available on the Faculty of Nursing website at <a href="http://www.ualberta.ca/nursing">www.ualberta.ca/nursing</a>.</li> </ol> <p style="text-align: center;"><b>Effective Fall 2020 admission onward:</b></p> <p style="text-align: center;"><b>Situational Judgement Test Requirement:</b> Applicants are required to complete a situational judgement test and submit the results when submitting an application for admission.</p> <p>...</p>

**Rationale:** A situational judgement test will assess for non-cognitive skills and interpersonal characteristics that the Faculty of Nursing believes are important for students to be successful in the BScN Programs. Implementing a situational judgement test is an effort by the Faculty of Nursing to enhance fairness and objectivity in the selection process.

**Approval:**

Undergraduate Curriculum Committee Approved – August 23, 2018

Faculty Caucus Discussed – September 17, 2018

Faculty of Nursing Executive Committee (in lieu of Faculty Council) Approved – September 18, 2018

**Governance Executive Summary**  
**Action Item**

Agenda Title: **Proposed Changes to Existing Readmission and Academic Standing Regulations for Undergraduate Programs in the Faculty of Nursing**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing readmission and academic standing regulations for undergraduate programs in the Faculty of Nursing, as proposed by the Faculty of Nursing and as set forth in Attachment 1, to be published in the 2019-2020 Calendar and to take effect fall 2019.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Greta Cummings, Dean, Faculty of Nursing
Presenter(s)	Tanya Park, Acting Associate Dean, Undergraduate Programs, Faculty of Nursing Jillian Fell, Undergraduate Projects Administrator, Faculty of Nursing

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To amend the current Academic Standing and Graduation calendar section for the Faculty of Nursing.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	<p>The Admissions and Academic Regulations sections of the calendar for Nursing have been rearranged to increase readability and flow of content. Some sections have been re-ordered with either no change or minimal edits to increase clarity. Sections that have moved but are unchanged are indicated by grey highlighting, while changes are indicated in yellow highlighting and underlining/strikethrough as per the typical procedure.</p> <p>Removals:</p> <p><i>1e. Probation:</i> Students who are RTW can reapply, so Probation students should have that option</p> <p><i>3e. NURS 348 or 448:</i> Has been removed as FoN no longer offering the courses.</p> <p>Additions:</p> <p><i>1h. Readmission:</i> Added section to make it clear what students are required to complete in order to be readmitted into the program. Most information existed previously in other sections. Length of time student interrupts studies must not exceed 2 years has been added to coincide with changes to 2018-19 readmission calendar statement.</p> <p><i>2a. Continuation in Program:</i> Addition of NC language as the majority of clinical courses are moving to pass/fail.</p> <p><i>2c. Leave of Absence:</i> The Faculty of Nursing's new curriculum, implemented in Fall 2018, is a prescribed program due to professional requirements. Normally students must complete all courses in a term before they are able to progress to the next term and courses will normally only be offered once a year. As a result, students who fail or withdraw from courses or require time off for a variety of reasons, will generally be out of their program for ~12 months and will be required to resume their program at the point in which they left. The leave of absence</p>

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	<p>was added in order to ensure students are aware that if they plan to take a period of time off for any reason they will be out for an extended period of time and there will be a delay in program completion.</p> <p><i>2d. Voluntary Withdrawal:</i> The Faculty of Nursing has implemented a Voluntary Withdrawal for students who no longer wish to continue in the program. Students may be allowed to continue in non-nursing courses for one additional term in the current academic year in order to complete courses for transfer to another faculty.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>· Faculty of Nursing On-Site Curriculum Committee discussed and approved changes (Nursing student representatives in attendance) – August 23, 2018</li> <li>· Faculty Caucus discussed changes (Nursing student representatives in attendance) – Sept 17, 2018</li> <li>· Faculty of Nursing Executive Committee (in lieu of Faculty Council) – September 18, 2018</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>· Office of the Registrar</li> <li>· Faculty of Pharmacy and Pharmaceutical Sciences (currently have a Leave of Absence Calendar Statement)</li> </ul> <p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>· Faculty of Nursing On-Site Curriculum Committee discussed and approved changes (Nursing student representatives in attendance) – August 23, 2018</li> <li>· Faculty Caucus discussed changes (Nursing student representatives in attendance) – Sept 17, 2018</li> <li>· Faculty of Nursing Executive Committee (in lieu of Faculty Council) – September 18, 2018</li> </ul>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> <li>· Faculty of Nursing On-Site Curriculum Committee approved changes (Nursing student representative in attendance) – August 23, 2018</li> <li>· Faculty of Nursing Executive Committee (in lieu of Faculty Council) – September 18, 2018</li> <li>· GFC ASC Subcommittee on Standards (for discussion) - November 1, 2018</li> <li>· GFC Academic Standards Committee – November 8, 2018</li> </ul>

**Strategic Alignment**

## Item No. 7

Alignment with <i>For the Public Good</i>	21. OBJECTIVE 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.
Alignment with Institutional Risk Indicator	Reputation Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference

## Attachments:

1. 2019.11 Nursing Academic Standing and Graduation (pages 1-9)

*Prepared by:* Jillian Fell, Undergraduate Projects Administrator, jsfell@ualberta.ca

**Faculty of Nursing  
Calendar Change Request Form  
For Implementation in 2019-20**

[The Faculties/ Faculty of Nursing/ Faculty Regulations/ Academic Standing and Graduation](#)

CURRENT	PROPOSED
<p><b>Academic Standing and Graduation</b></p> <p>The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of <a href="#">Academic Performance, With Distinction</a> and <a href="#">Graduation Requirements</a> which are not applicable for students in the BScN-Honors Program. (Note: Foundational Course Minimum Pass requirements apply to students in the BScN Honors Program for After Degree students.) The promotion and graduation regulations for the BScN-Honors can be found in the program description in <a href="#">Course Sequence</a>.</p> <p>1. <b>Academic Performance:</b></p> <p>Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of 9. If, at the time of review, students have attempted fewer than 9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review.</p> <p>Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that 9 have been attempted since the last review.</p> <p>a. <b>Satisfactory Standing:</b> For promotion, a student must pass all courses and obtain a minimum GPA of 2.0.</p> <p>b. <b>Foundational Course Minimum Grade:</b> Students <del>wishing to proceed in the Nursing program</del> must achieve a grade of at least C+ in the foundational Nursing courses. <del>A student who has not met the required grade in all foundational courses may not be able to progress. Academic performance in the program is reviewed and considered in determining continuation in the program.</del> If a student receives a grade less than C+ in the second attempt of a foundational course, the student will <del>normally</del> be required to withdraw from the program (<a href="#">See Reregistration in Courses</a>).</p> <p><b>Foundational Courses:</b></p> <p><b>Bachelor of Science in Nursing (BScN) After Degree Program and BScN Honors Program for After Degree Students:</b> NURS 316 - Pathophysiology and Pharmacology I NURS 334 - Foundations of Nursing I</p>	<p><b>Academic Standing and Graduation</b></p> <p>The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of <a href="#">Academic Performance, With Distinction</a> and <a href="#">Graduation Requirements</a> which are not applicable for students in the BScN-Honors Program. (Note: Foundational Course Minimum Pass requirements apply to students in the BScN Honors Program for After Degree students.) The promotion and graduation regulations for the BScN-Honors can be found in the program description in <a href="#">Course Sequence</a>.</p> <p>1. <b>Academic Performance:</b></p> <p>Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of 9. If, at the time of review, students have attempted fewer than 9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review.</p> <p>Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that 9 have been attempted since the last review.</p> <p>a. <b>First-Class Standing:</b> First-class standing is awarded in a given year to students who receive a GPA of 3.5 or higher based on a minimum of 24 taken during the Fall/Winter.</p> <p>b. <b>Satisfactory Standing:</b> For promotion, a student must pass all courses and obtain a minimum GPA of 2.0.</p> <p>c. <b>Foundational Course Minimum Grade:</b> Students must achieve a grade of at least C+ in <u>all</u> foundational Nursing courses <u>in order to progress</u>. If a student receives a grade less than C+ in the second attempt of a foundational course, the student will be required to withdraw from the program (<a href="#">See Reregistration in Courses</a>).</p> <p><b>Foundational Courses:</b></p> <p><b>Bachelor of Science in Nursing (BScN) After Degree Program and BScN Honors Program for After Degree Students:</b> NURS 316 - Pathophysiology and Pharmacology I NURS 334 - Foundations of Nursing I NURS 335 - Nursing Practice - Health Assessment &amp; Nursing Process</p>

