

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, June 25, 2020 meeting:

---

Agenda Title: **Items Deemed Minor/Editorial**

**A. Transfer Credit Approvals June 2020, 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 June 2020, as set forth in Attachment A.

---

**B. Transfer Credit Agreement for Vancouver Island University,  
Faculty of Engineering and Office of the Registrar**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the Transfer Credit Agreement for Vancouver Island University, as set forth in Attachment B.

---

**C. Proposed Changes to Admission Requirements for the BA in Environmental Studies, Faculty of  
Agricultural, Life and Environmental Sciences**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission requirements for the BA in Environmental Studies as set forth in Attachment C.

---

**D. Proposed Changes to Admission Requirements for the BA in Environmental Studies, Faculty of Arts**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission requirements for the BA in Environmental Studies as set forth in Attachment D.

---

**E. Proposed Changes to Admission Requirements for the Faculty of Law**

CARRIED MOTION:

That the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission requirements for the Faculty of Law as set forth in Attachment E.

FINAL Item: 4

---

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing  
Regulations for Graduate Programs in the Faculty of Business, Faculty of Business and 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 MBA, MAcc and MFM programs in the Faculty of Business, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

FINAL Item: 5

---

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Linguistics, Faculty of Arts and 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 MSc and PhD programs in the Department of Linguistics, 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 2021-2022 Calendar.

FINAL Item: 6

---

Agenda Title: **Proposed Changes to the University of Alberta Policies and Procedures Online (UAPPOL) Transfer Credit Articulation Procedure**

CARRIED MOTION:

THAT the Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to the UAPPOL Transfer Credit Articulation Procedure.

FINAL Item: 7

---

Agenda Title: **Proposed Graduate Certificate in Adapted Physical Activity, Faculty of Graduate Studies and Research, and Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, a new Graduate Certificate in Adapted Physical Activity, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Kinesiology, Sport, and Recreation, and as set forth in Attachment 1, to take effect July 1, 2021.

FINAL Item: 8

---

Agenda Title: **Proposals for a Non-Credit Diploma in Professional Leadership and Management, and Non-Credit Certificates in Professional Leadership, Safety and Risk Management, and Technical Management**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the following proposed non-credit credentials:

- Diploma in Professional Leadership and Management
  - Certificate in Professional Leadership
-

- Certificate in Safety and Risk Management
- Certificate in Technical Management

as submitted by the Faculty of Engineering and as set forth in Attachment 1, to take effect upon approval.

FINAL Item: 9

---

Agenda Title: **Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Academic Standards Committee recommend that the Board of Governors approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

FINAL Item: 10

---

Agenda Title: **Proposal for the Termination of the Bachelor of Education, Adult Education Route**

CARRIED MOTION:

THAT the GFC Academic Standards Committee recommend that the Board of Governors approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.

FINAL Item: 11

---

FINAL Item No. 4

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<p><b>Items Deemed Minor/Editorial</b></p> <p><b>4A. Transfer Credit Approvals June 2020, Office of the Registrar</b></p> <p><b>4B. Transfer Credit Agreement for Vancouver Island University, Faculty of Engineering and Office of the Registrar</b></p> <p><b>4C. Proposed Changes to Admission Requirements for the BA in Environmental Studies, Faculty of Agricultural, Life and Environmental Sciences</b></p> <p><b>4D. Proposed Changes to Admission Requirements for the BA in Environmental Studies, Faculty of Arts</b></p> <p><b>4E. Proposed Changes to Admission Requirements for the Faculty of Law</b></p>
---------------------	--

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and Registrar Fraser Forbes, Dean, Faculty of Engineering Stanford Blade, Dean, Faculty of ALES Lesley Cormack, Dean, Faculty of Arts David Percy, Interim Dean, Faculty of Law
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>	<p>The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are editorial in nature.</p> <p>ASC's Terms of Reference provide that "‘Routine and/or Editorial’ - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations."</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

Item No. 4

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><b><u>Those who are actively participating:</u></b></p> <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>
<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 have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> <li>• See individual item for Faculty approval information</li> <li>• GFC ASC June 25, 2020</li> </ul>

**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>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p>	
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enrolment Management</li> <li><input type="checkbox"/> Faculty and Staff</li> <li><input type="checkbox"/> Funding and Resource Management</li> <li><input type="checkbox"/> IT Services, Software and Hardware</li> <li><input type="checkbox"/> Leadership and Change</li> <li><input type="checkbox"/> Physical Infrastructure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relationship with Stakeholders</li> <li><input type="checkbox"/> Reputation</li> <li><input type="checkbox"/> Research Enterprise</li> <li><input type="checkbox"/> Safety</li> <li><input checked="" type="checkbox"/> Student Success</li> </ul>
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>	

1. A - 2020-06-Approvals
2. B - UofA VIU Transfer Agreement
3. C - ALES HS Admission-BA Envir Studies
4. D - Arts HS Admission-BA Envir Studies
5. E - Faculty of Law-Admissions

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

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>Norquest College</b>	MATH 1001 (3)	MATH 114 (3)		
	BIOL 1008 (3)	AUBIO 112 (3)		
<b>Medicine Hat College</b>	PHIL 382 (3)	PHIL 3XX (3) AUPHI 290 (3)		

**Transfer Agreement**  
*between*  
**the University of Alberta Faculty of Engineering**  
*and*  
**Vancouver Island University**

**1. Purpose and definitions**

Vancouver Island University (VIU) is a fully accredited public post-secondary institution that enrolls approximately 8500 FTE students per year in a variety of academic and trades programs. VIU has four campuses through the mid-Island region and BC mainland coast including the main Nanaimo campus and satellite campuses at Parksville, Cowichan, and Power River.

In order to better serve its community, VIU offers the Engineering Transfer Certificate (ETC) program, which can be used for transfer into the University of Alberta (U of A), Faculty of Engineering (FoE). This document confirms the details of the VIU – U of A Engineering Transfer agreement.

- The VIU – U of A Engineering Transfer program provides a seamless transfer to second year of Engineering at the U of A. This formal agreement is based on a block transfer equivalency between the first-year curriculum at VIU and that of the U of A Engineering program
- U of A Engineering agrees to post information on its website regarding the VIU ETC program, and U of A FoE will promote the transfer program option when meeting with high schools. The VIU ETC program agrees to post information on its website regarding the U of A Engineering program, and promote this transfer option to its students.
- Terms in the agreement follow the U of A standard (Fall – September to December, Winter – January to April, Spring – May to June, Summer – July to August).

**2. VIU Eligibility as a Prospective U of A Engineering Transfer Student**

To qualify at VIU as a prospective U of A Engineering transfer student, candidates must demonstrate high school graduation (or equivalent) with the following Alberta/BC courses or their out-of-province or international equivalents prior to entering the U of A transfer program:

**Table A: Secondary-Level Course Requirements for Admission to VIU**

Alberta Curriculum	BC Curriculum
Chemistry 30	Successful completion of Chemistry 12 or equivalent.
English Language Arts 30-1	English 12 with a minimum total grade of 75% (including the English 12 Provincial Exam). Note IELTS option for international students: an overall score of 6.5 and no band less than 6.0
Math 30-1	Successful completion of Pre-Calculus 12 or equivalent
Math 31	Successful completion of

	Calculus 12 or equivalent
Physics 30	Successful completion of Physics 12 or equivalent.

Under this agreement, VIU will accept applications from prospective U of A transfer students through the ETC program. Conditional VIU acceptance as a prospective U of A transfer student may be granted on the basis of interim grades. Final grades must be provided to VIU by July 31 of the year the student will be starting transfer program at VIU.

Both domestic and international students may be admitted to VIU as prospective U of A transfer students provided they successfully complete the secondary-level courses (or equivalents) identified in Table A above. For international students, equivalency may be determined through a VIU Transfer Application or through the International Credential Evaluation Service (ICES).

As English is the primary language of instruction for all programs, all applicants to the University of Alberta Faculty of Engineering need an adequate level of English Language Proficiency (ELP) prior to admission, regardless of citizenship status or country of origin.

For students applying from within Canada or from a country/institution where the primary language of instruction is English, the ELP requirement is generally met through proof of a minimum of three years of full-time study in English. If a student is required to present proof of ELP, they will be notified online through their Launch Pad To Do List.

For a comprehensive listing of how applicants can meet the ELP requirement, including required TOEFL and IELTS scores, please visit: [www.ualberta.ca/admissions/international/admission/admission-requirements/language-requirements](http://www.ualberta.ca/admissions/international/admission/admission-requirements/language-requirements).

### 3. Relevant VIU Courses

The following table presents courses offered through the VIU ETC program which have been assessed as transferable towards the first year engineering courses at the U of A.

**Table B: U of A and VIU Course Equivalencies**

VIU Course Title	U of A Faculty of Engineering Course Title	Engineering Unit Weight
CHEM 150	CHEM 103	4.3
CHEM 142	CHEM 105	3.8
CSCI 160	ENCMP 100	3.8
ENGR 112	ENGG 100	1.1
ENGR 121	ENGG 160*	2.0
ENGM 141 Or ENGR 214	ENGG 130**	4.0
MATH 100 or MATH 121	MATH 100	3.5
MATH 101 or MATH 122	MATH 101	3.5
MATH 141	MATH 102	3.5



PHYS 121	EN PH 131	4.3
PHYS 122	PHYS 130	3.8
ENGL 115	English 199	3.0

\* must be taught by a licensed professional engineer (P.Eng.)

\*\* must, at a minimum, be co-taught by a licensed professional engineer (P.Eng.) who addresses various curricular applications to Engineering: rotational motion, the effect of vibration on structure, mechanics, etc. The Engineer must deliver approximately 9—10 hours of lecture-based course content.

#### **4. Admission to Second-Year Engineering at the U of A**

The U of A Faculty of Engineering guarantees admission into a second-year engineering program provided students in the VIU ETC program meet the following requirements:

- A) *Attempt* 30.0 units of graded transferable coursework in the Fall and Winter terms (failing and non-transferable grades will be considered as attempts).
- B) Achieve a 2.5 or higher GPA on the transferable Fall/Winter coursework. This standard will be reviewed on a yearly basis and set collaboratively between the institutions. In no circumstances will a GPA less than 2.3 be considered.
- C) *Transfer* 30.0 units of graded coursework in the Fall, Winter and spring terms. Courses with a grade less than C- are not considered transferable.

VIU students can still be admitted into programs if they fall below 30.0 units of transferable coursework in the Fall/Winter by taking courses in the Spring term (either at VIU or the U of A), however the grades from the spring courses will not be included in the calculation of a students' GPA for the purposes of admission.

Students are admitted into disciplines on a competitive basis determined by their Program Admission Factor (PAF) calculated based on GPA and number of Units of Attempted Coursework in Fall/Winter.

Under all circumstances, VIU students must complete the requirements of the qualifying year of Engineering in one calendar year. Students who do not meet the admission requirements will not be admitted into the Faculty of Engineering at the University of Alberta.

All students applying to the Faculty of Engineering at the U of A must follow the standard application procedures at the U of A, including applying for admission by the application deadlines, and submitting all requested documents by the standard document deadline. Information for which are provided on the U of A website.

#### **5. Program-Based Placement in Second-Year Engineering at the U of A**

In Fall, the Faculty of Engineering will provide video information to all prospective VIU transfer students about Engineering programs.

The U of A Faculty of Engineering consists of over 30 Engineering programs. Student placement into specific U of A Engineering programs at the second-year level is determined on a competitive basis according to GPA and course load.

Given that the minimum transfer requirement for admission into a second-year Engineering program at the U of A is 30 units, VIU transfer students do not necessarily need to attempt and transfer all of the VIU courses listed in Table B. However, VIU transfer students will maximize their second-year placement status at the U of A by taking all of the listed VIU courses and by achieving strong grades in each course. Not completing all of the VIU courses in Table B may extend a student's program by a year.

**6. Duration of Agreement**

This agreement is effective for transfer to U of A starting in the 2020/21 academic year and will be reviewed annually with respect to curriculum, course equivalencies, transfer admission criteria (including minimum GPA), timeliness, etc. Major changes to this agreement (including its cancellation) will require a minimum of **two years** notice to either party.

**7. Official Record of Agreement**

In lieu of a Memorandum of Agreement signed by the parties, the official record of this agreement will be maintained and published by the BC Council on Admissions and Transfer.

**8. Institutional Representative Signatures**

The VIU – U of A Engineering Transfer agreement is signed on behalf of:



Carol Stewart,  
Vice President Academic and Provost  
Vancouver Island University

May 22, 2020

Date



Harry Janzen,  
Acting Dean, Faculty of Science and Technology  
Vancouver Island University

May 19, 2020

Date

\_\_\_\_\_  
Fraser Forbes  
Dean, Faculty of Engineering  
Faculty of Engineering, University of Alberta

\_\_\_\_\_  
Date



\_\_\_\_\_  
Jason Carey  
Associate Dean, Programs and Planning  
Faculty of Engineering, University of Alberta

\_\_\_\_\_  
Date

The U of A Faculty of Engineering consists of over 30 Engineering programs. Student placement into specific U of A Engineering programs at the second-year level is determined on a competitive basis according to GPA and course load.

Given that the minimum transfer requirement for admission into a second-year Engineering program at the U of A is 30 units, VIU transfer students do not necessarily need to attempt and transfer all of the VIU courses listed in Table B. However, VIU transfer students will maximize their second-year placement status at the U of A by taking all of the listed VIU courses and by achieving strong grades in each course. Not completing all of the VIU courses in Table B may extend a student's program by a year.

**6. Duration of Agreement**

This agreement is effective for transfer to U of A starting in the 2020/21 academic year and will be reviewed annually with respect to curriculum, course equivalencies, transfer admission criteria (including minimum GPA), timeliness, etc. Major changes to this agreement (including its cancellation) will require a minimum of **two years** notice to either party.

**7. Official Record of Agreement**

In lieu of a Memorandum of Agreement signed by the parties, the official record of this agreement will be maintained and published by the BC Council on Admissions and Transfer.

**8. Institutional Representative Signatures**

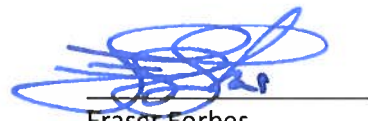
The VIU – U of A Engineering Transfer agreement is signed on behalf of:

\_\_\_\_\_  
Carol Stewart,  
Vice President Academic and Provost  
Vancouver Island University

\_\_\_\_\_  
Date

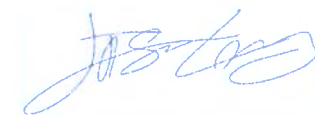
\_\_\_\_\_  
Harry Janzen,  
Acting Dean, Faculty of Science and Technology  
Vancouver Island University

\_\_\_\_\_  
Date



\_\_\_\_\_  
Fraser Forbes  
Dean, Faculty of Engineering  
Faculty of Engineering, University of Alberta

May 21, 2020  
Date



\_\_\_\_\_  
Jason Carey  
Associate Dean, Programs and Planning  
Faculty of Engineering, University of Alberta

May 21, 2020  
\_\_\_\_\_  
Date

## 2021/22 Calendar Changes

Current Calendar Entry	Proposed Calendar Entry
<p><b>BA in Environmental Studies</b></p> <p>This program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts. Students can apply for admission to either Faculty.</p> <p><b>I. High School Applicants</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>1. English Language Arts 30-1</li> <li>2. Mathematics 30-1 or Mathematics 30-2</li> <li>3. Biology 30</li> <li>4. Subject from Group A (Social Studies 30 or 30-1 recommended)</li> <li>5. <del>Subject from Group A or C</del></li> </ol> <p><b>II. Nonmatriculated Applicants</b></p> <p>.....</p>	<p><b>BA in Environmental Studies</b></p> <p>This program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts. Students can apply for admission to either Faculty.</p> <p><b>I. High School Applicants</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>1. English Language Arts 30-1</li> <li>2. Mathematics 30-1 or Mathematics 30-2</li> <li>3. Biology 30</li> <li>4. Subject from Group A (Social Studies 30 or 30-1 recommended)</li> <li>5. <u>Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods, Forestry, or Wildlife.</u></li> </ol> <p><b>II. Nonmatriculated Applicants</b></p> <p>.....</p>
<p><b>Proposed by:</b> Scott Jeffrey (ALES Associate Dean, Academic, and Program Chair, BA Environmental Studies) and Jillian Pratt (Team Lead, ALES Undergraduate Program Administration)</p> <p><b>Rationale for Change:</b> This change broadens the high school course admission requirements to better align with other ALES and general Arts admission requirements.</p>	

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: **Faculty / Undergraduate Student Services**

Change: **Admission Requirement**

**Why is this change being proposed and who was consulted?** This change broadens the high school course admission requirements to better align with other ALES and general Arts admission requirements. Consultation with Faculty of ALES and the Dr. Rebecca Nagel (Associate Dean) in the Faculty of Arts.  
Approved by BA Environmental Studies Program Committee via e-vote in November 2019.  
**Approved by ALES ACC in March 2020.**

[https://calendar.ualberta.ca/content.php?catoid=33&navoid=9938#bachelor\\_of\\_arts\\_in\\_environmental\\_studies](https://calendar.ualberta.ca/content.php?catoid=33&navoid=9938#bachelor_of_arts_in_environmental_studies)

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p><b>BA in Environmental Studies</b></p> <p>This program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts. Students can apply for admission to either Faculty.</p> <p><b>I. High School Applicants Subject Requirements</b></p> <ol style="list-style-type: none"> <li>English Language Arts 30-1</li> <li>Mathematics 30-1 or Mathematics 30-2</li> <li>Biology 30</li> <li>Subject from Group A (Social Studies 30 or 30-1 recommended)</li> <li>Subject from Group <del>A</del> or <del>C</del></li> </ol> <p><b>II. Nonmatriculated Applicants</b> [...]</p>	<p><b>BA in Environmental Studies</b></p> <p>This program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Arts. Students can apply for admission to either Faculty.</p> <p><b>I. High School Applicants Subject Requirements</b></p> <ol style="list-style-type: none"> <li>English Language Arts 30-1</li> <li>Mathematics 30-1 or Mathematics 30-2</li> <li>Biology 30</li> <li>Subject from Group A (Social Studies 30 or 30-1 recommended)</li> <li><u>Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods, Forestry, or Wildlife.</u></li> </ol> <p><b>II. Nonmatriculated Applicants</b> [...]</p>

In which academic year is this change required? **2021-2022**

Department contact name: <i>Scott Jeffrey, Associate Dean (Academic) in Faculty of ALES</i>	Department Council Approval Date:
Chair or Designate name:	Signature:

Approvals: AEC 05/07/2020 – AFC 05/21/2020

Current Calendar Provision	Proposed Calendar Provision
<p><b>Aboriginal Applicants</b></p> <p>For the purpose of application and admission to the University of Alberta, and in accordance with the Constitution Act, 1982, Part II, Section 35(2), an Aboriginal Applicant is an Indian, Inuit or Métis person of Canada, or a person who is accepted by one of the Aboriginal peoples of Canada as a member of their community. Refer to <u>Definition of Aboriginal People for the Purpose of Admission</u> for further details regarding proof of Aboriginal identity.</p> <p>a. Aboriginal Applicants normally must have a minimum of two years leading towards any degree or equivalent acceptable to a university in Alberta, completed prior to or in the Fall/Winter preceding the September in which admission is sought (i.e., by April 30th). Consideration may be given to Aboriginal Applicants with a minimum of one year leading to a degree or equivalent, if they exhibit evidence of past achievements in non-academic areas indicative of an ability to succeed in law school.</p> <p>b. The Committee may make an offer of admission conditional on successful completion of the Program of Legal Studies for Native People at the University of Saskatchewan.</p> <p>c. The LSAT must be written as outlined in General Admission Requirements(4).</p>	<p><del>Aboriginal</del> <u>Indigenous</u> Applicants:</p> <p>For the purpose of application and admission to the University of Alberta, and in accordance with the Constitution Act, 1982, Part II, Section 35(2), an <del>Aboriginal</del><u>Indigenous</u> applicant is an <del>Indian</del> a <u>First Nations</u>, Inuit or Métis person of Canada, or a person who is accepted by one of the <del>Aboriginal</del> <u>Indigenous</u> peoples of Canada as a member of their community. Refer to Definition of Aboriginal People for the Purpose of Admission for further details regarding proof of Aboriginal identity.</p> <p>a. <del>Aboriginal</del> <u>Indigenous</u> Applicants normally must have a minimum of two years leading towards any degree or equivalent acceptable to a university in Alberta, completed prior to or in the Fall/Winter session preceding the September in which admission is sought (i.e., by April 30). Consideration may be given to Applicants with a minimum of one year leading to a degree or equivalent, if they exhibit evidence of past achievements in non-academic areas indicative of an ability to succeed in law school.</p> <p>b. The Committee may make an offer conditional upon successful completion of the <del>Program of Legal Studies for Native People at the University of Saskatchewan.</del> <u>Indigenous Law Centre Summer Program in Property and Customary Law at the University of Saskatchewan.</u></p> <p>c. The LSAT must be written as outlined in General Admission Requirements (4).</p>

## Application Procedure

The application for admission to the JD program is available from the web at [www.registraroffice.ualberta.ca](http://www.registraroffice.ualberta.ca). The application must be submitted on or before November 1 of the year preceding the year in which admission is sought. All additional supporting documentation must be provided to the Faculty of Law on or before February 1 of the year in which admission is sought (see [Admission and Readmission Deadlines](#)). Documentation should be submitted directly to the Faculty of Law at: Admissions Office, Room 128E, Law Centre, University of Alberta, T6G 2H5.

## Application Documentation

The following documents are required to complete an application and must be postmarked by the application deadline in [Undergraduate Application Deadlines for Admission and Readmission](#).

**Transcripts:** Two official transcripts of all postsecondary education are required. These transcripts must be complete and indicate any degree received. All transcripts must bear the seal of the issuing institution and the original signature of the issuing officer. Photocopies and transcripts without these marks of validity will not be accepted.

**Personal Statement: A Personal Statement must be submitted by all applicants.**

**Note:** for information about content and the submission of this statement, see the Faculty of Law website [www.law.ualberta.ca](http://www.law.ualberta.ca).

## Application Procedure

The Application for Admission to the J.D. program is available from the web at [www.registrar.ualberta.ca](http://www.registrar.ualberta.ca) [www.registraroffice.ualberta.ca](http://www.registraroffice.ualberta.ca). The application must be submitted on or before November 1 of the year preceding the year in which admission is sought. All additional supporting documentation must be provided to the Faculty of Law on or before February 1 of the year in which admission is sought. (see Admission and Readmission Deadlines). ~~Documentation should be submitted directly to the Faculty of Law at:~~

~~Admissions Office  
Room 128, Law Centre  
University of Alberta, T6G 2H5~~

## Application Documentation

The following documents are required to complete an application and must be ~~postmarked~~ received by the application deadline in Undergraduate Application Deadlines for Admissions and Readmission.

**Transcripts:** ~~Two official~~ Official transcripts of all post-secondary education are required. These transcripts must be complete and indicate any degree received. All transcripts must bear the seal of the issuing institution and the original signature of the issuing officer. Photocopies and transcripts without these marks of validity will not be accepted.

**Personal Statement: A Personal Statement must be submitted by all applicants.** Note: For information about content and the submission of this statement, see the Faculty of Law website [www.law.ualberta.ca](http://www.law.ualberta.ca) [www.ualberta.ca/law](http://www.ualberta.ca/law).

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Faculty of Business, Faculty of Business and Faculty of Graduate Studies and Research</b>
---------------------	--

**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 MBA, MAcc and MFM programs in the Faculty of Business, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.</p>
--

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR Joseph Doucet, Dean, Faculty of Business
Presenter(s)	Janice Causgrove Dunn, Associate Dean, FGSR Michael Maier, Associate Dean - MBA Program, Faculty of Business

**Details**

Office of Administrative 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 and program requirements) for these programs are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p> <ul style="list-style-type: none"> <li>• Ensuring all entrance requirements are in the calendar, including all supporting documentation</li> <li>• Clarification of Academic Standing requirements</li> <li>• Clarification of all program requirements, including addition of new course numbers for programs offered in China (MBA, MFM). This is primarily to avoid confusion amongst students and to make fee assessment more straightforward.</li> <li>• Updating formatting and inserting standard calendar wording</li> </ul> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>&lt;This section is for use by University Governance only to outline governance process.&gt;</i>



Item No. 5

**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 Resources section Student Participation Protocol</a> >	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>Michael Maier, Associate Dean - MBA Program, Faculty of Business</li> <li>Chris Lynch, Senior Director – Recruitment, Admissions, Marketing, Faculty of Business – Master’s Programs</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Janice Causgrove Dunn, Associate Dean, FGSR</li> <li>Maria Chia, Graduate Governance and Policy Coordinator, FGSR</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)	GSPC April 21, 2020 Business Faculty Council May 7, 2020 GFC ASC Subcommittee on Standards June 4, 2020 GFC Academic Standards Committee June 25, 2020

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<b>OBJECTIVE 21</b> 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 Core Risk Area	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 checked="" 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 Admission Policy GFC Academic Standards Committee (ASC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) Faculty of Business graduate programs Calendar change request

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

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

**2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:**

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Business [Graduate]</b> Faculty of Business 323 Faculty of Business Building University of Alberta Edmonton, Alberta T6G 2R6 www.mba.net</p> <p><b>General Information</b> The Faculty of Business offers programs leading to the degrees of Master of Business Administration, Master of Financial Management, Master of Accounting, and Doctor of Philosophy. In addition to the standard MBA program, specializations are available in International Business, Innovation and Entrepreneurship, Natural Resources, Energy and the Environment, Finance, Public Policy and Management, and Sustainability. PhD specializations are Accounting, Finance, Marketing, Operations &amp; Information Systems, and Strategic Management &amp; Organization.</p> <p><b>Entrance Requirements</b></p> <p><b>Master's programs:</b></p> <p><del>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.</del></p> <p>All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the Associate Dean – Master's Programs. Although no arbitrary standard is employed, a score above 550 is desirable.</p>	<p><b>Graduate Programs</b></p> <p><b>Business [Graduate]</b> Faculty of Business 323 Faculty of Business Building University of Alberta Edmonton, Alberta T6G 2R6 www.mba.net</p> <p><b>General Information</b> The Faculty of Business offers programs leading to the degrees of Master of Business Administration, Master of Financial Management, Master of Accounting, and Doctor of Philosophy. In addition to the standard MBA program, specializations are available in International Business, Innovation and Entrepreneurship, Natural Resources, Energy and the Environment, Finance, Public Policy and Management, and Sustainability. PhD specializations are Accounting, Finance, Marketing, Operations &amp; Information Systems, and Strategic Management &amp; Organization.</p> <p><b>Entrance Requirements</b></p> <p><b>Master's programs:</b></p> <p><b><u>MBA programs:</u></b> <u>For MBA programs <b>except</b> the Fast Track MBA and Executive MBA, the Faculty'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.</u></p> <p><u>The admission GPA will be calculated on the last ★ 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p>All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the Associate Dean – Master's Programs. Although no arbitrary standard is employed, a score above 550 is desirable. <u>The GMAT will be waived for graduates of the Alberta School of Business, Bachelor of</u></p>

~~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.~~

[moved up from Graduate Program Requirements MBA and each of the specializations]

~~Admission to a program of graduate studies in the Faculty of Business is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how the MBA relates to the applicant's career goals, and the applicant's Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' work experience is also desirable. A resume outlining past work experience is required as part of the application materials.~~

[moved up from MBA Fast Track Program Requirements] Entrance Requirements

~~Applicants holding a recognized undergraduate degree in business or management will be considered for admission to this program. Admission to the Fast Track MBA is selective; requiring an overall grade point average of 3.2 or higher in the last two years (or 60 credits) of the business or management undergraduate program.~~

~~Admission to the Fast Track MBA Program for Business Graduates is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals,~~

~~and the Graduate Management Admission Test score. For BCom graduates of the University of Alberta, the GMAT requirement will be waived. Students also require a minimum of three years of full-time work experience after their undergraduate degree.~~

Commerce program with a GPA of 3.0 or higher over the last 60 credits.

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- A minimum TOEFL score of 100 with a minimum band score of 21 (internet-based) or equivalent
- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research

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.

For MBA programs, applicants are required to submit the following

- A statement of purpose explaining how the MBA program relates to the applicant's career goals,
- Two letters of reference,
- A resume outlining past work experience,
  - a minimum of two years' work experience is desirable;

Selected applicants will be required to complete the MBA interview process.

#### Fast Track MBA:

For Fast Track MBA programs, the Faculty's minimum admission requirements are an undergraduate degree in business or management with an admission GPA of at least 3.2, 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 ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

For Fast Track MBA programs, a minimum of three years of full-time work experience after the undergraduate degree is required

All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the Associate Dean – Master's Programs. Although no arbitrary standard is employed, a score above 550 is desirable. The GMAT will be waived for

<p>Admission for those whose degree was completed more than ten years ago are considered on a case-by-case basis.</p> <p>[Moved up from Executive MBA Program Requirements]</p> <p><b>Entrance Requirements</b></p> <p>The minimum admission requirements in terms of undergraduate GPA and English language proficiency are those of the Faculty of Graduate Studies and Research.</p> <p>[moved to bottom of section]</p> <p>In some cases, students without an undergraduate degree, but who have 15 years of significant work experience are admissible.</p> <p>Applicants should have at least seven years of work experience to be admitted.</p> <p>Additionally, all applicants who do not have an undergraduate degree from a recognized institution or have an undergraduate degree with less than a 3.0 GPA or equivalent are required to write the Graduate Management Admission Test (GMAT).</p>	<p><u>graduates of the Alberta School of Business, Bachelor of Commerce program with a GPA of 3.0 or higher over the last 60 credits.</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 100 with a minimum band score of 21 (internet-based) or equivalent</u></li> <li><u>an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research</u></li> </ul> <p><u>For Fast Track MBA programs, applicants are required to submit the following</u></p> <ul style="list-style-type: none"> <li><u>A statement of purpose explaining how the program relates to the applicant's career goals;</u></li> <li><u>Two letters of reference;</u></li> <li><u>A resume outlining past work experience;</u></li> </ul> <p><u>Selected applicants will be required to complete the MBA interview process.</u></p> <p><u>For Fast Track MBA programs, admission for those whose degree was completed more than ten years ago are considered on a case by case basis.</u></p> <p><b>Executive MBA:</b></p> <p><u>For Executive MBA programs, the Faculty'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.</u></p> <p><u>The admission GPA will be calculated on the last ★ 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p><u>For Executive MBA programs, a minimum of seven years of work experience is required.</u></p> <p><u>All applicants are required to write the Graduate Management Admission Test, and have their scores forwarded to the Associate Dean – Master's Programs. Although no arbitrary standard is employed, a score above 550 is desirable. The GMAT will be waived for applicants to the Executive MBA program with an admission GPA of 3.0 or higher.</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 100 with a minimum band score of 21 (internet-based) or equivalent</u></li> </ul>
--	--

Finally a letter of support from the applicant's employer and two letters of reference are desirable.

In some cases, students without an undergraduate degree, but who have 15 years of significant work experience are admissible.

[moved up from Master of Accounting Program Requirements]

#### Entrance Requirements

~~Admission to the program is based on the applicant's undergraduate grades, accounting courses completed, three letters of reference, a statement of purpose explaining how the MAcc relates to the applicant's career goals, the applicant's Graduate Management Admission Test score, and a personal interview.~~

~~The GMAT will be waived for graduates of the University of Alberta BCom and MBA programs who have completed the necessary prerequisite accounting courses.~~

Applicants should have relevant business or professional experience and a relevant undergraduate degree.

[moved up from Master of Financial Management Program Requirements]

- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research

For Executive MBA programs, applicants are required to submit the following

- A statement of purpose explaining how the program relates to the applicant's career goals;
- Two letters of reference;
- A resume outlining past work experience;

Selected applicants will be required to complete the EMBA interview process.

In some cases, students without an undergraduate degree, but who have 15 years of significant work experience are admissible.

#### Master of Accounting:

For the Master of Accounting program, the Faculty'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 ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Applicants should have relevant business or professional experience and a relevant undergraduate degree.

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- A minimum TOEFL score of 100 with a minimum band score of 21 (internet-based) or equivalent
- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research

Applicants must also submit

- A list of accounting courses completed,
- two letters of reference,
- a statement of purpose explaining how the MAcc relates to the applicant's career goals.

Selected applicants will be required to complete the MAcc interview process.

#### Master of Financial Management:

<p><u>Mfm Entrance Requirements</u>  <del>Admission to the program is based on the applicant's undergraduate grades, three</del> letters of reference, a statement of purpose explaining how the MFM relates to the applicant's career goals, <del>the applicant's Graduate Management Admission Test score,</del> and a personal interview.</p> <p>Applicants should have relevant business or professional experience and a relevant undergraduate degree.</p> <p><b>Doctoral Programs:</b></p> <p>[...]</p> <p><b>Academic Standing Requirements</b></p> <p>[moved up from the MBA Program]  <del>Students who fail three or more courses will be required to withdraw from the MBA program.</del></p> <p>[moved up from MAcc Program Requirements]</p>	<p><u>For the Master of Financial Management program, the Faculty'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.</u></p> <p><u>The admission GPA will be calculated on the last ★ 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p>Applicants should have relevant business or professional experience and a relevant undergraduate degree.</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 100 with a minimum band score of 21 (internet-based) or equivalent</u></li> <li>• <u>an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research</u></li> </ul> <p>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.</p> <p><u>Applicants must also submit</u></p> <ul style="list-style-type: none"> <li>• <u>two</u> letters of reference,</li> <li>• a statement of purpose explaining how the MFM relates to the applicant's career goals.</li> </ul> <p><u>Selected applicants will be required to complete the MFM interview process.</u></p> <p><b>Doctoral Programs:</b></p> <p>[...]</p> <p><b>Academic Standing Requirements</b></p> <p><u>MBA Programs</u>  <u>Students in all MBA programs may not receive more than three failing grades throughout their program.</u></p> <p><u>Failure in more than three courses may result in a recommendation by the Associate Dean – Master's Programs to FGSR that the student be placed on academic probation and/or be required to withdraw.</u></p> <p><b>MAcc Programs</b></p>
--	---

Students will be required to achieve a cumulative GPA of 2.7 ~~to meet graduation requirements with no course grade being below a C+.~~

Students will be required to achieve a cumulative GPA of 2.7 with no course grade less than C+ in order to graduate.

Students will not be permitted to register in either of the Capstone Courses if their cumulative GPA falls below 2.7. Failure to achieve a cumulative GPA of 2.7 will normally result in a recommendation to FGSR that the student be required to withdraw from the MAcc program. Failure in two courses will normally result in a recommendation to FGSR that the student be required to withdraw from the MAcc program.

**MFM Programs:**

Students in all MFM programs may not receive more than three failing grades throughout their program.

Failure in more than three courses may result in a recommendation by the Associate Dean – Master’s Programs to FGSR that the student be placed on academic probation and/or be required to withdraw.

**Doctoral Program:**

[...]

**Financial Assistance**

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

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

**Doctoral Programs:**

[...]

**Financial Assistance**

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

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

**Graduate Program Requirements**

**The Degree of Master of Business Administration (Business) [Graduate]**

[moved up to Entrance Requirements]

**Entrance Requirements**

~~Admission to a program of graduate studies in the Faculty of Business is based on the applicant’s undergraduate grades, three letters of reference, a statement of purpose explaining how the MBA relates to the applicant’s career goals, and the applicant’s Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years’ work experience is also desirable. A resume outlining past work experience is required as part of the application materials.~~

**Graduate Program Requirements**

**The Degree of Master of Business Administration (Business) [Graduate]**

## Program Requirements

The MBA program is designed for students from various educational backgrounds; no specific undergraduate major is required for entrance. All MBA students are required to fulfil a total of ★60 (including thesis or course-based).

[moved to Academic Standing Requirement]

Students who fail three or more courses will be required to withdraw from the MBA program.

[this is repeated below]

Individuals who have completed a certificate program through the Alberta School of Business Executive Education may be eligible for a three credit reduction in the MBA program requirements. Individuals are required to have successfully completed all requirements of the certificate program. Only those Executive Education certificate programs with a minimum of 12 full days of instruction are eligible for the ★3 reduction and the completion of a maximum of one certificate program is eligible for credit reduction. The Senior and Executive Managers' Development Program (SEMDP) is grandfathered from this policy. Individuals who complete SEMDP are eligible for up to a ★6 reduction in the MBA program requirements.

### ~~Phase one:~~

~~The first eight months of the MBA program provides a foundation of courses covering basic managerial skills. The program begins with a required business skills orientation prior to the start of Fall Term classes. Because the first-year full-time courses are cohort-based involving teamwork, exemptions are not normally permitted. Completion of all ★30 in the core courses requires one full academic year (September – April).~~

The second phase of the program provides students with the opportunity to pursue, in some depth, courses in fields of their choice.

### ~~Phase two:~~

## Program Requirements

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise (on-campus programs) or a ★6 capping exercise (China-based programs).

### On-Campus MBA Program

#### Required Coursework (★30)

- BUS 501
- MBA core courses - The first eight months of the MBA program provides a foundation of courses covering basic managerial skills. First-year full-time courses are cohort-based involving teamwork.
  - ACCTG 501
  - ACCTG 523
  - BUEC 503
  - BUS 505
  - FIN 501
  - MARK 502
  - MGTSC 501
  - SMO 500
  - SMO 652
  - One of BUEC 542, BUEC 646, OM 502, SMO 502

#### Elective Coursework (★27)

- Nine ★3 approved graduate-level courses. The second phase of the program provides students with the opportunity to pursue, in some depth, courses in fields of their choice.



~~The course-based option consists of ★30, which includes a capstone course.~~

~~The thesis-based option consists of ★15. SMO 641 is required along with ★12 in electives. The thesis is equivalent to ★12 and is undertaken with the supervision of an advisor and a committee.~~

**Note:**

Individuals who have completed a certificate program through the Alberta School of Business Executive Education may be eligible for a three credit reduction in the MBA program requirements. ~~Individuals are required to have successfully completed all requirements of the certificate program. Only those Executive Education certificate programs with a minimum of 12 full days of instruction are eligible for the ★3 reduction and the completion of a maximum of one certificate program is eligible for credit reduction. The Senior and Executive Managers' Development Program (SEM DP) is grandfathered from this policy.~~ Individuals who complete SEMDP are eligible for up to a ★6 reduction in the MBA program requirements.

- Individuals who have completed a certificate program through the Alberta School of Business Executive Education, who hold the CFA designation, who hold the CPA designation, or who hold the SCMP designation may be eligible for a ★3 reduction in the MBA program requirements.
- Individuals who complete SEMDP may be eligible for up to a ★6 reduction in the MBA program requirements.

**Capping Exercise (★3)**

- SMO 641

**Ethics Requirement**

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

**Professional Development Requirement**

Students in the MBA program fulfill the FGSR Professional Development Requirement through their program.

**China-Based MBA Programs**

**Required Coursework (★54)**

- ACCTG 800
- ACCTG 801
- BUEC 800
- BUEC 801
- BUS 800
- BUS 802
- BUS 808
- BUS 888
- FIN 800
- FIN 802
- MARK 800
- MGTC 801
- OM 800
- SMO 800
- SMO 801
- SMO 802
- SMO 803
- SMO 805

### **Length of Program**

The equivalent of two full-time academic years are normally required to complete the program; however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. The course-based MBA may be taken on a part-time evening basis; ~~however, the program must be completed within six consecutive years from initial registration in the program. For the thesis-based MBA, the minimum period of residence is two four-month terms of full-time attendance.~~

[...]

[combined programs The MBA/Doctor of Pharmacy , The MBA/JD,The MBA/MAG ,The MBA/MEng ,The MBA/MF ,The MD/MBA ,The MBA/BSc in Pharmacy , The MBA/MLIS ,The MBA/MScPT moved to bottom section of the document]

[moved up from below]

### **The MBA with Specialization in Finance (Business) [Graduate]**

The MBA with specialization in Finance trains managers to develop an analytical expertise specifically focused in the area of finance. The program is designed for students to develop the skills, knowledge and experience necessary for a career in this field. Graduates will be well positioned for careers as financial managers or investment bankers.

[moved up to Entrance Requirements]

### **Entrance Requirements**

~~Applicants holding any recognized undergraduate degree will be considered for admission to this program. Admission to the MBA (Finance) program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this~~

### **Capping Exercise (★6)**

- BUEC 888

### **Ethics Requirement**

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in BUS 888.

### **Professional Development Requirement**

Students in the MBA program fulfill the FGSR Professional Development Requirement through their program.

### **Length of Program**

The equivalent of two full-time academic years are normally required to complete the program; however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. The course-based MBA may be taken on a part-time evening basis.