<p>NURS 335 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 344 - Foundations of Nursing II  NURS 416 - Pathophysiology and Pharmacology II  <b>Bachelor of Science in Nursing (BScN) Bilingual Program:</b>  ANATE 140 - Anatomie  MICRE 133 - Microbiologie Médicale pour Infirmières  NURS 125 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 216 – Pathophysiology and Pharmacology II  PHYSE 152 - Physiologie  SC INF 220 - Les fondations des sciences infirmières I/II</p> <p><b>Bachelor of Science in Nursing (BScN) Collaborative Program:</b>  MMI 133 - Medical Microbiology for Health Care Professionals  NURS 106 - Foundations of Anatomy and Physiology for Nursing  NURS 116 – Pathophysiology and Pharmacology I  NURS 120 – Foundations for Success in Nursing  NURS 124 - Foundations of Nursing I  NURS 125 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 216 – Pathophysiology and Pharmacology II  NURS 220 - Foundations of Nursing II</p> <p><b>RPN-BScN Program:</b>  NURS 335 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 344 - Foundations of Nursing II  NURS 416 – Pathophysiology and Pharmacology II</p> <p>c. Whenever a student receives a grade of F, D, D+, C- or W in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.</p> <p>d. <b>Marginal Standing:</b> Students with a GPA of 1.7 to 1.9 inclusive on a minimum of 9 will be placed under academic warning. Students who fall into marginal standing who do not have in their postsecondary education a prior requirement to withdraw, a prior academic warning, a probation period or their equivalents may be permitted to continue on <b>probation</b> in the BScN program.</p> <p>e. <b>Probation:</b> Probation is granted to Faculty of Nursing students who</p> <ul style="list-style-type: none"> <li>• have a marginal standing (GPA between 1.7-1.9),</li> <li>• successfully appeal a requirement to withdraw,</li> <li>• fail or withdraw from a clinical course on more than one occasion, or</li> <li>• are readmitted after studies were discontinued for academic reasons.</li> </ul>	<p>NURS 344 - Foundations of Nursing II  NURS 416 - Pathophysiology and Pharmacology II  <b>Bachelor of Science in Nursing (BScN) Bilingual Program:</b>  ANATE 140 - Anatomie  MICRE 133 - Microbiologie Médicale pour Infirmières  NURS 125 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 216 – Pathophysiology and Pharmacology II  PHYSE 152 - Physiologie  SC INF 220 - Les fondations des sciences infirmières I/II</p> <p><b>Bachelor of Science in Nursing (BScN) Collaborative Program:</b>  MMI 133 - Medical Microbiology for Health Care Professionals  NURS 106 - Foundations of Anatomy and Physiology for Nursing  NURS 116 – Pathophysiology and Pharmacology I  NURS 120 – Foundations for Success in Nursing  NURS 124 - Foundations of Nursing I  NURS 125 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 216 – Pathophysiology and Pharmacology II  NURS 220 - Foundations of Nursing II</p> <p><b>RPN-BScN Program:</b>  NURS 335 - Nursing Practice - Health Assessment &amp; Nursing Process  NURS 344 - Foundations of Nursing II  NURS 416 – Pathophysiology and Pharmacology II</p> <p>d. <b>Marginal Standing:</b> Students with a GPA of 1.7 to 1.9 inclusive on a minimum of 9 will be placed under academic warning. Students who fall into marginal standing who do not have in their postsecondary education a prior requirement to withdraw, a prior academic warning, a probation period or their equivalents may be permitted to continue on <b>probation</b> in the BScN program.</p> <p>e. <b>Probation:</b> Probation is granted to Faculty of Nursing students who</p> <ul style="list-style-type: none"> <li>• have a marginal standing (GPA between 1.7-1.9),</li> <li>• successfully appeal a requirement to withdraw,</li> <li>• fail or withdraw from a clinical course on more than one occasion, or</li> </ul>
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<p>When placed on probation, a student must fulfill any conditions specified by the Associate Dean, Undergraduate Programs. To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year. <del>Students who fail to satisfy any of the conditions fail probation are required to withdraw and are ineligible for readmission to the Faculty of Nursing.</del></p> <p><b>f. Unsatisfactory Standing:</b> A student with a GPA of less than 1.7 must withdraw from the Faculty.</p> <p><del>i. To be considered for readmission,</del> an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of 18 transferable to the University with a GPA of at least 2.7, of which 6 must be anatomy and physiology with a minimum grade of C+. The applicant must consult with the Faculty of Nursing to determine which courses must be taken to be considered for readmission. An applicant must also satisfy any other conditions as specified at the time of withdrawal.</p> <p><del>ii. In order to protect the public interest, students who have</del> been required to withdraw and <del>are</del> applying for readmission may be required, as part of the admission process, to demonstrate nursing knowledge and skills <del>learned to date in order to determine an appropriate placement in the program.</del></p> <p><del>iii. Students who have</del> been required to withdraw and who, after being readmitted, <del>have</del> GPA's below 2.0, will be required to withdraw and not be readmitted to the Faculty.</p> <p><b>g. Fresh Start Program:</b> Year 1 Collaborative and Bilingual BScN students who have completed less than 40 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offence under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.</p> <p>The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. <del>Successful completion of 18 with a GPA of at least 2.7 will be required for readmission.</del> Further detailed information can be found in <a href="#">First- and Second-Year Students with GPAs of 1.3 to 1.6—Admission to Fresh Start Program, Academic Warning, Academic Probation, Required to Withdraw and Fresh Start Program.</a></p> <p>If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty.</p>	<p>are readmitted after studies were discontinued for academic reasons.</p> <p>When placed on probation, a student must fulfill any conditions specified by the Associate Dean, Undergraduate Programs. To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year.</p> <p><b>f. Unsatisfactory Standing:</b> A student with a GPA of less than 1.7 must withdraw from the Faculty.</p> <p><b>g. Fresh Start Program:</b> Year 1 Collaborative and Bilingual BScN students who have completed less than 40 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offence under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.</p> <p>The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. Further detailed information can be found in <a href="#">First- and Second-Year Students with GPAs of 1.3 to 1.6—Admission to Fresh Start Program, Academic Warning, Academic Probation, Required to Withdraw and Fresh Start Program.</a></p> <p>If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty.</p>
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**h. First-Class Standing:** First class standing is awarded in a given year to students who receive a GPA of 3.5 or higher based on a minimum of 24 taken during the Fall/Winter.

#### h. Readmission

- i. Readmission to the Nursing program is not guaranteed and is based on the following:
  - (1) a review by the Faculty of the reasons for withdrawal and of the student's academic record.
  - (2) the length of time the student interrupts studies must not exceed 2 years in total.
  - (3) an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 transferable to the University with a GPA of at least 2.7, of which ★6 must be human anatomy and physiology with a minimum grade of C+. The applicant must consult with the Faculty of Nursing to determine which courses must be taken to be considered for readmission. An applicant must also satisfy any other conditions as specified at the time of withdrawal.
- ii. A student who has been required to withdraw and who, after being readmitted, has a GPA below 2.0, will be required to withdraw and not be readmitted to the Faculty.
- iii. In order to protect the public interest, a student who has been required to withdraw and is applying for readmission may be required, as part of the admission process, to demonstrate nursing knowledge and skills and meet health and safety requirements. A student may be required to repeat previous coursework prior to proceeding in nursing courses.

#### 2. Promotion and/or Continuation

- a. Continuation in program:
  - i. Whenever a student receives a grade of F, D, D+, C-, W, or NC in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program. A student may be required to repeat previous coursework prior to proceeding in clinical nursing courses in order to protect the public interest.
  - ii. A student who receives a grade of W or F in a course may be granted a second registration in this course or its equivalent and must achieve a minimum grade of C+.
  - iii. A student who receives a grade of NC in a course may be granted a second registration in this course or its equivalent and must achieve a grade of CR.
  - iv. A student who receives a grade of W, NC or less than C+ in the second attempt of a course or its equivalent will be required to withdraw from the program (see Reregistration in Courses).
  - v. A student who fails or withdraws from the same clinical course twice will be required to withdraw from the program.

<p><b>2. Health and Safety Requirements</b></p> <p>a. Health Status: All students admitted to undergraduate nursing programs must be capable of completing responsibilities and activities required in clinical practice. In order to successfully pass clinical practice courses students must consistently demonstrate the essential skills and abilities required to safely provide nursing care to their assigned patient/client. The requirements for Registered Nurses are applicable to students in the</p>	<p><b>b. Maintaining Registration:</b></p> <p>Students must follow the required course sequence unless preapproval is given for an alternate <b>program</b> sequence. Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course, must see the <b>Faculty of Nursing</b> Student Advisor. Students may not continue in their Nursing program if an alternate course sequence is not approved. Reregistration cannot occur without permission from the Faculty.</p> <p><b>c. Leave of Absence:</b></p> <p>i. Students must register in their Nursing program on a continuous basis to maintain a place in the program. The Faculty does, however, recognize that life events do occur that may prompt a student to require a Leave of Absence. Students must obtain prior approval for a Leave of Absence by submitting a request to the Undergraduate Office. A Leave of Absence will not be granted automatically and is considered on a case by case basis. Discontinuance without permission requires the student to apply for Readmission (section 1h.) to the program which is not guaranteed. Normally a Leave of Absence is granted only if all the following conditions are met:</p> <ol style="list-style-type: none"> <li>(1) A minimum of one full term must be completed within the degree program before a Leave of Absence is considered</li> <li>(2) The student has a cumulative GPA of at least 2.0</li> <li>(3) The leave of absence does not by itself extend the duration of the program beyond the normal limit for completion of the program</li> </ol> <p>ii. An approved Leave of Absence will be granted for a maximum 12-month period of time. If the length of time the student interrupts their studies exceeds two years, the student will be required to apply for readmission to the Nursing Program and restart the program.</p> <p><b>d. Voluntary Withdrawal</b></p> <p>A student choosing to withdraw registration from their program is required to make a written application. Students who do not make a written application to withdraw and do not maintain required course sequence will be withdrawn from the program. See <a href="#">Voluntary Withdrawal from the Faculty of Nursing</a>.</p> <p><b>3. Health and Safety Requirements</b></p> <p>a. Health Status: All students admitted to undergraduate nursing programs must be capable of completing responsibilities and activities required in clinical practice. In order to successfully pass clinical practice courses students must consistently</p>
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<p>Faculty of Nursing. To review a summary of these requirements see the Faculty of Nursing website at <a href="http://www.ualberta.ca/nursing">www.ualberta.ca/nursing</a>.</p> <p>b. <b>University Infectious Diseases Regulation:</b> See University Infectious Diseases Regulation.</p> <p>c. <b>CPR certification:</b> Undergraduate nursing students must provide evidence of CPR certification at the <b>Healthcare Provider</b> Level to participate in clinical practice courses. Refer to the Faculty of Nursing website at <a href="http://www.ualberta.ca/nursing">www.ualberta.ca/nursing</a> for program-specific deadlines. A CPR-<b>Healthcare Provider</b> certificate is valid for one year from the date of the course. Evidence of recertification in each subsequent year is required.</p> <p>...</p>	<p>demonstrate the essential skills and abilities required to safely provide nursing care to their assigned patient/client. The requirements for Registered Nurses are applicable to students in the Faculty of Nursing. To review a summary of these requirements see the Faculty of Nursing website at <a href="http://www.ualberta.ca/nursing">www.ualberta.ca/nursing</a>.</p> <p>b. <b>University Infectious Diseases Regulation:</b> See University Infectious Diseases Regulation.</p> <p>c. <b>CPR certification:</b> Undergraduate nursing students must provide evidence of CPR certification at the <b>Basic Life Support (BLS)</b> Level to participate in clinical practice courses. Refer to the Faculty of Nursing website at <a href="http://www.ualberta.ca/nursing">www.ualberta.ca/nursing</a> for program-specific deadlines. A CPR certificate is valid for one year from the date of the course. Evidence of recertification in each subsequent year is required.</p> <p>...</p>
<p><b>3) Clinical Performance</b></p> <p>a) Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.</p> <p>b) A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.</p> <p>c) Students who have withdrawn from or failed NURS 495 or SC INF 495 will normally be required to repeat NURS 494 prior to retaking NURS 495 or SC INF 495.</p> <p>d) The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. (See Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at</p>	<p><b>4. Clinical Performance</b></p> <p>a) Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.</p> <p>b) A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.</p> <p>c) Students who have withdrawn from or failed NURS 495 or SC INF 495 will normally be required to repeat NURS 494 prior to retaking NURS 495 or SC INF 495.</p> <p>d) The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. (See Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at</p>

<p>www.governance.ualberta.ca. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).</p> <p><b>e) NURS 348 or NURS 448 (Clinical Competency Assessment)</b></p> <p><b>i) Students may be required to enrol in NURS 348 or 448 (Clinical Competency Assessment) before being permitted to take any future clinical courses in the Faculty of Nursing. The Clinical Competency Assessment is imposed most commonly when:</b></p> <p><b>(1) more than 12 months has passed since a student's most recent successfully completed clinical course;</b></p> <p><b>(2) a student has attempted but not successfully completed any clinical course and has been assessed as having challenges meeting course expectations, typically as set out in the Evaluation of Nursing Practice (ENP); or</b></p> <p><b>(3) a student is accepted for transfer from another Nursing program and it is considered necessary to assess the student's knowledge and skills.</b></p> <p><b>ii) Students can only be enrolled once in NURS 348 or 448 regardless of failure in more than one clinical course</b></p> <p><b>iii) Students who fail or withdraw on more than one occasion in subsequent clinical courses, after successfully passing NURS 348 or 448, will be required to withdraw from the program.</b></p> <p><b>iv) Students who are unsuccessful in NURS 348 or 448 can be required to withdraw from the program or repeat junior level clinical courses, and/or foundational courses.</b></p> <p><b>f) Students who fail or withdraw from the same clinical course twice will be required to withdraw from the program.</b></p> <p><b>4. Professional Ethics/Code of Student Behavior:</b> ...</p> <p><b>5. Performance in Theory Courses</b> ...</p> <p><b>6. Residence Requirement:</b> ...</p>	<p>www.governance.ualberta.ca. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).</p> <p><b>5. Professional Ethics/Code of Student Behavior:</b> ...</p> <p><b>6. Performance in Theory Courses</b> ...</p> <p><b>7. Residence Requirement:</b> ...</p>
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<p><b>7. With Distinction</b> ...</p> <p><b>8. Graduation Requirements:</b> ...</p> <p><b>9. Reexaminations:</b> See <a href="#">Reexaminations</a>.</p> <p><b>10. Credit by Special Assessment</b> ...</p>	<p><b>8. With Distinction</b> ...</p> <p><b>9. Graduation Requirements:</b> ...</p> <p><b>10. Reexaminations:</b> See <a href="#">Reexaminations</a>.</p> <p><b>11. Credit by Special Assessment</b> ...</p>
<p><b>11. Maintaining Registration:</b></p> <p>a) Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. <del>Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest.</del></p> <p>b) Students must follow the required course sequence unless preapproval is given for an alternate sequence. Students may not continue in their Nursing program if an alternate course sequence is not approved. <del>Students must see the Faculty of Nursing Student Advisor immediately to discuss alternative program sequence and approval.</del></p> <p>e) <del>Reregistration in Courses— A student who does not achieve the minimum grade of C+ in a foundational Nursing course will be permitted a second attempt of the course or its equivalent. A student who has been assigned a grade of "W" or "F" in a course may be granted a second registration in this course or its equivalent and must achieve a minimum grade of C+. If a student receives a "W" or a grade less than C+ in the second attempt of a course or its equivalent, the student will normally be required to withdraw from the program (see Reregistration in Courses).</del></p> <p>...</p>	<p>...</p>
<p><b>Appeal Procedures</b></p> <p>Matters regarding a student's academic status, including course grades, may become the subject of an appeal. Students with such problems should first consult the</p>	<p><b>Appeal Procedures</b></p> <p>Matters regarding a student's academic status, including course grades, may become the subject of an appeal. Students with such problems should first consult the</p>