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

### **The MBA with Specialization in Finance (Business) [Graduate]**

The MBA with specialization in Finance trains managers to develop an analytical expertise specifically focused in the area of finance. The program is designed for students to develop the skills, knowledge and experience necessary for a career in this field. Graduates will be well positioned for careers as financial managers or investment bankers.

program relates to the applicant's career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' full-time work experience is desired. A resume outlining past work experience is required as part of the application materials.

### Program Requirements

The course requirements are as follows:

—★30 required MBA core courses

Five ★3 Finance or Accounting electives (one required Finance course and four chosen from an approved list)

SMO 641 - Business Strategy

Four ★3 approved graduate-level electives

### Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years. Alternatively, this course-based MBA program may be taken on a part-time basis; however, it must be completed within six consecutive years from initial registration in the program.

### The MBA with Specialization in Innovation and Entrepreneurship (Business) [Graduate]

The MBA with specialization in Innovation and Entrepreneurship trains managers who can take new ideas and inventions from their source of discovery to the marketplace. It is designed to give students the expertise to assess and realize commercial potential of the latest technologies, as well as to apply entrepreneurial approaches to commercializing technology and innovation.

### Program Requirements

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise.

#### Coursework (★57)

- BUS 501
- MBA core courses <link to MBA>
- Five ★3 Finance or Accounting electives (one required Finance course and four chosen from an approved list)
- Four ★3 approved graduate-level electives

#### Capping Exercise (★3)

- SMO 641 - Business Strategy

#### Ethics Requirement

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

#### Professional Development Requirement

Students in the MBA with Specialization in Finance fulfill the FGSR Professional Development Requirement through their program.

### Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years. Alternatively, this course-based MBA program may be taken on a part-time basis.

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

### The MBA with Specialization in Innovation and Entrepreneurship (Business) [Graduate]

The MBA with specialization in Innovation and Entrepreneurship trains managers who can take new ideas and inventions from their source of discovery to the marketplace. It is designed to give students the expertise to assess and realize commercial potential of the latest technologies, as well as to apply entrepreneurial approaches to commercializing technology and innovation.

[moved up to Entrance Requirements]

### **Entrance Requirements**

Applicants holding any recognized undergraduate degree will be considered for admission to this program. Admission to the MBA (Innovation and Entrepreneurship) program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' full-time work experience is desirable. A resume outlining past work experience is required as part of the application materials.

### **Program Requirements**

The course requirements are as follows:

★30 required

MBA core courses

Two ★3 Innovation and Entrepreneurship courses

Two ★3 Innovation and Entrepreneurship electives (chosen from an approved list)

SMO 641 - Business Strategy

Five ★3 approved graduate level electives

### **Length of Program**

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis; ~~however, it must be completed within six consecutive years from initial registration in the program.~~

### **The MBA with Specialization in International Business (Business) [Graduate]**

### **Program Requirements**

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise.

#### Coursework (★57)

- BUS 501
- MBA core courses <link to MBA>
- Two ★3 Innovation and Entrepreneurship courses
- Two ★3 Innovation and Entrepreneurship electives (chosen from an approved list)
- Five ★3 approved graduate level electives

#### Capping Exercise (★3)

- SMO 641- Business Strategy

#### Ethics Requirement

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

#### Professional Development Requirement

Students in the MBA with Specialization in Innovation and Entrepreneurship fulfill the FGSR Professional Development Requirement through their program.

### **Length of Program**

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis.

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

### **The MBA with Specialization in International Business (Business) [Graduate]**

The MBA with specialization in International Business trains managers to excel in today's global economy. It is designed to give students experience in addressing the challenges and identifying the opportunities of global markets.

### **Entrance Requirements**

~~Applicants holding any recognized undergraduate degree will be considered for admission to this program. Admission to the MBA (International Business) Program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' full-time work experience is desirable. A resume outlining past work experience is required as part of the application materials.~~

### **Program Requirements**

~~The course requirements are as follows:~~

- ★30 ~~required~~ MBA core courses  
SMO 641 - Business Strategy
- Four ★3 International Business electives (chosen from an approved list)
- Five ★3 approved graduate-level electives

### **Length of Program**

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis; ~~however, it must be completed within six consecutive years from initial registration in the program.~~

The MBA with specialization in International Business trains managers to excel in today's global economy. It is designed to give students experience in addressing the challenges and identifying the opportunities of global markets.

### **Program Requirements**

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise.

#### **Coursework (★57)**

- BUS 501
- MBA core courses <link to MBA>
- Four ★3 International Business electives (chosen from an approved list)
- Five ★3 approved graduate level electives

#### **Capping Exercise (★3)**

- SMO 641- Business Strategy

#### **Ethics Requirement**

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

#### **Professional Development Requirement**

Students in the MBA with Specialization in International Business fulfill the FGSR Professional Development Requirement through their program.

### **Length of Program**

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis.

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

### **The MBA with Specialization in Natural Resources, Energy and the Environment (Business) [Graduate]**

The MBA with specialization in Natural Resources, Energy and the Environment trains managers to develop an analytical expertise specifically focused in the areas of natural resources, energy and the environment. The program is designed for students to develop a broad understanding of the resource and energy industries, from the exploration and project development phases, through extraction and transformation, to transportation, logistics marketing and market issues. This allows students to address and analyze key strategic questions facing today's business leaders and policy makers.

[\[moved up to Entrance Requirements\]](#)

#### **Entrance Requirements**

~~Applicants holding any recognized undergraduate degree will be considered for admission to this program. Admission to the MBA (Natural Resources, Energy and the Environment) program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' full-time work experience is desirable. A resume outlining past work experience is required as part of the application materials.~~

#### **Program Requirements**

~~The course requirements are as follows:~~

~~★30 required~~ MBA core courses

~~BUEC 663 - Natural Resources and Energy Capstone - capstone course~~

~~Four ★3 Natural Resources and Energy courses~~

~~Five ★3 approved graduate-level electives~~

### **The MBA with Specialization in Natural Resources, Energy and the Environment (Business) [Graduate]**

The MBA with specialization in Natural Resources, Energy and the Environment trains managers to develop an analytical expertise specifically focused in the areas of natural resources, energy and the environment. The program is designed for students to develop a broad understanding of the resource and energy industries, from the exploration and project development phases, through extraction and transformation, to transportation, logistics marketing and market issues. This allows students to address and analyze key strategic questions facing today's business leaders and policy makers.

#### **Program Requirements**

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise.

#### Coursework (★57)

- BUS 501
- **MBA core courses**, <link to MBA>
- Four ★3 Natural Resources and Energy courses
- Five ★3 approved graduate-level electives

#### Capping Exercise (★3)

- BUEC 663 - Natural Resources and Energy Capstone - capstone course

#### Ethics Requirement

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

## Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis; ~~however, it must be completed within six consecutive years from initial registration in the program.~~

[\[move up to just below MBA\]](#)

## The MBA with Specialization in Finance (Business) [Graduate]

The MBA with specialization in Finance trains managers to develop an analytical expertise specifically focused in the area of finance. The program is designed for students to develop the skills, knowledge and experience necessary for a career in this field. Graduates will be well positioned for careers as financial managers or investment bankers.

## Entrance Requirements

Applicants holding any recognized undergraduate degree will be considered for admission to this program. Admission to the MBA (Finance) program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' full-time work experience is desired. A resume outlining past work experience is required as part of the application materials.

## Program Requirements

The course requirements are as follows:

- ★30 required MBA core courses
- Five ★3 Finance or Accounting electives (one required Finance course and four chosen from an approved list)
- SMO 641 – Business Strategy
- Four ★3 approved graduate-level electives

## Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years. Alternatively, this course-based MBA program may be taken on a part-time

## Professional Development Requirement

Students in the MBA with Specialization in Natural Resources, Energy and the Environment fulfill the FGSR Professional Development Requirement through their program.

## Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis.

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

basis; however, it must be completed within six consecutive years from initial registration in the program.

### **The MBA with Specialization in Public Policy and Management (Business) [Graduate]**

The MBA with specialization in Public Policy and Management is designed for individuals aspiring to careers in public administrations and not-for-profit organizations. It is designed to give students experience in addressing the challenges and applying analytical skills to deliver effective consensus-building strategies for success in public management and administration.

[\[moved up to Entrance Requirements\]](#)

#### **Entrance Requirements**

Applicants holding any recognized undergraduate degree will be considered for admission to this program.

Admission to the MBA (Public Policy and Management) Program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years' fulltime work experience is desirable. A resume outlining past work experience is required as part of the application materials.

#### **Program Requirements**

~~The course requirements are as follows:~~

- ~~—★30 required~~ MBA core courses
  - SMO 641 - Business Strategy
  - One ★3 Strategic Management in the Public Sector course
  - Three ★3 Public Policy and Management electives (chosen from an approved list)
  - Four ★3 approved graduate-level electives
  - One ★3 project covering a public management topic

### **The MBA with Specialization in Public Policy and Management (Business) [Graduate]**

The MBA with specialization in Public Policy and Management is designed for individuals aspiring to careers in public administrations and not-for-profit organizations. It is designed to give students experience in addressing the challenges and applying analytical skills to deliver effective consensus-building strategies for success in public management and administration.

#### **Program Requirements**

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise.

#### **Coursework (★57)**

- BUS 501
- **MBA core courses** [\\_<link to MBA>](#)
- One ★3 Strategic Management in the Public Sector course
- Three ★3 Public Policy and Management electives (chosen from an approved list)
- One ★3 project covering a public management topic
- Four ★3 approved graduate-level electives

#### **Capping Exercise (★3)**

- SMO 641 - Business Strategy

#### **Ethics Requirement**

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

#### **Professional Development Requirement**



### **Length of Program**

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis; ~~however, it must be completed within six consecutive years from initial registration in the program.~~

### **The MBA with Specialization in Sustainability (Business) [Graduate]**

The MBA with Specialization in Sustainability prepares future leaders to develop business strategies and operations in a world where businesses are being challenged to assume responsibilities that extend beyond meeting shareholder’s financial expectations. The specialization is also designed to meet the growing demand for business leadership in non-profit and non-governmental organizations. Graduates will also be well positioned to work in organizations with sustainability departments as well as have the ability to work in not-for-profit organizations.

[\[moved up to Entrance Requirements\]](#)

### **Entrance Requirements**

~~Applicants holding any recognized undergraduate degree will be considered for admission to this program. Admission to the MBA (Sustainability) program is based on the applicant’s undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant’s career goals, and the Graduate Management Admission Test score. For candidates interested in this program, a minimum of two years’ full-time work experience is desired.~~

### **Program Requirements**

~~The course requirements are as follows:~~

~~—★27 required MBA core courses~~

~~Two ★3 Sustainability required courses~~

~~Three ★3 graduate-level electives (chosen from an approved list)~~

~~SMO 641 - Business Strategy~~

~~Five ★3 approved graduate-level electives~~

Students in the MBA with Specialization in Public Policy and Management fulfill the FGSR Professional Development Requirement through their program.

### **Length of Program**

Students enrolled in this program on a full-time basis can complete it in two calendar years however, it may be possible to accelerate studies with the completion of courses during Spring/Summer. Alternatively, this course-based MBA program may be taken on a part-time basis.

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

### **The MBA with Specialization in Sustainability (Business) [Graduate]**

The MBA with Specialization in Sustainability prepares future leaders to develop business strategies and operations in a world where businesses are being challenged to assume responsibilities that extend beyond meeting shareholder’s financial expectations. The specialization is also designed to meet the growing demand for business leadership in non-profit and non-governmental organizations. Graduates will also be well positioned to work in organizations with sustainability departments as well as have the ability to work in not-for-profit organizations.

### **Program Requirements**

Students are required to complete a minimum of ★60 in coursework, including a ★3 capping exercise.

### **Coursework (★57)**

- BUS 501
- MBA core courses
  - ACCTG 501
  - ACCTG 523
  - BUEC 503
  - FIN 501
  - MARK 502
  - MGTS 501

### Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years. Alternatively, this course-based MBA program may be taken on a part-time basis; however, it must be completed within six consecutive years from initial registration in the program.

[moved to below Master of Accounting]

### The Degree of Master of Financial Management (Business) [Graduate]

The Master of Financial Management (MFM) prepares professional accountants or other finance professionals who want to become financial managers and aspire to the roles of Controller, Treasurer, and Chief Financial Officer.

### Entrance Requirements

Admission to the program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how the MFM relates to the applicant's career goals, the applicant's Graduate Management Admission Test score, and a personal interview. Applicants should have relevant business or professional experience and a relevant undergraduate degree.

### Program Requirements

The course requirements are as follows:

— ★9 required MFM core courses

- [SMO 500](#)
- [SMO 652](#)
- [One of BUEC 542, BUEC 646, OM 502, SMO 502](#)

- Two ★3 Sustainability required courses
- Three ★3 graduate-level electives (chosen from an approved list)
- Five ★3 approved graduate-level electives

### Capping Exercise (★3)

- SMO 641 - Business Strategy

### Ethics Requirement

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

### Professional Development Requirement

Students in the MBA with Specialization in Sustainability fulfill the FGSR Professional Development Requirement through their program.

### Length of Program

Students enrolled in this program on a full-time basis can complete it in two calendar years. Alternatively, this course-based MBA program may be taken on a part-time basis.

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

- FIN 680 (★6 capstone project)
- Eight ★3 MFM electives chosen from an approved list

**Length of Program**

Students enrolled in the MFM program can complete the requirements in two years. The duration of the total program must not exceed six consecutive calendar years.

**The Fast Track MBA for Business Graduates (Business) [Graduate]**

The Fast Track MBA Program for Business Graduates educates managers to enhance their strategic thinking and team leadership skills. The program is designed for students who have completed an undergraduate degree in business or management and who wish to further develop their strategic and critical thinking skills. Students have the option to enhance their knowledge in a particular area or complete a specialization. Graduates will be well positioned to make a career change or meet the requirements for a more senior position.

**Entrance Requirements**

[moved to entrance requirements]

Applicants holding a recognized undergraduate degree in business or management will be considered for admission to this program. Admission to the Fast Track MBA is selective; requiring an overall grade point average of 3.2 or higher in the last two years (or 60 credits) of the business or management undergraduate program.

[moved to program requirements]

Students who are deficient (defined as less than a B+ in their undergraduate degree) in one or more of the following core business classes: financial accounting, organizational behaviour, introductory marketing, introductory finance, business statistics are required to take the equivalent MBA core course.

[moved to entrance requirements]

Admission to the Fast Track MBA Program for Business Graduates is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how this program relates to the applicant's career goals, and the Graduate Management Admission Test score. For BCom graduates of the University of Alberta, the GMAT requirement will be waived. Students also require a minimum of three years of full-time work experience after their undergraduate degree. Admission for those whose degree was completed more than ten years ago are considered on a case-by-case basis.

**Program Requirements**

**The Fast Track MBA for Business Graduates (Business) [Graduate]**

The Fast Track MBA Program for Business Graduates educates managers to enhance their strategic thinking and team leadership skills. The program is designed for students who have completed an undergraduate degree in business or management and who wish to further develop their strategic and critical thinking skills. Students have the option to enhance their knowledge in a particular area or complete a specialization. Graduates will be well positioned to make a career change or meet the requirements for a more senior position.

**Program Requirements**

The course requirements are as follows:

- ★12 required MBA courses
- SMO 641 - Business Strategy
- Seven ★3 approved graduate-level electives

[moved from Entrance Requirements above]  
Students who are deficient (defined as less than a B+ in their undergraduate degree) in one or more of the following core business classes: financial accounting, organizational behaviour, introductory marketing, introductory finance, business statistics are required to take the equivalent MBA core course.

### Length of Program

Students enrolled in this program on a full-time basis can complete it in one calendar year. Alternatively, this course-based Fast Track MBA program may be taken on a part-time basis; ~~however, it must be completed with six consecutive years from initial registration in the program.~~

### Executive MBA (Business) [Graduate]

~~The Faculty of Business at the University of Alberta and the Haskayne School of Business at the University of Calgary offer a combined Executive MBA program which permits individuals with at least seven years of work experience to earn the MBA through a 20-month weekend program.~~

Students are required to complete a minimum of ★36 in graduate-level coursework, including a ★3 capping exercise.

### Coursework (★33)

- BUS 501
- Four ★3 required MBA courses
  - SMO 610
  - SMO 652
  - SMO 638
  - One of ★3 International Study Tour. BUEC 542, BUEC 646
- Seven ★3 approved graduate-level electives
- Students who are deficient (defined as less than a B+ in their undergraduate degree) in one or more of the following core business classes: financial accounting, organizational behaviour, introductory marketing, introductory finance, business statistics are required to take the equivalent MBA core course in addition to the required coursework.

### Capping Exercise (★3)

- SMO 641 - Business Strategy

### Ethics Requirement

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 652.

### Professional Development Requirement

Students in the Fast Track MBA program fulfill the FGSR Professional Development Requirement through their program.

### Length of Program

Students enrolled in this program on a full-time basis can complete it in one calendar year. Alternatively, this course-based Fast Track MBA program may be taken on a part-time basis.

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

### Executive MBA (Business) [Graduate]

### Entrance Requirements

[moved to Entrance Requirements]

The minimum admission requirements in terms of undergraduate GPA and English language proficiency are those of the Faculty of Graduate Studies and Research. In some cases, students without an undergraduate degree, but who have 15 years of significant work experience are admissible. Applicants should have at least seven years of work experience to be admitted. Additionally, all applicants who do not have an undergraduate degree from a recognized institution or have an undergraduate degree with less than a 3.0 GPA or equivalent are required to write the Graduate Management Admission Test (GMAT). Finally a letter of support from the applicant's employer and two letters of reference are desirable.

### **Program Requirements**

[Moved to above]

The EMBA program is designed for individuals who have been in the workforce for seven years or more, and who are aspiring to top management positions.

The course requirements are as follows:

Four ★3 week-long intensive courses (including an international study tour)

— Twelve ★3 required MBA courses

— Two graduate elective courses

— One ★6 year-long project in Year 2

The EMBA program is designed for individuals who have been in the workforce for seven years or more, and who are aspiring to top management positions.

### **Program Requirements**

Students are required to complete a minimum of ★57 in graduate-level coursework, including a ★6 capping exercise.

#### **Coursework (★51)**

Courses include three week-long intensive courses, one of which is an international study tour.

- ACCTG 820
- ACCTG 830
- BUEC 820
- BUEC 850
- BUEC 860
- BUS 855
- BUS 860
- BUS 875
- FIN 830
- MARK 830
- MGTSC 820
- OM 804
- SMO 810
- SMO 820
- SMO 860
- SMO 870
- SMO 875

#### **Capping Project (★6)**

- BUS 880A
- BUS 880B

#### **Ethics Requirement**

The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in SMO 875.

#### **Professional Development Requirement**

## Length of Program

Students enrolled in the **EMBA** can complete the program in 20 months.

[...]

(Bus PhD programs, MBA-PhD Joint Program (not offered in 2015-2016) and Post-Master's Certificate programs moved to bottom of program listing)

## The Degree of Master of Accounting(Business) [Graduate]

The Master of Accounting (MAcc) prepares students with the required competencies of the CPA (Chartered Professional Accountant) designation.

[Moved up to Entrance Requirements]

### Entrance Requirements

Admission to the program is based on the applicant's undergraduate grades, accounting courses completed, three letters of reference, a statement of purpose explaining how the MAcc relates to the applicant's career goals, the applicant's Graduate Management Admission Test score, and a personal interview. The GMAT will be waived for graduates of the University of Alberta BCom and MBA programs who have completed the necessary prerequisite accounting courses. Applicants should have relevant business or professional experience and a relevant undergraduate degree.

### Program Requirements

[moved up to Academic Standing]

Students will be required to achieve a cumulative GPA of 2.7 ~~to meet graduation requirements with no course grade being below a C+~~.

**The course requirements are as follows:**

★27 **MAcc courses**

ACCTG 688 - CPA Capstone 1

ACCTG 689 - CPA Capstone 2

Students in the Executive MBA program fulfill the FGSR Professional Development Requirement through their program.

## Length of Program

Students enrolled in the **Executive MBA program** can complete the program in 20 months.

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

## The Degree of Master of Accounting(Business) [Graduate]

The Master of Accounting (MAcc) prepares students with the required competencies of the CPA (Chartered Professional Accountant) designation.

### Program Requirements

Students are required to complete a minimum of ★36 in coursework, including ★9 capstone courses.

#### **Coursework (★27)**

ACCTG 601 (★4.5)

ACCTG 625

ACCTG 657

ACCTG 662

FIN 625 (★4.5)

OM 604

OM 624

SMT 610

<p><b>Length of Program</b>  Students enrolled in the MAcc program can complete the requirements over two summers (May to August), allowing students to work and gain professional experience during the remaining part of the year.  <del>Students must complete all degree requirements within six years.</del></p> <p>[moved down from above]</p> <p><b>The Degree of Master of Financial Management (Business) [Graduate]</b>  The Master of Financial Management (MFM) prepares professional accountants or other finance professionals who want to become financial managers and aspire to the roles of Controller, Treasurer, and Chief Financial Officer.</p> <p><del>Entrance Requirements</del>  [moved up to Entrance requirements]  <del>Admission to the program is based on the applicant's undergraduate grades, three letters of reference, a statement of purpose explaining how the MFM relates to the applicant's career goals, the applicant's Graduate Management Admission Test score, and a personal interview. Applicants should have relevant business or professional experience and a relevant undergraduate degree.</del></p> <p><b>Program Requirements</b>  <del>The course requirements are as follows:</del></p> <ul style="list-style-type: none"> <li><del>★9 required MFM core courses</del></li> <li><del>FIN 680 (★6 capstone project)</del></li> <li><del>Eight ★3 MFM electives chosen from an approved list</del></li> </ul>	<p><b>Capstone Courses (★9)</b></p> <ul style="list-style-type: none"> <li>• ACCTG 688 <u>AND</u></li> <li>• ACCTG 689</li> </ul> <p><b>Ethics Requirement</b>  <u>The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in ACCTG 657.</u></p> <p><b>Professional Development Requirement</b>  <u>Students in the Master of Accounting program fulfill the FGSR Professional Development Requirement through their program.</u></p> <p><b>Length of Program</b>  Students enrolled in the MAcc program can complete the requirements over two summers (May to August), allowing students to work and gain professional experience during the remaining part of the year.</p> <p><u>The maximum time to complete the course-based MAcc program as set by the Faculty of Graduate Studies and Research is six years.</u></p> <p><b>The Degree of Master of Financial Management (Business) [Graduate]</b>  The Master of Financial Management (MFM) prepares professional accountants or other finance professionals who want to become financial managers and aspire to the roles of Controller, Treasurer, and Chief Financial Officer.</p> <p><b>Program Requirements</b>  <u>Students are required to complete a minimum of ★39 in coursework, including a ★6 capstone course.</u></p> <p><b>Coursework (★33)</b></p> <ul style="list-style-type: none"> <li>• <u>Three ★3 required MFM core courses</u> <ul style="list-style-type: none"> <li>○ <u>FIN 801</u></li> <li>○ <u>FIN 806</u></li> <li>○ <u>FIN 808</u></li> </ul> </li> </ul>
--	---

<p><b>Length of Program</b>  Students enrolled in the MFM program can complete the requirements in two years. <del>The duration of the total program must not exceed six consecutive calendar years.</del></p> <p><b>The MBA/Doctor of Pharmacy Combined Degrees Program (Business)</b>  [...]</p> <p><b>The MBA/BSc in Pharmacy Combined Degrees Program</b>  [...]</p> <p><b>The MBA/JD Combined Program</b>  [...]</p> <p><b>The MD/MBA Combined Program</b>  [...]</p> <p><b>The MBA/MAG Combined Program</b>  [...]</p> <p><b>The MBA/MEng Combined Program</b>  [...]</p> <p>[...]</p>	<ul style="list-style-type: none"> <li>• Eight ★3 MFM electives chosen from an approved list</li> </ul> <p><b>Capstone Course (★6)</b></p> <ul style="list-style-type: none"> <li>• FIN 888 (★6 capstone project)</li> </ul> <p><b>Ethics Requirement</b>  <a href="#">The FGSR Academic Integrity and Ethics Training Requirement is fulfilled through registration in ACCTG 812.</a></p> <p><b>Professional Development Requirement</b>  <a href="#">Students in the Master of Financial Management program fulfill the FGSR Professional Development Requirement through their program.</a></p> <p><b>Length of Program</b>  Students enrolled in the MFM program can complete the requirements in two years.</p> <p><a href="#">The maximum time to complete the course-based MFM program as set by the Faculty of Graduate Studies and Research is six years.</a></p> <p><b>The MBA/Doctor of Pharmacy Combined Degrees Program (Business)</b>  [...]</p> <p><b>The MBA/BSc in Pharmacy Combined Degrees Program</b>  [...]</p> <p><b>The MBA/JD Combined Program</b>  [...]</p> <p><b>The MD/MBA Combined Program</b>  [...]</p> <p><b>The MBA/MAG Combined Program</b>  [...]</p> <p><b>The MBA/MEng Combined Program</b>  [...]</p> <p>[...]</p>
--	--



<p><b>The MBA/MF Combined Program</b> [...]</p> <p><b>The MBA/MLIS Combined Program</b> [...]</p> <p><b>The MBA/MScPT Combined Program (Business) [Graduate]</b> [...]</p> <p><b>The MBA-PhD Joint Program (not offered in 2015-2016)</b> [...]</p> <p><b>The Degree of PhD</b> [...]</p> <p><b>Post-Master's Certificate in Innovation and Entrepreneurship</b> [...]</p> <p><b>Post-Master's Certificate in Business Fundamentals</b> [...]</p> <p><b>Graduate Courses</b> Graduate courses in Business can be found in Course Listings, under the following subject headings:</p> <p>Accounting (ACCTG) Business (BUS) Business Economics (BUEC) Finance (FIN) Human Resources Management (HRM) Management Information Systems (MIS) Management Science (MGTSC) Marketing (MARK) Organizational Analysis (ORG A) Operations Management (OM) Strategic Management and Organization (SMO)</p>	<p><b>The MBA/MF Combined Program</b> [...]</p> <p><b>The MBA/MLIS Combined Program</b> [...]</p> <p><b>The MBA/MScPT Combined Program (Business) [Graduate]</b> [...]</p> <p><b>The MBA-PhD Joint Program (not offered in 2015-2016)</b> [...]</p> <p><b>The Degree of PhD</b> [...]</p> <p><b>Post-Master's Certificate in Innovation and Entrepreneurship</b> [...]</p> <p><b>Post-Master's Certificate in Business Fundamentals</b> [...]</p> <p><b>Graduate Courses</b> Graduate courses in Business can be found in Course Listings, under the following subject headings:</p> <p>Accounting (ACCTG) Business (BUS) Business Economics (BUEC) Finance (FIN) Human Resources Management (HRM) Management Information Systems (MIS) Management Science (MGTSC) Marketing (MARK) Organizational Analysis (ORG A) Operations Management (OM) Strategic Management and Organization (SMO)</p>
<p>Justification: FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p>	

- Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines
- Clarification of Academic Standing requirements
- Clarification of all program requirements
- Updating formatting and inserting standard calendar wording

This Calendar update reflects current practice.

In addition, the new course numbers have been introduced for programs offered in China (MBA, MFM). This is primarily to avoid confusion amongst students and to make fee assessment more straightforward.

Approved by:

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Linguistics, Faculty of Arts and Faculty of Graduate Studies and Research</b>
---------------------	--

**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 MSc and PhD programs in the Department of Linguistics, 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 2021-2022 Calendar.</p>
--

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Janice Causgrove Dunn, Associate Dean, FGSR Johanne Paradis, Associate Chair (Graduate), Faculty of Arts - Linguistics Department

**Details**

Office of Administrative 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 and program requirements) for these programs are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p> <ul style="list-style-type: none"> <li>• Ensuring all entrance requirements are in the calendar, including all supporting documentation</li> <li>• Clarification of Academic Standing requirements</li> <li>• Clarification of all program requirements, including removal of Language Requirement: Students in Linguistics are required to learn about languages other than English in their coursework and research. There is no separate departmental requirement to demonstrate knowledge of a language other than English.</li> <li>• Updating formatting and inserting standard calendar wording</li> </ul> <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<i>&lt;This section is for use by University Governance only to outline governance process.&gt;</i>

Item No. 6

**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 Resources section Student Participation Protocol</a> >	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>Johanne Paradis, Associate Chair (Graduate), Faculty of Arts - Linguistics Department</li> <li>Gail Mathew, Graduate Program Administrator, Department of Linguistics</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Janice Causgrove Dunn, Associate Dean, FGSR</li> <li>Maria Chia, Graduate Governance and Policy Coordinator, FGSR</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)	Linguistics Department Council March 25, 2019 Formatting revisions approved by Juhani Jarvikivi, Associate Chair, Graduate Studies, April 8, 2019 Faculty of Arts Council May 21, 2020 GFC ASC Subcommittee on Standards June 4, 2020 GFC Academic Standards Committee, June 25 2020

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<b>OBJECTIVE 21:</b> 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 Core Risk Area	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 checked="" 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 GFC Academic Standards Committee (ASC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) Department of Linguistics graduate programs Calendar change request

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

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

**2021-2022 University of Alberta Proposed Calendar Graduate Program Changes:**

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Linguistics [Graduate]</b> Department of Linguistics 4-32 Assiniboia Hall University of Alberta Edmonton, Alberta T6G 2E7 E-mail: linggrad@ualberta.ca</p> <p><b>General Information</b> The Department of Linguistics offers graduate programs in linguistics leading to the degrees of Master of Science and Doctor of Philosophy.</p> <p>The Department supports research in experimental phonetics and phonology; psycholinguistics; quantitative linguistics; corpus linguistics; cognitive linguistics; language acquisition and bilingualism; field linguistics and language documentation; typology and language variation.</p> <p><b>Entrance Requirements</b> <del>The Department's minimum admission requirements are an undergraduate degree with an <u>average of 3.3 in the last two years of undergraduate work (or graduate work) at the University of Alberta</u>, or equivalent qualifications from a recognized institution.</del></p> <p>Candidates for the MSc must have completed, to the satisfaction of the Department, certain core courses in linguistics, or their equivalents. Candidates who lack this preparation may be required to undertake a year <del>of qualifying studies before being admitted to the degree program.</del></p>	<p><b>Graduate Programs</b></p> <p><b>Linguistics [Graduate]</b> Department of Linguistics 4-32 Assiniboia Hall University of Alberta Edmonton, Alberta T6G 2E7 E-mail: linggrad@ualberta.ca</p> <p><b>General Information</b> The Department of Linguistics offers graduate programs in linguistics leading to the degrees of Master of Science and Doctor of Philosophy.</p> <p>The Department supports research in experimental phonetics and phonology; psycholinguistics; quantitative linguistics; corpus linguistics; cognitive linguistics; language acquisition and bilingualism; field linguistics and language documentation; typology and language variation.</p> <p><b>Entrance Requirements</b> <u>For the MSc program, the Department's minimum admission requirements are an undergraduate degree with an <u>admission GPA of at least 3.3 on the 4-point scale from the University of Alberta</u>, or an equivalent qualification and standing from a recognized institution.</u></p> <p><u>For the PhD program, the Department's minimum admission requirements are a Masters in Linguistics 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.</u></p> <p><u>The admission GPA will be calculated on the last <b>★60</b> of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p>Candidates for the MSc must have completed, to the satisfaction of the Department, certain core courses in linguistics, or their equivalents. Candidates who lack this preparation may be required to undertake a year <u>as a Qualifying Graduate Student.</u></p>

[moved up]

~~Candidates for the PhD must normally hold the equivalent of the MSc in Linguistics at the University of Alberta.~~

~~English Language Proficiency: The minimum acceptable score on the Test of English as a Foreign Language (TOEFL) is 600 (paper-based) or 100 (Internet-based); on the Michigan Language Assessment Battery (MELAB) it is 85. The minimum acceptable score on the IELTS is an overall band score of 6.5, with a score of at least 5.5 on each test band. The minimum acceptable score on the CAEL is no less than 60 with at least 60 on each subtest. Applicants should arrange for their English language test results to be sent directly to the department.~~

~~The GRE General Test is recommended for all applicants from North America and other areas where the test is available.~~

### **~~General Academic Standing Requirements~~**

~~The Department of Linguistics requires a higher minimum cumulative grade point average and higher 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 acceptable passing grade in any course taken by students registered in the master's and doctoral programs in Linguistics is a grade of B-. Grades below a B- count as failing grades for graduate students in Linguistics. All students pursuing graduate degrees in Linguistics 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.~~

### **Financial Assistance**

### **All applicants are also required to submit:**

- Official copies of all transcripts for all previous post-secondary schooling showing marks obtained (submitted in the original language, accompanied by a certified English translation)
- Curriculum Vitae (use the form provided as part of the on-line application);
- three letters of reference;
- statement of research interests;
- a sample of academic writing (a short report or paper).

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- A minimum TOEFL score of 100 (internet-based) or equivalent;
- A minimum IELTS overall band score of 6.5, with a score of at least 6.0 on each test band;
- A minimum CAEL score of 70 with at least 60 on each subtest.

### **Academic Standing Requirements**

Students are required to maintain a minimum cumulative grade point average of 3.0 throughout the course of the program, with no grade less than B-. Failure to maintain the required academic standing will normally result in a recommendation by the Graduate Coordinator to FGSR that the student be placed on academic probation or required to withdraw.

### **Financial Assistance**

[...]

## Graduate Program Requirements The Degree of MSc (Linguistics) [Graduate]

### Program Requirements

Two routes to the MSc are available: a thesis-based and a course-based route.

~~Requirements for the thesis-based MSc include a minimum of ★21 including two required courses (LING 601 and LING 602) plus a thesis.~~

~~Course options, including additional courses deemed necessary for the student's area of specialization, will be chosen in consultation with the graduate coordinator and the student's supervisor(s).~~

[Moved below to Residence Requirement]

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta

~~Requirements for the course-based MSc consist of a minimum of ★27 including two required courses LING 601 and LING 602, and an MSc research project course LING 911. Course options, including additional courses deemed necessary for the student's area of specialization, will be chosen in consultation with the graduate coordinator and the student's supervisor(s).~~

[...]

## Graduate Program Requirements The Degree of MSc (Linguistics) [Graduate]

### Program Requirements

Two routes to the MSc are available: a thesis-based and a course-based route.

#### Thesis-based MSc

Students are required to complete a minimum of ★21 in coursework and a thesis.

#### Coursework:

- LING 509 OR LING 602
- LING 510 OR LING 601
- Five ★3 graduate-level courses
  - Courses will be chosen according to the student's area of concentration, in consultation with the Graduate Coordinator and the student's supervisor(s)
- Additional coursework may be required.

#### Thesis:

- Registration in a 900-level THES.

#### Course-based MSc

Students are required to complete a minimum of ★27 in coursework, including a ★3 research project course.

#### Coursework:

- LING 509 OR LING 602
- LING 510 OR LING 601
- Six ★3 graduate-level courses
  - Courses will be chosen according to the student's area of concentration, in consultation with the Graduate Coordinator and the student's supervisor(s)
- Additional coursework may be required.

#### Research Project Course:

- LING 911

[moved below to Residence Requirement]

The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.

### Language Requirement

~~Students should demonstrate knowledge of a language other than English.~~

### **Length of Program**

The time required to complete the MSc will vary according to the applicant's previous training and the nature of the research undertaken; however, a minimum of three terms should be expected. ~~The maximum time to completion of a course-based MSc is four years (eight terms) of full-time study.~~

## **The Degree of PhD (Linguistics) [Graduate]**

### **Program Requirements**

~~Requirements for the PhD include a minimum of ★24 including ★6 for the two preparation courses required for Doctoral Candidacy-LING 693 and-LING 694, plus a thesis. Specific courses, including courses deemed necessary for the student's area of specialization, will be chosen in consultation with the graduate coordinator and the student's supervisor(s). Students admitted to the PhD without an MSc in Linguistics or its equivalent may be required to take additional courses.~~

### Residence Requirement

[moved from above]

The minimum period of residence for both the thesis-based and course-based MSc programs is two four-month terms of full-time attendance at the University of Alberta

### **Length of Program**

The time required to complete the MSc will vary according to the applicant's previous training and the nature of the research undertaken; however, a minimum of three terms should be expected.

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

The maximum time to complete the course-based MSc program is four years (see Time Limit for Completion of Graduate Programs).

## **The Degree of PhD (Linguistics) [Graduate]**

### **Program Requirements**

Students are required to complete ★24 in coursework and a thesis.

#### Coursework

- LING 693
- LING 694
- Six ★3 graduate-level courses
  - Courses will be chosen according to the student's area of concentration, in consultation with the Graduate Coordinator and the student's supervisor(s)
- Students admitted to the PhD without an MSc in Linguistics or its equivalent may be required to take additional courses.

#### Thesis

- Registration in 900-level THES.

#### Candidacy Exam

Doctoral Candidacy involves the preparation of a Candidacy Portfolio, and the completion of an oral candidacy examination.



<p>The minimum period of residence is two academic years of full-time attendance at the University of Alberta.</p> <p><b><u>Language Requirement</u></b>  <del>Students should demonstrate knowledge of a language other than English.</del></p> <p><b>Length of Program</b>  The time required to complete the PhD will vary with the individual candidate; however, a minimum of three years should be expected.</p> <p><b>Graduate Courses</b>  Graduate courses can be found in Course Listings, under the subject heading Linguistics (LING).</p>	<p><b><u>Residence Requirement</u></b>  The minimum period of residence is two academic years of full-time attendance at the University of Alberta.</p> <p><b>Length of Program</b>  The time required to complete the PhD will vary with the individual candidate; however, a minimum of three years should be expected.</p> <p><u>The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</u></p> <p><b>Graduate Courses</b>  Graduate courses can be found in Course Listings, under the subject heading Linguistics (LING).</p>
<p>Justification:</p> <p>FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p> <ul style="list-style-type: none"> <li>• Ensuring all entrance requirements are in the calendar, including all supporting documentation</li> <li>• Clarification of Academic Standing requirements</li> <li>• Clarification of all program requirements, including removal of Language Requirement: Students in Linguistics are required to learn about languages other than English in their coursework and research. There is no separate departmental requirement to demonstrate knowledge of a language other than English.</li> <li>• Updating formatting and inserting standard calendar wording</li> </ul> <p>This Calendar update reflects current practice.</p> <p>Approved by:  Linguistics Department Council March 25, 2019  Formatting revisions approved by Juhani Jarvikivi, Associate Chair, Graduate Studies, April 8, 2019  Faculty of Arts Council May 21, 2020</p>	

FINAL Item No. 7

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

<b>Agenda Title</b>	<b>Proposed Changes to the University of Alberta Policies and Procedures Online (UAPPOL) Transfer Credit Articulation Procedure</b>
---------------------	---

**Motion**

THAT the Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to the UAPPOL Transfer Credit Articulation Procedure.
---

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice Provost and University Registrar
Presenter(s)	Heather Kennedy-Plant & Jennifer Alabiso, Co-Chairs, and Members of Administrative Committee for Transfer Credit (ACTC)

**Details**

Office of Administrative Responsibility	Provost and Vice President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to update the existing procedure, which has not been updated substantially since 2009, though the environment has changed considerably.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Under the direction of the Vice-Provost and University Registrar, the Administrative Committee for Transfer Credit (ACTC) is tasked with administering transfer credit procedures including evaluation, maintenance, storage and sharing of all Transfer Credit agreements and decisions. The ACTC has proposed substantive changes to the University of Alberta Transfer Credit Articulation Procedure. The changes include: <b>Purpose</b> <ul style="list-style-type: none"> <li>● <i>Shortening the title.</i></li> <li>● <i>Clarifying the role of the ACTC to coordinate all transfer credit evaluation.</i></li> <li>● <i>Articulation of a Category Model to identify institutions and courses for direct credit.</i></li> <li>● <i>Providing information on the campus wide transfer credit storage system, and a site for public display of transfer credit decisions.</i></li> <li>● <i>Updates that ensure transparency for stakeholders in the communication of transfer credit agreements, decisions and practices.</i></li> <li>● <i>Align processes that result in significant decreases in workload for staff and delays for students.</i></li> </ul>
Supplementary Notes and context	In February 2019, ASC approved the Transfer Credit Working Group's request to strike ACTC and create this procedure.

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

Item No. 7

<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> <i>Administrative Committee for Transfer Credit – members include:</i></p> <ul style="list-style-type: none"> <li>● Heather Kennedy Plant, Manager, Undergraduate Student Services, Education (Co-Chair)</li> <li>● Jennifer Alabiso, Manager, Admissions, Office of the Registrar (Co-Chair)</li> <li>● Jim Bohun, Assistant Dean (Academic &amp; Student Programs), ALES</li> <li>● Kristy Wuetherick, Senior Officer, Student Programs and Services, Arts</li> <li>● Nicole Lazorek, Academic Officer, Alberta School of Business</li> <li>● Stephanie Gillis, Academic Advisor, Science</li> <li>● Lisa Wall, Specialist, Research and Curriculum, Admissions Office of the Registrar</li> <li>● Julie Naylor, Assistant Dean (Programs and Operations), Science</li> <li>● Zhi Jones, Associate Director, Services, Education Abroad, UAI</li> <li>● Alexis Anderson, Assistant Dean Enrolment Management, Augustana</li> <li>● Emma Yellowbird, Executive Service Head, Student Outreach, Campus Saint-Jean</li> <li>● Ben Keymer and Christopher Willms, Student Representatives</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>● Student Advisory Committee</li> <li>● Advisory Committee on Enrollment Management</li> <li>● ASC-SOS</li> <li>● ASC</li> <li>● IST</li> <li>● Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> <li>● Faculty Undergraduate Advisors</li> <li>● Faculty Associate Deans</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>● Melissa Padfield, Vice-Provost &amp; University Registrar</li> <li>● Amy Dambrowitz, Associate Registrar</li> <li>● Tim Tang, Assistant Registrar and Director, Admissions</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>ASC-SOS; January 31, 2019 ASC; February 14, 2019 ASC-SOS; June 4, 2020 ASC; June 25, 2020</p>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 1 Objective 1, Strategy 3 Objective 3, Strategy 3 Objective 7, Strategy 2 Objective 17, Strategy 1 Objective 18, Strategy 1 Objective 21, Strategy 1</p>
--	---

Item No. 7

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input checked="" 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 checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Terms of Reference GFC ASC Terms of Reference UAPPOL Transfer Credit Articulation Procedure	

Attachments (each to be numbered 1 - <>)

1. FINAL ASC Tracked Changes Procedure
2. 2020 Category Model
3. 2020 ACTC - Terms of Reference

Prepared by: Jennifer Alabiso, Manager, Applicant Services, [alabiso@ualberta.ca](mailto:alabiso@ualberta.ca)  
With input from ACTC

**Original Approval Date: August 17, 2009**

**Most Recent Approval Date: October 6, 2014** \_\_\_\_\_

Parent Policy: [Admissions Policy](#)

## Transfer Credit ~~Articulation~~ Procedure

<b>Office of Administrative Responsibility:</b>	Office of the Registrar-
<b>Approver:</b>	Provost and Vice-President (Academic)
<b>Scope:</b>	<del>Compliance with University procedure extends to all members of the University community.</del> Compliance with this university policy extends to all Academic Staff and Colleagues and Support Staff as outlined and defined in Recruitment Policy (Appendix A and Appendix B) in addition to applicants, undergraduate and graduate students

### Overview

~~General Faculties Council (GFC) has charged~~ Under the direction of the Vice-Provost and University Registrar, the Administrative Committee for Transfer Credit (ACTC) is tasked with administering transfer credit procedures including evaluation, ongoing review, storage, and sharing of Transfer Credit agreements and decisions. We engage in this activity in support of the expressed value of increased student mobility by the Province of Alberta.

~~ACTC will review decisions for transfer credit to the University of Alberta, and report those decisions at least annually to the Academic Standards Committee (ASG)~~ GENERAL FACULTIES COUNCIL (GFC) PROGRAMS COMMITTEE).

### Purpose

~~) with facilitating the transfer of students to the University from other postsecondary institutions in Alberta. To facilitate communication with other Alberta postsecondary institutions and with the determine transfer credit in all scenarios, domestic and international. To support student mobility. To create transparency for all stakeholders.~~

~~Through the Office of the Registrar (RO), to act as the official point of contact for the Government of Alberta's Alberta Council on Admissions and Transfer (ACAT) normally the Chair of ASC or delegate serves as the University of Alberta's representative on the ACAT Council.~~

~~) The University of Alberta supports the continued function of ACAT as a representative body of the postsecondary institutions in the Province of Alberta and endorses basic principles based on those of the Council expressed in the Transfer Credit Articulation Basic Principles Information Document (link below). The University also endorses the Council's mandate as a forum for the discussion and mediation of inter-institutional transfer issues.~~

~~The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer Guide, to the extent that the courses fit the degree program that the student wishes to enter and are presented with a minimum grade of C-, unless otherwise noted in the ACAT transfer agreement.~~

~~Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript.~~

## Purpose

To manage the Category Model, which identifies opportunities for direct credit, wherever possible. The Category Model considers the source of the credit both by Institution type and by course-specific details. This model will determine any secondary means of evaluation. See Appendix 1; Category Model.

## PROCEDURE

To facilitate the ACAT Overview

Transfer credit will be determined by the Home Faculty or the Teaching Faculty, per the following. (Note: when Home and Teaching Faculty are the same, the Faculty determines transfer credit agreement process between accordingly).

A: When the Home Faculty is authorized to evaluate the course presented (refer to the University of Alberta (the-receiving Transfer Credit Manual, located on the Transfer Credit Toolkit webpage - linked below) and the course is not owned by the Home Faculty:

The Home Faculty evaluates the course using the Category\* Model.

The Home Faculty grants the credit.

The decision is codified in the system of record.

New courses are reviewed by the Teaching Faculty each term.

B: When the Home Faculty is not authorized to evaluate the course presented:

The proposal is sent to the Teaching Faculty for evaluation.

The decision is codified in the system of record.

In all cases:

The Committee will report on all decisions made, annually, to ASGGFC, Programs Committee.

The Home Faculty is responsible for notifying the student of the transfer credit decision.

The RO is responsible for updating the transfer credit decision externally, when applicable.

Transfer credit records will be stored in a system of record and will be maintained with regular re-assessments.

Evaluation of a course may include:

1. Determine where the course is from geographically:
  - a. Within Alberta
  - b. Province/Territory
  - c. Country
2. Determine the credit hours of the course.
3. Determine the level of the course (first year, second year, etc.)
4. Use category model to identify which category the institution) and other ACAT member institutions (the sending institutions) through a set of internally established procedures which are consistent with ACAT principles and best practices. These mechanisms allow for the belongs to and the corresponding rules regarding level of courses. Look at course content to determine equivalency at University of Alberta.

5. Compare course description, learning outcomes, schedule of classes, references, specific textbooks, pre-requisites
6. Review how the course is evaluated, if available and/or applicable:
1. Determine what types of assessment are used to calculate the grade. For example, participation, assignments, quizzes, presentations, reports, laboratories, essays, field trips, peer review.

Is the course evaluated using credit/no-credit or pass/fail

~~Determine what types of assessment and potential approval of are used to calculate the grade. For example, participation, assignments, quizzes, presentations, reports, laboratories, essays, field trips, peer review.~~

NOTE: Steps 4-6 may be completed in any order depending on where the course is from, the type of course and the materials provided to complete the evaluation.

Assign transfer credit as well as the change and/or rescission of equivalency, if/where applicable:

Level of course (if not determined in step 4)

Direct credit - using category model and UA Transfer Credit Manual, ex) BIOL 107 (\*3)

Option credit (Subject) - not enough course content (<60%) or not enough information to grant direct credit, ex) BIOL 2XX (\*3)

Generic Option credit - not enough course content or not enough information to grant subject specific credit but based on category model the course merits transfer credit agreements, all of which are reflected in the Alberta Transfer Guide at the UofA ex) SCOPT 2XX (\*3)

~~The University of Alberta supports the sending institutions' efforts in developing and offering University transfer and transferable courses for entry into basic baccalaureate programs. It is in the best interests of the University of Alberta, other postsecondary institutions, and particularly the transfer students that these courses be developed to provide the best possible preparation for further study in undergraduate degree programs. This procedure is intended to provide a framework that allows for a cooperative means of achieving this goal.~~

NOTE: 100-level courses should not be assigned generic subject credit; they should only be assigned generic Faculty credit if option credit is to be assigned. For example, a course should not be equated as BIOL 1XX. If there is no direct equivalent it should be granted SCOPT 1XX (\*3) or a course should not be equated to ECON 1XX, instead it should be AROPT 1XX (\*3).

## PROCEDURE

### APPLICABILITY

~~This procedure applies to course and block transfer proposals from ACAT member institutions and institutions within the Alberta Postsecondary Six Sector Model, with the exception of:~~

~~Comprehensive Academic and Research institutions~~

~~These transfer agreements are not articulated in ACAT because, generally, courses taken at these types of institutions are accepted for transfer provided they fit within the student's degree program and have been completed with a minimum grade of C-. Credit is assessed on an individual basis upon a students' application to the University of Alberta.~~

~~Baccalaureate and Applied Studies institutions for their 300- and 400-level courses leading to a degree. These transfer agreements are not articulated in ACAT because, generally, these types of courses are accepted for transfer provided they fit within the student's degree program and have been completed with a minimum grade of C-. Credit is assessed on an individual basis upon a students' application to the University of Alberta.~~

### ~~FOCI OF EVALUATION~~

~~The primary means of evaluation of any transfer credit proposal is a detailed examination of the course content. The secondary means of evaluation is an examination of instructor qualifications.~~

#### ~~Course Content~~

~~The transfer proposal will be evaluated by a formal review of all relevant course materials, including: the course description, learning objectives/outcomes, content outline, assignments, evaluation methods, grading practices, laboratory experience/facilities (where appropriate), texts and other materials, reference/reading lists, hours of instruction, and prerequisites/corequisites. Institutions are encouraged to have informal discussions and confer with the appropriate University of Alberta departments early in the course development process where transfer is desired.~~

#### ~~Instructor Qualifications~~

~~The minimum level of instructor qualifications required to teach courses at the 100- or 200- level will normally be a Master's degree — with appropriate specialization in the area of the particular course. Normally, the minimum level of instructor qualifications required to teach courses at the 300- or 400- level will be a doctorate with appropriate specialization. Where applicable, other professional credentials or professional certifications in a particular discipline may be considered by the Faculty on a case-by-case basis. See link to ACAT Best Practices in Instructor Qualifications.~~

### ~~EVALUATION OF AN ACAT TRANSFER CREDIT PROPOSAL~~

~~All requests for transfer credit from ACAT member institutions are sent on an official ACAT Transfer Credit Proposal Summary form through the ACAT website.~~

#### ~~Transfer Credit Proposal Review by Course~~

~~Transfer Credit proposals with course outlines received by the Transfer Credit Specialist will be sent to the Department Chair(s) or Associate Chair(s) of the teaching Faculty for assessment and recommendation. In non-departmentalized Faculties, the Transfer Credit Specialist sends the proposal to the contacts determined by the Faculty for first review.~~

~~Departments will forward the proposal with their recommendations to the appropriate representative of the Faculty for final review. Final recommendations can fall into one of three categories: Approval, Not Approved — Changes Required, or Not Approved.~~



~~Faculty recommendations for Approval of transfer credit will be submitted to ASC for a final decision. Faculty recommendations for Not Approved will be submitted to ASC for information only. Recommendations for Not Approved—Changes Required are returned to the sending institution for resubmission.~~

~~The sending institution will be informed of the final decision through the ACAT website.~~

~~The effective date of new agreements will be the course's date first offered as indicated on the transfer credit proposal form, except where the date first offered is older than three years. In this case, the effective date of the agreement will be backdated three years from the beginning of the current academic year.~~

#### Transfer Credit Proposal Review by Program (Block)

Block transfer is negotiated between a University Faculty (the receiving institution) and the sending Institution. The Faculty determines the relevance and viability of the transfer of a completed credential (such as a certificate or diploma) or block of courses into a degree program of a similar study area. Courses are transferred as a block of knowledge and not necessarily course by course.-

Where some courses within the program (diploma or certificate) are outside the Faculty negotiating the block transfer, the review for those courses must be completed by the department of the appropriate ~~teaching~~Teaching Faculty in order to grant specified credit in a particular discipline. Alternatively, Faculties may assign unspecified credit.

Once transfer details are agreed upon ~~a Letter of Agreement, documentation~~ is developed that provides the specific details of the program offered and the block transfer credit as well as the conditions for ongoing maintenance must be included. ~~The Letter of Agreement is signed by both~~Both the sending institution and the University of Alberta Faculty and Department signatories- sign the documentation.

A copy of the completed Letter of Agreementdocumentation is sent to the Transfer Credit Specialist who will complete the formal transfer credit proposal process and communicate the transfer credit details through the ACAT Transfer Alberta website.-

The effective date of the agreement will be negotiated between the University of Alberta Faculty and the sending institution.

#### ~~MAINTENANCE AND REVIEW OF TRANSFER CREDIT~~

~~Transfer arrangements are enduring agreements. It is~~Bold the first instance of a defined term in the ~~interest of both the sending institution and~~Overview/Purpose/POLICY then define the University of Alberta to ensure currency of agreements.

~~The need to review the status of a transfer agreement for rescission, retention, or revision can arise from:-~~

~~A change to a University of Alberta course or program reflected on the University Governance website~~term in the 'Course and Program Changes'Definitions section below.

~~Notification from a sending Institution of a course or program change. This will be received by the Transfer Credit Specialist through the ACAT website.~~

#### ~~Course Changes by the University of Alberta~~

All course and program changes resulting in revision of the University Calendar will be identified by the Transfer Credit Specialist through the University Governance 'Course and Program Changes' website who will, in consultation with the Department where necessary, determine whether the changes are substantial or non-substantial in nature.

In the case of substantial changes impacting existing transfer agreements, the Transfer Credit Specialist will provide the Departments with the respective transfer agreements for review and, where required, provide a current course outline from the sending institution. After consideration of the information and, where necessary, informal discussions with the sending institution, the Department, through the Faculty Office, will recommend to the Transfer Credit Specialist if transfer credit [DEFINITIONS](#)

~~should be rescinded, retained, or revised.~~

The Transfer Credit Specialist will notify the sending institutions of all transfer credit agreements impacted by these changes through the ACAT website. Agreements impacted by these changes are either replaced, retained, or rescinded. The sending institution may approve or decline replacement agreements.

#### ~~Course and Program Changes by a Sending Institution~~

In the case of any change made by a sending institution to a transfer course or program, the sending institution will notify the University through the ACAT website.

The Transfer Credit Specialist determines whether the existing agreement must be reviewed again and consults with the Department and/or Faculty as required and may obtain current course outlines for review by the Department.

Upon recommendation from the Department and approval by the Faculty, the Transfer Credit Specialist will notify the sending institution through the ACAT website of the revision to the transfer credit agreement. A new effective date of the agreement will be applied.

Where the original agreement is no longer viable, the Faculty will advise the Transfer Credit Specialist of the decision and rationale for the rescission. So as not to disadvantage any transfer student currently registered in the affected course, the effective date of the rescission of an agreement will be a future date no earlier than the end of the current academic year. The sending institution will be notified through the ACAT website.

#### ~~Changes Arising from a Review of a Degree Program by a University of Alberta Faculty~~

Where a Faculty embarks on the review of a program that indicates a need to make a substantial change to block transfer or individual transfer credit agreements, it will bring the matter to the attention of the ACAT Contact Person for advice and to ASC for initial informal discussion, with a view to informing ASC of the proposed changes. This may be done before or after consultation with the affected sending institutions.

Following such consideration by ASC and after seeking to reconcile or meet the legitimate concerns expressed by a sending institution, a Faculty will advise the Transfer Credit Specialist of the final decision. The Transfer Credit Specialist will communicate to the sending institution the decision to rescind or change the transfer credit agreement in question.

**DEFINITIONS**

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top](#) / [Top](#)

<b>Transfer Credit</b>	<del>An advance credit awarded on the basis of successful completion of structured educational activities at a postsecondary institution.</del>
<b>Receiving Institution</b>	<del>An institution to which students transfer course or program credits acquired at another institution. (See Sending Institution.)</del>
<b>Sending Institution</b>	<del>An institution from which students may transfer course or program credits to programs at another institution. (See Receiving Institution)</del>
<b>Approval</b>	<del>Indicates that transfer credit has been approved for specified, unspecified, or option credit.</del>
<b>Six-Sector Model</b>	<del>Alberta Government Roles and Mandates Policy Framework, The Six-Sector Model indicates the educational mandate for program offerings for a postsecondary institution within a sector.</del>
<b>Transfer Credit Specialist</b>	<del>The Transfer Credit Specialist, by delegated authority and in consultation with the ACAT Contact Person, administers the transfer credit review process throughout the University of Alberta and updates and maintains agreements on the ACAT website. Acts as the official ACAT Contact Person Assistant.</del>
<b>Not Approved-Changes-Required</b>	<del>Indicates that with required changes to course content or other specified criteria, the sending institution's course may be eligible for transfer credit.</del>
<b>Not Approved</b>	<del>Indicates that transfer credit cannot be approved. Rationale is provided to the sending institution.</del>
<b>Date First Offered</b>	<del>The date the sending institution's course was first offered in the form in which the course currently exists.</del>
<b>Block transfer</b>	<b>Normally refers to a block of courses completed as part of a credential (e.g. Diploma or Certificate) that transfers into a similar discipline of a University degree program.</b>
<b>Category Model</b>	<b><u>A framework for evaluating courses from another institution.</u></b>

<b><u>Specified Direct</u> Credit</b>	Where a sending institution's course is determined to be virtually equivalent to a specific University for direct transfer (e.g., <del>BIOL-107</del> , <u>ECON 101</u> ).
<b>Option/<u>Unspecified Generic</u> Credit</b>	Where a sending institution's course will transfer towards satisfying requirements for a particular course subject but is not close enough to receive credit for the specific course (e.g., <del>BIOL-1xx</del> , <u>SCOPT 2XX</u> ).
<b><u>Home Faculty</u></b>	<b><u>The Faculty responsible for the student's program.</u></b>
<b><u>Substantial change Receiving Institution</u></b>	<del>Substantial changes to courses are those that impact existing transfer agreements which must be assessed for rescission or revision. Examples include changes to course content, instructor qualifications, pre/co-requisites, total hours of instruction and renumbering to a higher or lower course level. An institution to which students transfer courses or program credits acquired at another institution. (See Sending Institution)</del>
<b><u>Non-Substantial Change</u></b>	<del>These changes to courses do not impact the existing transfer agreement but may still result in the need to update information editorially on the ACAT Website. An institution from which students may transfer course or program credits to programs at another institution. (See Receiving Institution)</del>
<b><u>Sending Institution</u></b>	<b><u>An institution from which students may transfer course or program credits to programs at another institution. (See Receiving Institution)</u></b>
<b><u>Teaching Faculty</u></b>	<b><u>The Faculty/Department which is academically responsible for the course being evaluated</u></b>
<b><u>Transfer Credit ACAT Contact Person-</u></b>	<del>The official ACAT Contact Person resides in the Office of the Registrar and is responsible for the integrity of transfer credit articulation between the University of Alberta, ACAT, and Alberta postsecondary institutions. Transfer Credit is</del>

the acceptance of previous learning represented in course units or credits applied and articulated (denoted) on a student's academic transcript.

## FORMS

No Forms for this Procedure [[▲Top](#)]*Should a link fail, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca). [ [Top](#)]*

*If this section is used, list hyperlinks to all forms for this procedure in alphabetical order.*

*No Forms for this Procedure.*

## RELATED LINKS

*Should a link fail, please contact [uappol@ualberta.ca](mailto:uappol@ualberta.ca). [[▲Top](#)]/[ [Top](#)]*

~~[Alberta Council on Admissions and Transfer \(Government of Alberta\)](#)~~

~~[Alberta Council on Admissions and Transfer Best Practices in Instructor Qualification \(Government of Alberta\)](#)~~

~~[Alberta Postsecondary Six Sector model \(Government of Alberta\)](#)~~

~~[Alberta Transfer Guide \(Government of Alberta\)](#)~~

~~[Transfer Credit Articulation Basic Principles Information Document \(University of Alberta\)](#)~~

~~[University Calendar \(University of Alberta\)](#)~~

~~[Admissions Policy \(University of Alberta\)](#)~~

~~[Alberta Council on Admissions and Transfer \(Government of Alberta\)](#)~~

~~[Transfer Alberta \(Government of Alberta\)](#)~~

~~[Transfer Credit Toolkit \(University of Alberta\)](#)~~

~~[University Calendar \(University of Alberta\)](#)~~

~~[Admissions Policy \(University of Alberta\)](#)~~

~~[Alberta Council on Admissions and Transfer \(Government of Alberta\)](#)~~

~~[Transfer Alberta \(Government of Alberta\)](#)~~

~~[Transfer Credit Toolkit \(University of Alberta\)](#)~~

~~[University Calendar \(University of Alberta\)](#)~~

	<b>Category 1 (Formerly Sector 1)</b>	<b>Category 2 (Formerly Sector 2)</b>	<b>Category 3 (Formerly Sector 3)</b>	<b>Category 4 (Unaccredited /Trade /No Credit - non-uni transfer programs)</b>	<b>Private Accredited Colleges *</b>
	<i>Comprehensive Research Universites</i>	<i>Non-research Universities, Independent Universities</i>	<i>Community Colleges , Indigeneous, Polytechnical/Industrial, CGEP (see <a href="https://www.collegesinstitutes.ca/">https://www.collegesinstitutes.ca/</a>)</i>	<i>Unaccredited/Trade/No Credit</i>	<i>Accredited private colleges offering PS courses but not full degree programs</i>
	These institutions provide approved undergraduate and graduate degree programs that lead to undergraduate and graduate credentials. These institutions offer terminal graduate degrees.	These institutions focus on undergraduate level education and applied research.	These programs prepare students for work or further learning; provide academic upgrading and adult learning programs and diploma and certificate programs; may provide apprenticeship technical training programs.	These programs are primarily academic upgrading and adult foundational learning, and support transitions to further learning, the labour market and full participation in society; they may provide apprenticeship technical training programs; they may provide specialized skills and knowledge to prepare students for employment.	
	These institutions have a strong research focus in a wide range of disciplines and can undertake all forms of research, including discovery. Research is published and cited.	These schools may provide approved diploma or certificate programs. They may provide academic upgrading and adult learning programs.	These schools do not provide graduate level programs.	Usually these programs are non credit, apprenticeship, diploma and certificate programs. Alternatively, like the Banff Centre, they serve the needs of learners with prior academic and professional experience.	These courses/institutions will be evaluated on a per-faculty basis. Note: no rule created.
	These Universities may offer approved diploma and certificate programs.	These institutions might collaborate with other post-secondary institutions to support regional access to undergraduate degree programs.	These institutions may offer degree programs in certain circumstances, such as degree completion programs on their campuses (in partnership with universities) or baccalaureate degrees with an applied focus.		

*RULES, according to the Model*

	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>	<b>Category (Unaccredited/Trade /No Credit)</b>	<b>Private Accredited Colleges*</b>
<b>Course Level</b>	Up to 400-level qualify, 100 and 200 all accepted and 100 level should be direct equivalent transfers, wherever possible (or provide justification)	Up to 300-level qualify, 100 and 200 all accepted and 100 level should be direct equivalent transfers, wherever possible (or provide justification)	Up to 200-level qualify and anything above with justification	per Faculty with justification	per Faculty with justification
<b>Direct Credit</b>	100 and 200 level	100 level	100 level	none	
<b>Type of Program</b>	Baccalaureate & Graduate	Baccalaureate degrees or University transfer program	University Transfer programs	N/A	
<b>Sample Institution</b>	University of Calgary University of Lethbridge	Alberta University of the Arts Concordia University of Edmonton	Red Deer College NAIT	Marvel College Banff Centre	DeVry Institute of Technology

Note: Pre-arranged transfer decisions are not included (i.e. IB, AP, A-levels, dual-credit)

The why:

Adoption of a Category Model for transfer credit assessment (see Appendix 1) that would provide guidance for assessment and when warranted allow direct transfer credit to be granted without evaluation based on agreed upon parameters. A Category Model would assign institutions to a category, resulting in transfer credit being based on the type of institution, general content of the course (e.g. Organic Chemistry) and course level rather than individual aspects of the course such as specific content, assessment methods, instructor qualifications, and program specifications particular to the teaching unit.

# Administrative Committee for Transfer Credit (ACTC) - Terms of Reference

## 1. Mandate

Under the direction of the Vice-Provost and University Registrar, the Administrative Committee for Transfer Credit (ACTC) regulates the Transfer Credit Procedure and processes related to evaluation, recording, maintenance, and sharing of Transfer Credit agreements and decisions in order to facilitate student mobility.

## 2. Reporting/Governance

ACTC reports to General Faculties Council, Programs Committee on all issues concerning the UAPPOL *Transfer Credit Procedure* and provides an annual report on all administrative decisions made. ACTC engages with the campus transfer credit community through the Advisory Committee on Enrolment Management (ACEM).

Areas of responsibility

- a. Modification and maintenance of the *Transfer Credit Procedure*.
- b. Maintain a Category Model to identify institutions and courses for direct credit, wherever possible. See Appendix 1
- c. Support transparency for all stakeholders in the communication of transfer credit agreements, decisions and practices.
- d. Support a community of practice.

## 3. Composition of the Committee

- Faculty Senior Administrator \*(co-chair), Selected by committee from Faculties below
- Assistant Registrar and Director, Admissions or delegate (co-chair)
- One (1) Specialist - Research & Curricula (Transfer Credit), Office of the Registrar
- One (1) Senior Administrator\*, or delegate from the Faculty of Arts
- One (1) Senior Administrator\*, or delegate from the Faculty of Science
- At least three (3) Senior Administrators\*, or delegates, to be selected through ACEM from all remaining faculties. The Faculty representatives normally serve two (2) year staggered terms, and these members come from the various Faculty groups in rotation
- One (1) Representative from University of Alberta International
- At least one (1) Staff Transfer Credit Advisor(s) (or equivalent) from a Faculty (selected by ACTC)
- At least one (1) Undergraduate Student Representative (selected by ACTC)

\*Note: Faculty Senior Administrators are the Senior Student Services Administrators and have varied job titles dependent upon faculty (e.g. Assistant Dean (Programs and Operations), Senior Officer, Manager)

#### **4. Meetings**

ACTC shall meet regularly, as determined by the co-chairs. Quorum is 5 regular members, with a minimum of 1 from the Office of the Registrar.

Internal or external persons may be invited to attend meetings to provide advice and assistance, when necessary.

Meeting updates will be provided to governance bodies, as requested.



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

<b>Agenda Title</b>	<b>Proposed Graduate Certificate in Adapted Physical Activity, Faculty of Graduate Studies and Research, and Faculty of Kinesiology, Sport, and Recreation</b>
---------------------	--

**Motion**

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, a new Graduate Certificate in Adapted Physical Activity, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Kinesiology, Sport, and Recreation, and as set forth in Attachment 1, to take effect July 1, 2021.</p>
--

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter(s)	Janice Causgrove Dunn, Associate Dean, FGSR Christine Ma, Assistant Dean, International and Community Education, Faculty of Kinesiology, Sport, and Recreation - Communications & International Relations Jill Cameron, International and Community Education, Faculty of Kinesiology, Sport, and Recreation - Communications & International Relations

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve a new Graduate Certificate in Adapted Physical Activity.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The focus of the Adapted Physical Activity (APA) Graduate Certificate is using a disability-affirming approach to enhance skilled practice and reflexive learning. Focused on understanding disability within a larger context of equity, diversity, and inclusion (EDI), students in this graduate certificate program will advance critical thinking skills, reflect on taken for granted practices and assumptions, and explore practice oriented tools and knowledge. By fostering attitudes that are welcoming, affirming, and supporting, this APA Certificate is about reducing barriers, inhibitors, and constraints, and advocating access to active lifestyles and sport, by supporting facilitators and affordances that will promote innovative and cooperative service delivery, provide supports as needed, and empower individuals.
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>● Christine Ma, Assistant Dean, International and Community Education, Faculty of Kinesiology, Sport, and Recreation - Communications &amp; International Relations</li> <li>● Jill Cameron, International and Community Education, Faculty of Kinesiology, Sport, and Recreation - Communications &amp; International Relations</li> <li>● Jen Leo, Director, Faculty of Kinesiology, Sport, and Recreation - The Steadward Centre</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>● The Steadward Centre for Personal &amp; Physical Achievement</li> <li>● Ever Active Schools</li> <li>● Alberta Recreation and Parks Association</li> <li>● Special Olympics Alberta</li> <li>● The Alberta Centre for Active Living</li> <li>● Active Living for Canadians with a Disability</li> <li>● Faculty of Kinesiology, Sport, and Recreation</li> <li>● Faculty of Education</li> <li>● Faculty of Rehabilitation Medicine</li> <li>● Faculty of Graduate Studies and Research: Bryan Hogeveen, Vice Dean, and Maria Chia, Graduate Governance and Policy Coordinator</li> <li>● Tammy Hopper, Vice-Provost (Programs)</li> <li>● Kate Peters, Portfolio Initiatives Manager</li> <li>● Suzanne French, Portfolio Initiatives Coordinator</li> <li>● Edith Finczak, Director, Academic Budget &amp; Planning</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Kinesiology, Sport, and Recreation Faculty Council May 27, 2020 FGSR Council May 27, 2020 GFC ASC Subcommittee on Standards June 4, 2020 GFC Academic Standards Committee June 25, 2020 RACF TBA</p>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Institutional Strategic Plan - For the Public Good</p> <p><b>BUILD</b></p> <p><b>OBJECTIVE 1:</b> Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p><b>Strategy 1:</b> Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the 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>
--	--

Item No. 8

	<p><b>EXPERIENCE</b> OBJECTIVE 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. Strategy 1: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p><b>EXCEL</b> OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. Strategy 1: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 863 1542 1073"> <tr> <td data-bbox="570 863 1089 1073"> <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="1089 863 1542 1073"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" 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 checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<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 checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Proposal Template
2. Calendar Copy – Programs
3. Calendar Copy – Courses
4. Appendices

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

## Proposal Template: New Certificate and Diploma Programs and Specializations and Non-Credential Programming

Complete this template for proposals for new certificate and diploma programs and non-credential programming or new specializations within existing programs.

Indicate “not applicable” when questions are not relevant to a particular proposal.

### SECTION 1: PROPOSAL OVERVIEW

#### 1.1 Basic Information *(Complete the table below)*

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/Specialization Name</b>	<b>Adapted Physical Activity</b>
<b>Credential Awarded</b>	<b>Graduate Certificate</b>
<b>Proposed Effective Date</b>	<b>Winter 2021/July 2021</b>

#### 1.2 Type of Initiative

1.2.1. *This is a proposal for (check one):*

- new certificate*
- new diploma*
- new noncredential*
- new specialization(s) in existing program*

#### 1.3 Nomenclature *(Answer the following questions)*

1.3.1 *What program and/or specialization name will appear on parchments and transcripts?*

Graduate Certificate in Adapted Physical Activity

1.3.2 *Provide a brief rationale for the program and/or specialization name selected.*

The name for this program is based on a key area of research already offered within the Faculty of Kinesiology, Sport, and Recreation and fits within the learning outcomes and course offerings of the program.

**APA Definition:** Using a disability-affirming approach, Adapted Physical Activity (APA) within the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta is an area of research scholarship and an academic field of study with an emphasis on service delivery. Focused on developing attitudes, knowledges, and skill sets that are welcoming, affirming, and supporting, APA involves knowledge generation, translation and dissemination pertaining to the reduction of barriers,

advocacy for access to a range of physical activities, and promotion of innovative and cooperative service delivery and supports. APA includes, but is not limited to, inclusive and adaptive physical education, physical activity, sport, exercise, recreation, dance, creative arts, as well as the pursuit of health and wellness through movement.

## **SECTION 2: OVERVIEW OF PROPOSED PROGRAM OF STUDY**

### **2.1 Program Description** (*Answer the following questions*)

#### **2.1.1** *Provide a 3-4 sentence calendar description of the program*

The focus of the Adapted Physical Activity (APA) Graduate Certificate is using a disability-affirming approach to enhance skilled practice and reflexive learning. Focused on understanding disability within a larger context of equity, diversity, and inclusion (EDI), students in this graduate certificate program will advance critical thinking skills, reflect on taken for granted practices and assumptions, and explore practice oriented tools and knowledge. By fostering attitudes that are welcoming, affirming, and supporting, this APA Certificate is about reducing barriers, inhibitors, and constraints, and advocating access to active lifestyles and sport, by supporting facilitators and affordances that will promote innovative and cooperative service delivery, provide supports as needed, and empower individuals.

Courses include:

KSR 717 Critical survey of key topics in Adapted Physical Activity (★ 3)

KSR 718 Program Evaluation and Assessment (★ 3)

KSR 719 Being a Reflexive Practitioner (★ 3)

KSR 720 Accessible Design for APA (★ 3)

KSR 721 Instructional Approaches & Programming Models (★ 3)

KSR 722 Coaching Athletes Experiencing Disability (★ 3)

KSR 723 Integrating Disability Perspectives into APA Practice (★ 3)

KSR 724 Trauma informed practice (★ 3)

**2.1.1a** *Attach a proposed program of study (including course names, descriptions, credits and pre-requisites, by semester or year of study) as an appendix to this proposal.*

See attached; Appendix I

#### **2.1.2** *List program learning outcomes.*

Upon successful completion, students will be able to:

1. Know basic and unique concepts, terms, and principles that affect the behaviors of individuals and organizations within Adapted Physical Activity settings
2. Access, critique, and apply research to practice in order to foster ongoing professional growth
3. Apply critical thinking and problem solving skills to issues within adapted physical activity settings (i.e. sport, recreation, education, health, wellness, and fitness programming)
4. Apply knowledge and skills to facilitate inclusion of individuals in a variety of movement settings
5. Develop and demonstrate effective professional oral, written, and visual communication skills in the context of a leadership role
6. Reflect about and anticipate the impact of strategic decisions on adapted physical activity organizations and their stakeholders, including community members experiencing disability, caregivers, families, staff, and volunteers
7. Identify and problematize barriers/inhibitors/constraints, policies, ideas, and practices that marginalize or exclude people who experience disability
8. Apply equity, diversity, and inclusion lenses to policies, practices, and programs in order to support meaningful access for a broad range of participants

**2.1.3** *Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary)*

X  *Yes*;  *No*; or  *Not Applicable*

**2.1.4** *Indicate where the program will be offered (i.e., campus locations and/or off-site locations) and how it will be delivered (i.e., face-to-face, online, or blended).*

This program will be delivered in a primarily online environment with the majority of course work delivered online and will include an optional in-class component that will be held in partnership with the Steadward Centre for Personal & Physical Achievement. The in-class component will be a five-day intensive optional course for credit within the Certificate that may be done on-campus or off-site.

**2.1.5** *Identify any collaborations or potential collaborations with other post-secondary institutions or other organizations that this program respectively facilitates or provides for.*

There will be collaboration with the Steadward Centre for Personal & Physical Achievement within the Faculty of Kinesiology, Sport, and Recreation.

**2.1.6** *Indicate how the proposed FLE and load calculations align both with internal institutional practices and with similar Ministry-approved programs. (Consult with the Ministry as required)*

This program will align with other similar Ministry-approved programs such as the Indigenous Sport and Recreation Graduate Certificate and the Sport and Recreation Management Graduate Certificate both offered by the Faculty of Kinesiology, Sport, and Recreation. This program is

also similar in design to other graduate certificates offered in post-secondary institutions such as Pain Management and Stroke Rehabilitation in the Faculty of Rehabilitation Medicine at the University of Alberta.

**2.1.7** Document the CIP ([\*Classification of Instructional Programs, Statistics Canada\*](#)) code being proposed for this program and explain the rationale for its selection, if necessary (e.g., in the case of an interdisciplinary program).

The CIP code is: 51.2309

## **2.2 Program Requirements** (*Answer the following questions*)

**2.2.1** List primary admission requirements for the proposed program.

Requirements for admission follow the Faculty of Graduate Studies and Research and will include an undergraduate degree with a minimum GPA of 3.0 along with a minimum 1 year of relevant work experience. Prospective students' undergraduate degree can be in any discipline and some experience working in an adapted or recreation setting will be considered an asset.

There is no residency requirement. There may be an opportunity for academic advancement by laddering the certificate to a course-based Master of Arts or a course-based Master of Arts in Recreation and Leisure Studies Degree from the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. Academic standing will reflect the Faculty of Graduate Studies and Research requirements; a minimum grade point average of 2.7 with no grade less than C+. Requirements for graduation are successful completion of all course and program requirements.

NB: International students will need to meet the minimum [FGSR English Language Proficiency requirement](#). Students can meet this by possession of a degree or its academic equivalent from an institution recognized by the University of Alberta and where the language of instruction is English. Proof that the instruction for the degree was in English will be required.

Current satisfactory ELP scores are as follows:

- TOEFL iBT minimum score of 92/120 overall and no subtest lower than 21
- IELTS minimum score of 6.5 overall and at least 5.5 on each test band
- CAEL overall 70 with at least 60 on all subtest
- PTE Academic 61 with a minimum band score of 60

**2.2.2** List program completion requirements.

Completion requirements include successful completion of 4 courses valued at 3 credits each for a total of 12 credits. Students will have 8 courses to choose from and will be required to complete 4. The in-class course will be optional.

## **2.3 Work Integrated Learning Placements** *(If applicable, answer the following questions)*

**2.3.1** *Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities).*

N/A

**2.3.2** *Describe communications from employers (e.g., letters of support, minutes of program advisory committee meetings, etc.) that would indicate that sufficient placements will be available when needed.*

N/A

**2.3.2a** *Comment on whether/how work integrated learning placements in other programs (at the institution or at other Campus Alberta institutions) may be impacted as a result of this program.*

N/A

**2.3.3** *Describe the student's role, if any, in securing placements.*

N/A

## **2.4 Endorsement of and/or Support for Program** *(Indicate endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry, when applicable.)*

There is a strong level of support and endorsement from a variety of related professional organizations as well as our advisory/oversight committee and employers in the area of Adapted Physical Activity.

Please see appendix II: Letters of support from the following organizations:

1. Active Living Alliance for Canadians With a Disability
2. The Steadward Centre for Personal & Physical Achievement
3. Alberta Recreation and Parks Association
4. Special Olympics Alberta
5. Ever Active Schools
6. The Centre for Active Living

## **SECTION 3: LABOUR MARKET DEMAND AND ENROLMENT PLANNING**

### **3.1 Demand for Program** *(Answer the following questions)*



**3.1.1** *Describe anticipated employment outcomes (including entrepreneurial and/or self-employment paths) for program graduates.*

The Steadward Centre for Personal & Physical Achievement along with the Faculty of Kinesiology, Sport, and Recreation conducted a survey in Fall 2019 that indicates a clear interest for education in this area. The anticipated employment outcomes will support and provide knowledge and expertise in the area of Adapted Physical Activity for professionals that are already working. Specifically, this may provide professionals with opportunities to expand their professional reach (for example, teachers will be able to provide better support for students experiencing disability whom they may not have been previously serving, recreation professionals will be able to develop and deliver programming for diverse members of the community) This may assist them in advancing within their field. Additionally, employment outcomes will include a deeper understanding of issues associated with equity, diversity, and inclusion which is critical within most workplace settings. This may lead to new opportunities for advancement or professional development within the individual's current workplace.

**3.1.2** *Describe the labour market demand for the proposed program in the region that your institution serves, detailing how labour market demand was projected. (Append supporting documentation, as appropriate.)*

The primary target audience is working professionals seeking an opportunity to enhance their knowledge in the area of Adapted Physical Activity. This includes individuals working in education, physical education, sport, recreation, dance, fitness, creative arts, nutrition, allied health, medicine, and rehabilitation (among other additional sectors). Knowledge and experiences gained from this graduate certificate may contribute toward professional growth, promotional opportunities, and job security.

Attached is a survey that was sent out to professionals in fitness, recreation, education, therapeutic recreation, sport, and rehabilitation medicine. The findings indicate there is a strong demand for credit programming in this area. With over half of the respondents expressing an interest in going back to obtain further post-secondary credentials and over 60% interested in receiving it from a University. Respondents were interested in learning about practical information that can be applied in their job (e.g., instructional approaches and guidelines for adaptations (62%), modes of communication (47%), & accessing community based activity (56%), which would increase the employability of professionals who compete this certificate. [See Appendix III: APA survey results].

**3.1.3** *In cases where labour market demand is not the primary driver for creating the program, comment on social and/or community benefits.*

There is a strong market demand for this type of education based on the statistics listed below including those reported on in Appendix X (The Canadian Disability Report) and Appendix III (Survey Results) which also includes benefits to professionals working in a variety of settings

including health, wellness, fitness, education, medicine, allied health, sport, and recreation.