<p>instructor of the course concerned and the <a href="#">coordinator</a>, if necessary. If a satisfactory resolution is not reached, the student can submit an informal appeal application to the Associate Dean or designate, Undergraduate Programs to apply for an informal appeal. A formal appeal application may be submitted from the student to the Dean once an informal appeal decision letter is received. The Faculty of Nursing Appeals Committee meets to consider the case. Details of appeal procedures at the Faculty level are available from the Faculty website. Students have the right to appeal a Faculty of Nursing Appeals Committee decision, except grade appeals, to the General Faculties Council Academic Appeals Committee. See <a href="#">Appeals and Grievances</a> and <a href="#">Practicum Intervention Policy</a>.</p>	<p>instructor of the course concerned and the <a href="#">course coordinator</a>, if necessary. If a satisfactory resolution is not reached, the student can submit an informal appeal application to the Associate Dean or designate, Undergraduate Programs to apply for an informal appeal. A formal appeal application may be submitted from the student to the Dean once an informal appeal decision letter is received. The Faculty of Nursing Appeals Committee meets to consider the case. Details of appeal procedures at the Faculty level are available from the Faculty website. Students have the right to appeal a Faculty of Nursing Appeals Committee decision, except grade appeals, to the General Faculties Council Academic Appeals Committee. See <a href="#">Appeals and Grievances</a> and <a href="#">Practicum Intervention Policy</a>.</p>
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#### Rationale:

#### Approval:

- Undergraduate Curriculum Committee Approved – 23 August 2018
- Faculty Caucus Discussed – September 17, 2018
- Faculty of Nursing Executive Committee (in lieu of Faculty Council) Approved – September 18, 2018
- Final Approval by University Governance ([LINK](#))

**Governance Executive Summary**  
**Action Item**

Agenda Title: **Proposed Changes to Existing Entrance Requirements for the MA and PhD Degree Programs in English, Department of English and Film Studies, Faculty of Arts and the Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MA and PhD degree programs in English, Department of English and Film Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

**Item**

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

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing regulations, and program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	Revisions to existing regulations in the Calendar: <ul style="list-style-type: none"> <li>· Ensuring entrance requirements are in the calendar, including required documentation</li> <li>· Clarifying program requirements</li> </ul> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

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

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>· Albert Braz, Associate Chair Graduate, Department of English and Film Studies</li> </ul>
<For information on the protocol see the <u>Governance</u>	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>· Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator</li> </ul>



<u>Toolkit section Student Participation Protocol</u> >	<u>Those who have been informed:</u> .
Approval Route (Governance) (including meeting dates)	Arts Faculty Council October 4, 2018 GFC ASC-SOS (for discussion), November 1, 2018 GFC ASC, November 8, 2018

**Strategic Alignment**

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

Attachments (each to be numbered 1 - <>)

1. Department of English and Film Studies graduate programs, Calendar change request (pages 1-2)

*Prepared by:* Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

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 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
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 www.gradstudies.ualberta.ca

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

<b>Current</b>	<b>Proposed</b>
<p><b>Graduate Programs</b></p> <p><b>English and Film Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b>            The normal requirements for admission to the MA program include an undergraduate degree in English or its equivalent in number of courses (—60),</p> <p>coverage (at least —3 in each of the major historical periods [Old and Middle English, Early Modern, Restoration and Eighteenth Century, Nineteenth Century, and Twentieth Century literature and culture] and in Canadian, American, <b>Aboriginal</b>, and postcolonial literature and culture, as well as some grounding in literary and cultural theory), high academic standing (a minimum 3.3 GPA in courses in English), and proof of English language proficiency, where applicable (see English Language Requirement).</p>	<p><b>Graduate Programs</b></p> <p><b>English and Film Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b>            For the MA program, the Department's minimum admission requirements are a BA in English (or its equivalent) with a minimum GPA of 3.3 in courses in English, and with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. The graduate committee uses the two GPA benchmarks as part of its decision process.</p> <p>Applicants to the MA program must meet the following prerequisite course requirements:</p> <ul style="list-style-type: none"> <li>• at least &lt; 54 in English courses,</li> <li>• at least &lt; 27 in a breadth of courses representing the major historical periods [Old and Middle English, Early Modern, Restoration and Eighteenth Century, Nineteenth Century, and Twentieth Century literature and culture] and in Canadian, American, <b>Indigenous</b>, and postcolonial literature and culture, <b>and</b></li> <li>• some grounding in literary and cultural theory.</li> </ul> <p>For the PhD program, the Department's minimum admission requirements are an MA in English (or its equivalent) with a minimum GPA of 3.5 in courses in English, and with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. The graduate committee uses the two GPA benchmarks as part of its decision process.</p>

<p>Applications, complete with supporting documentation, must be submitted to the English and Film Studies Department by January 7.</p> <p>[...]</p>	<p><u>Where applicable, applicants must meet the minimum English Language Requirement.</u></p> <p><u>All applicants must submit:</u></p> <ul style="list-style-type: none"> <li>· <u>all academic transcripts</u></li> <li>· <u>names and contact information for three referees</u></li> <li>· <u>a curriculum vitae</u></li> <li>· <u>a Statement of Program – see the Department website at <a href="https://www.ualberta.ca/english-film-studies">https://www.ualberta.ca/english-film-studies</a></u></li> </ul> <p>[...]</p>
<p><b>Justification:</b> The main impetus is the FGSR Calendar compliance project. In addition, we are a changing department and want the Calendar to reflect the transformations we have undergone.</p> <ul style="list-style-type: none"> <li>· Ensuring all entrance requirements are in the calendar, including required documentation</li> <li>· Clarification of program requirements</li> </ul> <p>Approved by: Arts Faculty Council October 4, 2018</p>	

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for the MA and PhD Degree Programs in Modern Languages and Cultural Studies, Faculty of Arts and the Faculty of Graduate Studies and Research
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**Motion**

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MA and PhD degree programs in Modern Languages and Cultural Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.</p>
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**Item**

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

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing regulations, and program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar:</p> <ul style="list-style-type: none"> <li>· <b>Ensuring entrance requirements are in the calendar, including all supporting documentation</b></li> <li>· <b>Editorial changes to academic standing requirements</b></li> <li>· <b>Clarification of program requirements, to ensure required courses and professional development requirements are listed in the calendar</b></li> </ul> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

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

Consultation and Stakeholder Participation	<p><u><b>Those who are actively participating:</b></u></p> <ul style="list-style-type: none"> <li>· Micah True, Graduate Associate Chair, Department of Modern Languages and Cultural Studies</li> </ul>
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Item No. 9

(parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<b><u>Those who have been consulted:</u></b>
	<ul style="list-style-type: none"> <li>· Maria Chia (Graduate Calendar project specialist)</li> <li>· Janice Hurlburt, Graduate Governance and Policy Coordinator</li> </ul>
	<b><u>Those who have been informed:</u></b>
	·
Approval Route (Governance) (including meeting dates)	Arts Faculty Council November 22, 2018 GFC ASC-SOS December 6, 2018 GFC ASC December 13, 2018

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Modern Languages and Cultural Studies graduate programs, Calendar change request

*Prepared by:* Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

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2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
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**2019-2020 University of Alberta Proposed Calendar Graduate Program Changes:**

<b>Current</b>	<b>Proposed</b>
<p><b>Graduate Programs</b></p> <p><b>Modern Languages and Cultural Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b></p> <p>The Department's minimum admission requirement for the MA program is <b>a four year</b> undergraduate degree in a related field or the equivalent <b>with a grade point average of at least 3.3 in the last &lt; 60 of undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution.</b></p> <p>The requirement for the PhD program is an MA degree or the equivalent, related to the area of specialization <b>with a grade point average of at least 3.3.</b></p> <p>[moved below to program requirements] Admitted MA students with a four year undergraduate degree or the equivalent may be transferred to the PhD program on the recommendation of the department.</p> <p>Graduate students entering a degree program in MLCS are required to have at least one language other than English.</p> <p>Where applicable, a TOEFL score of <b>600 (paper-based) or 100 (Internet-based), an IELTS score of 7.0, or other acceptable English language proficiency test is required.</b></p>	<p><b>Graduate Programs</b></p> <p><b>Modern Languages and Cultural Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b></p> <p>The Department's minimum admission requirement for the MA program is <b>an</b> undergraduate degree in a related field or the equivalent <b>with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</b></p> <p>The <b>minimum admission</b> requirement for the PhD program is an MA degree or the equivalent, related to the area of specialization <b>with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</b></p> <p>Graduate students entering a degree program in MLCS are required to have at least one language other than English, <b>as assessed by the Graduate Committee.</b></p> <p>Where applicable, <b>applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</b></p> <ul style="list-style-type: none"> <li>• <b>a TOEFL score of 100 (Internet-based) or equivalent,</b></li> <li>• an IELTS score of 7.0,</li> <li>• other acceptable English language proficiency tests.</li> </ul>

[moved below the next paragraph]

The application deadline is January 15 for programs beginning the following September.

For information on how to apply see: [www.ualberta.ca/modern-languages-and-cultural-studies](http://www.ualberta.ca/modern-languages-and-cultural-studies).

### **General Academic Standing Requirements**

The Department of Modern Languages and Cultural Studies requires a higher minimum cumulative grade point average and higher passing grades than those acceptable to the Faculty of Graduate Studies and Research (see [minimum faculty requirements and failure in or failure to complete a course or research work](#)). The minimum passing grade in any course taken by students registered in the master's and doctoral programs in MLCS is a grade of B-. Grades below a B- count as failing grades for graduate students in MLCS. All students pursuing graduate degrees in MLCS must also maintain a minimum cumulative grade point average of 3.0 throughout the course of the program. A student whose academic standing falls below a grade point average of 3.0 may be required to withdraw at any time.

[...]

**Applicants are also required to submit the following**

- **Curriculum Vitae**
- **Three references (for PhD applicants, one referee should be the Master's supervisor)**
- **Statement of Purpose – describe academic background and reasons for pursuing graduate studies**
- **Two academic writing samples – one written in English and one in the language of focus area.**
  
- **Applicants to the thesis-based MA or PhD programs must also submit a Research Proposal – 4-5 pages, including a review of background literature, general information regarding methodology and goals, and a bibliography.**

For information on how to apply see [Admissions on the Department website](#).

The application deadline is January 15 for programs beginning the following September.

### **Academic Standing Requirements**

The Department of Modern Languages and Cultural Studies requires a higher minimum cumulative grade point average and higher passing grades than those acceptable to the Faculty of Graduate Studies and Research (see [Academic Standing](#)). The minimum passing grade in any course taken by students registered in the master's and doctoral programs in MLCS is a grade of B-. Grades below a B- count as failing grades for graduate students in MLCS. All students pursuing graduate degrees in MLCS must also maintain a minimum cumulative grade point average of 3.0 throughout the course of the program. A student whose academic standing falls below a grade point average of 3.0 may be required to withdraw at any time.

[...]

**Justification:** Calendar compliance to ensure all entrance requirements, including supporting documentation are listed in the calendar

Clarification of Academic Standing requirement

Clarification of Program Requirements, to ensure required courses and professional development requirements are listed in the calendar.

Approved by: Arts Faculty Council Nov 22, 2018





**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	Proposed Changes to Existing Entrance Requirements, Application Deadlines and Residence Requirements for the MA and PhD degree programs in Religious Studies, Faculty of Arts and the Faculty of Graduate Studies and Research
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**Motion**

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements, Application Deadline and Residence Requirements for the MA and PhD degree programs in Religious Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.</p>
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**Item**

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

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing regulations, and program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>These changes are proposed in order to 1) fulfill current FGSR requirements the Calendar entries for all graduate programs: Clarification of entrance requirements, ensuring all required documentation is listed, addition of application deadline, clarification of program requirements, including language requirement and candidacy requirement, adding MA residence requirement; 2) provide improved specificity and clarity for supervisors and students in the programs; 3) improve reporting and tracking of degree progress on the part of the program. Note that Religious Studies is an interdisciplinary program, students in it have widely divergent research interests and methods, and some are supervised by faculty not appointed within Religious Studies, therefore the Calendar needs to retain flexibility (particularly around requirements for PhD candidacy) while giving guidance and ensuring accountability.</p> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

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

Consultation and Stakeholder Participation	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>· Ryan Dunch, Program Director, Religious Studies</li> <li>· David Quinter, Graduate Coordinator, Religious Studies</li> </ul>
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Item No. 10

(parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<b><u>Those who have been consulted:</u></b>
	<ul style="list-style-type: none"> <li>· Maria Chia (Graduate Calendar project specialist)</li> <li>· Janice Hurlburt, Graduate Governance and Policy Coordinator</li> </ul>
	<b><u>Those who have been informed:</u></b>
	·
Approval Route (Governance) (including meeting dates)	Religious Studies Program Council October 1, 2018 Arts Faculty Council November 22, 2018 GFC ASC-SOS December 6, 2018 GFC ASC December 13, 2018

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Religious Studies graduate programs, Calendar change request

Prepared by: Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

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

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Religious Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b>            The minimum admission requirements are an undergraduate degree with an average of at least 3.1 in the last two years of undergraduate work (or graduate work) at the University of Alberta or an equivalent qualification from a recognized institution, and a TOEFL score of 580 (paper-based) or 92 (Internet-based) where applicable (see English Language Requirement).</p> <p>[moved up from MA program requirements]            Students admitted with less than the above prerequisites or who are deemed to be lacking courses in relevant areas will be required to take a qualifying term or a qualifying year. The need for a qualifying term or year and the exact amount of additional courses will be determined by the graduate committee on an individual basis.</p>	<p><b>Graduate Programs</b></p> <p><b>Religious Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b>  <u>For the MA program</u>, the minimum admission requirements are an undergraduate degree in Religious Studies or a related area with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants whose degree is not in Religious Studies must have at least &lt; 30 credits in Religious Studies courses at the senior level, or the equivalent. Applicants may be admitted as <u>qualifying graduate students</u>.</p> <p>For the PhD program, the minimum admission requirements are an MA in Religious Studies or the equivalent with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants may be admissible if they have completed an MA in a field other than Religious Studies if their thesis and/or course work had Religious Studies content relevant to their proposed thesis topic and if they have earned substantial Religious Studies credits at the BA level. Applicants may be admitted as <u>qualifying graduate students</u>.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to <u>English Language Requirement</u>). Any one of the following is acceptable:</p>