According to the Center for Disease Control and Prevention, physical activity can help people with chronic, disabling conditions improve their stamina and muscle strength. It reduces symptoms of anxiety and depression, improves mood, and promotes general feelings of well-being. It also helps control joint swelling and pain associated with arthritis (<https://www.cdc.gov/>).

The social and community benefit would be great. A direct quote from the 2019 survey (Appendix III) states: “Families have a lot of untapped knowledge about what the lived experience is like. Lived experience is a very valuable tool.”

Because the target audience is broad within targeted working professionals, many organizations and professionals in the identified areas will benefit from this type of educational program.

According to the 2017 Canadian Survey on Disability Report: (<https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018002-eng.htm#a3>), approximately one in five (22%) Canadians, aged 15 years and over reported to experience disability. The prevalence of disability increased with age (13% among 15 to 24 year olds to 47% among those aged 75 years and over). Given the prevalence of disability and the benefits associated with physical activity participation, there is tremendous social and community benefit to developing and delivering a post-graduate certificate program that will ensure we have professionals in the workforce who have the knowledge, skills, and experience to support active living and well-being for Canadians experiencing disability.

**3.1.4** *Identify which stakeholder groups were consulted regarding demand/need for this program:*

- Students/learners*
- Faculty*
- Program advisory committee*
- Regulator and/or accreditation bodies*
- Employers and professional associations*
- Community organizations*
- Other post-secondary institutions*
- Other (please identify)*

**3.1.4a** *Discuss the results of these consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.*

Both internal and external consultation has been done in the area of Adapted Physical Activity. This includes:

1. The Steadward Centre for Personal & Physical Achievement

Discussed collaboration with the in-class component. Students will combine their lectures with a hands-on experience with the Steadward Centre during the in-class component.

The Steadward Centre also assisted in conducting the Survey in which we based support for this program. [Appendix III; survey results; Appendix IV; letter of support].

2. Ever Active Schools

Consulted on Professional Development for Teachers and the demand for more professional development opportunities related to physical activity and recreation, in particular, for individuals with a disability. [Appendix V; letter of support].

3. Alberta Recreation and Parks Association

Consulted on Professional Development for recreation professionals and the demand for access to professional development opportunities for individuals with a disability. [Appendix VI; letter of support].

4. Special Olympics Alberta

Consulted on Professional Development opportunities for those working and volunteering in sport and recreation with individuals with a physical disability. See Appendix VII; letter of support

5. The Alberta Centre for Active Living

Consulted on the need for accessible education in the area of sport and recreation with a focus on individuals with a disability. [Appendix VIII; letter of support].

6. Active Living for Canadians with a Disability

Consulted on the need for accessible education in the area of sport and recreation with a focus on individuals with a disability. [Appendix IX; letter of support].

7. Faculty members: Faculty of Kinesiology, Sport, and Recreation

Consulted on program details including format, program description, learning outcomes, courses to offer, learning modalities, research, and other associated details.

KSR Faculty members that took part in consultation: Donna Goodwin, Janice Causgrove Dunn, Danielle Peers, Nancy Spencer, Joanna Auger, Jennifer Leo

8. Faculty members: Faculty of Education: Hayley Morrison, Assistant Professor, Elementary Education. Consulted on program details including program structure, content, and student experience for graduate students in education (i.e., structure of delivery of week long summer

intensive course) as well as learning outcomes that would be relevant for education students.

**3.1.5** *Will this program target students from outside the institution's traditional catchment zone? (If yes, where will these students be targeted – i.e., which particular regions/jurisdictions within Alberta and Canada, foreign countries, and/or geographic regions?)*

Given the primarily online format of this Graduate Certificate, this program will target students outside the institution's traditional catchment zone as it will be available to professionals who are working in areas outside of Alberta, in Canada or globally.

Specifically, students will be targeted in provinces and territories across Canada. Additionally, this graduate certificate will be of interest to students globally (e.g., in Europe- Ireland, Norway, UK and in South America- Brazil).

In addition to the online curriculum, the in-person component (1 course) of this certificate offers a unique learning experience that is not readily available across Canada. Therefore, we anticipate this certificate will be of interest to students outside of the University of Alberta's traditional catchment zone.

There will be no immigration/visa requirements for International students as there will be no requirement to be in Canada. The in-class component is not a requirement.

**3.1.6** *Comment on the overall sustainability of learner demand for this program over the longer term.*

This program is relevant to professionals working in a wide range of sectors, including education, rehabilitation, medicine, kinesiology, recreation, and coaching, which means there is a diverse and varied group of potential students. We anticipate there will be long term interest and demand as these sectors continue to hire people who will need ongoing training and professional development. For example, with attrition and retirement in education, there will continue to be new teachers entering the field who will be looking for professional learning opportunities.

The proposed Graduate Certificate is unique in that it will provide ongoing professional development to those working to promote inclusion, reduce barriers, inhibitors, constraints and advocating for active lifestyles and sport by supporting facilitators and affordances that will promote innovative and cooperative service delivery, provide support as needed, and empower individuals.

The proposed certificate will fill a gap in current education offerings by providing knowledge specific to adapted professionals in the broad sector of recreation and sport, specifically at a graduate level. Utilizing online delivery makes this program appealing to the working professional and accessible to prospective students across the province, country, and globe.

### 3.2 Projected Domestic Student Enrolment *(Complete the table below as applicable)*

*(NB: Proposals for non-credentials do not complete anticipated no. of graduates line or divide enrolments by year of study.)*

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
<b>Total head count</b>	18	25	30	35	40+
• Year 1	0	0	0	0	0
• Year 2	0	0	0	0	0
• Year 3	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	0	18	25	30	30+

### 3.3 Projected International Student Enrolment *(Complete the table below as applicable)*

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
<b>Total head count</b>	1	3	5	8	8+
• Year 1	0	0	0	0	0
• Year 2	0	0	0	0	0
• Year 3	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	0	2	5	8	10+

### 3.4 Enrolment Planning Assumptions *(Answer the following questions)*

\*Note: the above tables reflect anticipated completion rates based on how long students take to complete the program and how many courses are offered in one academic year. Students are considered part-time and have up to four years to complete the program (4 courses). The number of courses offered in an academic year will be based on student demand. To start, there will be a

minimum of two courses will be offered in the first year. As student demand grows, the number of courses offered could increase. The difference in total headcount and total graduates is due to the program's rolling admissions – these numbers are based on headcount per year which will be a combination of continuing students and new students.

**3.4.1** *Will total enrolment (as measured in FLEs) at your institution increase as a result of implementation of this proposed program?*

We anticipate a minimal increase to our FLE count as a result of this program as students are considered part-time.

**3.4.1a** *Identify enrolment impacts in similar programs or non-credential areas within your institution, when applicable.*

There are no other similar programs currently being offered within this institution and therefore, there will be little to no enrolment impacts to other credit and non-credential areas.

**3.4.2** *How many cohorts or intakes of new students will occur per year, or is a continuous intake model used?*

A continuous intake model will be used for this program to allow students the flexibility to apply and study when it fits into their schedule. This is similar to the model that the Faculty of Kinesiology, Sport, and Recreation currently uses with the Sport and Recreation Management Graduate Certificate.

**3.4.3** *When applicable, provide rationale for how enrolment projections were established with regard to domestic/international student ratio.*

Enrollment projections were established based on previous graduate certificate enrollments from current certificates that our Faculty offers, coupled with results from the aforementioned market scan and survey of current industry professionals.

**3.4.4** *Explain assumptions regarding attrition and/or numbers of graduates.*

Based on the design of this program and the fact that no other similar programs exist, a low attrition rate is expected, less than 10%.

**3.4.5** *What is the minimum number of FLEs needed for this program to be viable (i.e., the “break-even” point)?*

The minimum number of FLE students needed to break even in one year would be approximately 16 students. Minimum FLE is 9 credits/term.

Expenses: \$151,420.00

Tuition: \$1,600.00/course

1,600 x 6 courses = \$9,600.00

9,600 x 16 = \$153,600.00

## SECTION 4: QUALITY CONSIDERATIONS

### 4.1 Quality Assurance Considerations *(If applicable, answer the following questions)*

*(NB: non-credential programs complete 4.1.1 only.)*

**4.1.1** *What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?*

An advisory committee is in place that includes Faculty members, researchers in the area of APA, as well as industry experts including the Director, Steadward Centre for Personal and Physical Achievement. Additionally, efforts will be made to seek out a member representative from The Steadward Centre for Personal and Physical Achievement who has lived experience of disability.

The role of this committee includes recommendations on learning modalities, terms of the courses, amount of credits, number of weeks, in-class component, and overall framework of the Certificate.

A content oversight committee will be put in place to oversee the development of all course content, ensure the content is relevant and current, and learning outcomes are met.

An admissions committee will be struck with representatives from the Faculty of Kinesiology, Sport, and Recreation. The role of this committee will be to review applications and make recommendations for admission; specifically for those applicants who may be eligible based on life experience (i.e. applicants does not hold an undergraduate degree but has 10 years or more of advanced related experience).

**4.1.2** *Provide copy of independent academic expert review, when applicable.*

N/A

**4.1.3** Provide copy of institution’s response to independent academic expert review, when applicable.

N/A

**4.1.4** Describe the institutional quality assurance process(es) that will be used to ensure the continuing high quality of the proposed program.

A student survey will be conducted at the completion of each course along with course USRIs. The survey will address the program, instruction and instructors, IT support, online learning environment, and all other aspects of the Certificate. Students will be contacted year over year to assess the impact of the certificate, of their employment opportunities, career advancement, and impact on their communities. Rate of completion, attrition, and withdrawals will also be monitored.

An exit interview will be conducted with those who do not complete. An annual report to the Advisory Committee will also be completed year over year.

## SECTION 5: FINANCIAL VIABILITY AND SUSTAINABILITY

### 5.1 Annual Budget and Funding Sources *(Complete the table below)*

- Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.
- If program implementation will take place over more than one year, provide estimates for each year until full implementation.

Formula:

\$1600/course

3 courses/ year

$1600 \times 3 = 4800 \times \# \text{ of students}$

### Ongoing Revenues and Operational Costs

	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
<b>Revenues</b>					
Domestic Tuition/Fees	\$86,400	\$120,000	\$144,000	\$268,000	\$312,000
International Tuition/ Fees	\$6,000	\$18,000	\$30,000	\$48,000	\$48,000
External Funding	\$0	\$0	\$0	\$0	\$0
Internal Re-allocation	\$0	\$0	\$0	\$0	\$0
By-Product Sales/Services	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$92,400</b>	<b>\$138,000</b>	<b>\$174,000</b>	<b>\$316,000</b>	<b>\$360,000</b>



<b>Operational Costs</b>					
Faculty Salaries/Benefits	\$33,000	\$35,000	\$38,000	\$40,000	\$42,000
Service Teaching Costs	\$0	\$0	\$0	\$0	\$0
Admin Salaries/Benefits	\$15,000	\$18,000	\$20,000	\$22,000	\$25,000
Materials/Contracted Service	\$0	\$0	\$0	\$0	\$0
Other Direct Costs	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Indirect Costs	\$0	\$0	\$0	\$0	\$0
<b>Total Operational Costs</b>	<b>\$63,000</b>	<b>\$68,000</b>	<b>\$73,000</b>	<b>\$77,000</b>	<b>\$82,000</b>

### One-Time Expenditures

<b>One-time expenditures</b>	<b>Amount</b>	<b>Revenue Source</b>	<b>Details</b>
Facilities	\$0		
Equipment and IT	\$0		
Curriculum Development	\$56,000		
Library	\$0		
Other (specify) Marketing/Promo	\$5,000		

## 5.2 Budgetary Assumptions *(Answer the following questions)*

**5.2.1** *If revenue projections include internal reallocations, comment on institutional impacts for other programs/operations.*

**5.2.2** *If projected revenues include by-product sales/services as a result of delivery of the proposed program (e.g., salon services as part of a Hairstyling program), indicate the basis upon which prices were established.*

N/A

**5.2.3** *Provide staffing plan information to support faculty salaries/benefits projection.*

If a Faculty member develops content or teaches into the certificate, the revenue generated by the certificate is expected to cover the cost of their teaching or course development work. It is expected that most development of and teaching in this certificate will be done in combination by Faculty, Academic Teaching Staff (ATS) and qualified contractors.

**5.2.3a** *In cases where service teaching costs are projected, indicate number of courses being purchased.*

**5.2.4** *Identify what types of material costs and contracted services are projected.*

Because the courses for this program will be delivered online, there will be no additional material costs. There may be additional costs associated with the optional, in-class course. Additional contract services may include the support of an eLearning Specialist as well as the Steadward Centre staff specific to course delivery.

**5.2.5** *Specify what direct costs include.*

A portion of the salary for the Manager, International and Community Education position (approx. \$9,000).

A ball park figure of approximately \$6,000 could also be associated with the optional in-class component. This would account for:

- staff/instructor time: \$500-\$1,000
- honorariums: \$2,000
- catering: \$500-\$1,000
- equipment and supplies, \$1,000
- miscellaneous expenses: \$500-1,000

**5.2.6** *Explain how indirect costs are projected and calculated (e.g., formula-driven, full-costing, etc.)*

**5.2.7** *Describe risk mitigation plans should revenue forecasts not be achieved or should costs exceed amounts budgeted.*

Enrolment drives whether any course/program is offered. If enrolment is below the break even point or no enrolment at all, courses are cancelled and teaching does not happen. Each course offered is examined on a case by case basis. If enrolment does not support running a course, the course is cancelled, mitigating the staffing costs. Most costs are closely linked to enrolment (revenue).

Should forecasts not be achieved after a course is offered, the Faculty would offset the cost from other revenue from existing credit and non-credit programs.

### 5.3 Tuition and Student Cost Considerations *(Answer the following questions)*

**5.3.1** Compare the proposed tuition rate (both domestic and international) with that of similar programs in the Campus Alberta system and in other relevant jurisdictions. *(Consult with the Ministry as needed.)*

The tuition rates are within the range for similar programs offered at the University of Alberta and across Canada.

Domestic tuition and fees are set at \$1,600.00 per course plus the cost of part-time, off-campus student non-instructional fees.

International tuition and fees are set at \$2,000 per course plus the cost of part-time, off-campus student and non-instructional fees.

These are in-line with other similar cost-recovery courses offered by the University of Alberta. For example:

- Advanced Adolescent Literacy - \$1,600.00/course
- Teaching Students with Complex Communication Issues - \$1,600.00/course
- Master of Education in Education Studies - \$1,635.20/course
- Master of Education in Health Science Education - \$1,600.00/course

[\[https://www.ualberta.ca/registrar/costs-tuition-fees/other-fees/cost-recovery-programs-and-courses\]](https://www.ualberta.ca/registrar/costs-tuition-fees/other-fees/cost-recovery-programs-and-courses)

**5.3.2** Does the proposed program align with the Tuition Fee Regulation?  Yes; or  No

**5.3.2a** Please elaborate on above answer, if necessary.

N/A

**5.3.3** List additional projected financial costs (e.g., fees, books, equipment, travel for WIL, etc.) for students.

There may be additional fees associated with the optional in-class course that will be the responsibility of the student. Each course may have required textbooks and/or readings as well. There will be no further costs associated. Disability accommodations will be supported through the Academic Success Centre and Accessibility Resources. Additionally, scholarship funds will be raised to provide additional support for accommodations needs that are not supported through the University of Alberta resources.

## SECTION 6: INSTITUTIONAL IMPACT

## **6.1 Institutional Capacity** *(Answer the following questions)*

### **6.1.1** *Describe how the proposed program builds on institutional strengths and/or builds institutional capacity.*

This program will build on institutional strengths by providing professionals in the industry the opportunity to learn from those with academic and practical knowledge and experiences. For example, students enrolled in the certificate program will learn from KSR Faculty members who are leaders in the field of APA with years of research and teaching expertise, as well as professionals who have professional expertise in the development and delivery of adapted physical activity programming. The professional expertise will include staff members of The Steadward Centre, a teaching and research centre housed within the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta.

The Steadward Centre (TSC) for Personal and Physical Achievement is a leader in Adapted Physical Activity and Paraspport development, annually serving more than 1000 children and adults experiencing disability and training more than 250 future professionals. As a non-profit within the Faculty of Kinesiology, Sport, and Recreation, University of Alberta, the Centre's strong research and education focus allow it to deliver innovative programs and to share expertise and knowledge with community recreation and physical activity leaders across Alberta.

#### **6.1.1a** *Explain how the proposed program fits with existing programs at the institution.*

This graduate certificate fits well within the existing programs offered at the University of Alberta. The delivery model of this program affords opportunities in an online course setting, allowing for flexibility for non-traditional students or those working while continuing their education.

#### **6.1.1b** *Describe how the proposed program aligns with the institution's mandate and Comprehensive Institution Plan, and other planning documents.*

The Graduate Certificate in Adapted Physical Activity aligns well with the University of Alberta in the following areas:

1. In the 2017 Institutional Strategic Plan. Page 14, {7. *OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience*}.

Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.

On page 21, {14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning}.

2. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.

[Appendix XI\_Institutional Strategic Plan\_For the Public Good\_2017].

3. This free-standing certificate program also falls in alignment with the 2017 Institutional Plan for providing accessible programming. [Appendix XII\_Comprehensive Institutional Plan\_2017. pp 7].
4. This certificate provides the ability to ladder into a course based Master of Arts degree or it can stand alone as a certificate. The Faculty of Graduate Studies and Research recently approved a policy enabling students to ladder credits into a course based Master degree program as part of the Faculty's overall strategy to provide flexibility and access to graduate level education.
5. This certificate also aligns well with the KSR Faculty Strategic Plan. As outlined on page 6, number 2, under EXCEL: *“Expand access to innovative life-long learning approaches: Practical knowledge shouldn’t stop once a student receives their undergraduate degree. We are dedicated to establishing a more defined career path in kinesiology, sport and recreation, and developing a series of post-baccalaureate certificates which can culminate into a Master’s degree. Furthermore, we will explore other life-long learning approaches like online and blended learning opportunities.”*

[Appendix\_XIII\_final\_physed-and-rec-strategic-report. pp 6, number 2.]

#### **6.1.2** *Comment on the facilities and equipment available at your institution to support the program.*

There will be little requirement for equipment and facilities because the delivery model is primarily online. The optional in-class course will be held in a combination of classrooms within Van Vliet Complex and the Steadward Centre for Personal and Physical Achievement when on campus. The ability to host this course in other locations will be an option for students for this course only and will approved on a case-by-case basis by the Content Oversight Committee.

#### **6.1.3** *In cases where facilities and equipment are shared with other programs, identify impacts and/or mitigating strategies for other programs.*

N/A

### **6.2 Internal Review and Approval** *(Indicate which internal governance body recommended approval and specify date of approval.)*

## SECTION 7: SYSTEM IMPACT

### 7.1 Program Duplication *(Answer the following questions)*

#### 7.1.1 *Does the proposed program duplicate existing programming in Alberta?*

A current market scan revealed there are no other programs of this kind being offered in Canada. This certificate is unique in its content, online learning format, in-class component, graduate level, and its collaboration with the Steadward Centre for Personal and Physical Achievement.

#### 7.1.1a *If yes, list these programs (including those offered by private career colleges).*

N/A

#### 7.1.2 *If proposed program does constitute program duplication, explain why such duplication is appropriate and beneficial in this circumstance.*

N/A

### 7.2 Learner Pathways *(Answer the following questions)*

#### 7.2.1 *Which programs or learning activities in the Alberta adult learning system ladder/transfer into this proposed program or non-credential?*

Adult learners that have completed an undergraduate degree in the areas of education, kinesiology, health, rehabilitation medicine, nursing, medicine, and/or social work would be strong candidates for this program. Additionally, students who have completed an undergraduate degree with a focus on Adapted Physical Activity and/or those that work and/or volunteer in an adapted environment or with individuals who experience disability will be eligible for this program.

#### 7.2.2 *Into which programs in the Alberta adult learning system does this proposed program or non-credential ladder, transfer, or otherwise provide the necessary conditions for admission?*

This certificate may be laddered into a course-based Master of Arts (MA) or a course-based Master of Arts in Recreation and Leisure Studies (MARLS) Degree from the Faculty of Kinesiology, Sport, and Recreation. Laddering a certificate into a course-based Master Degree

program can provide students advanced standing in their chosen program. It should be noted that completion of a Graduate Certificate does not guarantee admission into a graduate degree program.

## **SECTION 8: OTHER CONSIDERATIONS**

*Are there are other considerations that you believe that the Ministry should take into account when reviewing this proposal?*

There are several items to take into account when reviewing this proposal including the unique partnership between KSR Faculty and The Steadward Centre which brings together academic and community voices and perspectives that will offer students a unique learning experience. This Certificate will provide an accessible learning environment and a one of a kind opportunity to access quality academic programming with community learning and experience from the Steadward Centre. It touches on many areas related to health and education and students can learn from people experiencing disability in the optional in-class component. To address the contribution of people experiencing disability as a significant part of student learning during the in-class component (or in the online courses), they may be provided with compensation.

### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

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

**2021-2022 University of Alberta Proposed Calendar Graduate Program Changes:**

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Kinesiology, Sport, and Recreation [Graduate]</b></p> <p>***NEW***</p>	<p><b>Graduate Programs</b></p> <p><b>Kinesiology, Sport, and Recreation [Graduate]</b></p> <p><b><u><a href="#">The Graduate Certificate in Adapted Physical Activity [Graduate]</a></u></b></p> <p><u><a href="#">The Graduate Certificate in Adapted Physical Activity is offered by the Faculty of Kinesiology, Sport, and Recreation. The focus of this certificate is using a disability-affirming approach to enhance skilled practice and reflexive learning. Focused on understanding disability within a larger context of equity, diversity, and inclusion (EDI), students in this graduate certificate program will advance critical thinking skills, reflect on taken for granted practices and assumptions, and explore practice oriented tools and knowledge. By fostering attitudes that are welcoming, affirming, and supporting, this APA Certificate is about reducing barriers, inhibitors, and constraints, and advocating access to active lifestyles and sport, by supporting facilitators and affordances that will promote innovative and cooperative service delivery, provide supports as needed, and empower individuals. The majority of course work will be delivered online; there will be an optional in-class component that will be held in partnership with the Steadward Centre for Personal &amp; Physical Achievement.</a></u></p> <p><b><u><a href="#">Entrance Requirements</a></u></b></p> <p><u><a href="#">The Faculty'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 ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</a></u></p> <p><u><a href="#">The undergraduate degree can be in any discipline and some experience working in an adapted or recreation setting will be considered an asset.</a></u></p>



<p><b>The Degree of MA (Kinesiology, Sport, and Recreation) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p>	<p><u>A minimum 1 year of relevant work experience is also required. Note: relevant work experience includes but is not limited to individuals working in education, physical education, allied health, sport, recreation, dance, fitness, creative arts, nutrition, medicine, rehabilitation (among other sectors).</u></p> <p><u>Where applicable, applicants must meet the minimum FGSR English Language Requirement.</u></p> <p><u>Applicants are also required to submit the following:</u></p> <ul style="list-style-type: none"> <li>• <u>Current resume/curriculum vitae</u></li> <li>• <u>One professional letter of reference</u></li> <li>• <u>One letter of intent</u></li> </ul> <p><u>Applicants who do not meet the minimum academic requirement but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact the Manager, International and Community Education, Faculty of Kinesiology, Sport, and Recreation to discuss their status.</u></p> <p><b><u>Program Requirements</u></b></p> <p><u>Students are required to complete four ★3 courses for a total of ★12.</u></p> <p><b><u>Course Work (★12)</u></b></p> <p><u>Students must complete four of the following:</u></p> <ul style="list-style-type: none"> <li>• <u>KSR 717</u> <u>Note: this course provides foundational content used throughout the APA certificate courses, therefore it is strongly recommended that students take KSR 717 as their first course.</u></li> <li>• <u>KSR 718</u></li> <li>• <u>KSR 719</u></li> <li>• <u>KSR 720</u></li> <li>• <u>KSR 721</u></li> <li>• <u>KSR 722</u></li> <li>• <u>KSR 723</u></li> <li>• <u>KSR 724</u></li> </ul> <p><b><u>Length of Program</u></b></p> <p><u>The maximum time to complete the graduate certificate as set by the Faculty of Graduate Studies and Research is four years.</u></p> <p><b><u>Laddering</u></b></p> <p><u>Students who complete the certificate in good standing may be able to use the courses from the certificate to receive advanced standing in the Master of Arts or Master</u></p>
--	---

<p><b>Length of Program</b></p> <p>[...]</p>	<p><a href="#"><u>of Arts in Recreation and Leisure Studies in Kinesiology, Sport, and Recreation. Completion of the certificate does not guarantee admission to a master’s degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details on laddering can be found in the Calendar under Regulations of the Faculty of Graduate Studies and Research.</u></a></p> <p><b>The Degree of MA (Kinesiology, Sport, and Recreation) [Graduate]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b><a href="#"><u>Laddering into the course-based MA/MARLS In Kinesiology, Sport, and Recreation</u></a></b></p> <p><a href="#"><u>Students who complete the Graduate Certificate in Adapted Physical Activity, the Graduate Certificate in Indigenous Sport and Recreation, and/or the Graduate Certificate in Sport and Recreation Management in good standing may be able to use the courses from these certificates to receive advanced standing in either MA program. Completion of the certificate does not guarantee admission to a master’s degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details on laddering can be found in the Calendar under Regulations of the Faculty of Graduate Studies and Research.</u></a></p> <p><b>Length of Program</b></p> <p>[...]</p>
<p>Justification:          Proposal for New Graduate Certificate in Adapted Physical Activity          Update to the MA in Kinesiology, Sport, and Recreation to reflect that this and two existing graduate certificates may be laddered in for advanced standing.</p> <p>Note: Calendar documents for creation of new courses are part of this proposal but will have a separate GFC approval path.</p> <p>Note: in the Calendar, the entry for the MA/MARLS in Kinesiology, Sport, and Recreation comes before the entries for Graduate Certificates.</p> <p>Approved by:  <a href="#"><u>KSR Faculty Council</u></a>  <a href="#"><u>FGSR Faculty Council</u></a></p>	

Approval: KSR Graduate Program Committee: May 21, 2020  
 KSR Faculty Council: May 27th, 2020

Faculty of Kinesiology, Sport, and Recreation  
 Proposed Changes to the **2021-2022** University Calendar

<b>CURRENT</b>	<b>PROPOSED</b>
<p>Current Course Description            as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):</p>	<p>Proposed Course Description            as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):</p> <p><b><u>KSR 531 Critical survey of key topics in Adapted Physical Activity (★ 3)</u></b></p> <p>A critical survey of topics and issues that are foundational to research, theory, and practice within adapted physical activity. Topics may include models of disability, social justice and intersectionality, and constraints and affordances that influence participation in physical activity and leisure by persons with impairments.</p> <p>Approved Hours = 3-0-0            Fee Index: 6            Term: Either</p> <p><b><u>KSR 532 Program Evaluation and Assessment (★ 3)</u></b></p> <p>An examination of strategies, approaches, and practices for assessing programs, and their impacts, within adapted physical activity and other related settings (e.g., rehabilitation). Quantitative, qualitative, mixed, and alternative (e.g., arts-based) assessment methods will be introduced and critically analysed, with an emphasis on disability-affirming approaches to each. This course will explore how to conduct various types of program evaluation (e.g., formative, summative, accountability-based) in a way that meaningfully engages stakeholders and shares learnings in an accessible, inclusive, and impactful way.</p> <p>Approved Hours = 3-0-0            Fee Index: 6            Term: Either</p> <p><b><u>KSR 533 Being a Reflexive Practitioner (★ 3)</u></b></p> <p>A reflexivity-centered approach to supporting course participants in making complex, ethical and</p>

Approval: KSR Graduate Program Committee: May 21, 2020  
KSR Faculty Council: May 27th, 2020

theoretical decisions in practice contexts. Course participants will examine the taken for granted assumptions that underpin our practices as adapted physical activity professionals and explore practice-oriented tools and knowledges that can be used to support the development of a theoretically and ethically reflexive praxis.

Approved Hours = 3-0-0

Fee Index: 6

Term: Either

**KSR 534 Accessible Design for APA (★ 3)**

An overview of key concepts, issues related to accessible and universal design, as well as specific, actionable tools for assessing and creating more accessible physical spaces, online spaces, physical activity programs, media and communications, and well as learning experiences. This course will engage with access issues faced by a wide range of people, and be applied to contexts most relevant to course participants. They will also learn how to develop key organizational policies to support the creation of more accessible, inclusive, and equitable spaces.

Approved Hours = 3-0-0

Fee Index: 6

Term: Either

**KSR 535 Instructional Approaches & Programming Models (★ 3)**

An exploration of the various instructional approaches and programming models that are used within adapted physical activity settings, to promote innovative and cooperative service delivery. This course will include opportunities to apply theory in a real-life setting, which may involve acquiring practice oriented tools to provide supports as needed and empower individuals. This course can either be fulfilled through an on-campus learning environment at the University of Alberta's Steadward Centre for Personal and Physical

Approval: KSR Graduate Program Committee: May 21, 2020  
KSR Faculty Council: May 27th, 2020

	<p>Achievement, or through a pre-approved practice context negotiated by the course participant.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 536 Coaching Athletes Experiencing Disability (★ 3)</u></b></p> <p>An examination of current topics relating to coaching athletes experiencing disability across the stages of Long Term Development (LTD). The course will cover a range of sports for various different impairment groups, and will discuss structural, inter-relational, and individual considerations.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 537 Integrating Disability Perspectives into APA Practice (★ 3)</u></b></p> <p>Disability-affirming practice requires an engagement with knowledges produced by thinkers and leaders who experience disability, as well as an understanding of the immense diversity of disability experience. Course participants will learn about how scholars, activists, and self-advocacy leaders who self-identify as Deaf, disabled, Mad, sick, and neurodivergent conceptualize their own bodies, minds, lives, and physical activities of meaning. Emphasis will be placed on how disabled and neurodivergent people's lives are always impacted by equity issues relating to culture, religion, Indigeneity, race, gender, sexuality, newcomer status, class, and caste.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 538 Trauma informed practice (★ 3)</u></b></p>
--	--

**Approval: KSR Graduate Program Committee: May 21, 2020**  
**KSR Faculty Council: May 27th, 2020**

	<p>Linking trauma-informed pedagogy with strength-based instructional approaches promotes a safer and more relational instructional context - one that minimizes actions that may trigger or retraumatize learners. With the aim of acknowledging and supporting learner resilience, choice, control over one's body and mind, and autonomy, course participants will learn the meaning and applications of trauma-informed pedagogy and practice, using instructional strategies typical of adapted physical activity as points for critical reflexion.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p>
--	--

Rationale – These courses will be offered as part of the new Graduate Certificate in Adapted Physical Activity. The 700 level will be for Certificate students to ensure the correct fees are associated with the student. The corresponding 500 levels (where available) will be for MA students to take as electives.

NB: where possible, the 500 level will coordinate with the 700 level. If the corresponding number is not available, we will find an available number at that level.

Approval: KSR Graduate Program Committee: May 21, 2020  
 KSR Faculty Council: May 27th, 2020

Faculty of Kinesiology, Sport, and Recreation  
 Proposed Changes to the 2021-2022 University Calendar

<b>CURRENT</b>	<b>PROPOSED</b>
<p>Current Course Description            as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):</p>	<p>Proposed Course Description            as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):</p> <p><b><u>KSR 717 Critical survey of key topics in Adapted Physical Activity (★ 3)</u></b></p> <p>A critical survey of topics and issues that are foundational to research, theory, and practice within adapted physical activity. Topics may include models of disability, social justice and intersectionality, and constraints and affordances that influence participation in physical activity and leisure by persons with impairments.</p> <p>Note: this course provides foundation content used throughout the APA certificate courses, therefore it is strongly recommended that students take KSR 717 as their first course.</p> <p>Approved Hours = 3-0-0            Fee Index: 6            Term: Either</p> <p><b><u>KSR 718 Program Evaluation and Assessment (★ 3)</u></b></p> <p>An examination of strategies, approaches, and practices for assessing programs, and their impacts, within adapted physical activity and other related settings (e.g., rehabilitation). Quantitative, qualitative, mixed, and alternative (e.g., arts-based) assessment methods will be introduced and critically analysed, with an emphasis on disability-affirming approaches to each. This course will explore how to conduct various types of program evaluation (e.g., formative, summative, accountability-based) in a way that meaningfully engages stakeholders and shares learnings in an accessible, inclusive, and impactful way.</p> <p>Approved Hours = 3-0-0            Fee Index: 6            Term: Either</p>

Approval: KSR Graduate Program Committee: May 21, 2020  
KSR Faculty Council: May 27th, 2020

	<p><b><u>KSR 719 Being a Reflexive Practitioner</u></b> <b>(★ 3)</b></p> <p>A reflexivity-centered approach to supporting course participants in making complex, ethical and theoretical decisions in practice contexts. Course participants will examine the taken for granted assumptions that underpin our practices as adapted physical activity professionals and explore practice-oriented tools and knowledges that can be used to support the development of a theoretically and ethically reflexive praxis.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 720 Accessible Design for APA (★ 3)</u></b></p> <p>An overview of key concepts, issues related to accessible and universal design, as well as specific, actionable tools for assessing and creating more accessible physical spaces, online spaces, physical activity programs, media and communications, and well as learning experiences. This course will engage with access issues faced by a wide range of people, and be applied to contexts most relevant to course participants. They will also learn how to develop key organizational policies to support the creation of more accessible, inclusive, and equitable spaces.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 721 Instructional Approaches &amp; Programming Models (★ 3)</u></b></p> <p>An exploration of the various instructional approaches and programming models that are used within adapted physical activity settings, to promote innovative and cooperative service delivery. This course will include opportunities to apply theory in a real-life setting, which may involve acquiring practice oriented tools to provide supports as needed and empower individuals. This</p>
--	---



Approval: KSR Graduate Program Committee: May 21, 2020  
KSR Faculty Council: May 27th, 2020

	<p>course can either be fulfilled through an on-campus learning environment at the University of Alberta's Steadward Centre for Personal and Physical Achievement, or through a pre-approved practice context negotiated by the course participant.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 722 Coaching Athletes Experiencing Disability (★ 3)</u></b></p> <p>An examination of current topics relating to coaching athletes experiencing disability across the stages of Long Term Development (LTD). The course will cover a range of sports for various different impairment groups, and will discuss structural, inter-relational, and individual considerations.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p> <p><b><u>KSR 723 Integrating Disability Perspectives into APA Practice (★ 3)</u></b></p> <p>Disability-affirming practice requires an engagement with knowledges produced by thinkers and leaders who experience disability, as well as an understanding of the immense diversity of disability experience. Course participants will learn about how scholars, activists, and self-advocacy leaders who self-identify as Deaf, disabled, Mad, sick, and neurodivergent conceptualize their own bodies, minds, lives, and physical activities of meaning. Emphasis will be placed on how disabled and neurodivergent people's lives are always impacted by equity issues relating to culture, religion, Indigeneity, race, gender, sexuality, newcomer status, class, and caste.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p>
--	---

Approval: KSR Graduate Program Committee: May 21, 2020  
KSR Faculty Council: May 27th, 2020

	<p><b><u>KSR 724 Trauma informed practice (★ 3)</u></b> Linking trauma-informed pedagogy with strength-based instructional approaches promotes a safer and more relational instructional context - one that minimizes actions that may trigger or retraumatize learners. With the aim of acknowledging and supporting learner resilience, choice, control over one's body and mind, and autonomy, course participants will learn the meaning and applications of trauma-informed pedagogy and practice, using instructional strategies typical of adapted physical activity as points for critical reflexion.</p> <p>Approved Hours = 3-0-0 Fee Index: 6 Term: Either</p>
--	---

Rationale – These courses will be offered as part of the new Graduate Certificate in Adapted Physical Activity. The 700 level will be for Certificate students to ensure the correct fees are associated with the student. The corresponding 500 levels (where available) will be for MA students to take as electives.

NB: where possible, the 500 level will coordinate with the 700 level. If the corresponding number is not available, we will find an available number at that level.

Graduate Certificate in Adapted Physical Activity  
Appendix Table of Contents

Appendix 1: Course Descriptions

Appendix 2: All Letters of Support

Appendix 3: Survey Results

Appendix 4: Letter of support – The Steadward Centre

Appendix 5: Letter of support – Ever Active Schools

Appendix 6: Letter of support – Alberta Recreation & Parks Assc.

Appendix 7: Letter of support – Special Olympics Alberta

Appendix 8: Letter of support – Centre for Active Living

Appendix 9: Letter of support – Active Living Alliance for Canadians with a Disability

Appendix 10: Canadian Survey on Disability Report

Appendix 11: Institutional Strategic Plan - link

Appendix 12: Comprehensive Institutional Plan - link

Appendix 13: Faculty Strategic Plan - link

# Appendix I

## Graduate Certificate in Adapted Physical Activity Course Descriptions

### **KSR 717 Critical survey of key topics in Adapted Physical Activity (★3)**

A critical survey of topics and issues that are foundational to research, theory, and practice within adapted physical activity. Topics may include models of disability, social justice and intersectionality, and constraints and affordances that influence participation in physical activity and leisure by persons with impairments. This course is a prerequisite for all other courses in the certificate, unless an exception is approved by the oversight committee.

### **KSR 718 Program Evaluation and Assessment (★3)**

An examination of strategies, approaches, and practices for assessing programs, and their impacts, within adapted physical activity and other related settings (e.g., rehabilitation). Quantitative, qualitative, mixed, and alternative (e.g., arts-based) assessment methods will be introduced and critically analysed, with an emphasis on disability-affirming approaches to each. This course will explore how to conduct various types of program evaluation (e.g., formative, summative, accountability-based) in a way that meaningfully engages stakeholders and shares learnings in an accessible, inclusive, and impactful way.

### **KSR 719 Being a Reflexive Practitioner (★3)**

A reflexivity-centered approach to supporting course participants in making complex, ethical and theoretical decisions in practice contexts. Course participants will examine the taken for granted assumptions that underpin our practices as adapted physical activity professionals and explore practice-oriented tools and knowledges that can be used to support the development of a theoretically and ethically reflexive praxis.

### **KSR 720 Accessible Design for APA (★3)**

An overview of key concepts, issues related to accessible and universal design, as well as specific, actionable tools for assessing and creating more accessible physical spaces, online spaces, physical activity programs, media and communications, and well as learning experiences. This course will engage with access issues faced by a wide range of people, and be applied to contexts most relevant to course participants. They will also learn how to develop key organizational policies to support the creation of more accessible, inclusive, and equitable spaces.

### **KSR 721 Instructional Approaches & Programming Models (★3)**

An exploration of the various instructional approaches and programming models that are used within adapted physical activity settings, to promote innovative and cooperative service delivery. This course will include opportunities to apply theory in a real-life setting, which may involve acquiring practice oriented tools to provide supports as needed and empower individuals. This course can either be fulfilled through an on-campus learning environment at the University of Alberta's Steadward Centre for Personal and Physical Achievement, or through a pre-approved practice context negotiated by the course participant.

### **KSR 722 Coaching Athletes Experiencing Disability (★3)**

An examination of current topics relating to coaching athletes experiencing disability across the stages of Long Term Development (LTD). The course will cover a range of sports for various different impairment groups, and will discuss structural, inter-relational, and individual considerations .

### **Integrating Disability Perspectives into APA Practice (★3)**

Disability-affirming practice requires an engagement with knowledges produced by thinkers and leaders who experience disability, as well as an understanding of the immense diversity of disability experience. Course participants will learn about how scholars, activists, and self-advocacy leaders who self-identify as Deaf, disabled, Mad, sick, and neurodivergent conceptualize their own bodies, minds, lives, and physical activities of meaning. Emphasis will be placed on how disabled and neurodivergent people's lives are always impacted by equity issues relating to culture, religion, Indigeneity, race, gender, sexuality, newcomer status, class, and caste.

### **Trauma informed practice (★3)**

Linking trauma-informed pedagogy with strength-based instructional approaches promotes a safer and more relational instructional context - one that minimizes actions that may trigger or retraumatize learners. With the aim of acknowledging and supporting learner resilience, choice, control over one's body and mind, and autonomy, course participants will learn the meaning and applications of trauma-informed pedagogy and practice, using instructional strategies typical of adapted physical activity as points for critical reflexion.

## Appendix II



Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery

On behalf of the Active Living Alliance for Canadians with a Disability, I would like to offer this letter of support on the efforts to develop a new Post-Graduate Certificate in Adapted Physical Activity. As a national organization, we recognize the need for further advanced education in the area of disability and physical activity.

The Active Living Alliance for Canadians with a Disability (ALACD) is dedicated to the promotion of inclusion and active living for Canadians with disabilities. Specifically, we identified the need for training of professionals across the country to help us achieve our vision of more Canadians with disabilities being more active. We are pleased to support the development of this Post-Graduate Certificate, as it will play a critical role in building capacity of trained professionals in the sport, physical activity, and recreation sector.