<p>[...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MA in Religious Studies (Religious Studies) [Graduate]</b></p> <p>[...]</p> <p><b>The Degree of PhD in Religious Studies (Religious Studies) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p>The minimum period of residence is two academic years of full-time attendance at the University of Alberta.</p> <p>[...]</p>	<ul style="list-style-type: none"> <li>• a <b>minimum</b> TOEFL score of 92 (Internet-based),</li> <li>• <b>the equivalent as defined by the Faculty of Graduate Studies and Research.</b></li> </ul> <p><b>All applicants are required to submit a CV, statement of research intent, a writing sample, and three letters of reference. Applicants must also have designated a supervisor by the time of application.</b></p> <p><b>Applicants to the PhD program must contact the Religious Studies Graduate Coordinator, or a potential doctoral supervisor, to determine if the applicant's research goals appropriately match the Program's profile and supervisory resources.</b></p> <p><b>The deadline to apply for the Religious Studies PhD and MA programs is February 1.</b></p> <p>[...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MA in Religious Studies (Religious Studies) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Residence Requirement</b>  <b>The minimum period of residence is one academic year of full-time attendance at the University of Alberta.</b></p> <p>[...]</p> <p><b>The Degree of PhD in Religious Studies (Religious Studies) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Residence Requirement</b>  The minimum period of residence is two academic years of full-time attendance at the University of Alberta.</p> <p>[...]</p>
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Justification: These changes are proposed in order to 1) fulfill current FGSR requirements the Calendar entries for all graduate programs: Clarification of entrance requirements, ensuring all required documentation is listed, addition of application deadline, clarification of program requirements, including language requirement and candidacy requirement,

adding MA residence requirement; 2) provide improved specificity and clarity for supervisors and students in the programs; 3) improve reporting and tracking of degree progress on the part of the program. Note that Religious Studies is an interdisciplinary program, students in it have widely divergent research interests and methods, and some are supervised by faculty not appointed within Religious Studies, therefore the Calendar needs to retain flexibility (particularly around requirements for PhD candidacy) while giving guidance and ensuring accountability.

Approved by: RS Program Council, October 1, 2018  
Arts Faculty Council November 22, 2018

**Governance Executive Summary**  
**Action Item**

Agenda Title: **Proposed Changes to Existing Entrance Requirements for the MA Degree Program in East Asian Studies, Faculty of Arts and the Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MA degree program in East Asian Studies, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

**Item**

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

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is ( <i>please be specific</i> )	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing regulations, and program requirements) for this program are listed in the Calendar.
Executive Summary ( <i>outline the specific item– and remember your audience</i> )	Revisions to existing regulations in the Calendar: <ul style="list-style-type: none"> <li>· Ensuring entrance requirements are in the calendar, including required documentation</li> <li>· Clarifying program requirements</li> </ul> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

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

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>· Yoshi Ono, Associate Chair, Department of East Asian Studies</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>· Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator</li> </ul>
	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>·</li> </ul>
Approval Route (Governance) (including meeting dates)	Arts Faculty Council October 4, 2018 GFC ASC-SOS (for discussion), November 1, 2018 GFC ASC, November 8, 2018

Item No. 11

	GFC Course and Program Changes (program requirements) November 21, 2018
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**Strategic Alignment**

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

Attachments (each to be numbered 1 - <>)

1. Department of East Asian Studies graduate programs, Calendar change request (pages 1-2)

*Prepared by:* Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

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

<b>Current</b>	<b>Proposed</b>
<p><b>Graduate Programs</b></p> <p><b>East Asian Studies [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b></p> <p>In addition to the Faculty of Graduate Studies and Research's general requirements for admission (see <a href="#">Admission</a>),</p> <p>[moved below] four years of university-level study (or the equivalent) in the language(s) in which the student will be carrying out research <b>are required</b>;</p> <p><b>a</b>n undergraduate background related to the proposed area of graduate study is preferred.</p>	<p><b>Graduate Programs</b></p> <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 admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p><b>A</b>n undergraduate background related to the proposed area of graduate study is preferred.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to <a href="#">English Language Requirement</a>). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> <li>• a minimum TOEFL score of 88 with a score of at least 20 on each of the individual skill areas (internet-based test) or equivalent;</li> <li>• an IELTS score of 6.5, with a minimum score of 5.0 on each band.</li> </ul> <p><b>Applicants must have</b> four years of university-level study (or the equivalent) in the language(s) in which they will be carrying out research.</p> <p><b>All applicants are required to submit the following supporting documentation</b></p> <ul style="list-style-type: none"> <li>• Curriculum vitae;</li> <li>• Three reference letters submitted directly to the online application system;</li> <li>• Research proposal;</li> <li>• Writing sample (5-15 pages, in English) – this should be an academic paper on a subject closely related to the proposed field of graduate study.</li> </ul> <p>See <a href="#">Admission and Application</a> on the Department of East Asian Studies website for further details.</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 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 qualifying graduate students; they may be required to take undergraduate or other language courses in addition to the courses required for their MA degree.

[...]

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) but who have less than the required level of proficiency in English or the language in which they will be conducting research. Such students may be eligible for admission as Qualifying Graduate Students. Applicants requiring proficiency in the language in which they will be conducting research may also be eligible for the Qualifying Year Abroad program.

[moved from above]

The application deadline for September admission is January 15.

#### **Qualifying Year Abroad program**

In this program, students travel to Asia for a full year of intensive language study at one of our partner universities – Peking University (Beijing, China), Sophia University (Tokyo, Japan), and Chungnam University (Daejeon, South Korea). Upon successful completion of a full year of language study, there will be a change of program category to the MA degree. For those interested in the qualifying year abroad program, a separate application must be made to the University of Alberta's Education Abroad Program office, in addition to the regular application for graduate admission. Note the Education Abroad Program deadline for exchange programs is January 18; regular graduate application for admission is January 15. For further information on the Qualifying Year Abroad program see the Department of East Asian Studies website at <https://www.ualberta.ca/east-asian-studies/graduate-program/qualifying-year-abroad>

[...]