As the Executive Director of the ALACD, I am committed to supporting activities that will enhance access and inclusion to active living for people with disabilities. The creation of this Post-Graduate Certificate is incredibly valuable and worth supporting. If you have any questions about our support for this initiative, please contact me at (613) 859-4042 or [jane@ala.ca](mailto:jane@ala.ca).

Sincerely,



Jane Arkell  
Executive Director

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery,

On behalf of The Steadward Centre for Personal & Physical Achievement, we are thrilled to offer this letter in support of the proposed Post-Graduate Certificate in Adapted Physical Activity. As an organization dedicated to providing meaningful, quality physical activity, recreation, and parasport programs for people experiencing disability, we recognize the gap in professional development opportunities that exists for those working in the field.

By working in partnership with the Faculty of Kinesiology, Sport, and Recreation, The Steadward Centre is thrilled to support the development of an in-class component as part of the Post-Graduate Certificate. This experiential learning opportunity will provide professionals with real life experiences to make important connections between course theory and practical applications. We are committed to working together to create an innovative learning experience that will build capacity across Alberta by developing more professionals who can support more Albertans experiencing disability to be more active.

Additionally, we have learned that professionals working in the field are interested in learning more about how to enhance active living for those experiencing disability. With a gap in professional learning opportunities, the Post-Graduate Certificate will offer an accessible learning platform for those who are currently working in the field or who may be considering new career or professional opportunities. This is critical in today's market where professionals are seeking new training experiences that can be completed as part of an already busy lifestyle.

The Steadward Centre sees tremendous value in the launch of this initiative. We are delighted to be part of the development and look forward to the official launch! If you have any questions about our support or role within this Post-Graduate Certificate, please contact me at 780-492-7158 or [jennifer.leo@ualberta.ca](mailto:jennifer.leo@ualberta.ca).

Sincerely,



Jennifer Leo, PhD  
Director



January 16, 2020

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

Dear Dean Mummery,

On behalf of the Alberta Recreation and Parks Association (ARPA), I would like to offer this letter of support for the development of a new Graduate Certificate in Adapted Physical Activity. As a not-for-profit organization committed to building healthier and happier communities, we are pleased to support this new initiative, as it will foster the growth and development of the parks and recreation industry.

A Graduate Certificate in Adapted Physical Activity would connect well with ARPA's work as one of our strategic outcomes is that "Albertans will experience enhanced social inclusion and equitable access for participation in recreation and parks programs, services and facilities".

We deliver a variety of programs that improve the quality of life for all Albertans. Given the need for more training in the area of equity, disability, and inclusion, this proposed Graduate Certificate will have a positive impact on quality of life by building capacity in the recreation sector of trained professionals who provide more inclusive recreation services.

As the Acting Executive Director of the ARPA, I believe the creation of this Graduate Certificate in Adapted Physical Activity is incredibly valuable and I look forward to its launch. If you have any questions about our support for this initiative, please contact me at 780-644-4798 or [sallan@arpaonline.ca](mailto:sallan@arpaonline.ca)

Sincerely,



Steve Allan  
Acting Executive Director



January 15, 2020

**Special Olympics**  
Alberta



Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery,

On behalf of Special Olympics Alberta, I would like to offer this letter of support on the efforts to develop a new Post-Graduate Certificate in Adapted Physical Activity. There is a strong need for further advanced education in the area of Sport and Recreation specifically, in the area of disability and physical activity.

Special Olympics is a global grassroots movement, bringing community programs and competition opportunities to more than 4.5 million individuals with intellectual disabilities across 170 countries worldwide. In Alberta more than 3,900 children, youth and adults from over 140 communities and 60 schools participate in programs run by close to 1,000 volunteers and coaches. Our vision is that sport will open hearts and minds towards people with intellectual disabilities and create inclusive communities.

We are committed to delivering programs that are run by prepared, well-trained leaders and coaches. Special Olympics would be pleased to support the launch of a professional learning opportunity that would enhance the knowledge and expertise of coaches supporting athletes with intellectual disabilities. This would increase our capacity to offer quality, meaningful programs across the province.

Special Olympics Alberta sees tremendous value in the pursuing this initiative and looks forward to the launch date. If you have any questions, please contact me at 780-937-5071 or [jbyrne@specialolympics.ab.ca](mailto:jbyrne@specialolympics.ab.ca).

Sincerely,

Sincerely,

A handwritten signature in blue ink that reads "Johnny Byrne". The signature is fluid and cursive, with a large loop at the end of the last name.

Johnny Byrne  
Chief Executive Officer

**Special Olympics Alberta**

Jerry Forbes Centre, 12122 68 Street NW, Edmonton, AB, Canada T5B 1R1 **Tel 1.800.444.2883, 780.415.1305 Fax 780.415.1306**

**www.specialolympics.ab.ca Email jbyrne@specialolympics.ab.ca Twitter @SpecialOJohnny**

*Created by the Joseph P. Kennedy Jr. Foundation for the benefit of persons with intellectual disabilities*



Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery

Ever Active Schools would like to offer this letter of support on the efforts in creating a new Post-Graduate Certificate in Adapted Physical Activity. There is a strong need for further advanced education in the area of Sport and Recreation specifically, in the area of disability and physical activity.

Professional learning opportunities are important for working professionals and providing an accessible venue for learning in place is extremely valuable.

Ever Active Schools is a provincial initiative in Alberta supporting health and wellness in school communities. Ever Active Schools supports the physical and mental wellness of Alberta's children and youth through the sharing of knowledge, highlighting evidence based practices and building partnerships to collaboratively have more active and healthy Albertans.

Our work provides education and inspiration on promoting and supporting physical activity participation for those experiencing disability in the school community. We have great interest in this initiative as it not only elevates our knowledge in Alberta but will help build future leaders working in communities to support sport, recreation and wellbeing for all.

In summary, Ever Active Schools is extremely proud to have this learning opportunity at the University of Alberta and is supportive and committed to its development.

Ever Active Schools wishes the certificate great success and looks forward to the launch date. We are happy to assist in any way moving forward and if you have any questions, please do not hesitate to contact me at 780-298-2341 and or [brian@everactive.org](mailto:brian@everactive.org).

Sincerely,

A handwritten signature in blue ink, appearing to read "Brian Torrance".

Brian Torrance, BPE MSc  
Director, Ever Active Schools

# Centre for Active Living

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
3-108 University Hall  
University of Alberta  
Edmonton, Alberta  
T6G 2H9

January 15, 2020

Dear Kerry:

On behalf of the Centre for Active Living (CAL), please accept this letter in strong support of the proposed Post-Graduate Certificate in Adapted Physical Activity. As an organization focused on continuing education for physical activity practitioners and decision-makers, CAL fully supports the development of this certificate.

As you know, the Centre for Active Living has a strong reputation in Alberta and Canada as a physical activity research and knowledge translation organization. CAL focuses on physical activity as a determinant of health and provides research and education to practitioners and decision-makers through various knowledge exchange methods. CAL supports a network of 2,200+ practitioners and decision-makers on our database and 2,300+ followers on Twitter. Most of our contacts are based in Alberta, but many are also located across Canada and around the world.

When we examine the type of people on our network database, a significant number have indicated that they are interested in finding new ways for professional development that fit with their busy lifestyle. This proposed Post-Graduate Certificate would fill a gap in professional learning for professionals such as teachers, coaches, and fitness professionals to enhance their knowledge and skills to provide better active living services for people with disabilities.

The Centre for Active Living is pleased to support this valuable proposal. If you have any questions about our support, please contact me at 780-492-4962 or [nora.johnston@ualberta.ca](mailto:nora.johnston@ualberta.ca).

Sincerely,

*Nora Johnston*

Nora Johnston  
Director

**Summary Report- DRAFT**  
**APA Professional Development Survey**  
**Fall 2019**  
Prepared by: Jennifer Leo

## Introduction/ Overview

The purpose of this survey was to gather information from professionals working in the areas of physical activity, sport, recreation, leisure, health, rehabilitation, and personal fitness who may be interested in further learning opportunities. The findings will be used to support and frame the development of an APA Certificate program within the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta.

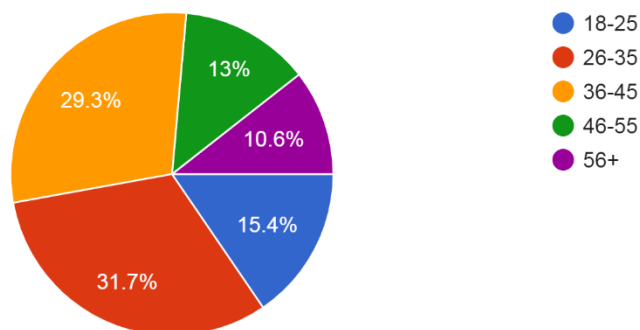
Between August and November 2019 the online survey was widely shared across Alberta through a number of key organizations, including, Alberta Recreation and Parks Association, AFLCA, Centre for Active Living, Edmonton Sport Council, and the Faculty of Kinesiology, Sport, and Recreation. A total of 123 participants responded to the online survey questions. The summary below provides an overview of the results as they relate to the development of an APA Certificate program.

## Who responded to the survey?

The 123 respondents represented diversity in age from 18 to 56+ years, with the majority (61%) between 26 and 45 years old.

## How old are you?

123 responses



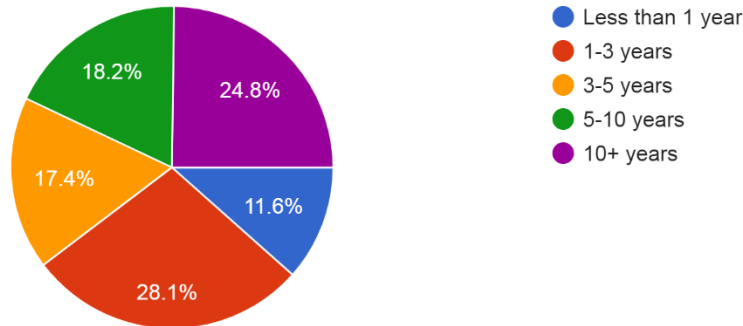
## Overall, the majority of respondents:

- Did not identify as a person experiencing disability (94.3%)
- Has an undergraduate degree/ diploma (62%, n=76), or graduate level degree (MA or PhD) (23%, n=28)
- Identified their current role as front line staff (48.4%), first or middle level management (23%), casual staff (14.8%), or administrative staff (7.4%)

- Reported their area of work to be in Fitness (21%), Education (14.6%), Recreation (13.8%), Healthcare/ Allied health (13%), or Sport (5.7%)
- Consistent with the broad age range, there was diversity in the number of years working in their position, with 43% in their jobs from 5 to 10 or more years

## How long have you been working in your current position?

121 responses

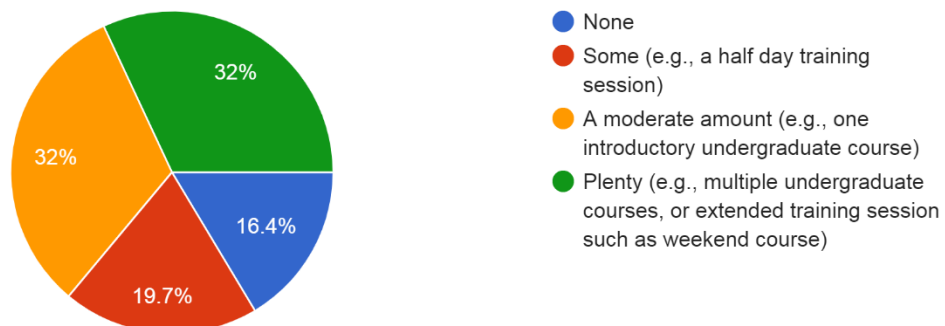


## Previous Training in APA

- Overall, the majority of respondents reported to have received some to plenty of training in APA (83.6%), however only 32% reported plenty of training and 16.4% reported to have received no training at all in APA

## In your professional preparation, how much training did you receive related to Adapted Physical Activity?

122 responses



### Interest in Post-Secondary Credit/ Non-credit Courses

- **Majority (61%) are somewhat to extremely interested in university credit courses.** Only 21% reported to be not at all interested
- Majority (77.2%) are somewhat to extremely interested in non-credit courses or programs. Only 2.6% are not at all interested in non-credit courses
- **Majority (54%) somewhat to extremely interested in going back to post-secondary to obtain a relevant certificate**

### Professional organizations

- Majority (75.4%) belong to professional organization or association such as: ATRA, ATA, AFLCA, CSEP, Yoga Association of Alberta, College of Physiotherapists, NCCP, AKA, Be Fit for Life, CanFitPro, City of Edmonton (and other municipalities), ARPA, YMCA, PSA, ASRAB
- Majority (61.7%) reported it is quite or extremely important that courses count towards professional association credits

### Preferred mode of delivery

- **Blended course with online and in-class components most appealing (56.9%),** followed by online only (27.6%)
- Diverse views on type of course structure, however, **majority reported preference for completing modules individually either self-paced or with strict deadlines (64.5%),** compared to one year cohort (15.7%) or one week intensive course (19.8)
- **Interested in learning from diverse perspectives,** including:
  - o APA Professionals (77%)
  - o People with lived disability experience (61.5%)
  - o Professors in APA (59%)
  - o Professionals in rehabilitation (54.1%) and fitness (48.4%)
  - o Parasport coach (45%)

### Participant comments:

- o “Families have a lot of untapped knowledge about what the lived experience is like. Lived experience is a very important educational tool”
- o “Adapted Physical Activity requires an in-depth base knowledge of accessibility and inclusion related to individuals with a disability. The systemic, attitudinal and communication barriers are often larger than the physical.”

### Topics that participants reported to be extremely interested in:

- Guidelines for adaptations (62%- 72)
- Instructional approaches & strategies (60%- 70)
- Accessing community based physical activity and sport (56%- 66)
- Accessibility considerations (55%- 64)
- Contraindications to exercise (53%- 62)
- Inclusion & segregation (50%- 58)
- Modes of communication (47%- 55)

- Game play concepts (44%- 52)
- Facilitating independence (40%- 47)
- Rapport building (39%- 46)
- APA Assessments (39%- 46)
- Language and terminology (38%- 45)
- Parasport (37%- 43)

In their words: Things we should know about developing meaningful PD opps in APA:

Free online professional learning opportunities for school-based educators related to inclusion and instructional strategies

Other training opportunities that may be beneficial for personal development in relation to APA could be - what financial means within our federal, provincial and municipal governments are available for individuals, the barriers associated, how economics and disability play a role in APA and opportunities to overcome these barriers.

Sharing and teaching others- resources for staff teams. In my line of work Leisure and Rec- the athlete/high-end sport functional training is less important. My scope of work does not include those topics at all. I think it's important, however, if there was a course/courses for APA I think, it would be beneficial to have separate streams. Something like the competitive athlete stream; and or the recreational active living stream.

How to have fun!

It would be good to show the connection with services provided by municipalities and how they can support adaptive opportunities

Interested in the exercise physiology aspect of working with individuals with different impairments.

Information on social assistance/financial assistance available for people experiencing disabilities depending on their age group; resources for the family of people experiencing disabilities

Mental Health and APA

ASC should probably make it mandatory for all PSO's to attend. Just sayin'

Teacher's Convention might be a good venue, also, HPEC

Would you consider physical activity for senior citizens part of APA?

I am not sure if Adaptive Physical Activity is offered as a course for new teachers in the major of Physical Education, it should be! It was not when I took my Ed degree from the University of Alberta. I think to provide this opportunity for current phys ed teachers that are working full time, having night courses, weekend courses, and online will have more students being able to take the class.

### **Recommendations:**

Based on the results of the survey, I would like to recommend the following:

- There is value in developing an APA Certificate program for the KSR Faculty
- A blended format with both online and in person learning received the most support
- Developing a structure that encourages learning from diverse perspectives (e.g., APA professionals, professors, those with lived disability experience) is important
- Participants are interested in learning about practical information that can be applied in their job (e.g., instructional strategies, communication, & accessibility in community based activity). This is consistent with conversations with professors in Education (i.e., one specific recommendation was to develop a course focused on communication)

- There is more interest in non-credit courses compared to credit courses, however, more than half of respondents expressed interest in both approaches to learning
- More than half of respondents were interested in returning to post-secondary to obtain a certificate
- It will be important to align courses with professional credits in affiliated organizations such as ATRA, CSEP, and NCCP (among others)

DRAFT



## APPENDIX III:

### Brief Summary of Findings from Consultations

**Survey** sent out to professionals working in the following sectors: fitness, recreation, education, therapeutic recreation, sport, rehabilitation medicine

- 123 responses
- 54% interested in going back to post-secondary to obtain a relevant certificate
- 61% interested in university credit courses.
- Blended course with online and in-class components most appealing (56.9%),
- Preference for completing modules individually either self-paced or with strict deadlines (64.5%),
- **61.7% reported it is important that courses count towards professional association credits**
- 62% has an undergraduate degree/ diploma

#### Conversations with stakeholders:

- Included 2 professionals experiencing disability both of whom work in the field of adapted physical activity, 1 Assistant Professor in Faculty of Education, 2 professionals in APA who hire instructors, 1 professional who is taking an online degree in Disability Studies through Ryerson University
- Key priorities
  - Focus on: communication, building community, information seeking & sharing, asking questions
  - Framing course work (and professional work) within disability studies framework- this would be a really unique approach across existing PD opportunities!
  - Functional information about different impairments
  - Sharing stories/ storytelling in APA- how this fits in developing reflexive practitioners and integrating a disability affirming approach across all courses
  - Rather than focus on differences across sectors (e.g., sport, education, recreation), may be useful to consider similarities/ differences in supporting and facilitating programs that take place in segregated or integrated settings
  - desire for flexible learning approach, however, tremendous value in connecting in person with fellow students (risk of isolation for only online learning)

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery,

On behalf of The Steadward Centre for Personal & Physical Achievement, we are thrilled to offer this letter in support of the proposed Post-Graduate Certificate in Adapted Physical Activity. As an organization dedicated to providing meaningful, quality physical activity, recreation, and parasport programs for people experiencing disability, we recognize the gap in professional development opportunities that exists for those working in the field.

By working in partnership with the Faculty of Kinesiology, Sport, and Recreation, The Steadward Centre is thrilled to support the development of an in-class component as part of the Post-Graduate Certificate. This experiential learning opportunity will provide professionals with real life experiences to make important connections between course theory and practical applications. We are committed to working together to create an innovative learning experience that will build capacity across Alberta by developing more professionals who can support more Albertans experiencing disability to be more active.

Additionally, we have learned that professionals working in the field are interested in learning more about how to enhance active living for those experiencing disability. With a gap in professional learning opportunities, the Post-Graduate Certificate will offer an accessible learning platform for those who are currently working in the field or who may be considering new career or professional opportunities. This is critical in today's market where professionals are seeking new training experiences that can be completed as part of an already busy lifestyle.

The Steadward Centre sees tremendous value in the launch of this initiative. We are delighted to be part of the development and look forward to the official launch! If you have any questions about our support or role within this Post-Graduate Certificate, please contact me at 780-492-7158 or [jennifer.leo@ualberta.ca](mailto:jennifer.leo@ualberta.ca).

Sincerely,



Jennifer Leo, PhD  
Director



**Ever Active Schools**  
www.everactive.org

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery

Ever Active Schools would like to offer this letter of support on the efforts in creating a new Post-Graduate Certificate in Adapted Physical Activity. There is a strong need for further advanced education in the area of Sport and Recreation specifically, in the area of disability and physical activity.

Professional learning opportunities are important for working professionals and providing an accessible venue for learning in place is extremely valuable.

Ever Active Schools is a provincial initiative in Alberta supporting health and wellness in school communities. Ever Active Schools supports the physical and mental wellness of Alberta's children and youth through the sharing of knowledge, highlighting evidence based practices and building partnerships to collaboratively have more active and healthy Albertans.

Our work provides education and inspiration on promoting and supporting physical activity participation for those experiencing disability in the school community. We have great interest in this initiative as it not only elevates our knowledge in Alberta but will help build future leaders working in communities to support sport, recreation and wellbeing for all.

In summary, Ever Active Schools is extremely proud to have this learning opportunity at the University of Alberta and is supportive and committed to its development.

Ever Active Schools wishes the certificate great success and looks forward to the launch date. We are happy to assist in any way moving forward and if you have any questions, please do not hesitate to contact me at 780-298-2341 and or [brian@everactive.org](mailto:brian@everactive.org).

Sincerely,

A handwritten signature in blue ink, appearing to read "Brian Torrance".

Brian Torrance, BPE MSc  
Director, Ever Active Schools



**Ever Active Schools**  
www.everactive.org



2nd floor, Percy Page Centre • 11759 Groat Road • Edmonton, Alberta T5M 3K6 • 780.454.4745





January 16, 2020

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

Dear Dean Mummery,

On behalf of the Alberta Recreation and Parks Association (ARPA), I would like to offer this letter of support for the development of a new Graduate Certificate in Adapted Physical Activity. As a not-for-profit organization committed to building healthier and happier communities, we are pleased to support this new initiative, as it will foster the growth and development of the parks and recreation industry.

A Graduate Certificate in Adapted Physical Activity would connect well with ARPA's work as one of our strategic outcomes is that "Albertans will experience enhanced social inclusion and equitable access for participation in recreation and parks programs, services and facilities".

We deliver a variety of programs that improve the quality of life for all Albertans. Given the need for more training in the area of equity, disability, and inclusion, this proposed Graduate Certificate will have a positive impact on quality of life by building capacity in the recreation sector of trained professionals who provide more inclusive recreation services.

As the Acting Executive Director of the ARPA, I believe the creation of this Graduate Certificate in Adapted Physical Activity is incredibly valuable and I look forward to its launch. If you have any questions about our support for this initiative, please contact me at 780-644-4798 or [sallan@arpaonline.ca](mailto:sallan@arpaonline.ca)

Sincerely,



Steve Allan  
Acting Executive Director

January 15, 2020



Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery,

On behalf of Special Olympics Alberta, I would like to offer this letter of support on the efforts to develop a new Post-Graduate Certificate in Adapted Physical Activity. There is a strong need for further advanced education in the area of Sport and Recreation specifically, in the area of disability and physical activity.

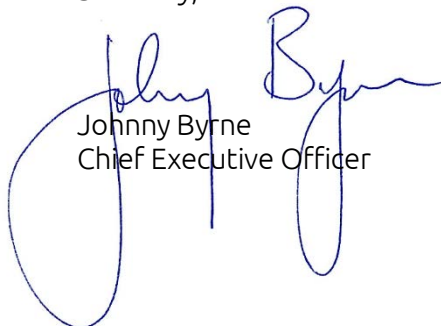
Special Olympics is a global grassroots movement, bringing community programs and competition opportunities to more than 4.5 million individuals with intellectual disabilities across 170 countries worldwide. In Alberta more than 3,900 children, youth and adults from over 140 communities and 60 schools participate in programs run by close to 1,000 volunteers and coaches. Our vision is that sport will open hearts and minds towards people with intellectual disabilities and create inclusive communities.

We are committed to delivering programs that are run by prepared, well-trained leaders and coaches. Special Olympics would be pleased to support the launch of a professional learning opportunity that would enhance the knowledge and expertise of coaches supporting athletes with intellectual disabilities. This would increase our capacity to offer quality, meaningful programs across the province.

Special Olympics Alberta sees tremendous value in the pursuing this initiative and looks forward to the launch date. If you have any questions, please contact me at 780-937-5071 or [jbyrne@specialolympics.ab.ca](mailto:jbyrne@specialolympics.ab.ca).

Sincerely,

Sincerely,



Johnny Byrne  
Chief Executive Officer

# Centre for Active Living

Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
3-108 University Hall  
University of Alberta  
Edmonton, Alberta  
T6G 2H9

January 15, 2020

Dear Kerry:

On behalf of the Centre for Active Living (CAL), please accept this letter in strong support of the proposed Post-Graduate Certificate in Adapted Physical Activity. As an organization focused on continuing education for physical activity practitioners and decision-makers, CAL fully supports the development of this certificate.

As you know, the Centre for Active Living has a strong reputation in Alberta and Canada as a physical activity research and knowledge translation organization. CAL focuses on physical activity as a determinant of health and provides research and education to practitioners and decision-makers through various knowledge exchange methods. CAL supports a network of 2,200+ practitioners and decision-makers on our database and 2,300+ followers on Twitter. Most of our contacts are based in Alberta, but many are also located across Canada and around the world.

When we examine the type of people on our network database, a significant number have indicated that they are interested in finding new ways for professional development that fit with their busy lifestyle. This proposed Post-Graduate Certificate would fill a gap in professional learning for professionals such as teachers, coaches, and fitness professionals to enhance their knowledge and skills to provide better active living services for people with disabilities.

The Centre for Active Living is pleased to support this valuable proposal. If you have any questions about our support, please contact me at 780-492-4962 or [nora.johnston@ualberta.ca](mailto:nora.johnston@ualberta.ca).

Sincerely,

*Nora Johnston*

Nora Johnston  
Director

## Appendix IX



Dr. Kerry Mummery  
Dean, Faculty of Kinesiology, Sport, and Recreation  
University of Alberta  
Edmonton, Alberta

January 15, 2020

Dear Dean Mummery

On behalf of the Active Living Alliance for Canadians with a Disability, I would like to offer this letter of support on the efforts to develop a new Post-Graduate Certificate in Adapted Physical Activity. As a national organization, we recognize the need for further advanced education in the area of disability and physical activity.

The Active Living Alliance for Canadians with a Disability (ALACD) is dedicated to the promotion of inclusion and active living for Canadians with disabilities. Specifically, we identified the need for training of professionals across the country to help us achieve our vision of more Canadians with disabilities being more active. We are pleased to support the development of this Post-Graduate Certificate, as it will play a critical role in building capacity of trained professionals in the sport, physical activity, and recreation sector.

As the Executive Director of the ALACD, I am committed to supporting activities that will enhance access and inclusion to active living for people with disabilities. The creation of this Post-Graduate Certificate is incredibly valuable and worth supporting. If you have any questions about our support for this initiative, please contact me at (613) 859-4042 or [jane@ala.ca](mailto:jane@ala.ca).

Sincerely,



Jane Arkell  
Executive Director



## Canadian Survey on Disability

### **A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017**

by Stuart Morris, Gail Fawcett, Laurent Brisebois and Jeffrey Hughes

Release date: November 28, 2018



Statistics  
Canada

Statistique  
Canada

Canada

---

## How to obtain more information

For information about this product or the wide range of services and data available from Statistics Canada, visit our website, [www.statcan.gc.ca](http://www.statcan.gc.ca).

You can also contact us by

**Email at** [STATCAN.infostats-infostats.STATCAN@canada.ca](mailto:STATCAN.infostats-infostats.STATCAN@canada.ca)

**Telephone**, from Monday to Friday, 8:30 a.m. to 4:30 p.m., at the following numbers:

- Statistical Information Service 1-800-263-1136
- National telecommunications device for the hearing impaired 1-800-363-7629
- Fax line 1-514-283-9350

### Depository Services Program

- Inquiries line 1-800-635-7943
- Fax line 1-800-565-7757

## Standards of service to the public

Statistics Canada is committed to serving its clients in a prompt, reliable and courteous manner. To this end, Statistics Canada has developed standards of service that its employees observe. To obtain a copy of these service standards, please contact Statistics Canada toll-free at 1-800-263-1136. The service standards are also published on [www.statcan.gc.ca](http://www.statcan.gc.ca) under "Contact us" > "[Standards of service to the public](#)."

## Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued co-operation and goodwill.

Published by authority of the Minister responsible for Statistics Canada

© Her Majesty the Queen in Right of Canada as represented by the Minister of Industry, 2018

All rights reserved. Use of this publication is governed by the Statistics Canada [Open Licence Agreement](#).

An [HTML version](#) is also available.

*Cette publication est aussi disponible en français.*

---

## Table of contents

Highlights .....	4
Introduction .....	5
Why results from 2017 CSD cannot be compared with 2012 .....	5
Section 1 Demographics .....	6
1.1 Prevalence of Disabilities .....	6
1.2 Types of Disabilities .....	8
Section 2 Employment .....	11
2.1 Employment Rates among Adults Aged 25 to 64 Years .....	11
2.2 Full-Time/Part-Time Employment Among Adults Aged 25 to 64 Years .....	13
2.3 Potential to Work Among Non-employed Adults Aged 25 to 64 Years with Disabilities.....	14
2.4 Employment and Education for Youth with Disabilities, Aged 15 to 24 Years .....	15
2.5 Employment Among Younger Seniors with Disabilities Aged 65 to 69 Years.....	16
Section 3 Income .....	17
3.1 Median Personal Income .....	17
3.2 Persons with Disabilities Living in Poverty.....	19
3.3 Unmet Needs for Disability Supports Due to Cost .....	21
Conclusion .....	23
References .....	24
Annex A – Work Potential .....	25

# A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017

by **Stuart Morris, Gail Fawcett, Laurent Brisebois** and **Jeffrey Hughes**

## Highlights

- In 2017, one in five (22%) of the Canadian population aged 15 years and over – or about 6.2 million individuals – had one or more disabilities.
- The prevalence of disability increased with age, from 13% for those aged 15 to 24 years to 47% for those aged 75 years and over.
- Women (24%) were more likely to have a disability than men (20%).
- Disabilities related to pain, flexibility, mobility, and mental health were the most common disability types.
- Among youth (aged 15 to 24 years), however, mental health-related disabilities were the most prevalent type of disability (8%).
- Among those aged 25 to 64 years, persons with disabilities were less likely to be employed (59%) than those without disabilities (80%).
- As the level of severity increased, the likelihood of being employed decreased. Among individuals aged 25 to 64 years, 76% of those with mild disabilities were employed, whereas 31% of those with very severe disabilities were employed.
- Among those with disabilities aged 25 to 64 years who were not employed and not currently in school, two in five (39%) had potential to work. This represents nearly 645,000 individuals with disabilities.
- Persons with more severe disabilities (28%) aged 25 to 64 years were more likely to be living in poverty (as measured by the Market Basket Measure) than their counterparts without disabilities (10%) or with milder disabilities (14%).
- Among those with disabilities aged 15 to 64 years, lone parents and those living alone were the most likely to be living in poverty among any type of household living arrangements. Since eight in ten lone parents were women, the high risk of living in poverty in this group disproportionately affected women.

## Introduction

The prevalence of disabilities (whether it be physical, sensory, cognitive, or mental health-related) among Canadians is more common than one may realize. In fact, millions of Canadians have at least one disability. Understanding this unique population and the challenges some may face in their personal, employment, or economic situations have important implications on all facets of society including informing government policy, employment and education support services, and disability-based outreach programs within the community – to name a few.

This article represents the first main release by Statistics Canada based on findings from the 2017 Canadian Survey on Disability (CSD; see Textbox 1 for more information). It is divided into three sections – demographics, employment, and income – and is guided by three main questions: What is the prevalence of disabilities in Canada? How does the employment level of persons with disabilities compare to those without disabilities? How does income compare between persons with and without disabilities, and what implications does this have regarding poverty? This article considers a number of factors that may have a meaningful impact on employment and income for persons with disabilities, including severity of disabilities, age, gender, education, and living arrangements. As a first release, this profile article is intended only to provide a general snapshot on persons with disabilities to inform on emerging government priorities (such as *Opportunity for All: Canada's First Poverty Reduction Strategy*; Government of Canada, 2018) and community interest in the areas of disability prevalence, labour market participation, and income inequality.

## Why results from 2017 CSD cannot be compared with 2012

The 2017 CSD provides better coverage of persons with disabilities compared to 2012. As such it is not possible to compare trends over time such as the prevalence of disability between 2012 and 2017. While both the 2017 and 2012 CSD used the Disability Screening Questions (DSQ) to identify individuals with a disability on the survey itself, the sampling frame for the two surveys differed. The CSD is post-censal in design, relying on filter questions contained on the Census long form<sup>1</sup> to build a sampling frame from a population of individuals most likely to have a disability. The sampling frame for the 2012 CSD used an older set of filter questions, while the 2017 CSD used a new set of filter questions placed on the 2016 Census long form. These new filter questions were designed to ensure better overall coverage of persons with disabilities, and especially of persons with disability types that are less visible, such as disabilities related to pain, memory, learning, development, and mental health (Grondin, 2016). A more in-depth discussion of the changes between the 2012 and 2017 CSD can be found in the Canadian Survey on Disability, 2017: Concepts and Methods Guide.

1. The 2012 CSD used filter questions from the National Household Survey, which replaced the Census in that year.

## Textbox 1 About the Canadian Survey on Disability

Canada has collected data on disability for more than 30 years. However, since 2012, the Canadian Survey on Disability (CSD) is Canada's main source of data on disabilities for those aged 15 years and over. The CSD provides comprehensive data on persons with disabilities for each province and territory in Canada and by age group. The survey also collects essential information on disability types and severity, supports for persons with disabilities, their employment profiles, income, education, and other disability-specific information.

The survey population was comprised of Canadians aged 15 years and over as of the date of the 2016 Census of the Population (May 10, 2016) who were living in private dwellings. It excludes those living in institutions, on Canadian Armed Forces bases, on First Nations reserves and those living in other collective dwellings. As the institutionalized population is excluded, the data, particularly for the older age groups, should be interpreted accordingly.

The CSD uses Canada's new Disability Screening Questions (DSQ) which were developed between 2010 and 2012. The DSQ is based on the social model of disability. This model defines disability as the relationship between body function and structure, daily activities and social participation, while recognizing the role of environmental factors. In keeping with this framework, the CSD targeted respondents who not only have a difficulty or impairment due to a long-term condition or health problem but also experience a limitation in their daily activities. The CSD definition of disability includes anyone who reported being "sometimes", "often" or "always" limited in their daily activities due to a long-term condition or health problem, as well as anyone who reported being "rarely" limited if they were also unable to do certain tasks or could only do them with a lot of difficulty.

## Section 1 Demographics

Section 1 begins with an overview of key demographics of Canadians with disabilities. In addition to overall prevalence, information is provided on the severity, types, and number of disabilities, and how these differ by age and gender.<sup>2</sup>

### 1.1 Prevalence of Disabilities

#### One in five Canadians aged 15 years and over had a disability

The prevalence of disabilities in Canada may be more common than one may think. In 2017, 22% of the Canadian population aged 15 years and over – or about 6.2 million individuals – had one or more disabilities (Table 1).

**Table 1**  
**Canadian population aged 15 years and over, by age group and disability status, 2017**

Age group	Total Population	Persons without disabilities	Persons with disabilities	Prevalence of disability
		number		percent
<b>Total - aged 15 years and over</b>	<b>28,008,860</b>	<b>21,762,230</b>	<b>6,246,640</b>	<b>22.3</b>
15 to 24 years	4,155,440	3,609,040	546,410	13.1
<b>25 to 64 years</b>	<b>18,636,250</b>	<b>14,908,330</b>	<b>3,727,920</b>	<b>20.0</b>
25 to 44 years	8,940,410	7,572,150	1,368,270	15.3
45 to 64 years	9,695,840	7,336,190	2,359,650	24.3
<b>65 years and over</b>	<b>5,217,160</b>	<b>3,244,860</b>	<b>1,972,310</b>	<b>37.8</b>
65 to 74 years	3,241,250	2,204,670	1,036,580	32.0
75 years and over	1,975,920	1,040,190	935,730	47.4

**Note:** The sum of the values for each category may differ from the total due to rounding.

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

2. Where applicable, throughout this article missing values ("don't know", "not stated", "refusal", and "valid skip") were excluded from the denominator when calculating percentages.

## Seniors are almost twice as likely to have a disability as those of working age

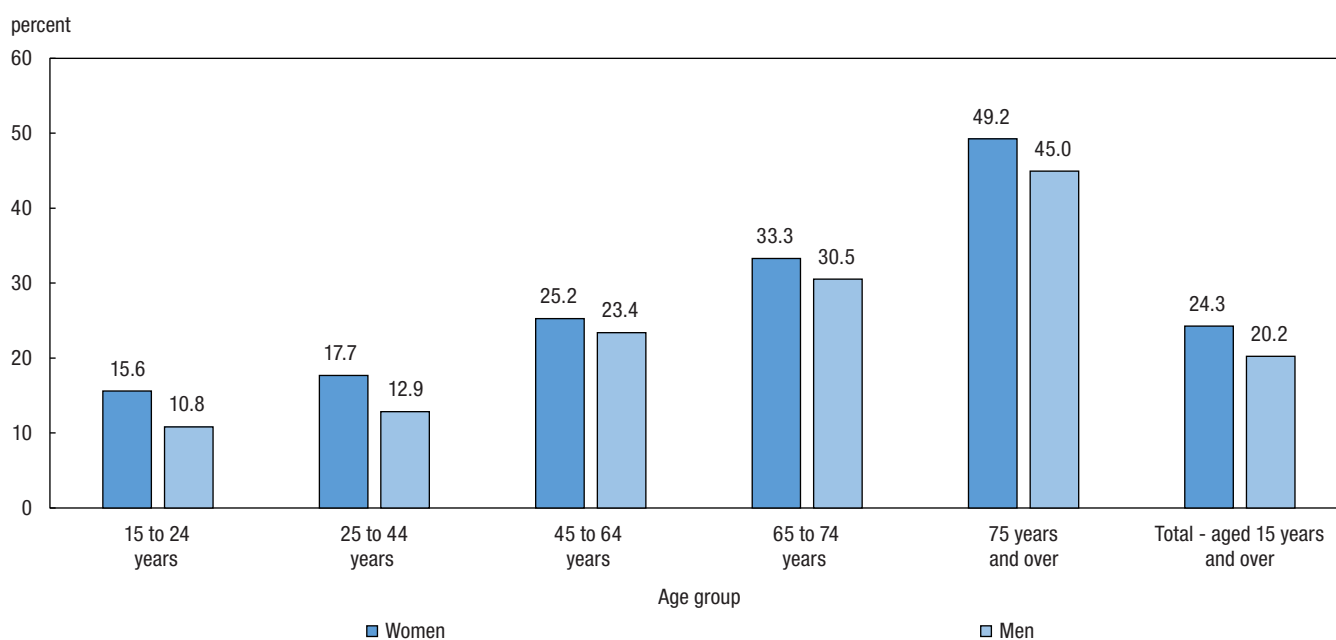
The prevalence of disability increased with age. Disability ranged from 13% among youth aged 15 to 24 years to almost half (47%) among persons aged 75 years and over. Among working age adults aged 25 to 64 years, 20% had a disability; for seniors aged 65 years and over, this figure was almost double at 38%.

## Disabilities are more prevalent among women

The prevalence of disability for both women and men rose with age. However, women were consistently more likely to have a disability than men across different age groups (Chart 1). For example, among those aged 15 years and over, the prevalence of disabilities was 24% for women versus 20% for men. The largest gap in the proportion of women and men with disabilities (around four percentage points) occurred for those aged 15 to 24 years, 25 to 44 years, and 75 years and over.

**Chart 1**

### Canadian population aged 15 years and over with a disability, by age group and sex, 2017



**Note:** Differences between women and men are significantly different for all age groups ( $p < 0.05$ ).

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

## One in five are classified as having a “very severe” disability

A global severity score was developed for the CSD, which was calculated for each person using the number of disability types that a person has, the level of difficulty experienced in performing certain tasks, and the frequency of activity limitations. To simplify the concept of severity, four severity classes were established: mild, moderate, severe, and very severe. Of the 6.2 million Canadians aged 15 years and over with a disability, 37% were classified as having a mild disability; 20%, a moderate disability; 21%, a severe disability; and 22%, a very severe disability (Table 2). When compared to their male counterparts, women with disabilities were more likely to have “severe” or “very severe” disabilities. On the other hand, men with disabilities were more likely to have “mild” disabilities than their female counterparts.

**Table 2**  
**Canadian population aged 15 years and over with a disability, by severity and sex, 2017**

Global severity class	Both		Women		Men	
	number	percent	number	percent	number	percent
<b>Total</b>	<b>6,246,640</b>	<b>100.0</b>	<b>3,483,090</b>	<b>100.0</b>	<b>2,763,540</b>	<b>100.0</b>
Mild*	2,324,430	37.2	1,247,400	35.8	1,077,040	39.0
Moderate	1,242,910	19.9	673,690	19.3	569,220	20.6
Severe*	1,295,660	20.7	756,760	21.7	538,910	19.5
Very severe*	1,383,630	22.1	805,250	23.1	578,380	20.9

\* significantly different between women and men at  $p < 0.05$

**Note:** The sum of the values for each category may differ from the total due to rounding.

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

## 1.2 Types of Disabilities

### Disabilities related to pain, flexibility, mobility and mental health were the most common

Disabilities related to pain (15%), flexibility (10%), mobility (10%) and mental health (7%) were the most common among Canadians aged 15 years and over (Table 3). This was followed by seeing (5%), hearing (5%), dexterity (5%), learning (4%), and memory (4%). Developmental disabilities were the least prevalent type representing approximately 1% of those aged 15 years and over. Women had a higher prevalence of most disability types, with the exception of hearing, learning, and developmental disabilities.

**Table 3**  
**Canadian population aged 15 years and over with a disability, by disability type and sex, 2017**

Disability type	Both		Women		Men	
	number	percent	number	percent	number	percent
<b>Total population - aged 15 years and over</b>	<b>28,008,860</b>	<b>100.0</b>	<b>14,345,330</b>	<b>100.0</b>	<b>13,663,530</b>	<b>100.0</b>
Pain-related*	4,062,000	14.5	2,374,230	16.6	1,687,770	12.4
Flexibility*	2,795,110	10.0	1,568,970	10.9	1,226,140	9.0
Mobility*	2,676,370	9.6	1,601,010	11.2	1,075,350	7.9
Mental health-related*	2,027,370	7.2	1,272,490	8.9	754,880	5.5
Seeing*	1,519,840	5.4	903,040	6.3	616,800	4.5
Hearing*	1,334,520	4.8	619,360	4.3	715,160	5.2
Dexterity*	1,275,610	4.6	784,120	5.5	491,490	3.6
Learning	1,105,680	3.9	560,970	3.9	544,700	4.0
Memory*	1,050,840	3.8	575,760	4.0	475,080	3.5
Developmental*	315,470	1.1	123,310	0.9	192,160	1.4
Unknown	155,810	0.6	75,150	0.5	80,660	0.6

\* significantly different between women and men at  $p < 0.05$

**Note:** The sum of the values for each category may differ from the total due to rounding.

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

### Pain-related disabilities most common among seniors

The prevalence of disability types varied by age as well as gender. For example, fewer than 5% of youth aged 15 to 24 years had either a pain-related, flexibility, or mobility disability, but the prevalence of each of these types was around 23% to 26% for those aged 65 years and over (Table 4). For youth, mental health-related (8%) and learning (6%) were the most common disability types.



**Table 4**  
**Canadian population aged 15 years and over with a disability, by disability type and age group, 2017**

Disability type	Total - aged			
	15 years and over	15 to 24 years	25 to 64 years	65 years and over
	percent			
Pain-related	14.5	4.4	13.5	26.2
Flexibility	10.0	1.7	8.2	22.8
Mobility	9.6	1.6	7.3	24.1
Mental health-related	7.2	7.8	7.6	5.4
Seeing	5.4	2.4	4.9	9.7
Hearing	4.8	0.9	3.6	12.2
Dexterity	4.6	1.1	3.5	10.9
Learning	3.9	5.5	3.8	3.3
Memory	3.8	2.5	3.6	5.4
Developmental	1.1	2.4	1.0	0.5
Unknown	0.6	0.4	0.5	0.8

**Note:** The sum of the values for each category may differ from the total due to rounding.

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

### Three out of five youth with disabilities have a mental health-related disability

As previously discussed, the most prevalent disability type among youth was mental health-related (8%). This represented approximately 60% of the over half a million (546,410) youth aged 15 to 24 years with disabilities. Although the prevalence of mental health-related disabilities was higher overall for women than men (9% compared to 6% respectively; Table 5), this difference was particularly pronounced for those aged 15 to 24 years, among whom the ratio was two to one (11% compared to 5%, respectively).

**Table 5**  
**Canadian population aged 15 years and over with a mental health-related disability, by age group and sex, 2017**

Age group	Both		Women		Men	
	number	percent	number	percent	number	percent
<b>Total - aged 15 years and over</b>	<b>2,027,370</b>	<b>7.2</b>	<b>1,272,490</b>	<b>8.9</b>	<b>754,880</b>	<b>5.5</b>
15 to 24 years	325,670	7.8	213,630	10.6	112,040	5.3
25 to 44 years	658,460	7.4	422,230	9.3	236,240	5.4
45 to 64 years	762,810	7.9	469,270	9.4	293,530	6.2
65 to 74 years	181,530	5.6	104,800	6.2	76,730	4.9
75 years and over	98,900	5.0	62,570	5.6	36,340	4.2

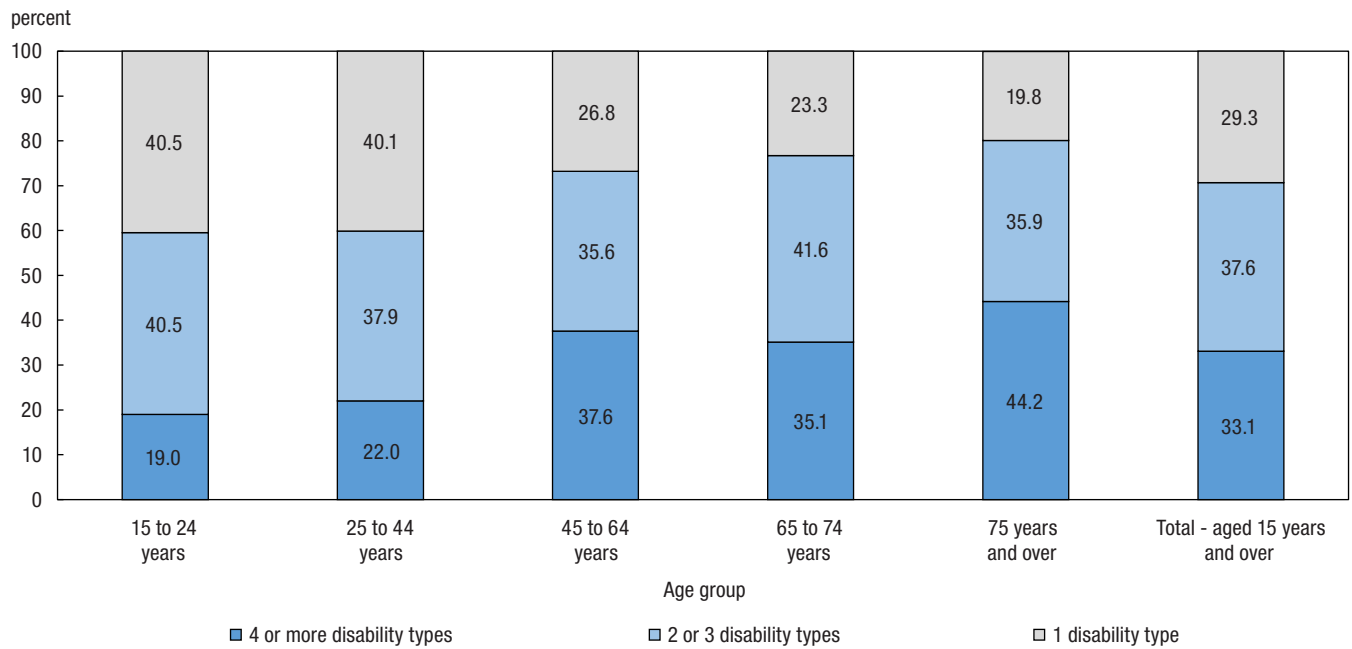
**Note:** The sum of the values for each category may differ from the total due to rounding.

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

### Over two-thirds of persons with disabilities have at least two or more disability types

Of the 6.2 million Canadians with disabilities aged 15 years and over, 29% had only one disability type; 38% had two or three disability types; and 33% had four or more (Chart 2). In general, the number of disability types increased with age. For example, 19% of youth aged 15 to 24 years had four or more disability types, but the percentage jumped to 44% for those aged 75 and over.

**Chart 2**  
**Canadian population aged 15 years and over with a disability, by age group and number of disability types, 2017**



Source: Statistics Canada, Canadian Survey on Disability, 2017.

## Section 2 Employment

Employment has important implications for the economic security of individuals and their families (International Labour Office, 2004). It can also be viewed as a key indicator of inclusion in society, providing individuals with a sense of fulfillment and purpose. Yet, past research has consistently indicated that persons with disabilities are less likely to be employed than those without disabilities (Bureau of Labor Statistics, 2018; Eurostat, 2015; Till et al., 2015; Turcotte, 2014). In an effort to address this, Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which Canada ratified in 2010, calls for recognition of “the right of persons with disabilities to work, on an equal basis with others”, by providing a work environment that is “inclusive and accessible to persons with disabilities”. This section examines the employment rates for working age adults (aged 25 to 64 years), youth (aged 15 to 24 years), and early seniors (aged 65 to 69 years) with disabilities—examining some basic indicators in the area of employment and the potential size of the labour force with disabilities in an inclusive, accessible, and accommodating labour market. It also explores the relationship between employment and gender, severity of disability, and educational attainment.

### 2.1 Employment Rates<sup>3</sup> among Adults Aged 25 to 64 Years

#### Employment decreases as severity of disability increases

Consistent with previous research noted above, adults with disabilities in the 2017 CSD had lower rates of employment than those without disabilities. For example, among those aged 25 to 64 years, three in five (59%) persons with disabilities were employed compared to four in five (80%) of those without disabilities (Table 6). Moreover, the rate of employment for persons with more severe disabilities was even lower, with employment rates decreasing as the severity of disability increased—ranging from 76% among those with mild disabilities to 31% among those with very severe disabilities.

**Table 6**  
**Employment of Canadian population aged 25 to 64 years, by disability status and severity, 2016**

	Number	Percent
Persons without disabilities	11,947,870	80.1
Persons with disabilities	2,212,490	59.4
Global severity class		
Mild	1,131,670	75.6
Moderate	476,620	66.5
Severe	359,810	49.0
Very severe	244,400	31.3

**Note:** The sum of the values for each category may differ from the total due to rounding.

**Source:** Statistics Canada, Canadian Survey on Disability, 2017.

For ease of discussion, the rest of this article combines the “mild” and “moderate” categories into a “milder” severity class, and the “severe” and “very severe” categories into a “more severe” severity class.

#### Just three in ten persons with more severe disabilities aged 55 to 64 years were employed

Employment patterns across age groups differed according to severity of disability. Among both persons without disabilities and persons with milder disabilities, employment rates were fairly equivalent across age groups between ages 25 and 54 years, with about eight in ten employed (see columns titled “Both” in Table 7). However, lower employment rates were found among older adults aged 55 to 64 years compared to younger age groups—67% of those without disabilities and 58% of those with milder disabilities were employed. In contrast, among those with more severe disabilities, employment patterns were less consistent across age groups: about half of those aged 25 to 34 years and those aged 35 to 44 years were employed, but this declined among those aged 45 to 54 years to 41%, and dropped off again to 30% for those aged 55 to 64 years.

3. Information regarding employment rates in this section comes from data linked to the CSD from the 2016 Census and, therefore, reflects the reference week for the Census, from Sunday May 1 to Saturday May 7, 2016. The employment rate is defined as the number of employed people as a percentage of the total population (Turcotte, 2014).

These findings raise an important question about whether those who develop a more severe disability earlier in life begin to encounter new and greater barriers as they age, or, since the likelihood of acquiring a disability increases with age, whether this represents an influx of people acquiring a severe disability after the age of 45 and experiencing greater challenges with work retention. Further work needs to be done to understand the role of age of onset of disability on labour market participation.

**Table 7**  
**Employment of Canadian population aged 25 to 64 years, by disability status, by age group, severity and sex, 2016**

Age group	Persons without disabilities			Persons with disabilities					
	Women	Men	Both	Milder			More severe		
				Women	Men	Both	Women	Men	Both
				percent					
25 to 34 years	77.3	86.0	81.8	81.9	73.5	78.6	59.2	45.7	54.2
35 to 44 years	81.7	89.5	85.6	77.1	82.1	79.3	52.7	52.6	52.7
45 to 54 years	82.6	87.4	84.9	75.4	83.3	79.2	41.5	41.3	41.4
55 to 64 years	62.6	71.9	67.2	50.4	64.9	57.9	27.7	32.7	29.8

Source: Statistics Canada, Canadian Survey on Disability, 2017.

### Among those with milder or no disabilities, the employment rate is higher for men than women

When examining employment rates by gender, men with either milder disabilities or no disabilities had higher rates of employment than women within almost every age group (Table 7). This gender gap was most pronounced for those aged 55 to 64 years.

### Among those with more severe disabilities, younger women had higher employment rates than men

Among those with more severe disabilities, younger women aged 25 to 34 years were more likely to have been employed than their male counterparts (59% versus 46%). Among those aged 35 to 64 years, however, men and women with more severe disabilities had roughly equal levels of employment.<sup>4</sup>

### Higher levels of education are associated with higher rates of employment

Educational attainment is also a factor in understanding differences in employment rates. Previous research has indicated that those with higher levels of education are more likely to be employed (Organization for Economic Co-operation and Development, 2017; Till et al., 2015). Similarly in the 2017 CSD, regardless of level of severity, employment rates for persons with disabilities were higher for those with post-secondary credentials than for those with high school graduation or less, showing a similar pattern as those without disabilities (Table 8).

**Table 8**  
**Employment of Canadian population aged 25 to 64 years, by educational attainment, disability status, severity and sex, 2016**

Education	Persons without disabilities		Persons with disabilities			
	Women	Men	Milder		More severe	
			Women	Men	Women	Men
			percent			
High school or less	65.8	79.2	54.4	67.0	28.8	32.3
Trade/college/CEGEP	80.3	86.2	79.0	79.5	47.7	49.0
University	81.6	86.7	79.1	83.9	58.2	50.0

Source: Statistics Canada, Canadian Survey on Disability, 2017.

Examining those with more severe disabilities in particular, both women and men aged 25 to 64 years with a high school education or less had equally low levels of employment with just three in ten (29% and 32%, respectively) being employed. However, having a trade/college certificate or CEGEP increased the proportion working to nearly

4. The differences between men and women with more severe disabilities for all three age groups between 35 and 64 years were not statistically significant.

a half for both men (49%) and women (48%). Among men with more severe disabilities, there was no difference in employment rates for those with university credentials and those with college/trade credentials or CEGEP—half (49-50%) were employed regardless of the type of post-secondary education. However, among women with more severe disabilities, three in five (58%) with university credentials were employed, compared with half (48%) of those with college/trade credentials or CEGEP. Despite these differences, for both women and men, university graduates with more severe disabilities (58% and 50%) were still less likely to be employed than those without disabilities who had high school or less (66% and 79%).

Among the population of persons with disabilities, it is important to remember that the rate of disability increases with age (see Section 1), so many may not have had their disability while they were attending school. Thus, for some, disability could potentially impact their educational attainment, while for others, the link between disability and education may be more difficult to explain. There is likely a complex relationship between disability, education, age of disability onset, and employment for which further research is needed.

### **Textbox 2 For a quarter of those aged 25 to 64 years, the cause of their disability was work-related**

Among Canadians aged 25 to 64 years with disabilities, over one-quarter reported that at least one of the underlying causes of their disability was work-related. This includes workplace conditions as well as accidents or injuries at work. Men were more likely than women to report a work-related cause of their disability (33% versus 22%).

## **2.2 Full-Time/Part-Time Employment Among Adults Aged 25 to 64 Years**

### **Prevalence of part-time work was higher among workers with more severe disabilities**

Among those who were employed, more severe disabilities were associated with a greater likelihood of working part-time (defined as less than 30 hours per week; Table 9). For example, among those aged 25 to 64 years, men with more severe disabilities were three times more likely to have been working part-time (25%) than men without disabilities (8%); women with more severe disabilities were one and a half times more likely (29%) than women without disabilities (19%) to have been part-time workers.<sup>5</sup> At the other end of the spectrum, roughly one in ten men (both with and without disabilities) worked more than 50 hours a week, as did one in twenty women.<sup>6</sup> Further work would need to be done to better understand the nuances of these findings. Consistent with previous research (Till et al., 2015), modified or reduced hours/days were the most commonly required accommodation—one in five employed persons with disabilities had such a requirement. However, it is not clear the extent to which these requirements may explain patterns in full-time/part-time employment.

5. Women with no disability or with milder disabilities were more likely to have worked part-time (19% and 23%, respectively) than their male counterparts (8% and 11%, respectively). There was no statistically significant difference in part-time work between men and women with more severe disabilities.

6. Despite these findings with respect to part-time and full-time work and extended hours, median hours worked for employed adults with disabilities aged 25 to 64 years was about 39 hours per week. This did not differ from those without disabilities, nor were there any statistically significant differences by gender or age group, regardless of disability.

**Table 9**  
**Employment of Canadian population aged 25 to 64 years, by hours worked, disability status, severity and sex, 2016**

Hours worked	Persons without disabilities		Persons with disabilities			
	number	percent	Milder		More severe	
			number	percent	number	percent
<b>Women</b>						
Part-time	1,015,900	18.8	175,390	22.8	84,610	29.1
Full-time	4,374,820	81.2	595,500	77.2	205,840	70.9
More than 50 hours	249,960	4.6	35,110	4.6	13,810 <sup>E</sup>	4.8 <sup>E</sup>
<b>Men</b>						
Part-time	457,000	7.5	80,510	10.8	54,340	25.1
Full-time	5,625,570	92.5	665,580	89.2	162,560	74.9
More than 50 hours	708,890	11.7	85,470	11.5	19,110 <sup>E</sup>	8.8 <sup>E</sup>

<sup>E</sup> use with caution

Source: Statistics Canada, Canadian Survey on Disability, 2017.

## 2.3 Potential to Work Among Non-employed Adults Aged 25 to 64 Years with Disabilities

Given the lower rate of employment for persons with disabilities noted above (Section 2.1), it is useful to provide an indication of the total size of the potential labour force with disabilities under the best-case scenario—an inclusive labour market without discrimination, with full accessibility and accommodation. Work potential is a way to examine how the labour market might change under these more inclusive conditions, by describing non-working individuals who might be likely to enter paid employment under this best-case scenario. It is not an attempt to measure one's internal capacity, ability to work, or even likelihood of finding employment under current conditions. Improving our understanding of the population of potential workers could aid in better targeting for labour market programs.

### Nearly 645,000 persons with disabilities had potential for paid employment in an inclusive labour market

Among those with disabilities aged 25 to 64 years who were not employed and not currently in school, two in five (39%) provided evidence of work potential (see Textbox 3 for more information)—this translates into 644,640 persons with disabilities who were not working, but had the potential to work.

While among non-working adults aged 25 to 64 years men had a higher rate of work potential than women (42% versus 37%), in terms of absolute numbers, women outnumbered their male counterparts among those with work potential (350,200 women compared with 294,440 men). This is due in part to the higher rate of disability among women as well as their lower rate of employment.

#### Textbox 3 Defining Work Potential

Following a similar approach as Till et al. (2015), anyone who was officially unemployed or who was not in the labour force but stated they would be looking for work in the next 12 months, was classified as having work potential. Those who stated they were “completely retired”, those who said their condition completely prevented them from working and that no workplace accommodation existed that would enable them to work, and those who were housebound, were classified as not being potential workers.

Students who did not fall into any of the above categories (unemployed, looking for work, housebound, etc.) were excluded from the analysis entirely. While many or even most of them may become future workers, their current work potential status is considered undetermined. Therefore, these students were not classified as either potential workers or non-potential workers.

Finally, anyone not falling into any of the categories above was classified as having work potential.<sup>7</sup>

7. See Annex A for more detail about the construction of work potential variable.

## 2.4 Employment and Education for Youth with Disabilities, Aged 15 to 24 Years

Sections 2.1 to 2.3 explored labour market characteristics of working age adults with disabilities (aged 25 to 64 years). However, it is also critical to examine youth (aged 15 to 24 years), as those in this age group are typically engaged in a number of key transitions as they navigate from high school to either post-secondary education or the work force. Although many young people may find these transitions difficult, those with disabilities can face additional challenges (Crawford, 2012; Lindsay, 2010; Pandey and Agarwal, 2013). This section focuses on youth who are neither in school nor employed, as those in this group may be experiencing particular difficulties in making these transitions.

As discussed in Section 1 on demographics, youth with disabilities had a somewhat different profile than working age adults and seniors. Notably, the most prevalent types of disabilities among youth were mental health-related and learning disabilities. In addition, these disability types also frequently co-occurred—nearly a quarter (25%) of all youth with disabilities had both mental health-related and learning disabilities in combination. In fact, over three-quarters (77%) of all youth with disabilities had a mental health-related disability and/or a learning disability. This is important to note as it may have implications for the types of challenges faced by youth with disabilities, and the types of accommodations they need to transition successfully into post-secondary education or employment.

### One in three youth with more severe disabilities are neither in school nor employed

Severity of disability had a strong relationship with school enrolment and employment among youth. Both men and women aged 15 to 24 years with more severe disabilities were about twice as likely as those with milder disabilities to be neither in school nor employed (Table 10).

**Table 10**

**Canadian population aged 15 to 24 years with a disability, by school enrolment and employment status, severity and sex, 2017**

	Person with disabilities			
	Milder		More severe	
	Women	Men	Women	Men
	percent			
<b>School enrollment and employment</b>				
In school, employed	27.4	19.1	17.9	8.4 <sup>£</sup>
In school, not employed	24.9	31.5	33.7	40.5
Not in school, employed	32.8	33.5	20.1	17.5
Not in school, not employed	14.9	15.9	28.2	33.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<sup>£</sup> use with caution

Source: Statistics Canada, Canadian Survey on Disability, 2017.

While the prevalence of mental health-related and/or learning disabilities was high among youth (77%), it was even higher among those who were neither in school nor employed. Nearly nine in ten (87%) of those who were neither in school nor employed had a mental health-related disability, a learning disability, or both (three in ten had both).

Young women and men were just as likely to be neither in school nor employed. However, for those in this age group who were in school, women were more likely than men to also be employed during their school enrolment. Employment experience during the course of education (e.g., internships, work-study programs, and apprenticeships) can increase the likelihood of successful school-to-work transitions (Till et al., 2015). For those with more severe disabilities aged 15 to 24 years who were in school, young women were twice as likely as their male counterparts to have also been employed (35% versus 17%). Among youth with milder disabilities who were in school, half (52%) of the women were also employed, compared to 38% of young men.

### Over 83,000 youth with disabilities neither in school nor employed had potential to work

Youth who are neither in school nor employed may be of concern. For some in this situation, this could indicate disabilities that may make entry into the labour force highly unlikely under any circumstances. However, for others, there may be greater potential to transition into employment with proper accommodations and supports. Among the 108,790 youth who were neither in school nor employed, 83,440 could be identified as potential workers. It

is noteworthy that 84% of them had a mental health-related disability, a learning disability, or both. Additionally, women outnumbered men among those with work potential (45,650 versus 37,790).

## 2.5 Employment Among Younger Seniors with Disabilities Aged 65 to 69 Years

### Many younger seniors with disabilities continue to work

As presented above, among working age adults (aged 25 to 64 years), employment rates were lower among the older age groups compared to the younger age groups. However, when considering seniors, many individuals with disabilities were continuing to work beyond the typical age of retirement. Over a third (34%) of men with milder disabilities aged 65 to 69 years were employed—this was the same as among men without disabilities. In comparison, one in five men (21%<sup>E</sup>) with more severe disabilities aged 65 to 69 years were employed. For women, the picture was similar. Women without disabilities aged 65 to 69 years were more likely than those of their age with milder or more severe disabilities to have been employed (22% versus 16%<sup>E</sup> versus 10%<sup>E</sup>). In all, nearly 117,900 persons with disabilities aged 65 to 69 years continued to work.



## Section 3 Income

Article 28 (Adequate Standard of Living and Social Protection) of the UNCRPD calls for an adequate standard of living for persons with disabilities along with access to “poverty reduction programmes” aimed at those with disabilities—these provisions are premised on the heightened risk of poverty that often accompanies disability around the world (United Nations, 2012). In the document released on August 21, 2018, entitled *Opportunity for All: Canada’s First Poverty Reduction Strategy* (Government of Canada, 2018)<sup>8</sup>, the Government of Canada set out targets and measures for reducing poverty among numerous at-risk groups including persons with disabilities, recognizing them as a group at greater risk of poverty.

But what are the realities regarding income for persons with disabilities overall, and how does employment factor into the picture? Using Canada’s new Official Poverty Line, how do persons with disabilities fare? This section examines these questions with regard to key characteristics such as severity, gender, age, and living arrangements. Finally, the unique situation of those with disabilities who were unable to afford required aids, devices, and medication is examined within the context of poverty—does living above the poverty line reduce or eliminate the risk of having unmet disability-related needs due to cost?

### 3.1 Median Personal Income<sup>9</sup>

This section begins with an examination of median personal income from all sources (earnings as well as income from all other sources reflecting the impact of various support programs), to provide some key baseline data for future reference on incomes of persons with disabilities.

#### Personal income is lowest among those with more severe disabilities

Among working age adults, aged 25 to 64 years, personal income was strongly related to the severity of disability. Those with no disabilities had a higher median personal after-tax income (\$38,980) than those with milder disabilities (\$34,330) and those with more severe disabilities (\$19,160). In fact, the income of those with more severe disabilities was half that of those with no disabilities.

In contrast, among seniors, differences in median income found by disability status and severity were smaller—with incomes ranging from \$27,880 for seniors with no disabilities to \$22,230 for those with more severe disabilities. Consistent with the typical shift from employment income to retirement income, seniors without disabilities had lower levels of income than those of working age; and those with milder disabilities followed the same pattern. However, the opposite was true for those with more severe disabilities, among whom the median income of seniors was greater than that of their working age counterparts (\$22,230 versus \$19,160). Further and more detailed analysis that is beyond the scope of this article would be required to better understand these differences.<sup>10</sup>

#### Women have lower levels of income than men

The gender gap in income in the general population has been well-documented over the years (Drolet, 2011; Fox and Moyser, 2018; Morissette, Picot, and Lu, 2013); and, consistent with this, working age women without disabilities and those with milder disabilities had a median income that was about three-quarters that of their male counterparts (Table 11). Among those with more severe disabilities, the gender gap in income was smaller, with women’s income being about 90% of men’s (\$17,520 versus \$20,230). However, it is important to note that for both women and men with more severe disabilities, income levels were roughly half that of women and men without disabilities.

8. See [Canada’s First Poverty Reduction Strategy](#) for the full document that was released on August 21, 2018.

9. This refers to median personal income from all sources after tax for 2015. After-tax income is examined since this reflects the impact of tax measures aimed at reducing income inequality.

10. For example, comparisons of employment levels, earnings, and income sources of the various groups would help to highlight differences in how income patterns change for different groups as they turn age 65 and become eligible for various types of pension income, as well as Old Age Security (OAS) and, for some, the Guaranteed Income Supplement (GIS).

**Table 11****Median after-tax personal income of Canadian population aged 25 years and over, by disability status, severity, age group and sex, 2015**

Disability status	Aged 25 to 64 years		Aged 65 years and over	
	Women	Men	Women	Men
Persons without disabilities	34,460	44,410	23,200	34,340
<b>Persons with disabilities</b>				
Milder	30,080	39,710	22,980	31,550
More severe	17,520	20,230	19,520	27,560

Source: Statistics Canada, Canadian Survey on Disability, 2017.

Among seniors aged 65 years and over, women had a median income that was about two-thirds that of their male counterparts regardless of the presence of disabilities or severity. As noted above, among those with more severe disabilities only, seniors had higher levels of median income than their working age counterparts. While this was true for both men and women with more severe disabilities, the difference between seniors and working-age adults was greater for men (\$27,560 versus \$20,230) than it was for women (\$19,520 versus \$17,520).<sup>11</sup>

### Employed persons with disabilities still have incomes that fall short of those without disabilities

The initial picture of median income above sheds light on the realities of life for those with disabilities, comparing key groups based on age, gender, and severity of disability. However, it is often stated that the best defence against poverty is having a job (Azevedo et al., 2013; International Labour Office, 2003). As shown in Section 2 on employment, those with disabilities and, particularly, those with more severe disabilities were less likely than those without disabilities to have been employed. For those who are employed, then, does employment close the income gap between those with and without disabilities?

Adults aged 25 to 64 years who were employed for some or all of 2015 had a median income about three times the amount of their counterparts who were not employed (Table 12). This overall pattern was consistent regardless of disability, severity, and gender. However, employed persons with milder disabilities still had lower median incomes than those without disabilities, and employed persons with more severe disabilities had median incomes further below those with milder disabilities. This demonstrates that, while employment makes a substantial difference in income for persons with disabilities, their income still falls short of those without disabilities.

**Table 12****Median after-tax personal income of Canadian population aged 25 to 64 years, by disability status, severity and employment status, 2015**

Disability status	Not employed	Employed	Employed full-year, full-time
	dollars		
Persons without disabilities	11,520	42,320	49,380
<b>Persons with disabilities</b>			
Milder	12,540	39,550	47,290
More severe	12,520	31,820	41,640

Source: Statistics Canada, Canadian Survey on Disability, 2017.

Going one step further, even when limiting the analysis to only those who were employed full-time for at least 49 weeks in 2015 (full-year, full-time), median income for all groups was higher than for those with “any” employment. However, there remained an income gap between persons without disabilities, with milder disabilities, and with more severe disabilities which resulted in full-year/full-time workers with more severe disabilities having an income

11. Among those with more severe disabilities, the gender gap in median personal after-tax income varied greatly across the age spectrum. Among those aged 25 to 44 years with more severe disabilities, for example, women had slightly higher levels of income than men. However, there was a reversal in this relationship after about age 45, such that the income of men with more severe disabilities was higher than that of their female counterparts. Among those with no disabilities or milder disabilities, however, men had higher income than their female counterparts within every age group, except among those with milder disabilities aged 25 to 34 years, among whom there was no statistically significant gender difference in income. (Tables not shown for the age breakdown.)

that was 84% of workers with no disabilities. This suggests that disability and severity of disability may also be associated with differences in wage rates.<sup>12</sup>

### 3.2 Persons with Disabilities Living in Poverty

Persons with disabilities are identified as one of the groups at greater risk of living in poverty under Canada's Poverty Reduction Strategy. Canada's new official measure of poverty is calculated at the household level, adjusted for the size of the household and a number of other factors (see Textbox 4). It provides a convenient means of comparison across groups to assess the extent of poverty in such groups.

#### Textbox 4 Canada's Official Poverty Line

As announced in August 2018, Employment and Social Development Canada has adopted the Market Basket Measure (MBM) as Canada's official measure of poverty. The measure is based on the cost of a specific set ("basket") of goods and services representing a modest, basic standard of living (e.g., food, clothing, shelter) for a given region and family size.<sup>13</sup> The disposable income of a family is then compared against this threshold to determine whether the family is "at or above" versus "below". Individuals in a family living below the threshold are considered to have low income or be living in poverty.<sup>14</sup>

#### Persons with more severe disabilities are more likely to be living in poverty

Among the non-senior population, the risk of living in poverty increased by severity of disability (Table 13). For youth aged 15 to 24 years, a portion of whom may still be living in the family home, those with no disabilities (17%) were less likely to be living below Canada's official poverty line than those with milder (23%) or more severe (28%) disabilities.<sup>15</sup> Working age adults showed a similar pattern, from 10% of those without disabilities living in poverty, compared to 14% for those with milder disabilities and 28% for those with more severe disabilities. As such, the rate of low income for working age adults with more severe disabilities was double that of working age adults with milder disabilities and nearly triple that for those with no disability.

**Table 13**  
Canadian population, aged 15 years and over, living below Canada's Official Poverty Line, by age group, disability status and severity, 2015

Age group	Persons without disabilities	Persons with disabilities	
		Milder	More severe
		percent	
15 to 24 years	16.7	22.5	27.6
25 to 64 years	10.0	14.2	28.3
65 years and over	6.0	7.3	10.4

Source: Statistics Canada, Canadian Survey on Disability, 2017.

#### Seniors are less likely to be living in poverty

Seniors were less likely than non-seniors to have been living below Canada's official poverty line regardless of disability or severity. Seniors with no disabilities or milder disabilities had poverty rates of about 6% to 7%, while seniors with more severe disabilities had somewhat higher rates at 10%. Thus, seniors with more severe disabilities were still more likely to be living in poverty than seniors with milder or no disabilities, but were only about a third as likely as working age adults with more severe disabilities.

12. It is beyond the scope of this article to pursue the reasons behind these differences.

13. The "economic family" is the unit of calculation for the MBM. Economic family refers to a group of two or more persons who live in the same dwelling and are related to each other by blood, marriage, common-law union, adoption or a foster relationship. A couple may be of opposite or same sex. Persons living alone are also counted as their own economic family.

14. See Statistics Canada (2016) for more details about the construction of the Market Basket Measure. The MBM is not available for persons living in any of the territories.

15. Although the differences between those with no disabilities and both groups with disabilities (i.e., milder and more severe) were statistically significant, the difference between youth with milder and more severe disabilities was not significant.

## More women than men with disabilities were living in poverty

Regardless of severity or age, there were no statistically significant differences between men and women in their likelihood of living in poverty. However, among those with disabilities aged 15 years and over who were living below Canada's official poverty line, women outnumbered men (622,300 versus 425,030).

## Lone parents and those living alone are at greater risk of living in poverty

Household living arrangements are a way of understanding key family structures—and, in particular, the respondent's place within that structure—for people living within the same household. In general, certain family structures, such as lone parent households and those living alone, have higher risks of living below Canada's official poverty line (Government of Canada, 2018). As such, the discussion below focuses on the risk of poverty among individuals living in different household and family structures, and whether the addition of a disability increases this risk further.

Across various types of household living arrangements for those aged 15 to 64 years<sup>16</sup>, there were key differences in the risk of living below Canada's official poverty line, and these differences were related to disability and severity as well (Table 14). Of special note, "lone parents" refers to those who are not part of a couple but who have children (of any age, including adult children) living with them, whereas "living with parent(s)/guardian(s)" refers to those living in the home with one or more parents or guardians.

**Table 14**

**Canadian population aged 15 to 64 years below Canada's Official Poverty Line, by selected<sup>1</sup> household living arrangements, disability status and severity, 2015**

Position in household	Persons without disabilities	Persons with disabilities	
		Milder	More severe
	percent		
Part of couple, no children	6.2	5.4	14.3
Part of couple, with children	7.0	6.5	14.9
Living with parent(s)/guardian(s)	8.1	11.5	13.6
Lone parent with children	24.2	33.5	40.7
Living alone	21.5	32.7	61.4

1. Those living in a household with others but not part of a Census family are not included in this table because this type of living arrangement encompasses a very wide range of situations, including those living with roommates, extended relatives, or some individuals within multigenerational households.

Source: Statistics Canada, Canadian Survey on Disability, 2017.

The lowest rates of low income were found among those individuals who were part of a couple in the household (with or without children) or those who were living with parent(s) or guardian(s) as an adult child in the household. However, even within these family structures, those with more severe disabilities were about twice as likely to be living in poverty as their counterparts with no disabilities.

Lone parents or those living alone were at the greatest risk of living in poverty. Among those without disabilities, the poverty rate among lone parents was four times higher than that of those in two-parent households with children (24% versus 6%). However, the impact of lone parenthood was much greater for those with disabilities, and this was further compounded by severity—41% of lone parents with more severe disabilities were living below the poverty line compared with 24% of lone parents without disabilities.<sup>17</sup> It is important to note that, regardless of disability or severity, eight in ten lone parents were women, indicating that this high risk of poverty disproportionately affected women.

16. This discussion of poverty and household living arrangements includes youth aged 15 to 24 years since those living with parent(s)/guardian(s) can be distinguished from those living on their own, as a lone parent, or as part of a couple. For those who have left the family home before the age of 25, the higher risk of poverty that goes with living alone or as a lone parent is captured here.

17. Importantly, many lone parents were parents of teenaged or adult children living in the home: 59% of lone parents aged 15 to 64 years (regardless of disability) had at least one child aged 15 years or over living with them. Many of these children had incomes that were included in the economic family income. Among lone parents in households where all children living at home were under 15 years, the rates of poverty were 35% for lone parents with no disabilities, 48% for those with milder disabilities, and 57% for those with more severe disabilities. For lone parents with at least one child aged 15 years or over living at home, the rates decreased by about half for each group: 16% for those with no disabilities, 25% for those with milder disabilities, and 35% for those with more severe disabilities.

Among those with no disabilities or milder disabilities, the risk of poverty for those living alone was similar to that of lone parents. However, those with more severe disabilities aged 15 to 64 years who were living alone had the highest rate of poverty of any group examined, with six in ten living below Canada's official poverty line.<sup>18</sup>

### 3.3 Unmet Needs for Disability Supports Due to Cost

#### Cost is the primary reason behind unmet needs for disability aids, devices, and medication

The CSD asks a number of questions regarding needs for various supports, including personal aids and devices (e.g., canes, walkers, specialized software, or architectural features in the home such as widened doorways and ramps) as well as prescription medication.<sup>19</sup> Among persons with disabilities aged 15 years and over, 1.5 million had an unmet need for an aid or device. Of these, 1 million indicated that cost was the reason for their unmet need. This represented 69% of those with unmet needs, or 17% of all persons with disabilities.

Similarly, 836,690 (representing 13% of all persons with disabilities aged 15 years and over) had unmet needs for prescription medication due to cost.<sup>20</sup> Unmet needs could involve rationing medication by taking less than required and/or not taking required medication at all due to cost.

In all, over a quarter (26%) of persons with disabilities had an unmet need due to cost in at least one of these areas—this represented over 1.6 million adults who could not afford a required aid, device, or prescription medication.

#### Age and severity impact the ability to afford aids and medication

Of the 4.3 million persons with disabilities aged 15 to 64 years, three in ten (29%) had an unmet need for an aid, device, and/or prescription medication due to cost, compared to two in ten (21%) of the nearly 2 million seniors with disabilities (Table 15). Similarly, unmet needs due to cost were more common among those with more severe disabilities: four in ten (37%) of those with more severe disabilities aged 15 years and over had unmet needs due to cost, compared with two in ten (18%) of those with milder disabilities.

**Table 15**  
Canadian population aged 15 years and over with a disability and unmet needs due to cost, by age group and severity, 2017

Age group	Unmet needs due to cost	
	number	percent
15 to 64 years	1,221,370	28.6
65 years and over	405,640	20.6
<b>Severity of disability</b>		
Milder	625,790	17.5
More severe	1,001,230	37.4

Source: Statistics Canada, Canadian Survey on Disability, 2017.

#### A quarter of those living above the poverty line still cannot afford all required aids and medication

Four in ten (38%) persons with disabilities aged 15 years and over who were living below Canada's official poverty line reported an unmet need due to cost for an aid, device, and/or prescription medication. This was particularly an issue for women living in poverty, among whom four in ten (41%) had unmet needs due to cost, compared to one-third (33%) of men.

18. Seniors who were living alone had lower rates of living in poverty than their counterparts aged 15 to 64 years; for example, 24% of seniors with more severe disabilities who lived alone were below Canada's official poverty line, compared with 61% for those aged 15 to 64 years. While this rate is much lower than for non-seniors, seniors with more severe disabilities still had higher rates of low income compared with those without disabilities and those with milder disabilities (24% versus 13-14%). Among seniors with disabilities who were living alone, over seven in ten were women.

19. The CSD also asks about requirements for other types of supports which include help around the home (e.g., assistance with household chores, getting to appointments, or personal care) and therapeutic and counselling services (e.g., physiotherapy, speech therapy, or a psychologist or social worker). These questions assess individuals' access to these supports for those who need them. Unmet needs related to therapeutic/counselling services (48%) and home supports (29%) were the two areas of greatest unmet need among those aged 15 to 64 years; similarly, unmet needs related to therapeutic/counselling services (31%) and home supports (39%) were also the two areas of greatest unmet need among seniors aged 65 years and over. However, for these sections we do not have information about the reasons for these unmet support needs.

20. For prescription medication, the CSD does not ask about other reasons for unmet needs.

However, while unmet needs due to cost were lower for those living above the poverty line, one-quarter (24%) still reported unmet needs due to cost. For those living above the poverty line, men and women were equally likely to have had such an unmet need due to cost (a quarter for both).

Thus the data has shown that even for many individuals with disabilities who are above the poverty threshold, cost is still a barrier to getting all the supports they need.

## Conclusion

This article provides a broad picture of some key insights from the 2017 CSD regarding the demographics, employment patterns, and income of persons with disabilities, with key comparisons to persons without disabilities. Among these insights, several themes emerge in a number of important areas.