**Justification:** To Bring the East Asian Studies Calendar in line with the FGSR calendar checklist for calendar compliance

- Ensuring entrance requirements are in the calendar, including required documentation
- Clarification of program requirements
- All changes represent current practice

Approved by: Arts Faculty Council October 4, 2018

**Governance Executive Summary  
Action Item**

Agenda Title: **Proposed Changes to Existing Entrance Requirements, Application Deadlines and Academic Standing Regulations for the MSc, MEng, and PhD Degree Programs in Electrical and Computer Engineering, Faculty of Engineering and the Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements, Application Deadlines and Academic Standing Regulations for the MSc, MEng and PhD degree programs in Electrical and Computer Engineering, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Engineering, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2019-2020 Calendar.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Marek Reformat, Associate Chair, Department of Electrical and Computer Engineering Janice Causgrove Dunn, Associate Dean, FGSR

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, academic standing regulations, and program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item– and remember your audience)</i>	Revisions to existing regulations in the Calendar: <ul style="list-style-type: none"> <li>· Ensuring entrance requirements are in the calendar, including all acceptable ELP scores and required documentation</li> <li>· Adding application deadlines</li> <li>· Clarification of academic standing requirements</li> <li>· Clarification of program requirements</li> </ul> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

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

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> <li>· Marek Reformat, Associate Chair, Department of Electrical and Computer Engineering</li> </ul>
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<For information on the protocol see the <u>Governance Toolkit section Student Participation Protocol</u> >	<u><i>Those who have been consulted:</i></u>
	<ul style="list-style-type: none"> <li>· Maria Chia (Graduate Calendar project specialist), Janice Hurlburt, Graduate Governance and Policy Coordinator</li> </ul>
	<u><i>Those who have been informed:</i></u>
	.
Approval Route (Governance) (including meeting dates)	ECC, October 3, 2018 GFC ASC-SOS (for discussion), November 1, 2018 GFC ASC, December 13, 2018

**Strategic Alignment**

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

Attachments (each to be numbered 1 - <>)

1. Department of Electrical and Computer Engineering graduate programs, Calendar change request (pages 1-3)

*Prepared by:* Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

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

<b>Current</b>	<b>Proposed</b>
<p><b>Graduate Programs</b></p> <p><b>Electrical and Computer Engineering [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b> The Department's minimum requirements for admission to the MEng or MSc programs are an undergraduate degree with an <u>average of 3.0 in the last two years of full-time study (or equivalent) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 580 (paper-based) or 92 (internet-based) where applicable (see English Language Requirement).</u></p> <p>The Department's minimum requirements for admission to the PhD program are an undergraduate degree with an average of 3.3 <u>in the last two years of full-time study (or equivalent) at the University of Alberta, or an equivalent qualification from a recognized institution</u></p> <p><u>and a TOEFL score of 580 (paperbased) or 92 (internetbased) where applicable (see English Language Requirement).</u></p>	<p><b>Graduate Programs</b></p> <p><b>Electrical and Computer Engineering [Graduate]</b></p> <p>[...]</p> <p><b>Entrance Requirements</b> The Department's minimum requirements for admission to the MEng or MSc programs are an undergraduate degree with an <u>admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p>The Department's minimum requirements for admission to the PhD program are an undergraduate degree with an <u>admission GPA of at least of 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last &lt; 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p><u>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</u></p> <ul style="list-style-type: none"> <li>• <u>a minimum TOEFL score of 92 (Internet-based) with at least 20 in each section or equivalent;</u></li> <li>• <u>an overall band score of 7.0 on IELTS with at least 6.0 on each band;</u></li> <li>• <u>a minimum score of 90 on MELAB;</u></li> <li>• <u>a minimum overall score of 65 on the CAEL with at least 60 on each subtest;</u></li> <li>• <u>a minimum score of 62 on the PTE Academic.</u></li> </ul> <p><u>Students are also required to submit a Curriculum Vitae and three letters of reference. Current U of A students applying for graduate admission do not need to submit references.</u></p>

<p>[...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MSc (Electrical and Computer Engineering) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p>Students who do not obtain an average of 3.0 overall in the first year of study may be required to withdraw from the graduate program.</p> <p>[...]</p> <p><b>The Degree of MEng (Electrical and Computer Engineering) [Graduate]</b></p>	<p>Students with a Master's degree in Electrical and Computer Engineering (or a related discipline) are only eligible for admission into the PhD program, and students with a doctoral degree in Electrical and Computer Engineering (or a related discipline) are ineligible for admission into the graduate program. The determination of related disciplines is made (on a case-by-case basis) by the Associate Chair - Graduate Program.</p> <p><b>Application deadlines:</b></p> <p>For Canadian citizens and permanent residents, the application deadlines are:</p> <ul style="list-style-type: none"> <li>· May 31 for September Admission</li> <li>· September 1 for January Admission</li> </ul> <p>If it is necessary to apply after these deadlines, please contact the department directly at <a href="mailto:ecegradm@ualberta.ca">ecegradm@ualberta.ca</a></p> <p>For International students, including applicants within Canada applying for a study permit, the application deadlines are:</p> <ul style="list-style-type: none"> <li>· May 1 for September Admission</li> <li>· September 1 for January Admission</li> </ul> <p>[...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MSc (Electrical and Computer Engineering) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Academic Standing Requirement</b></p> <p>Students are required to maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.</p> <p>Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Chair – Graduate Program to FGSR that the student be placed on academic probation or required to withdraw.</p> <p>[...]</p> <p><b>The Degree of MEng (Electrical and Computer Engineering) [Graduate]</b></p>
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<p>[...]</p> <p><b>The Degree of PhD (Electrical and Computer Engineering) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p>Students in the doctoral program are expected to maintain a <del>course</del> average of 3.3 or higher before proceeding to their candidacy examinations.</p> <p>Students whose average is above 3.0 but below 3.3 may be recommended for <del>transfer</del> into the MSc program.</p> <p>[...]</p>	<p>[...]</p> <p><b>Academic Standing Requirement</b>  Students are required to maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.</p> <p>Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Chair – Graduate Program to FGSR that the student be placed on academic probation or required to withdraw.</p> <p>[...]</p> <p><b>The Degree of PhD (Electrical and Computer Engineering) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Academic Standing Requirement</b>  Students in the doctoral program are expected to maintain a cumulative grade point average of 3.3 or higher before proceeding to their candidacy examinations.</p> <p>Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Chair – Graduate Program to FGSR that the student be placed on academic probation or required to withdraw.</p> <p>Students whose average is above 3.0 but below 3.3 may be recommended for change of program category into the MSc program.</p> <p>[...]</p>
<p><b>Justification:</b>  To bring the ECE graduate calendar in line with the FGSR calendar checklist for calendar compliance.</p> <ul style="list-style-type: none"> <li>• Ensuring all entrance requirements are in the calendar, including all acceptable ELP scores and required documentation</li> <li>• Adding application deadlines</li> <li>• Clarification of academic standing requirement within the MSc, MEng and PhD programs</li> <li>• Clarification of program requirements</li> </ul> <p>All changes reflect current practice and information was migrated from the Department of Electrical and Computer Engineering Graduate Student Handbook and the department website.</p> <p>Approved by: ECC October 3 2018</p>	

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	Proposal to Waive English Language Proficiency Requirement for the Master of Business Administration (MBA) Program Delivered in Mandarin in Shanghai, China, the Alberta School of Business, and the Faculty of Graduate Studies and Research
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**Motion**

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed waiver of the English Language Proficiency requirement for the Master of Business Administration (MBA) program delivered in Mandarin at the new location in Shanghai, China, as submitted by the Faculty of Graduate Studies and Research and the Alberta School of Business, and as set forth in Attachment 1, to take effect upon approval.</p>
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Joseph Doucet, Dean, Alberta School of Business
Presenter(s)	Michael Maier, Associate Dean, Master's Programs, Alberta School of Business Janice Causgrove Dunn, Associate Dean, FGSR

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To allow the Alberta School of Business to waive the English Language Proficiency (ELP) requirement which will enable them to offer a degree where the language of instruction is in Mandarin without determining the English Language Proficiency of the applicants. This is for the new location in Shanghai of the MBA program taught in Mandarin.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2014 the Alberta School of Business (ASOB) started offering a Master of Financial Management (MFM) degree in Shenzhen, China. This degree is offered in partnership with Xi'an Jiaotong University (XJTU) and the Research Institute of Tsinghua University) and is taught in English. The partnership agreement between UA and XJTU contemplated that the degree could be offered in Mandarin in the future.</p> <p>Given the success of the MFM program in Shenzhen, the ASOB expanded the MFM degree to Shanghai (starting January 2018) and offers an MBA degree in Shenzhen (starting July 2018). Both of the programs are delivered in Mandarin. Instructors from our partner universities (XJTU and Tsinghua) are utilized for part of the instruction with simultaneous translation being used for courses taught by our English-speaking instructors. Program standards conform with the existing degrees as well as the Government of Alberta guidelines for Off-Shore Program Delivery. In addition, as the first and longest continuously AACSB accredited business school in Canada this program will be subject to external review as well as our internal Quality Assurance processes mandated by CAQC.</p> <p>A request was made to waive the English Language Proficiency</p>