Severity is an important lens when examining outcomes of persons with disabilities. Those with more severe disabilities are almost always distinct from those without disabilities in terms of key outcomes—lower rates of employment even when education is held constant, lower income even when employed full-year and full-time, and greater likelihood of living in poverty regardless of age. In some domains, those with milder disabilities have employment and income patterns that are perhaps more similar to those without disabilities than those with more severe disabilities (poverty rates among seniors for example)—yet in other domains (employment rates for example), they too are quite distinct from those without disabilities. In terms of disability-specific domains, severity continues to be a useful lens for understanding outcomes; for example, adults with more severe disabilities are more likely to have unmet needs due to cost for aids, devices, and prescription medication. However, these differences between those with milder and more severe disabilities do not necessarily mean that those with milder disabilities do not face challenges due to their disability. There are clear differences between those without disabilities and those with milder disabilities in terms of many key outcomes.

Youth with disabilities have a somewhat different profile compared to working age adults and seniors with disabilities. In particular, mental health-related and learning disabilities are the most prevalent types of disabilities among youth. While youth with disabilities were more likely than those without disabilities to be neither in school nor employed, youth with mental health-related and/or learning disabilities were over-represented in this group. Taking this into account is important when supporting youth with disabilities in making the transition into post-secondary education or the labour market since specific accommodations may be required for youth with these types of disabilities.

Among the domains considered here, seniors with disabilities often fare somewhat better compared to their working age counterparts; for example, seniors with disabilities are less likely to be living in poverty and less likely to have unmet needs for aids, devices, and prescription medication due to cost. At the same time, however, seniors with disabilities, and those with more severe disabilities in particular, still face a higher risk of living in poverty than seniors without disabilities. For the situation of seniors, this article does not delve into a number of critical issues that may impact outcomes for seniors with disabilities. For example, there are likely differences between individuals who age into a disability in their senior years—for which their disability did not impact their earnings potential during working age—and those who develop a disability earlier in life and, therefore, might face challenges in the labour market throughout their working years. As well, some other key issues among seniors are not captured within the CSD—there is no information regarding assets that may be critical to seniors in terms of supplementing income to cover expenses, and those in long-term care facilities and retirement homes are not included in the sample. Finally, it is important to remember that there are government programs, both federal and provincial, specifically targeted toward seniors, and further work would need to be done to better understand how these programs might be affecting these findings.

There are a number of key gender stories that run throughout the findings presented here. Women not only have a higher rate of disability than men, but also outnumber men among those with disabilities. Similarly, women outnumber men among those who are without work but have work potential, among lone parents, among those living alone, and among those living in poverty in general. As well, women tend to have lower rates of employment overall and lower levels of income.

Finally, a number of groups at high risk of living in poverty have been identified in Canada's Poverty Reduction Strategy—for example, persons with disabilities, those living alone, and those living as lone parents. The findings of this article suggest that key interactions among these groups may create an even greater risk of living in poverty. Indeed, the poverty rates among those living alone and lone parents with disabilities are quite high compared to the rates among these same groups without disabilities. Further work needs to be done to better understand the factors involved with this. In particular, additional research focussing on other at-risk groups is necessary to examine these intersectionalities in more detail than is possible in this first release.

## References

- Azevedo, Joao Pedro, Gabriela Inchauste, Sergio Olivieri, Jaime Saavedra, and Hernan Winkler. 2013. *Is Labor Income Responsible for Poverty Reduction? A Decomposition Approach*. The World Bank.
- Bureau of Labor Statistics. 2018. *Persons with a Disability: Labor Force Characteristics—2017*. U.S. Department of Labor.
- Crawford, Cameron. 2012. *Youth with Disabilities in Transition from School to Work or Post-Secondary Education and Training: A Review of the Literature in the United States and United Kingdom*. Toronto: Institute for Research and Development on Inclusion and Society.
- Drolet, Marie. 2011. “Why has the gender wage gap narrowed?” *Perspectives on Labour and Income*. Statistics Canada Catalogue no 75-001-X. Vol. 23, no. 1. p. 3-13.
- Eurostat. 2015. *Employment of Disabled People: Statistical Analysis of the 2011 Labour Force Survey Ad Hoc Module*. Luxembourg.
- Fox, Dan, and Melissa Moyser. 2018. “The Economic Well-Being of Women in Canada.” *Women in Canada: A Gender-based Statistical Report*. Statistics Canada Catalogue no. 89-503-X.
- Government of Canada. 2018. *Opportunity for All: Canada’s First Poverty Reduction Strategy*. Employment and Social Development Canada Catalogue no. SSD-212-08-18E. Gatineau, Québec.
- Grondin, Chantal. 2016. “A New Survey Measure of Disability: The Disability Screening Questions (DSQ).” *Canadian Survey on Disability Reports*. Statistics Canada Catalogue no. 89-654-X2016003.
- International Labour Office. 2004. *Economic Security for a Better World*. Geneva, Switzerland.
- International Labour Office. 2003. *Working Out of Poverty*. International Labour Conference 91<sup>st</sup> Session. Geneva, Switzerland.
- Lindsay, Sally. 2010. “Discrimination and other barriers to employment for teens and young adults with disabilities.” *Disability and Rehabilitation*. Vol. 33, no. 15-16. p. 1340-1350.
- Morissette, René, Garnett Picot, and Yuqian Lu. 2013. “The Evolution of Canadian Wages over the Last Three Decades.” *Analytical Studies Branch Research Paper Series*. Statistics Canada Catalogue no. 11F0019M.
- Organization for Economic Co-operation and Development. 2017. *Education at a Glance 2017: OECD Indicators*. Paris, France. OECD Publishing.
- Pandey, Sudha, and Shalini Agarwal. 2013. “Transition to adulthood for youth with disability: Issues for the disabled child and family.” *IOSR Journal of Humanities and Social Science*. Vol. 17, no. 3. p. 41-45.
- Statistics Canada. 2016. “Low Income Lines: What They Are and How They Are Created.” *Income Research Paper Series*. Statistics Canada Catalogue no. 75F0002M.
- Till, Matthew, Tim Leonard, Sebastian Yeung, and Gradon Nicholls. 2015. “A Profile of the Labour Market Experiences of Adults with Disabilities among Canadians Aged 15 Years and Older, 2012.” *Canadian Survey on Disability Reports*. Statistics Canada Catalogue no. 89-654-X2015005.
- Turcotte, Martin. 2014. “Persons with Disabilities and Employment.” *Insights on Canadian Society*. Statistics Canada Catalogue no. 75-006-X.
- United Nations. 2012. *Managing Change: Mainstreaming Disability into the Development Process*. United Nations Economic and Social Council.



## Annex A – Work Potential

*Till et al. (2015)* developed an indicator of “work potential” using the 2012 CSD. The value of the approach resides in its ability to provide richer analysis of the employment landscape for persons with disabilities, who tend to be poorly served by the usual metrics of employed/unemployed/not in the labour force (see *Till et al. (2015)* for more on the development of the concept).

Work potential is used to describe persons with disabilities not currently working who might be likely to enter paid employment, under the best-case scenario—an inclusive labour market without discrimination, with full accessibility and accommodation. It is not an attempt to measure one’s internal capacity, ability to work, or even likelihood of finding employment under current conditions. It is rather a way to examine how the labour market might change under more inclusive conditions.

Specifically, the work potential variable was calculated as follows: anyone who was officially unemployed or who was not in the labour force but stated they would be looking for work in the next 12 months, was classified as having work potential. Those who stated they were “completely retired”, those who said their condition completely prevented them from working and that no workplace accommodation existed that would enable them to work, and those who were housebound, were classified as not being potential workers.

After these groups were classified, any students who did not fall into any of the above categories were then excluded from this analysis—while many or even most of them may become future workers, they could not be categorized as currently having work potential. Therefore, these students were separated out of the analysis and were not classified as either potential workers or not potential workers. Among those aged 25 to 64 years, however, there were very few students who were not already employed or who were not planning on looking for work in the following 12 months. Finally, anyone not falling into any of the categories above was classified as having work potential.

This indicator largely aligns with *Till et al. (2015)*. There are, however, several key differences worthy of mention. First, while *Till et al.* considered students not in the labour force as having work potential, we have attempted to further refine the conceptualization of work potential in a way that focuses on individuals who would be likely to work in the near future. Full-time students currently not in the workforce and not planning to be in the next year were, therefore, not considered as either having or not having work potential—they are treated as missing cases.

Second, people who indicated being housebound were classified as not likely to work. This variable is new for the 2017 CSD, and hence was not included in *Till et al.* Third, *Till et al.* classified persons who had never worked as not having work potential. This decision was made in part because people in this group tended to be older—near retirement age—and had more severe disabilities. We found this not to be the case in the 2017 data, where this small group of people tended to be younger with a fairly even distribution across levels of severity. Hence we chose to omit this criterion for assigning this group as not being potential workers.

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposals for a Non-Credit Diploma in Professional Leadership and Management, and Non-Credit Certificates in Professional Leadership, Safety and Risk Management, and Technical Management</b>
---------------------	---

**Motion**

<p>THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the following proposed non-credit credentials:</p> <ul style="list-style-type: none"> <li>• Diploma in Professional Leadership and Management</li> <li>• Certificate in Professional Leadership</li> <li>• Certificate in Safety and Risk Management</li> <li>• Certificate in Technical Management</li> </ul> <p>as submitted by the Faculty of Engineering and as set forth in Attachment 1, to take effect upon approval.</p>
--

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean, Faculty of Engineering Jason Carey, Associate Dean, Faculty of Engineering
Presenter(s)	Jason Carey, Associate Dean, Faculty of Engineering

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because it is in the delegated authority of ASC to approve non-credit diplomas and certificates.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed executive professional noncredit diploma and certificates stem from an 8 year evolution. These were initially developed as a new form of cost recovery Master of Engineering degree. This was followed by an executive Masters of Engineering, which was then allowed under the tuition fee regulation by the NDP government. The new version was redeveloped, following significant consultation, as the current proposal for a cost recovery executive professional noncredit diploma and a series of laddering certificates under the new credential framework.</p> <p>The faculty of Engineering's aim was to provide our broader industrial stakeholders, alumni and partners, and international participants, professional development opportunities for their current and future engineering, technologist or other STEM background leaders.</p> <p>The diploma and certificates offer professional development with the right blend of technical and professional skills which was more important to our audience/stakeholders than degrees. It has very unique features beyond the course work. It is highly flexible in its delivery. It integrates a practicum and mentorship. It further differentiates our offering with other programs offered at the UofA.</p> <p>The proposed Diploma in Professional Leadership and Management is a flexible, non-credit credential equivalent to one year of full-time course work and projects which must be completed within 24 months. The diploma has nine courses, a practicum and a capstone project. The diploma learning outcomes focus on leadership, management, and</p>

Item No. 9

	<p>safety and risk management skill development. Participants will gain insight in ethical matters, law, and working with diverse groups of people and understanding First Nations and Metis settlements and Metis rights and treaties in an Alberta and Canadian industry.</p> <p>The proposed Certificates in Professional Leadership, Safety and Risk Management and Technical Management can be laddered into the diploma and are designed to be completed each within a 24 month period.</p> <p>Participants will be able to take each certificate independently. Laddering into the diploma would then require completion remaining course work not taken as part of a certificate and the practicum. Time to completion of the remaining parts of the diploma is subject to the diploma timelines.</p> <p>Target audience is primarily participants with technical backgrounds (engineering, technologists, other STEM fields) that have moved to managerial and leadership positions.</p>
Supplementary Notes and context	The <a href="#"><u>Non-Credit Credential Framework</u></a> was approved by GFC May 25, 2020.

**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="#"><u>Governance Resources section Student Participation Protocol</u></a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Departments of Mechanical Engineering and Chemical Engineering,</li> <li>• Professors in engineering management and in the school of engineering safety and risk management</li> <li>• Faculty of Engineering Academic Planning Committee</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic)</li> <li>• Edith Finczak, Director Academic Budget and Planning</li> <li>• Vice-Provost (Indigenous Programs and Research) Florence Glanfield</li> <li>• Engineering companies (see attached letters of support)</li> <li>• Association of Professional Engineers and Geoscientists of Alberta</li> <li>• Potential students</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>Engineering APC – April 21 2020            Engineering ECC (faculty council) – May 25 2020            ASC Subcommittee on Standards - June 4, 2020            GFC Academic Standards Committee - June 25, 2020</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	
---	--

Item No. 9

	<p>The proposed diploma and certificates is in full alignment with the UofA's Comprehensive Institution Plan, "For the Public Good".</p> <p>In offering the diploma and certificates, we align with the values of the CIP, in</p> <ul style="list-style-type: none"> <li>• valuing excellence in teaching and creative activities that enrich learning experience, inspires engaged citizenship, and promotes the public good through the leadership, ethics, sustainability learning objectives and the experiential learning opportunities;</li> <li>• Valuing learners at all stages of life and strive to provide and intellectually rewarding educational experience to upper management engineers who wish to better themselves and the outcomes of their companies, employers and teams;</li> <li>• Valuing EDI as an integral part of the leadership and ethics learning objectives.</li> </ul> <p>The diploma and certificates are also aligned with all 5 strategic goals, interpreted in what follows in terms of the program's learning objectives. Currently, engineering and other managers have few opportunities to grow as learners; we aim to BUILD a more diverse, inclusive community of exceptional students from Alberta, Canada, and the world. Our diploma and certificates will provide new EXPERIENCES through diverse and rewarding learning opportunities that nurture learner talents, expand their knowledge and skills, and enable their and Alberta's success. The diploma and certificates learning objectives will allow learners to EXCEL as individuals and leaders, and in turn, create, in their place of employment, a culture that fosters and champions innovation, technical advances and lead to greater outcomes for the people and the environment of Alberta and beyond. The diploma and certificates will, through the practicum and courses, clearly ENGAGE the industrial communities across the province and beyond to create reciprocal, mutually beneficial learning experiences, and potentially long-term partnerships, and collaborations. Our teaching will focus on using leadership practices to SUSTAIN our people and the environment by stewarding Alberta's resources needed to deliver long-term benefits to all.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1501 1541 1707"> <tr> <td data-bbox="570 1501 1089 1707"> <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="1089 1501 1541 1707"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" 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 checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<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 checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
<p>Legislative Compliance and jurisdiction</p>	<ol style="list-style-type: none"> <li>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</li> <li>2. PSLA: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)).</li> <li>3. GFC Academic Standards Committee (ASC) Terms of Reference</li> <li>4. The University of Alberta Non-Credit Credential Framework (NCCF) sets out defining criteria for development of non-credit credentials including diplomas and certificates.</li> </ol>		

Item No. 9

	5. The Government of Alberta Credential Framework provides institutions with authority to approve non-credit credentials.
--	---

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - Proposal)
2. Attachment 2 (page(s) 1 – Program learning outcomes)
3. Attachment 3 (page(s) 1 – Program of Study)
4. Attachment 4 (page(s) 1 – letters of support)

*Prepared by:* Jason Carey, Associate Dean (programs and planning), [jpcarey@ualberta.ca](mailto:jpcarey@ualberta.ca)

## New Non-Credential Professional Executive Diploma Proposal

### SECTION 1: PROPOSAL OVERVIEW

#### 1.1 Basic Information *(Complete the table below)*

<b>Program/Specialization Name</b>	Diploma in Professional Leadership and Management And Laddering certificates: <ul style="list-style-type: none"> <li>● Professional Leadership</li> <li>● Safety and Risk Management</li> <li>● Technical Management</li> </ul>
<b>Sponsoring faculty</b>	Faculty of Engineering
<b>Contact information</b>	Jason Carey, Associate Dean (Programs and Planning) 780-492-0501, <a href="mailto:jpcarey@ualberta.ca">jpcarey@ualberta.ca</a>
<b>Program synopsis</b>	The proposed Diploma in Professional Leadership and Management (non-credit) is designed to provide targeted professional development opportunities for both emerging and established management professionals, engineers or others with technical-backgrounds, to advance their leadership, managerial and technical skills and knowledge.
<b>Proposed Effective Date</b>	September 2020

#### 1.2 Type of Initiative

*1.2.1. This is a proposal for (check one):*

- New professional non-credential diploma*
- New professional non-credential certificates*

#### 1.3 Nomenclature *(Answer the following questions)*

*1.3.1 What program name will appear on the diploma?*

- Executive Professional Diploma in “Professional Leadership and Management”  
Executive Professional Certificates in:
- Professional Leadership
  - Safety and Risk Management
  - Technical Management

*1.3.2 Provide a brief rationale for the program and/or specialization name selected.*

The diploma and the laddering certificates aim to provide executive level and applied

professional development to engineering and other professionals focusing on the interaction between technical knowledge and leadership skills.

## **SECTION 2: OVERVIEW OF PROPOSED DIPLOMA**

### **2.1 Program Description** *(Answer the following questions)*

The Diploma in Professional Leadership and Management is a flexible non-credit credential equivalent to one year of full-time course work and projects which must be completed within 24 months. The diploma has nine courses, a practicum and a capstone project. The diploma learning outcomes focus on leadership, management, and safety and risk management skill development. Participants will gain insight in ethical matters, law, and working with diverse groups of people and understanding First Nations and Metis settlements and Metis rights and treaties in an Alberta and Canadian industry.

Candidates within the diploma bring exceptional professional and personal achievements, allowing them to contribute to and get the most from the collaborative in-class and off-line learning environment. Participants typically work full-time while managing the demands of the diploma.

Success requires strong time-management skills and high scholastic capabilities, and an aptitude for fluent interpersonal collaboration.

#### **Rationale for introduction of the non-credit executive diploma**

The proposed Diploma in Professional Leadership and Management is a natural progression of the academic programs offered in the Faculty of Engineering. The Faculty is one of two in Alberta that offers undergraduate and graduate (course and research-based) academic programs in this area. It aims to serve the engineering profession and other professionals and participants with technical or STEM backgrounds through high caliber, unique professional development opportunities.

#### **Proposed program of study**

The proposed learning outcomes are attached.

## **Program delivery model**

The diploma and certificates will be delivered at the Engineering Professional Learning Center or off campus, considering the needs of the participants and supporting organizations and will include:

- Short courses (1-week, multiple weekends, evenings) as appropriate for the course learning outcomes, learning objectives and learners' needs; the preferred delivery is every Friday, Saturday and Sunday afternoon every two weeks, completing the course in one month's time.
- There will be extensive online course material and exercises for self-study to ease learning for the participants, allowing them the flexibility to review content at home or at work as needed.
- Telecommunication into courses will be available for these working professionals to join learning activities as part of their busy schedules or for those participating outside of the Edmonton region.
- At the request of employers, short courses will be offered on site (e.g. Fort McMurray) at some additional costs to the employer to account for instructor travel and accommodation costs.
- Participants are free to complete the requirements of the diploma in one year or within 24 months, and the diploma will facilitate such needs on a case-by-case basis, while ensuring all learning outcomes are met and assessed maintaining the diploma's high standards.

## **2.2 Program Requirements**

### **Entrance requirements:**

To be enrolled in the diploma, domestic and international applicants will require:

- Undergraduate degree, technical degree or technical diploma or equivalent
- At least 5 years of managerial experience in their field
- Letter of support from their employer (if applicable)
- A letter of interest

### **Completion requirements:**

#### **Diploma**

Participants will be required to complete all diploma content in no more than 24 months (or 4 years with extenuating circumstances), but it is designed to be completed in one year. The 9 formal courses, plus a practicum and capstone will need to be taken in this time frame. The practicum is done at work and must span 1-month of active work over typically a 4-month time frame.

For international participants, course participation will be done remotely and will require a higher content of online learning. The practicum will be a mentor-guided project of the same breath as those undertaking the practicum.

Participants that will ladder the certificates in the diploma will need to complete remaining requirements within the same 24 month timeline.



## **Certificates**

Participants will be able to complete the certificates as permitted by the employment situation, each within a 24 month period.

Participants will be able to take each certificate independently. Laddering into the diploma would then require completion remaining course work not taken as part of a certificate and the practicum. Time to completion of the remaining parts of the diploma is subject to the diploma timelines.

## **Diploma Practicum details**

Unique to this proposed diploma, there is one work related practicum for **employed domestic participants** in the participant's current employment focusing on application of learned concepts to a workplace leadership challenge. Learners will be paired with a mentor to ensure a supportive learning environment, which will include regular conversations. There will be a 10:1 ratio of learners to coaches. **Self-employed participants** will be required to undertake a similar applied project with the close supervision of the faculty member mentor.

**International participants** will undertake a supervised project, mentored by the instructional team, completing the same learning outcome expectations as the self-employed domestic participants.

The inclusion of the practicum is supported by the learning outcomes provided in the appendix, under the attribute of Knowledge.

The employer (where appropriate) and mentor will be in regular communication to ensure the project undertaken meets the diploma's and employer's needs. The report will be appraised by both the mentor and employer. The employer will provide their appraisal suggestions to the mentor who is solely responsible for the assessment and will take the employer's input into consideration in their evaluation. In the case of self-employed participants, the mentor will be the sole evaluator of the project.

## **Laddering opportunities**

Executive professional certificates offered by the Faculty of Engineering will ladder into the diploma. The diploma can be divided into three core group of courses: Leadership, Management, and Safety and Risk Management; these are the three executive certificates being proposed.

Certificates are the following (see study appendix for course description):

### **Professional Leadership certificate:**

PLM 1: Professional Leaders - Ethics, Equity, Integrity, and Social Responsibilities

PLM 2: Leadership seminar

PLM 6: Law for Professionals and Decision Makers

**Safety and Risk Management Certificate:**

PLM 3: Applied Financial Analysis for Professionals

PLM 4: Advanced Safety and Risk Management

PLM 5: Project Management for Professional Leaders

**Technical Management Certificate:**

PLM 7: Maintenance and Quality Management

PLM 8: Technology Investment Economic Decision-Making

PLM 9: Data Analytics for Assets Management

**2.3 Endorsement of and/or Support for Program**

Three letters of support are provided in attachment as examples of the broad support for this initiative from very large corporations that have sufficient members themselves to meet the required sustainable number of participants:

- Construction Owners Associations of Alberta
- Imperial Oil Resources
- Stantec Consulting Ltd.

## SECTION 3: PROGRAM DEMAND

### **Labour market and program sustainability**

The diploma meets the needs of industry, the engineering profession, other STEM based professions or those with technical backgrounds by providing the leadership and management skills that professionals require prior to undertaking leadership positions. The analysis below was done based solely on the engineering numbers. A much greater pool is available due to the breadth of the provided training which is not limited to engineering professionals.

In terms of engineering, the need for this training is dire as there is a generation of senior engineers due to retire in the upcoming years and on an on-going basis. Our industry partners require training that will expedite the development of the next generation of engineering experts and leaders.

Alberta's Short-Term Employment Forecast continues to indicate that traditional engineering positions will be in medium or above demand, while engineering managers are in low demand. This is expected as the required number of engineering managers or leaders is much smaller than the greater population<sup>1</sup>.

However, Alberta's Occupational Demand and Supply forecast for 2015-25 shows that there are approximately 7,000 Engineering Managers in the profession in Alberta. These are the Management Engineers (ME) identified in section 5.1.1 that are the target learners who desire to become Senior Management Engineers or Senior + Management Engineers/VPs<sup>2</sup>. Furthermore, the demand for ME is projected to grow by an average of 87 positions per year until 2025. At a steady state of 30 participants per year going through the Professional Leadership and Management diploma, we are training less than 0.5% of the current ME. This is a good ratio of higher-level managers/leaders to manager/generalist engineers.

Furthermore, an APEGA representative survey<sup>3</sup> shows that the ratio of Senior+ Manager Engineers to Senior Manager Engineers and Manager Engineers is 1:4.8; demonstrating that our labour market analysis and program size is appropriate.

Finally, it is not possible to fully define the engineering employment landscape in Alberta, as there are myriad different companies that employ engineers. The energy and construction industries, the largest employers of engineers, account for 36.1% and 6.7%, respectively, of the Alberta economy. The other largest employers are the by manufacturing (6%) and transportation and utilities (7.7%)<sup>4</sup>; this accounts for over 55% of the Alberta economy. There are 78 member firms of Consulting Engineers of Alberta<sup>5</sup>. All of these industries will continue to need knowledgeable engineering leaders to undertake the human, resource, and engineering challenges required for their future success in this changing world. There is no shortage of need for engineering leadership.

Furthermore, three course executive certificates will ladder into the diploma, without requiring additional sections. Engineers require 120 hours of professional development per year; other professions require similar yearly PD. Each certificate will meet the need of these professions and add to the participant pool.

In 2017, there were approximately 55,000 licensed engineers and 11,000 engineers-in-training in Alberta. There are approximately 5,000 new engineering-in-training applications per year and 2,100 new licensees (some transfer from other jurisdictions, some members-in-training meeting licensing requirements, etc)<sup>6</sup>. Each requires 120 hours of professional development every year. Engineers Canada<sup>7</sup> predicts a positive growth rate of over 1% for engineers in Alberta, the highest in the country. Our conservative estimate of 30 steady state learners per year from Alberta is a very small subset of the total pool of potential participants, only 1.4% of the total of new yearly licensees. Engineering is a training ground for leaders starting in the undergraduate degree, and we know from our exit surveys that many more of our graduates aim for leadership positions; we are confident that the size of our cohort will generate greater interest and that we can be selective in our admissions. We have no concerns of attracting 30 international learners through the Faculty's greater network of collaborators.

The same can be said of other technical professionals who may be interested in the diploma such as geologists, geophysicists, architects, etc.

The need to for both the diploma and certificates is obvious; not all potential participants require the full training or can commit the time to the full diploma. The versatility of the offers meets the needs of the target participants.

1. <https://open.alberta.ca/dataset/61843e6c-f254-4c93-81b2-36d8f03e6a31/resource/dd08b160-b1af-4bdd-91f8-647e85084116/download/stef-2018-report.pdf>
2. <https://work.alberta.ca/documents/occupational-demand-and-supply-outlook-2015-2025.pdf>
3. <https://www.apega.ca/assets/PDFs/salary-survey-highlights.pdf>
4. [http://www.albertacanada.com/files/albertacanada/SP-EH\\_highlightsABEconomyPresentation.pdf](http://www.albertacanada.com/files/albertacanada/SP-EH_highlightsABEconomyPresentation.pdf)
5. <https://www.cea.ca/files/annual-reports/2017-18%20Annual%20Report%20WEB.pdf>
6. APEGA statistics
7. <https://engineerscanada.ca/sites/default/files/Labour-Market-2015-e.pdf>

### **Stakeholder consultations**

The following groups were consulted. There has been high demand for short courses and certificates from the industry (employers and learners) for a number of years offered independently by our professors. Informal discussions with engineering firms and firm

executives has culminated in continual support for a course-based diploma that is applied and targeted to improve leadership skills and prepare managing professional for the next career step.

We have support from company executives, associations. APEGA has been involved in early discussions.

- Student/learners*
- Faculty*
- Program advisory committee*
- Regulator and/or accreditation bodies*
- Employers and professional associations*
- Community organizations*
- Other post-secondary institutions Other*
- (please identify)*

#### **SECTION 4: ALIGNMENT WITH INSTITUTIONAL PRIORITIES**

The proposed diploma and certificates are in full alignment with the UofA's Comprehensive Institutional Plan, "For the Public Good". In offering the diploma and certificates, we align with the values of the CIP, in

- Valuing excellence in teaching and creative activities that enrich learning experience, inspires engaged citizenship, and promotes the public good through the leadership, ethics, Indigenous, sustainability learning objectives and the experiential learning opportunities of the diploma and certificates;
- Valuing learners at all stages of life and strive to provide and intellectually rewarding educational experience to upper management engineers who wish to better themselves and the outcomes of their companies, employers and teams;
- Valuing Indigenous rights and considerations, and EDI as an integral part of the leadership, legal and ethics learning objectives of the diploma and certificates. Our offerings focusing on understanding First Nations and Metis settlements and Metis rights and treaties will be developed by, and offered in collaboration with Jessica Vandenberghe, a member of the UofA Alumni Board and industrial professor in engineering.

The proposed diploma further supports the UofA Energy Systems Signature Area, as the staff of the industries that are or will be the leaders in Alberta's energy future are the targeted learners. Exposing them to research s in the area will create deeper bonds, relationships and trust in being able to move common causes and goals.

#### **5. Internal Review and Approval** *(Indicate which internal governance body*

*recommended approval and specify date of approval.)*

**Faculty of Engineering**

- Academic Planning Committee: endorsed April 21 2020
- Executive Coordinating Committee, approved unanimously May 25 2020

**University Governance**

- Academic Standards Committee

ATTRIBUTE	KNOWLEDGE	PROBLEM ANALYSIS	COMMUNICATIONS SKILLS	PROFESSIONAL CAPACITY/AUTONOMY	ETHICS
<p><b>Learning outcomes</b></p>	<p><b>Knowledge</b> learning outcomes are specified with the three aspects below.</p> <ol style="list-style-type: none"> <li><b>Depth and Breadth of Knowledge</b> – A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their area of professional practice. <ul style="list-style-type: none"> <li>Student will demonstrate advanced-level knowledge of <ol style="list-style-type: none"> <li>Engineering and/or professional knowledge base in their field of employment and program specialization</li> <li>Concepts of leadership</li> <li>Safety and risk management</li> <li>Law and Indigenous treaties</li> <li>Project management</li> <li>Big data analytics, statistics, and AI</li> </ol> </li> </ul> </li> <li><b>Application of Knowledge</b> – students will have the capacity to: <ul style="list-style-type: none"> <li>Address complex technical, legal, economic and social/ethical issues and judgments based on</li> </ul> </li> </ol>	<p><b>Problem Analysis</b> learning outcomes are specified below.</p> <p>A conceptual understanding and methodological competence that enables the graduate to:</p> <ol style="list-style-type: none"> <li>Have a working comprehension of how established techniques of inquiry are used to interpret knowledge in the discipline.</li> <li>Have a capacity to evaluate critically current information in the area of professional competence, and on the basis of that competence, have shown: <ul style="list-style-type: none"> <li>the development and support of a sustained argument</li> <li>originality in the application of knowledge</li> <li>Make informed judgments on complex issues in specialist fields, sometimes requiring new methods.</li> </ul> </li> </ol>	<p><b>Communication Skills</b> learning outcomes are specified below.</p> <p>Students will be able to</p> <ol style="list-style-type: none"> <li>Written: <ul style="list-style-type: none"> <li>Create clear and effective documentations, proposals, as appropriate, for the program and their field.</li> <li>Create a clear and effective field appropriate capstone project proposal.</li> <li>Create a clear and effective field appropriate capstone project report to communicate complex issues, and conclusions.</li> </ul> </li> <li>Oral: <ul style="list-style-type: none"> <li>Disseminate clear and effective information.</li> <li>Demonstrate leadership acumen through teamwork activities, course discussions and presentations.</li> </ul> </li> <li>Develop active listening skills</li> </ol>	<p><b>Professional Capacity/Autonomy</b> learning outcomes are specified below.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Create an individual development plan (IDP) which includes the following: <ul style="list-style-type: none"> <li>research about and a proposal of three possible career advancement options;</li> <li>reflection upon and evaluation of skills and competencies in the areas of creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration; and,</li> <li>Recognize the importance of regular IDP review as part of continued professional development</li> </ul> </li> <li>Acquire new, or enhance existing skills and competencies in areas related to professional behaviors, the workplace, and career management; namely, creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration.</li> <li>Acquire or build on their current ability to provide constructive feedback to a team.</li> </ol>	<p><b>Ethics</b> learning outcomes are specified below.</p> <p>Students will be able to</p> <ol style="list-style-type: none"> <li>Identify ethical and equity concerns in the field related to their profession, potential partners and clients, and various communities and cultures (such as Indigenous, international), and matters of equity, diversity and inclusion.</li> <li>Act in ethical matters in <ul style="list-style-type: none"> <li>course work, capstone project</li> <li>academic integrity, citations and the misrepresentation of facts and/or data</li> <li>academic conduct, and</li> <li>interactions with others in the community.</li> </ul> </li> <li>Propose solutions to ethical dilemmas and articulate what makes a particular course of action ethically defensible</li> <li>Recognize the importance of Information and data handling (Confidentiality, transparency, not falsifying data, etc)</li> <li>Recognize the importance and apply elements of the engineering and/or other professional code of ethics: <ul style="list-style-type: none"> <li>Technical and professional duties and responsibilities.</li> <li>Intellectual property.</li> </ul> </li> </ol>

	<p>established principles and techniques; and,</p> <ul style="list-style-type: none"> <li>• Apply an existing body of knowledge in the critical analysis of new problems or issues in their professional setting.</li> </ul> <p>Student will demonstrate the capacity to:</p> <ol style="list-style-type: none"> <li>a. Apply breadth of knowledge to complex professional, managerial and leadership situations</li> <li>b. Be able to contribute to the development of professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials at their place of employment.</li> </ol> <p>3. <b>Awareness of Limits of Knowledge – Students will have</b> a cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.</p> <p>Student will demonstrate</p> <ol style="list-style-type: none"> <li>a. an appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other</li> </ol>		<ol style="list-style-type: none"> <li>4. Acquire the ability to communicate effectively and professionally with a broad audience in their field of work using various mediums.</li> </ol>	<ol style="list-style-type: none"> <li>4. Acquire or build on their current ability to lead and manage teams.</li> <li>5. Take initiative to bring about positive change in professional and personal contexts, guided by the principles of equity, diversity and inclusion (EDI).</li> <li>6. Acquire new and enhance existing leadership skills.</li> </ol> <p>And will demonstrate</p> <ol style="list-style-type: none"> <li>7. Self-direction and originality in tackling and solving problems</li> <li>8. Autonomy in planning and executing of projects.</li> <li>9. Field specific communication and networking skills.</li> <li>10. Field specific safety training that emphasizes the importance of creating safe work environments for all.</li> </ol>	<ul style="list-style-type: none"> <li>▪ The impact of decisions on society, including elements of equity, concepts of sustainable development and environmental stewardship, public and worker safety</li> <li>▪ Health considerations including the context of the Alberta Occupational Health and Safety Act.</li> </ul>
--	---	--	--	---	---



	<p>interpretations, methods, and disciplines;</p> <p>b. an ability to critically evaluate current processes, techniques, and behaviours, and determine areas of potential improvement; and,</p> <p>c. an ability to address these situations or gaps.</p>				
--	---	--	--	--	--

## Non-Credit Diploma in Professional Leadership and Management Program of Study

The program includes:

- 330 hours of class/course work equivalent
- Required and mentored project proposal, 1-month practicum and report

### Courses

Nine courses are core to the Non-Credit Diploma in Leadership and Management. The first two courses are integral to the ethical, professional and leadership nature of the programs. The following seven courses are integral to the Project Management and Leadership aspect of the Non-Credit Diploma.

**PLM 1: Professional Leaders - Ethics, Equity, Integrity, and Social Responsibilities: (18hr, either term, spring summer, 3 days)** The roles and responsibilities of a professional leader focusing on ethics, integrity, social responsibility, impact of decisions on society, including elements of concepts of sustainable development and environmental stewardship, Indigenous considerations, public and worker safety and health considerations including the context of the Alberta Occupational Health and Safety Act. This discussion-based course is foundational to all elements of the program. \* 3-day equivalent course, which includes blended learning aspects.

By the end of this course, participants will be able to:

- Have increased knowledge on the different aspects of the profession (Act, registrations, compliance, licensing requirements)
- Recognize the importance of academic integrity and the appreciation for the participant code of conduct.
- Recognize and support the need for the responsibilities of an engineer and a professional towards society, others, health and safety, environmental stewardship, sustainability concepts, indigenous affairs and relations, and the relation of these to continuing professional development and career opportunities; be ready and willing to exemplify these concepts in their personal and professional lives.
- Recognize and exemplify ethical behavior in relation equity, diversity and inclusiveness (EDI) issues.
- Recognize and judge situations with ethical implications, argue the ethical nature of the situations, and justify a decision in such a situation

**PLM 2: Leadership seminar:** (39 hrs, Fall and winter, Spring Summer, or other equivalent format, 0-2s/2-4) Course based on discussions with leaders and online forums on topics including emotional intelligence, responsible leadership, creating sustainable and innovative organizations, and

entrepreneurship. The course aims for participants to develop an appreciation of their current leadership strengths and weaknesses, and customize a personal development plan, a vision statement, a unique contribution statement and a leadership philosophy. Participants will be challenged to begin thinking about developing a proposal to improve their organizations beyond their usual duties. Course requires self-reflection, teamwork and includes variable meeting times in addition to discussion. Requires a substantive report and presentation on the impact of effective leadership with a particular focus on current trends and thoughts in leadership theory and practice. \*Course includes blended learning. Pre-req PLM 1.

By the end of this course, participants will be able to:

- Recognize and apply different leadership models and theory
- Define leadership and explain its importance its importance for organizations
- Identify personal characteristics associated with effective leaders
- Recognize the behaviours that build, restore, extend, increase and maintain trust with team members and stakeholders
- Articulate a personal leadership philosophy and outline how it will apply to current and future leadership roles
- Articulate a plan for developing areas of personal leadership strength
- Apply leadership concepts to real world leadership challenges
- Discuss and lead team discussions on leadership issues of the day

**PLM 3: Applied Financial Analysis for Professionals:** (39hrs, either term, spring, summer, 2.5-0-1) Course emphasize the use of financial analysis concepts in the leader’s decision-making processes. Course covers concepts of time value of money, investment analysis, valuation, stocks and bonds, allocation and control of costs, budgeting, accounting techniques, cash flow forecasting and debt management, accounting and financial management systems. \* 1-week equivalent course, offered through blended learning.

By the end of this course, participants should be able to:

- Apply fundamentals of economics, financial analysis, and market assessment.
- Discuss and lead discussions of case studies considering financial aspects of the scenario.
- Lead industrial enterprises through the application of the fundamentals of economics, financial analysis, and market assessment to formulate and assess alternatives in through planning, development, and ongoing management practices.
- Research financial valuation of a publicly traded company and its performance in the market and apply learned concepts to investment analysis.

**PLM 4: Advanced Safety and Risk Management:** (39hrs, either term, spring, summer, 2.5-0-1). The course focuses on the principles and practices, and application of leadership towards the effective application and implementation of risk management in major organizations across all engineering and

other disciplines. Course discusses the role of the professional leaders in risk and consequences of loss incidents; risk management; incident investigation, causation, root cause analysis; process safety management; the roles of government agencies, professional bodies and industry associations; workplace safety; risk-based decision-making processes; leadership and the human-factors side of risk management. \* 1-week equivalent course, offered through blended learning. Pre-req PLM 1, co-req PLM 2.

By the end of this course, participants should be able to:

- Appraise the safety culture of an organization, and lead a positive change in the safety culture of that organization towards an improvement in safety performance.
- Assess and improve the safety leadership in an organization, and personally contribute to management leadership, commitment and accountability in that organization.
- Apply four risk assessment tools to evaluate workplace safety conditions and practices, lead management system improvements, and coach team leads towards corrective actions to address risks in the workplace.
- Organize, coordinate, and lead a team in the application of an incident investigation, root cause analysis, and create and manage recommendations within the context of an organization's risk management program.
- Work in a team to apply risk management principles and practices to a loss incident and prepare a team implementation of recommendations report.
- Explain relevant portions of the Province of Alberta Engineering and Geoscientists Act and the APEGA Code of Ethics and other acts and codes in the application of risk management within their practice.

**PLM 5: Project Management for Professional Leaders:** (39hrs, either term, spring, summer, 2.5-0-1)

Project management is critical in professional leadership. This course will provide future leaders project management tools, techniques, templates, and methodologies. Through project-based learning, this course examines in detail the eight knowledge areas of the Project Management Institute (PMI) which provide an integrated approach to managing projects. \* 1-week equivalent course, offered through blended learning. Pre-req PLM 1, co-req PLM 2.

By the end of this course, participants will be able to:

- Demonstrate knowledge in the concepts of project management including: key definitions, principles, processes, required skills and knowledge areas.
- Use project management processes and tools, and communication skills, to lead a project successfully through the stages of initiating, planning, executing, monitoring and controlling, and closing.
- Evaluate the impact of the project management knowledge areas on a project.
- Monitor the progress of a project and know when and how to develop modification strategies.
- Work with a team to prepare project documentation for a project.

**PLM 6: Law for Professionals and Decision Makers:** (39hrs, either term, spring, summer, 2.5-0-1).

Overview of the Canadian legal system and in-depth review and discussion of the leader's role in business organizations, international considerations, tort liability, contracts, intellectual property law, legal and ethical responsibilities, Indigenous affairs and treaties, and the engineer or professional as an expert witness. \* 1-week equivalent course, offered through blended learning.

By the end of this course, participants should be able to:

- Recall concepts of Canadian legal system and processes.
- Recognize and appreciate the requirements in order to create a contract.
- Create concise and effective contracts.
- Adopt bidding strategies to create effective bidding packages and Instructions to Bidders that are more likely to be successful.
- Administer projects with a reduced risk of legal difficulty and adopt risk avoidance procedures.
- Recognize when involved in a problem with legal implications, to identify the problem, to anticipate the degree of risk and likely outcomes.
- Discuss the legal positions of various parties entering contractual agreements.
- Recall how to obtain legal and other advice in a timely and cost-efficient manner.
- Recall how to resolve disputes in a timely and cost-efficient manner.
- Recall and appreciate the legal requirements of North American trade agreements (NAFTA, CUSMA).
- Recall, respect and appreciate the importance of considering and acknowledging Indigenous rights and expectations in developing resource-based projects.
- Recall and respect the requirements of laws related to employment
- Discuss and lead team discussions on complex engineering and other law scenarios.

**PLM 7: Maintenance and Quality Management:** (39hrs, either term, spring, summer, 2.5-0-1)

Maintenance management of industrial assets. Preventative maintenance decisions. Spare parts provisioning. Application of quality assurance schemes in manufacturing. Predictive maintenance decisions. Reliability centered maintenance. Total productive maintenance. Six sigma techniques. Case studies. \* 1-week equivalent course, offered through blended learning.

By the end of this course, participants should be able to:

- Understand the objectives of maintenance and different maintenance strategies
- Recognize the importance and key elements of quality assurance and assessment systems for inspection and maintenance.
- Understand maintenance processes and their integration
- Compare costs and benefits of maintenance alternatives.
- Analyze risks related to faults for maintenance decision making.
- Apply understanding of maintenance processes and effects to different industrial situations.
- Apply and integrate quality assurance basics

- Apply and incorporate maintenance strategies for making decisions on component replacement, spare parts provisioning, inspections, condition-based maintenance, capital equipment replacement, and maintenance program resource allocation.

**PLM 8: Technology Investment Economic Decision-Making:** (39hrs, either term, spring, summer, 2.5-0-1) Current methods and practice of economics analysis. Valuation methods for technology businesses and product lines. Modeling revenue and expenses for technology businesses. Effects of supply and demand on product alternatives. Risk analysis for new technology ventures. Risk-based decision-making. Real options analysis for development and implementation of new technology. Case studies. \* 1-week equivalent course, offered through blended learning.

By the end of this course, participants should be able to:

- Recognize the importance of and uncertainties in estimating the future value of a business or a new technology venture.
- Understand methods of valuation, including discounted cash flow.
- Analyze capital and operating risks in technology development.
- Compare product alternatives based on variability of supply and demand in different industrial sectors.
- Apply risk-based decision methods to assess technology alternatives
- Apply and incorporate real options analysis for deciding amongst future alternatives for developing, deferring, purchasing, or stopping technology development projects.

**PLM 9: Data Analytics for Assets Management:** (39hrs, either term, spring, summer, 2.5-0-1). Current theory and practice of asset management for developing, operating, maintaining, improving, and disposing of assets in technology companies. Applied risk modeling for asset management. Integrity assessment methods, including physical inspection, periodic monitoring, and continuous monitoring. Methods for comparing alternative strategies for asset management. Big data analytics and statistics applied to technology asset risk and benefit assessment. Applications of concepts of artificial intelligence in data sets for technology value assessment. Case studies. \* 1-week equivalent course, offered through blended learning.

By the end of this course, participants should be able to:

- Recognize the importance and key elements of asset management methods
- Understand different types of assets in a technology company and their contribution to value creation and total cost of ownership.
- Recognize the range of possible risks to assets in different industrial sectors.
- Compare asset management strategies for different industrial systems.
- Apply risk management methods to systems of assets in a team project.
- Apply statistical methods, machine learning, and artificial intelligence approaches in big data analytics related to technological assets and processes.

## Practicum and capstone

**PLM proposal – Professional Leaders Practicum – proposal** (39hrs or more, either term or Spring/Summer, unassigned). Identify a discipline specific professional-management/leadership challenge with a current employer or potential internship supervisor and develop a project proposal to address the challenge. The proposal must be approved by the supervisor and faculty member mentor.

Proposal expectations:

- Up to 2500 words
- Identifies the challenge
- Scopes the challenge in the employer's context
- Establishes the value proposition of undertaking the project
- Develops an outline of the theoretical framework to address the challenge
- Provides Gantt chart and budget (not included in the page count)

**PLM Project– Professional Leaders Practicum- capstone project** (39hrs or more, either term, spring, summer, unassigned). Requires regular discussions and review sessions with faculty member mentor. Prerequisite: completion of PLM Proposal.

Capstone report expectations:

- Identifies the challenge
- Scopes the challenge in the employer's context
- Pertinent literature, technical information,
- Human resources context
- Leadership aspects
- Establishes the value proposition of undertaking the project
- Describes in details every aspect of the approach, methods and/or theoretical framework to address the challenge
- Details the results of the final implemented approach/solution
- Assesses in the success of the value proposition based on the solution implemented
- Provides a proposal for future work
- Provides an updated Gantt chart and budget (not included in the page count)
- Provided separately: Performs a self-reflection of the learning opportunity of the internship and project
- Project outcomes presentation to employer and/or team and faculty member mentor.

**PLM Practicum – Professional Leaders Practicum** (either term, spring, summer, unassigned). A four-month practicum for participants. This practicum will provide participants with further involvement in the practice of their professional discipline, which must include, at a minimum, the equivalent of a 1-month, full time project to solve the discipline specific professional-management/leadership challenge established in the proposal or an approved variance. Evaluation will be based on the employer and faculty member mentor's performance appraisal of the capstone report fulfilling the expectations of the internship proposal. Prerequisite: completion of PLM Proposal.

## Program schedule

The Non-Credit Diploma is scheduled over 12 months, taking a break during the summer term. The program begins with a week of introduction, explaining expectations, creating a sense of community in the class, and PLM 1. With the exception of PLM 2, all courses are delivered over two Friday, Saturday and Sunday afternoon every other week during a month, with projects due within one month of completion of the course material. This allows employee Friday flex times and a few vacation days, if needed, to be used for the course.

PLM 2 is an invited guest and presentation-based courses that will meet regularly every two weeks for 2hrs in the evening. It includes significant self-reflection and 360 degree and emotional intelligence type assessments to help participants define who they are, who they want to be and what is their purpose within their company, and what do they want to achieve.

Practicum and capstone courses – proposal, and internship and report are slated in the last term to allow for application of learner skills.

	January	February	March	April	May	June	July	August	September	October	November	December
<b>Core</b>												
PLM 1												
PLM 2												
PLM 3												
PLM 4												
PLM 5												
PLM 6												
PLM 7												
PLM 8												
PLM 9												
<b>Practicum component</b>												
PLM proposal												
PLM practicum												
PLM Project												



# WYVERN



11135 83 Ave NW, Suite 1101  
Edmonton, Alberta, T6G 2C6

February 12, 2019

Dr. Jason Carey  
Faculty of Engineering  
University of Alberta  
Edmonton, Alberta  
T6G 1H9

**Re: Letter of Support for Executive Master of Engineering**

Dear Dr. Carey,

I am writing to you to express my strong support for the new Executive Master of Engineering program under development by the Faculty of Engineering at the University of Alberta.

Wyvern is a remote sensing space company that provides affordable and convenient access to analytics ready hyperspectral imagery from satellites. As a space company we employ highly qualified technical personnel, but as a startup we require these personnel to be strong leaders, capable of working as a team, and have strong communication skills.

After reviewing the learning outcomes for the new Executive Master of Engineering, I'm confident that this program will provide these valuable characteristics to newly graduated engineers. We're looking forward to the future of this program.

Sincerely,

A handwritten signature in black ink, appearing to be 'CR', with a long horizontal line extending to the right.

Chris Robson  
Co-Founder & CEO

19 September, 2019

Dr. Fraser Forbes, P.Eng.  
Dean  
Faculty of Engineering  
9211 – 116 Street #9-201  
University of Alberta  
Edmonton, Alberta  
T6G 1H9

Dear Dr. Forbes

**Subject: Executive Masters of Engineering Program**

The Construction Owners Association of Alberta is pleased to support the proposal to establish an Executive M.Eng. program. Our member companies have conceived, designed and constructed virtually all of the \$200 billion of industrial plants, facilities and infrastructure delivered in Alberta over the past 20 years.

As young engineers progress through the ranks in owner organizations or contractor organizations, many arrive at a juncture where their well-honed project management skills are no longer sufficient for strategic management of risk and recognition of opportunities. As we have all observed in other technical disciplines, an M.Eng. program offers such individuals a pathway to rapid classroom and collegial learning while remaining engaged with their projects and careers.

The high level of interaction with the David and Joan Lynch School of Engineering and Safety Risk Management is a unique and valuable attribute of the proposed program. There is broad consensus that Alberta construction projects must continue to improve in terms of safety, productivity and environmental performance; the Lynch School provides the systems thinking and executive leadership skills needed for the people who will drive that improvement.

The Faculty of Engineering enjoys a solid reputation among our member companies as producing high quality theory-grounded, workplace-experienced M.Eng. graduates in the structural and geotechnical fields. The inclusion of practicums is another significant value-added feature of U of A M.Eng. programs. COAA and our member companies have every expectation that industry leaders emerging from the new Executive M.Eng. program would evidence the same high quality.

Based on member feedback about existing M.Eng. programs plus the unique features of the proposed Executive M.Eng. program, COAA will be pleased to communicate and recommend this opportunity, both to rising star in our industry as well as their employers.



Respectfully,  
CONSTRUCTION OWNERS ASSOCIATION OF ALBERTA

Neil Shelly, P.Eng.  
Executive Director.



Cheryl L. Trudell  
VP Upstream Research  
Upstream Engineering, Imperial  
587-476-1798 Tel  
cheryl.l.trudell@esso.ca

September 9, 2019

Dr. Fraser Forbes, Dean  
Faculty of Engineering  
University of Alberta  
9-201 Donadeo Innovation Centre for Engineering  
9211 – 116 St. NW  
Edmonton, AB T6G 1H9

Dear Dr. Forbes,

On behalf of Imperial, I would like to express my enthusiastic support for establishing an Executive Master of Engineering at the University of Alberta's Faculty of Engineering. This program would fill an important gap in meeting our organization's professional development needs and helping us grow the leaders we need to ensure our continued competitiveness at the provincial, national and global levels.

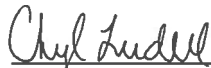
Based in Calgary and with major assets in Canada's Oil Sands, Imperial is one of Canada's largest and most respected integrated Oil and Gas firms. In the past 20 years, we have spent more than \$2 billion in research and technology, making us one of Canada's largest R&D investors in any industry. In 2016, we opened our new Calgary Research Centre further demonstrating our commitment to R&D. Our dedication to innovation is also highlighted by our continued sponsorship of the Institute for Oil Sands Innovation (IOSI), and through our membership in Canada's Oil Sands Innovation Alliance (COSIA).

An Executive Master of Engineering program will benefit Imperial in a variety of ways. We employ many engineers and geoscientists who could participate in this program and grow into future leadership roles within our organization. The skills our employees will acquire from this degree will support a wide range of our priorities, including leadership, project and asset management, strategic decision making, safety and risk management and operational excellence.

The proposed delivery format, a blended learning environment with a flexible learning schedule, is ideal for both our company and our employees. It will allow them to continue to contribute to our organization, while still balancing their academic and personal lives. The incorporation of a practicum, where students get to apply and strengthen their new knowledge by drawing on a challenge from within our organization, will ensure that learning is maximized for students and demonstrate a real impact for Imperial. This gives me exceptional confidence in the return on investment that we would receive in supporting our employee's participation in this program.

In closing, we believe that an Executive Master of Engineering at the University of Alberta would be an asset to not just our organization, but to our entire province. It will grow our local leaders and attract new talent through the recruitment of students from outside of Alberta. We would be delighted to have our employees participate in this unique program.

Sincerely,



Cheryl L. Trudell PhD, P.Eng.  
VP Upstream Research



Stantec Consulting Ltd.  
200-325 25 Street SE, Calgary AB T2A 7H8

October 8, 2019  
File: 118788810

**Attention: Dr. Fraser Forbes, Dean**  
Faculty of Engineering  
University of Alberta  
9-201 Donadeo Innovation Centre for Engineering  
9211 – 116 St. NW  
Edmonton, AB T6G 1H9

Dear Dean Forbes,

**Reference: Stantec Letter of Support**

On behalf of Stantec Consulting Ltd. I would like to express my enthusiastic support for establishing an Executive Master of Engineering at the University of Alberta's Faculty of Engineering. This program would fill an important gap in meeting our organization's professional development needs and helping us grow the leaders we need to ensure our continued competitiveness at the provincial, national and global levels.

Stantec is a public company with approximately 22,000 employees working in over 400 locations across six continents. We provide a wide array of services – from architecture, engineering services to water and environmental services – to a diverse group of markets. Our company was founded in Edmonton in 1954 by Dr. Don Stanley, a Harvard graduate in environmental engineering. We continue to provide a full suite of services to Alberta, Canada, and communities across the globe.

An Executive Master of Engineering program will benefit Stantec in a variety of ways. We employ over 9,000 full-time engineers, architects, scientists, project managers, and planners who could potentially participate in this program and grow into future leadership roles within our organization. The skills our employees will acquire from this degree will support a wide range of our priorities, including safety and risk management; strategic decision-making; and financial analysis and management.

The proposed delivery format, a blended learning environment with a flexible learning schedule, is ideal for both our company and our employees. It will allow them to continue to contribute to our organization, while still balancing their academic and personal lives. The incorporation of a practicum, where students get to apply and strengthen their new knowledge by drawing on a challenge from within our organization, will ensure that learning is maximized for students and real impact for Stantec. This gives me exceptional confidence in the return on investment that we would receive in supporting our employee's participation in this program.

In closing, we at Stantec Consulting Ltd. believe that an Executive Master of Engineering at the University of Alberta would be an asset to not just our organization, but to our entire province. It will grow our local

October 8, 2019  
Dr. Fraser Forbes, Dean  
Page 2 of 2

**Reference: Stantec Letter of Support**

leaders and attract new talent through the recruitment of students from outside of Alberta. We would be delighted to have our staff members participate in this unique program.

Regards,

**Stantec Consulting Ltd.**

A handwritten signature in black ink, appearing to read 'Rod Schebesch', written in a cursive style.

**Rod Schebesch** M.Eng., P.Eng.  
Transportation Sector Lead, North America  
Phone: 403 716 8334  
Cell: 403 542 4510  
Rod.Schebesch@stantec.com

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

<b>Agenda Title</b>	<b>Proposed Suspension of Bachelor of Arts Majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and Bachelor of Science Majors in Mathematics and Physics, and Psychology, Augustana Faculty</b>
---------------------	--

**Motion:**

THAT the GFC Academic Standards Committee recommend that the Board of Governors approve the suspension of admissions to the Augustana Faculty Bachelor of Arts majors in Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology, and the Augustana Faculty Bachelor of Science majors in Mathematics and Physics, and Psychology, as submitted by Augustana Faculty and as set forth in Attachments 1-7, to take effect July 1, 2021.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Demetres Tryphonopoulos, Dean, Augustana Faculty Karsten Mündel, Associate Dean – Academic, Augustana Faculty

**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 recommend the suspension of five current majors in the Bachelor of Arts program at Augustana Faculty (Biology, Chemistry, Computing Science, Mathematics and Physics, and Sociology) and two current majors in the Bachelor of Science program at Augustana Faculty (Mathematics and Physics, and Psychology).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).</p> <p>Aided by the work of CICC, Augustana Faculty continues to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences project-based learning core. As these new programs are implemented, the Faculty will continue to suspend admission into a number of current majors in order to fully facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p> <p><u>Suspensions - BA Majors</u> To facilitate the realization of ongoing curricular development at</p>

Item No. 10

Augustana, the Faculty proposes to suspend admission into five current majors:

- Biology
- Chemistry
- Computing Science
- Mathematics and Physics
- Sociology

The suspensions in Biology, Chemistry, Computing Science, and Mathematics and Physics anticipate curricular renewal that is well underway in the Bachelor of Science programs at Augustana. These Bachelor of Arts programs, established prior to the Augustana merger with the University of Alberta, have very low enrollments while creating significant complexity in recruitment, academic regulations, and student advisement. The suspension to the major in Sociology continues the work initiated over the previous year in the development of new programs in the BA Interdisciplinary Studies program at Augustana, with Sociology playing a significant role in two of the new majors being introduced by the Faculty.

Current students will be able to finish their studies and receive a Bachelor of Arts degree in the major that they were admitted into or have the option of switching into a different new or revised program. Assuming these programs are approved in time to accept applications for the 2021/2022 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2026.

Suspension - BSc Majors

To facilitate the realization of ongoing curricular development at Augustana, the Faculty proposes to suspend admission into two current majors:

- Mathematics and Physics
- Psychology

Enrollment in the Mathematics and Physics program has historically been significantly lower than the other BSc programs at Augustana, making it difficult to justify its continuation. Proposals are currently in development in the Augustana Department of Science for new multi-disciplinary programs, which will allow for the preservation of both the Mathematics and Physics disciplines as part of Augustana's degree offerings, thus allowing for this suspension to occur.

While Psychology is one of the more popular programs offered at Augustana, student preference strongly favours the Bachelor of Arts program. Available resourcing has made it continually difficult for students in the BSc Psychology program to achieve the minimum number of Science credits required for their degree, creating frustration for students seeking to complete their degree, and exerting pressure on other high-enrollment disciplines with Science-based courses (notably



Item No. 10

	<p>Biology and Physical Education) which have been forced to accommodate an influx of Psychology major registrations in their courses as students seek to find other avenues to meet their Science requirements. As a result of ongoing curricular discussions at Augustana, the decision has been made to focus on offering a robust Psychology program in the BA degree while discontinuing the BSc major in Psychology.</p> <p>Current students will be able to finish their studies and receive a Bachelor of Science degree in the major that they were admitted into or have the option of switching into a different new or revised program. Assuming these programs are approved in time to accept applications for the 2021/2022 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2026.</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 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>• Augustana faculty members and Department Councils in Fine Arts and Humanities, Science, and Social Sciences (Department Council all include undergraduate student representatives).</li> <li>• Augustana Academic Council</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters)</li> <li>• Office of the Registrar (Melissa Padfield, Kely Heck)</li> <li>• Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives)</li> <li>• Augustana Faculty Council (which includes voting undergraduate student representatives)</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Academic Standards Committee – Subcommittee on Standards for consultation (June 4, 2020)</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>Augustana Faculty Council (May 20, 2020)  GFC ASC Subcommittee on Standards (discussion): June 4, 2020  GFC Academic Standards Committee (recommendation): June 25, 2020  GFC Academic Planning Committee (recommendation): September 9, 2020  General Faculties Council (recommendation): September 28, 2020  Board Learning, Research and Student Experience Committee (recommendation): October 2, 2020  Board of Governors (approval): October 16, 2020</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i>  <b>BUILD</b>  <b>GOAL:</b> Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.  Objective 4:</p>
---	---

	<p>Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> <li>• Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</li> </ul> <p><b>EXPERIENCE</b> <b>GOAL:</b> Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> <li>• Strategy 1 Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally</li> </ul> <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> <li>• Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.</li> </ul> <p><b>EXCEL</b> <b>GOAL:</b> Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p><b>ENGAGE</b> <b>GOAL:</b> 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 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> <li>• Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates</li> </ul>
--	--

## Item No. 10

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 checked="" 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	<i>Post-Secondary Learning Act</i> GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference

## Attachments:

1. BA Biology Program Suspension Template (7 pages)
2. BA Chemistry Program Suspension Template (7 pages)
3. BA Computing Science Program Suspension Template (7 pages)
4. BA Mathematics and Physics Program Suspension Template (7 pages)
5. BA Sociology Program Suspension Template (7 pages)
6. BSc Mathematics and Physics Program Suspension Template (7 pages)
7. BSc Psychology Program Suspension Template (7 pages)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Biology	
<b>Credential awarded</b>	Bachelor of Arts	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Biology, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Biology counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.2% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Biology. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Biology, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers greater variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Biology, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Biology at Augustana, with the resources previously expended on the BA in Biology further enabling this strengthening of a vital program within the Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	5	4	7	6	13
• Full-Time Year 1	2	3	1	1	6
• Full-Time Year 2	3	1	2	1	3
• Full-Time Year 3	0	0	1	3	2

• Full-Time Year 4	0	0	3	1	2
<b>Total FLE</b>	4	4	7	6	8
• FLE Year 1	2	3	1	0	3
• FLE Year 2	3	1	2	1	3
• FLE Year 3	0	0	1	3	2
• FLE Year 4	0	0	3	2	0

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Biology program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA in Biology of the cancellation of the program and of the continued commitment to providing assistance with degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Biology program would be able to find several Biology programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

**2.4** Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana’s approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

**SECTION 3: IMPACT**

**3.1** Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

**3.1.1** Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana’s first-level specializations offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.



**3.2** *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Chemistry	
<b>Credential awarded</b>	Bachelor of Arts	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Chemistry, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Chemistry counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, and from 2015-2020 no student has graduated from Augustana Faculty with a BA in Chemistry. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Chemistry, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers continued access to a variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Chemistry, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Chemistry at Augustana, with the resources previously expended on the BA in Chemistry further enabling this strengthening of a vital program within the Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	4	2	3	2	2
• Full-Time Year 1	2	1	2	1	0
• Full-Time Year 2	1	1	0	0	2
• Full-Time Year 3	0	0	0	1	0

• Full-Time Year 4	1	0	1	0	0
<b>Total FLE</b>	2	1	3	2	1
• FLE Year 1	1	0	1	1	0
• FLE Year 2	1	1	1	0	1
• FLE Year 3	0	0	0	1	0
• FLE Year 4	0	0	1	0	0

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Chemistry program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Chemistry major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Chemistry program would be able to find several Chemistry programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

**2.4** Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

**3.1** Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

**3.1.1** Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

**3.2** *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*



**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Computing Science	
<b>Credential awarded</b>	Bachelor of Arts	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Computing Science, currently offered as a first-level specialization. This program is a historical anomaly, initially created at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as part of the programs carried forward to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Computing Science counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.2% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Computing Science. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BSc in Computing Science, with a broadly redesigned program being one of those approved by the Faculty in May 2020. This redesign offers continued access to a variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Computing Science, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the field of Computing Science at Augustana, with the resources previously expended on the BA in Computing Science further enabling this strengthening of a vital program within the Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	9	9	7	1	2
• Full-Time Year 1	2	3	5	1	2
• Full-Time Year 2	3	5	2	0	0

• Full-Time Year 3	3	1	0	0	0
• Full-Time Year 4	1	0	0	0	0
<b>Total FLE</b>	9	6	5	1	1
• FLE Year 1	2	2	4	1	1
• FLE Year 2	3	3	1	0	0
• FLE Year 3	2	1	0	0	0
• FLE Year 4	2	0	0	0	0

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*  
July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, transition into the redesigned BSc in Computing Science program, or explore other program choices. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Computing Science major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Computing Science program would be able to find numerous Computing Science programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being

offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

**2.4** Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

**3.1** Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

**3.1.1** Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other

redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

**3.2** *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**



## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Mathematics and Physics	
<b>Credential awarded</b>	Bachelor of Arts	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Mathematics and Physics, currently offered as a first-level specialization. This program is a historical anomaly, initially created as 3-year separate degrees in Mathematics and Physics at Augustana University College when all first-level specializations were expected to be available as BA programs, and then adopted as a combined 4-year program moving to the University of Alberta in the 2004 institutional merger. While the program requires few instructional resources in addition to its Bachelor of Science in Mathematics and Physics counterpart, the maintenance of the program expends considerable resources for ongoing academic administration and continues to be source of confusion for prospective students seeking to apply to the Faculty. Actual enrollment is extremely low, with only 0.1% of Augustana Faculty graduating students from 2015-2020 obtaining a BA in Mathematics and Physics. This makes it extremely difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of strong BSc programs incorporating the disciplines of Mathematics and Physics, with both retaining places in two of the broadly redesigned Science programs approved by the Faculty in May 2020. These redesigns offer continued access to a variety of offerings within the disciplines and broader accessibility to students with a wide range of interests in Mathematics and Physics, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Mathematics and Physics at Augustana, with the resources previously expended on the BA in Mathematics and Physics further enabling this strengthening of vital programs within the Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	2	0	1	1	2

• Full-Time Year 1	1	0	0	0	2
• Full-Time Year 2	1	0	0	1	0
• Full-Time Year 3	0	0	1	0	0
• Full-Time Year 4	0	0	0	0	0
<b>Total FLE</b>	3	0	2	2	2
• FLE Year 1	2	0	0	0	1
• FLE Year 2	1	0	0	1	1
• FLE Year 3	0	0	1	1	0
• FLE Year 4	0	0	1	0	0

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*  
July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*  
The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the redesigned BSc programs with significant Mathematics or Physics components. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BA Mathematics and Physics major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Mathematics and Physics program would be able to find numerous programs in both Mathematics and Physics at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are very few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana’s SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

**2.4** Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana’s approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

**SECTION 3: IMPACT**

**3.1** Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

**3.1.1** Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved

to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

**3.2** *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement, as well as to streamline program offerings to offer clarity of purpose and reduce potential duplication of programs and resources. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Sociology	
<b>Credential awarded</b>	Bachelor of Arts	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).



In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Arts in Sociology, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the Sociology program requires intensive teaching demands, over a wide range of disciplinary requirements, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

One of the new second-level BA-IDS specializations (Law, Crime, and Justice Studies) offers broad-ranging multi-disciplinary learning opportunities in Social Sciences, which will enable students interested in Sociology the ability to still pursue and develop the core skills of the current Sociology major, while enhancing these with a greater range of knowledge within a wider Social Sciences context. Furthermore, a proposal for a redesigned program in Sustainability also includes significant sociological elements, offering another significant opportunity for continued studies in this area within Augustana Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	21	18	21	17	18
• Full-Time Year 1	4	6	5	4	0
• Full-Time Year 2	7	4	8	2	6
• Full-Time Year 3	4	8	2	6	6
• Full-Time Year 4	6	0	6	5	6
<b>Total FLE</b>	19	16	19	17	17
• FLE Year 1	5	3	3	6	1
• FLE Year 2	5	3	9	2	6
• FLE Year 3	3	8	2	5	4

• FLE Year 4	6	2	5	4	6
--------------	---	---	---	---	---

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the new BA IDS, second-level specializations, or the redesigned Sustainability program. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify each of the students enrolled in the BA Sociology major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BA Sociology program would be able to find comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Sociology programs at Augustana have been regularly included in the discussions regarding the proposed changes, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Social Sciences will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Social Sciences Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

**2.4** *Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

### SECTION 3: IMPACT

#### 3.1 Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

##### 3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

#### 3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Mathematics and Physics	
<b>Credential awarded</b>	Bachelor of Science	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/ revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Science in Mathematics and Physics, currently offered as a first-level specialization. This program was initially created as a combined 4-year program moving to the University of Alberta in the 2004 institutional merger. While the program has produced a number of excellent graduates, the Mathematics and Physics program requires intensive teaching demands over a wide range of disciplinary requirements, and continuing enrollments make it difficult to justify the resources dedicated in this area.

Augustana is committed to the continuation of a strong BSc program incorporating the disciplines of Mathematics and Physics, with both retaining places in two of the broadly redesigned Science programs approved by the Faculty in May 2020. These redesigns offer continued access to variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Mathematics and Physics, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Mathematics and Physics at Augustana, with the resources previously expended on the BSc in Mathematics and Physics further enabling this strengthening of vital programs within the Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	27	25	29	22	19
• Full-Time Year 1	7	11	12	10	3
• Full-Time Year 2	8	6	8	5	7
• Full-Time Year 3	6	6	2	5	6
• Full-Time Year 4	6	2	7	2	3
<b>Total FLE</b>	24	22	22	18	17



• FLE Year 1	6	9	8	8	4
• FLE Year 2	6	5	8	4	5
• FLE Year 3	6	6	2	3	5
• FLE Year 4	6	2	4	3	3

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into one of the redesigned BSc programs with significant Mathematics or Physics components. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BSc Mathematics and Physics major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BSc Mathematics and Physics program would be able to find numerous programs in both Mathematics and Physics at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

At any given time, there are few students in this program to actively consult. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Science will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Science Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

### SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

**3.2** *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently manage the staff and resources currently available, particularly in the ongoing administration and supporting maintenance of Augustana programs. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty	
<b>Program/specialization name</b>	Psychology	
<b>Credential awarded</b>	Bachelor of Science	
<b>Proposed start date of suspension</b>	July 1, 2021	
<b>Proposed end date of suspension</b>	July 1, 2026	

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS), and the suspension of several first-level specializations (majors) offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Faculty Council meetings. Over the following year, Augustana continued working towards curricular renewal based on the work of CICC, redesigning other programs and looking to streamline other low enrollment first-level specializations as part of the process. Another series of proposals for new/revised programs and further suspensions were presented to Augustana Faculty Council, and approved by wide margins, in May 2020.

One of the majors approved for suspension in May 2020 is the Bachelor of Science in Psychology, currently offered as a first-level specialization. While the program has produced a number of excellent graduates over the years, the BSc in Psychology program requires intensive teaching demands over a wide range of subjects in order to fulfill the necessary requirements for a rigorous science-based degree in the discipline, and continuing enrollments compared to the BA in Psychology along with a shortage of tenured staff in this area make it difficult to justify the resources dedicated to maintaining the program.

Augustana is committed to the continuation of a strong BA in the discipline of Psychology, with a broadly redesigned, multi-disciplinary BA program approved by the Faculty in May 2020. This redesign offers continued access to variety of offerings within the discipline and broader accessibility to students with a wide range of interests in Psychology, without drawing upon additional instructional or administrative resources. This will continue to offer significant options to students interested in the fields of Psychology at Augustana, with the resources previously expended on the BSc in Psychology further enabling this strengthening of this vital program within the Faculty.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Years indicate start of Academic Year.

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	37	33	31	26	31
• Full-Time Year 1	7	8	10	5	8
• Full-Time Year 2	11	11	7	6	8
• Full-Time Year 3	13	6	7	9	10
• Full-Time Year 4	6	8	7	6	5
<b>Total FLE</b>	34	30	28	26	28

• FLE Year 1	7	8	8	5	6
• FLE Year 2	10	10	6	6	8
• FLE Year 3	11	6	7	8	8
• FLE Year 4	6	6	7	7	6

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

The standard five year period was used in formulating the proposal.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Curriculum Committee (recommendation to Faculty Council) (includes undergraduate students comprising one-third of the voting membership): April 22, 2020
- Augustana Faculty Council (May 20, 2020) (includes four undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): June 4, 2020
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for recommendation): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS



**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the redesigned BA program in Psychology. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with course selection and planning. Essential courses will still be offered.

Augustana will notify any student enrolled in the BSc Psychology major of the cancellation of the program and of the continued commitment to providing assistance in degree completion. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

**2.1.1** *If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current BSc Psychology program would be able to find numerous programs in Psychology at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

**2.2** *Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Psychology programs at Augustana have been made aware of the discussions regarding the proposed changes. The proposal has gone through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

**2.3** *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Augustana's instructors and support staff in Social Sciences will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new program opportunities.

Advisement staff and administrators in Augustana's SAS unit will work with the Social Sciences Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

**2.4** Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

**3.1** Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input type="checkbox"/> Other (identify below)                  |

**3.1.1** Describe the consultation process conducted with these stakeholders and summarize the feedback received.

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 which included a mandate to coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program, and to encourage all Augustana programs to streamline and expand interdisciplinary elements available to students.

CICC subsequently met regularly throughout the 2018-2019 academic year, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee. At the May 2019 Faculty Council, three initial new second-level specializations were approved with an average 77% approval rate. In October 2019, CICC presented its final report, including issuing recommendations for ongoing curricular renewal and guidelines for potential development of new and revised programs. Robust discussions continued, culminating in the May 2020 Faculty Council meeting, where another 7 suspensions were approved to streamline Augustana's first-level specialization offerings, and several other redesigned programs were accepted to move towards implementation, mostly with near-unanimous support.

**3.2** *Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.*

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## **SECTION B: SUSPENSION EXTENSION**

### **SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

### **OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**

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

<b>Agenda Title</b>	<b>Proposal for the Termination of the Bachelor of Education, Adult Education Route</b>
---------------------	---

**Motion**

THAT the GFC Academic Standards Committee recommend that the Board of Governors approve the termination of the Bachelor of Education, Adult Education route, as submitted by the Faculty of Education and as set forth in Attachment 1, to be effective upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Dr. Jennifer Tupper, Dean, Faculty of Educations
Presenter(s)	Dr. Bill Dunn, Associate Dean, Teacher Education, Faculty of Education

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek recommendation of the termination of the Bachelor of Education, Adult Education route.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Bachelor of Education (B.Ed.) program offered by the Faculty of Education has three routes: Elementary Education, Secondary Education, and Adult Education. The Elementary Education and Secondary Education routes lead to K-12 teacher certification. The Adult Education route does not lead to teacher certification since it is geared toward educating adults in colleges and other settings.</p> <p>Students were last admitted to the Adult Education route in 2002, and only four students were admitted in that year. Applications and enrolment had decreased in the years leading up to 2002. The reasons for the decline are not entirely clear but may be related to changing needs in colleges and other adult education settings. Without enough students to run a viable program, the Faculty of Education placed a moratorium on new admissions after the 2002 intake. The last students completed the program in approximately 2006.</p> <p>In 2015, the Faculty of Education was advised that it was necessary to seek government approval for an official suspension, termination, or reactivation. The Faculty of Education requested a suspension, which was approved for two years, beginning on July 1, 2016. The approval letter indicated that the program should be either terminated or reactivated at the end of the two-year suspension period.</p> <p>Now that the two-year suspension period has ended, there is still a lack of evidence that the viability of the program has improved since the original moratorium. Furthermore, given that the program has not been offered in many years, program review and renewal would need to occur prior to reactivation. In other words, regardless of whether the program is reactivated now or terminated now and possibly reactivated at some point in the future, it will still be necessary to submit an updated program proposal for government approval. Therefore, it seems</p>

Item No. 11

	appropriate to terminate the program at this time. If viability questions are resolved and program renewal carried out, a new program could be proposed at that time.
Supplementary Notes and context	<i>As of June, 2019, the Board of Governors approves program suspensions and has delegated authority to General Faculties Council to approve program terminations, but because this suspension/termination process started prior to June 2019 under the former approval process, the Board will need to approve this termination</i>

**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>• Dr. Bill Dunn, Associate Dean, Teacher Education, Faculty of Education</li> <li>• Dr. Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Faculty of Education</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Students in the Department of Educational Policy Studies;</li> <li>• Chair of the Department of Educational Policy Studies (Dr. Larry Prochner and Dr. Jorge Sousa, Acting Chair January 1 – June 30, 2020);</li> <li>• Faculty of Education Undergraduate Student Services Office;</li> <li>• Faculty of Education Students' Association;</li> <li>• Dean of the Faculty of Education (Dr. Jennifer Tupper);</li> <li>• Office of the Registrar;</li> <li>• Dr. Tammy Hopper, Vice-Provost (Academic Programs).</li> </ul>
	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Department of Educational Policy Studies Council</li> <li>• Undergraduate Academic Affairs Council</li> <li>• Faculty of Education Council</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Educational Policy Studies Council – January 17th, 2020 (for recommendation) - Motion to terminate was defeated by the council);</p> <p>Faculty of Education Undergraduate Academic Affairs Council (UAAC) – February, 13, 2020 (for recommendation) – Motion to terminate was passed by UAAC with delegated authority from the Education Faculty Council;</p> <p>Education Faculty Council – May 6, 2020 (for recommendation) – Minutes from February 13 UAAC meeting were received with no request to reconsider the UAAC decision.</p> <p>(Note: All of the above-noted committees include undergraduate student representation: 7 students on the Department of Educational Policy Studies Council; 3 students on the Faculty of Education Undergraduate Academic Affairs Council; 2 students on the Faculty of Education Council)</p> <p>GFC Academic Standards Committee - June 25, 2020 GFC Academic Planning Committee - September 9, 2020 General Faculties Council - September 28, 2020 Board Learning, Research, and Student Experience Committee - October 2, 2020 Board of Governors - October 16, 2020</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 625 1541 840"> <tr> <td data-bbox="570 625 1084 840"> <input type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input checked="" 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="1084 625 1541 840"> <input type="checkbox"/> Relationship with Stakeholders  <input checked="" 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 checked="" type="checkbox"/> Faculty and Staff <input checked="" 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 checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" 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 checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p><b><i>Post-Secondary Learning Act (PSLA)</i></b>  <b>Academic Standards Committee</b>  <b>Academic Planning Committee</b>  <b>General Faculties Council</b>  <b>Board Learning, Research and Student Experience Committee</b></p>			

Attachments (each to be numbered 1 - <>)

1. Proposal Template: Termination of the Bachelor of Education, Adult Education route (4 pages)
2. Approval Letter - 2016 BEd Adult Rout Suspensions' (1 page)

*Prepared by:*

Dr. Bill Dunn, Associate Dean, Teacher Education, Undergraduate Student Services, Faculty of Education, wdunn@ualberta.ca.

Dr. Maryanne Doherty, Associate Dean, Undergraduate Programs and Services, Undergraduate Student Services, Faculty of Education, mdoherty@ualberta.ca.





## Proposal Template: Program Termination

### SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization name</b>	<b>Adult Education Route, Faculty of Education</b>
<b>Credential awarded</b>	<b>Bachelor of Education, Adult Education Route</b>
<b>Proposed effective date of termination</b>	<b>Immediate</b>

1.2 Confirm whether:

- 1.2.1  This termination proposal was preceded by a ministry-approved suspension period.
- This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

**See Attached**

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

- 1.2.2  No active students remain in the program .
- Active program students remain in the program .

## SECTION 2: RATIONALE

- 2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

Students were last admitted to this program in 2002, and only four students were admitted in that year. Applications and enrolment had decreased in the years leading up to 2002. Without enough students to run a viable program, the Faculty of Education placed a moratorium on new admissions. The last students completed the program in approximately 2006.

In 2015, the Faculty of Education was advised that it was necessary to seek government approval for an official suspension, termination, or reactivation. The Faculty of Education requested a suspension, which was approved for two years, beginning on July 1, 2016. The approval letter indicated that the program should be either terminated or reactivated at the end of the two-year suspension period.

Now that the two-year suspension period has ended, there is still a lack of evidence that the viability of the program has improved since the original moratorium. Furthermore, given that the program has not been offered in many years, program review and renewal would need to occur prior to reactivation. In other words, regardless of whether the program is reactivated now or terminated now and possibly reactivated at some point in the future, it will still be necessary to submit an updated program proposal for government approval. Therefore, it seems appropriate to terminate the program at this time. If viability questions are resolved and program renewal carried out, a new program could be proposed at that time.

- 2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

**See Attached**

## SECTION 3: ACCESS

- 3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

Since no student has been admitted into the Adult Education route since 2002, there are no adverse impacts on current students or for Campus Alberta.

- 3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

This was a unique program in Alberta, but consultation with various stakeholders during the suspension phase clearly identified that the current route and requirements were both cumbersome and no longer in demand. The Faculty of Education may consider developing a new version of the program that is more responsive to the current context.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

We contacted the Education Students' Association to seek input and were advised that there were no concerns. Since the program has not been active since 2002, this programming change is not likely to impact students negatively.

## SECTION 4: IMPACT

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

Since the program has not been offered for over 10 years, no impact on external stakeholders is anticipated by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

Since the program has not been offered for over 10 years, and there will be no anticipated impact on external stakeholders by this programming change there are no plans to communicate the termination decision. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

Due to the fact that this route has not been offered for over 10 years, reallocation of resources will not be necessary. Faculty members in this area will continue to contribute their expertise toward other programming in the Faculty of Education. Consequently, classroom space, human resources and budget support are not affected.

## OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

None.

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

AR 49688

June 28, 2016

Dr. David Turpin  
President and Vice-Chancellor  
University of Alberta  
2-24 South Academic Building  
Edmonton AB T6G 2G7



Dear Dr. Turpin:

Advanced Education has completed its review of University of Alberta's proposal to suspend the Bachelor of Education Adult program. The department approves the suspension for the term of July 1, 2016 to June 30, 2018.

The department approves the suspension on the understanding that The Board of Governors or delegated institutional authority proposes suspension due to no enrolment in the program. I request that, six months prior to the suspension end date, the university either reactivate or terminate the program through a submission to the Provider and Program Registry System.

Under the Programs of Study Regulation, proposed changes to this program require ministry approval. This includes changes to the program of studies, name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming and your ongoing process of program review and renewal.

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Skura".

*For* Rod Skura  
Deputy Minister

cc: Honourable Marlin Schmidt  
Minister of Advanced Education

Michael Phair, Chair, Board of Governors, University of Alberta