Item No. 13

	<p>requirement for the MFM in Shanghai (starting January 2018) and the MBA in Shenzhen taught in Mandarin. This request was approved by FGSR Council on September 13, 2017 and then by General Faculties Council on November 27, 2017.</p> <p>With the addition of the new location in Shanghai for the MBA in Mandarin, the Provost has required that the request the waiver of the ELP requirement also be submitted for governance approval.</p> <p>The benefits of Mandarin delivery of the MFM and MBA programs in China would create the following benefits to the School and the University:</p> <ul style="list-style-type: none"> <li>• Enhanced global reach and branding of the School;</li> <li>• Greater effectiveness in attracting quality international students;</li> <li>• Enhanced learning experience for students in their native language;</li> <li>• Internationalization of School culture and student experience;</li> <li>• Internationalization and expansion of alumni network; and</li> <li>• Increased potential for external development.</li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Michael Maier, Associate Dean, Master's Programs, Alberta School of Business (ASOB)</li> <li>• Edy Wong, Associate Dean/International, ASOB</li> <li>• Stefanie Claro, International Partnerships Coordinator, ASOB</li> <li>• Chris Lynch, Senior Director, Recruitment, Admissions &amp; Marketing, Master's Programs, ASOB</li> <li>• Janice Hurlburt, Governance and Policy Coordinator FGSR</li> <li>• Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research</li> <li>• Tammy Hopper, Vice-Provost (Programs), Office of the Provost and Vice-President (Academic)</li> <li>• Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Steven Dew, Provost and Vice-President (Academic)</li> <li>• Danielle Scott, Assistant Director (International Relations) UAI has reviewed the agreements between UA and our international partner institutions and provided feedback to ensure compliance with existing UA policy standards.</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>FGSR Council – November 28, 2018 GFC ASC Subcommittee on Standards – December 6, 2018 GFC Academic Standards Committee – December 13, 2018</p>

**Strategic Alignment**



Item No. 13

<p>Alignment with <i>For the Public Good</i></p>	<p>Institutional Strategic Plan - For the Public Good  <b>BUILD</b>          GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.          OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.          iii. Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.  <b>ENGAGE</b>          GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.          OBJECTIVE 18: Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.          iii. Encourage municipal, provincial, national, and international collaborations, partnerships, and MOUs at institutional, faculty, department, unit, and individual levels.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="553 1129 1523 1339"> <tr> <td data-bbox="553 1129 1073 1339"> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1073 1129 1523 1339"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input type="checkbox"/> Student Success         </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA)          UAPPOL Admissions Policy          UAPPOL Academic Standing Policy          GFC Academic Standards Committee (ASC) Terms of Reference          GFC Academic Planning Committee (APC) Terms of Reference</p>			

Attachments (each to be numbered 1 - 3)

1. Outline of Business Programming in China (page(s) 1 - 2)
2. Approved Calendar wording in the Business [Graduate] section of the 2018-2019 Calendar (page 3)

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

## **School of Business Programming in China – Future Plans**

### *Historical Summary:*

The Master of Financial Management Degree (MFM) was launched in Shenzhen, China in the fall of 2013 in partnership with Xi'an Jiaotong University and the Research Institute for Tsinghua University in Shenzhen. There are currently two cohorts of approximately 35-45 students that start each year in the Shenzhen program (one spring and one fall intake). The program has done quite well and was ranked number 85 in the world for Finance programs by QS for 2017 (and is ranked number two for programs delivered in China). This program is an English-language degree.

Building on this success we have expanded our offerings. In January 2018 we expanded the program to Shanghai where the program is delivered in Mandarin. Our initial Shanghai cohort started with 28 students. In July 2018 we launched our first Mandarin language MBA program in Shenzhen with a cohort of 40 students.

### Future Plans:

For the MFM our plan is to remain at our present size. We will continue offering two cohorts per year (English delivery) in Shenzhen. The Mandarin language MFM degree in Shanghai will be delivered with one cohort per year. Each cohort consists of approximately 40 students. Further expansion of this program will not be possible as the Chinese Ministry of Education has limited our admissions quota in the MFM program to 120 students.

The MBA program in Shenzhen will continue to offer one entry cohort per year. We anticipate admissions will approach 60 students per year in the long-term (since it is a two year program enrolment would be approximately 120). We would like to expand the MBA into Shanghai this coming 2019 where it will be offered in Mandarin. Our estimate in Shanghai is for an initial cohort of 30-40 students which will eventually reach 60 students per cohort over time.

We are also exploring the potential of delivering our Master of Accounting program (in English) in the Pearl Delta region – most likely in Hong Kong. CPA Canada and CPA Hong Kong have recently signed an MOU which will allow for reciprocity and mutual recognition between the two countries. As our Master of Accounting program is accredited by CPA Canada, offering an accredited educational program in Hong Kong would be streamlined by this new agreement. We would not plan on offering this program until 2022 at the earliest.

Table 1 provides a summary of the present and projected enrolments.

*Table 1 Current and Projected Enrolments for School of Business Programs in China*

Program Name	Start Year	Program Length	Current Enrolment	2020 Projected Enrolment	Projected Maximum Admissions	Projected Maximum Enrolment
Master of Financial Management - Shenzhen* (English)	2013	12 Months	95	80	80	80
Master of Financial Management - Shanghai* (Mandarin)	2018	12 Months	28	40	40	40
MBA Shenzhen (Mandarin)	2018	20 Months	40	50	60	120
MBA Shanghai (Mandarin - Proposed)	2019	20 Months	-	45	60	120
Master of Accounting (Hong Kong or Shenzhen - English)	2022	12 Months	-	-	50	50

\*Chinese Ministry of Education has set a total quota of 120 MFM admissions per year

## Business [Graduate]

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Faculty of Business  
323 Faculty of Business Building  
University of Alberta  
Edmonton, Alberta T6G 2R6  
[www.mba.net](http://www.mba.net)

### General Information

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The Faculty of Business offers programs leading to the degrees of Master of Business Administration, Master of Financial Management, Master of Accounting, and Doctor of Philosophy in Business Management. In addition to the standard MBA program, specializations are available in International Business, Innovation and Entrepreneurship, Natural Resources, Energy and the Environment, Finance, Public Policy and Management, and Sustainability.

### Entrance Requirements

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The minimum admission requirements of the Faculty of Business are those of the Faculty of Graduate Studies and Research; namely, an undergraduate degree with an average of at least 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution.

All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the appropriate individual (i.e., Associate Dean – MBA Programs; or the Director – PhD Program; Faculty of Business). For the latest GMAT information visit [www.mba.com](http://www.mba.com). Although no arbitrary standard is employed, a score above 550 is desirable for the MBA program and a score above the 90th percentile is desirable for the PhD program.

In addition to the above requirements, all students must demonstrate English language proficiency prior to admission as described in [English Language Requirement](#).

Where degree programs offered by the Faculty of Business are approved to be delivered in a language other than English, the English language proficiency requirement may be waived.

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

### Financial Assistance: Master's Programs

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A limited number of bursaries and scholarships are available.

### Graduate Program Requirements

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- [The Degree of Master of Business Administration \(MBA\)](#)
- [The MBA/JD Combined Program](#)
- [The MBA/MAg Combined Program](#)
- [The MBA/MEng Combined Program](#)
- [The MBA/MF Combined Program](#)