

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, October 15, 2020 meeting:

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Agenda Title: **Course and Minor Program Changes**

A. Faculty of Business

CARRIED MOTION:

THAT the GFC Programs Committee, with delegated authority from General Faculties Council, approve the course and minor program change submission from the Faculty of Business.

FINAL Item 4

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Agenda Title: **Proposed New Course Designator, SUST (Sustainability), Faculty of Agricultural, Life & Environmental Sciences (ALES)**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator for Sustainability, SUST, as submitted by the Faculty of ALES.

FINAL Item 7

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Agenda Title: **Proposed Temporary Changes to the Doctor of Medicine Program Course Structure, Move to Omnibus Schedule**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed temporary changes to the MD Program course structure, as proposed by the Faculty of Medicine and Dentistry and set forth in Attachment 1, to take effect immediately for the 2020-2021 and 2021-2022 Academic Years.

FINAL Item 8

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Agenda Title: **Proposed Changes to the Bachelor of Education (BEd), the BEd After Degree and the Combined BEd/Bachelor of Science Programs in Faculté Saint-Jean**

*Secretary's note: During the discussion of this item, members raised concerns with the language related to Practicum Rules and refusal of a placement in Attachment 5. Members felt very strongly that the university must clearly indicate that students who felt they were in an unsafe situation could and should come forward and have with the full support of the university. Since the committee was supportive of the new courses and minor program changes proposed in that section, they agreed that the matter would be handled with editorial changes by the Faculty and the Office of the Registrar and that the revisions would be brought back to the committee for their review before publication of the 2021-2022 University Calendar.*

CARRIED MOTION:-

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the name change from "Elementary/Élémentaire" to "Elementary/Primaire" for the Bachelor of Education program in Faculté Saint-Jean, as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

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CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the termination of the Inclusive Education minor in the Bachelor of Education program, as set forth in Attachment 2, effective July 1, 2021 and to be published in the 2021-2022 Calendar.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the load change from \*60 to \*66 for the Bachelor of Education After Degree as set forth in Attachment 3, to take effect July 1, 2021 and to be published in the 2021-2022 Calendar.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the changes to the existing admission requirements and admissions/readmissions deadlines for the Bachelor of Education After Degree as set forth in Attachment 4, to be published in the 2021-2022 Calendar and to take effect for applicants applying to begin their program in fall 2022.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new courses for the Bachelor of Education, Bachelor of Education After Degree, and Bachelor of Education/Bachelor of Science programs, and related minor program changes in Faculté Saint-Jean, as set forth in Attachments 5, 6, 7 and 8, to take effect upon approval and to be published in the 2021-2022 Calendar.

FINAL Item 9

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**Agenda Title: Proposed Name Changes and Associated Substantive Program Changes to the Bachelor of Arts Majors in Psychology and Mental Health, and Sustainability Studies, and the Bachelor of Science Majors in Chemical and Physical Sciences, Computing Science and Mathematics, and Integrative Biology, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Arts major in Psychology, to Psychology and Mental Health, and associated program changes, as set forth in Attachments 2 and 3, to take effect in Fall 2021.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Arts major in Environmental Studies, to Sustainability Studies, and associated program changes, as set forth in Attachments 4 and 5, to take effect in Fall 2021.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Science major in Chemistry, to Chemical and Physical Sciences, and associated program changes, as set forth in Attachments 6 and 7, to take effect in Fall 2021.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Science major in Computing Science, to Computing Science and Mathematics, and associated program changes, as set forth in Attachments 8 and 9, to take effect in Fall 2021.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the

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proposed name change to the Bachelor of Arts major in Biology, to Integrative Biology, and associated program changes, as set forth in Attachments 10 and 11, to take effect in Fall 2021.

FINAL Item 10

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Agenda Title: **Proposed Substantive Program Changes to the Bachelor of Science and the Bachelor of Arts Majors in Physical Education, and the Bachelor of Science Major in Environmental Science, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Science Major in Physical Education, as set forth in Attachment 2, to take effect in Fall 2021.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Arts Major in Physical Education, as set forth in Attachment 3, to take effect in Fall 2021.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Science Major in Environmental Science, as set forth in Attachment 4, to take effect in Fall 2021.

FINAL Item 11

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Agenda Title: **Proposed Adoption of SAT/ACT Test-Optional Approach for Applicants with US-Patterned Curriculum in Response to the COVID-19 Pandemic**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from GFC, the proposed temporary change to undergraduate admission requirements as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admissions.

FINAL Item 12

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## FINAL Item No. 4

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

<b>Agenda Title</b>	Course and Minor Program Changes
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty Councils
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve course and minor program changes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	All routine course and minor program changes that do not involve or affect other Faculties or units and do not form part of a proposal for a new program or a substantive program change are approved regularly by the GFC Programs Committee in an omnibus motion.  See individual item for Faculty Council approval information.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)  <For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<b><u>Those who are actively participating:</u></b> <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>
	<b><u>Those who have been consulted:</u></b> <ul style="list-style-type: none"> <li>Undergraduate Program Support Team</li> </ul>
	<b><u>Those who have been informed:</u></b> <ul style="list-style-type: none"> <li>Items have been posted on the University Governance website for information</li> </ul>
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC October 15, 2020

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Objective 21
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference

## Attachments

1. A-Faculty of Business

Item No. 4

*Prepared by:* Heather Richholt, Assistant Secretary to GFC, [heather.richholt@ualberta.ca](mailto:heather.richholt@ualberta.ca)

**Masters Program  
Course Change  
Faculty of Business  
Effective January 2021**

<b>CURRENT Calendar entry:</b>	<b>PROPOSED Calendar entry:</b>
<p>SMO 659 - <del>The Strategic Management of Innovation and Entrepreneurship</del></p> <p><del>★ 3 (fi 6) (either term, 3-0-0) This course addresses business principles at the interface of organization and technological change. It is intended for future managers and entrepreneurs, and provides the strategic frameworks needed to manage and profit from technological innovation. This course is designed in three parts, starting with an examination of innovation in the context of historical patterns of technological change. Second, it will address the organizational challenges in creating and managing innovation. To close, the course will integrate this knowledge and introduce strategies for commercialization and business development. Case studies and a final project will create opportunities to apply the frameworks.</del></p>	<p>SMO 659 – <u>Technology Strategy and Innovation</u></p> <p><u>★ 3 (fi 6) (either term, 3-0-0) Technology Strategy and Innovation is an introductory MBA course that is suitable for graduate students from a wide variety of backgrounds. The overall aim of this course is to develop a high-level understanding of the dynamics of technological change, the sources and distribution of innovation and how companies and society benefit from highly-innovative organizations.</u></p>

FINAL Item No. 7

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

<b>Agenda Title</b>	<b>Proposed New Course Designator, SUST (Sustainability), Faculty of Agricultural, Life &amp; Environmental Sciences (ALES)</b>
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**Motion**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator for Sustainability, SUST, as submitted by the Faculty of ALES
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Stan Blade, Dean, Faculty of ALES
Presenter(s)	Scott Jeffrey, Associate Dean (Academic), Faculty of ALES Robert Summers, Academic Director of the Sustainability Council

**Details**

Office of Administrative Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is <i>(please be specific)</i>	Introduction of a new course designator of SUST in the Department of Resource Economics and Environmental Sociology (REES)
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2018, the Sustainability Council was established by the Provost and Vice President Academic and the Dean of ALES with a directive to advance academic sustainability initiatives at the University of Alberta. Drawing from the University of Alberta Sustainability Plan 2015-2020 (particularly the Academic Companion Document – Deepening Sustainability Education and Scholarship) and from a review of sustainability learning across Canadian universities, it was proposed that new Sustainability courses be developed and made available to undergraduate students across the University. The Sustainability Council has worked with the Department of Resource Economics and Environmental Sociology (REES) with a plan to offer the first of these courses in 2021-22. Note, in addition to being available to the broader undergraduate community, these courses are also intended to support the Certificate in Sustainability.</p> <p>A proposal was developed with three new SUST courses, plus changes to the Certificate in Sustainability. This proposal was broadly circulated to all Deans and was presented at Deans council as part of the Action Plan for the Sustainability Council and received unanimous support through an informal show of hands (there are no formal votes at Deans' Council). The proposed courses have been approved by the Department of REES, and Faculty of ALES.</p> <p>A new designator provides clarity in terms of expected course content, visibility for these courses, aligns them with the Certificate in Sustainability, allows for other programs to easily integrate them into their calendar requirements (i.e. they can be listed as "Any*3 SUST" for programs wanting to allow required or optional sustainability learning), and supports planned initiatives.</p>

Item No. 7

	In terms of future plans, the Sustainability Council and REES will be exploring the development of additional courses to be established in future years. Current considerations include a variable topics course, a field school, or a team projects course (a studio style project course). Additionally, we are looking into offering both online and in-person sections of SUST 201 to ensure widespread accessibility to the SUST courses. We will also be exploring the potential for establishing an Advanced Sustainability Certificate or perhaps a Sustainability Major such as that offered at Dalhousie (which is only offered as a double major option). Such a credential would require completing the SUST courses plus additional requirements. This would leave the broad based and highly accessible CIS available to most students.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

Consultation and Stakeholder Participation (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>• Scott Jeffrey (ALES)</li> <li>• John Parkins (ALES)</li> <li>• Frank Robinson (ALES)</li> <li>• Robert Summers (Science; Sustainability Council, ALES)</li> <li>• Sheena Wilson (CSJ)</li> <li>• Lars Hallstrom (Augustana)</li> <li>• Howie Harshaw (KSR &amp; Academic Advisor for Certificate in Sustainability)</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>• All members of Dean's Council (including all Campus Deans)</li> <li>•</li> </ul>
	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>• Circulated to Affiliates of the Sustainability Council for comments and feedback (92 faculty members)</li> <li>• Currently starting to engage with departments across campus to list courses in existing degree programs</li> </ul>
Approval Route (Governance) (including meeting dates)	REES Department Council (January 14, 2020) ALES Academic Coordinating Committee (March 31, 2020) ALES Faculty Council (April 27, 2020) GFC Programs Committee (October 15, 2020)

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	The proposal is directly in support of objectives 7, 14, 17, and 20.	
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 checked="" 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



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Item No. 7

Legislative Compliance and jurisdiction	GFC Programs Committee
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*Prepared by:* Scott Jeffrey, Associate Dean (Academic), Faculty of ALES

## FINAL Item No. 8

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

<b>Agenda Title</b>	<b>Proposed Temporary Changes to the MD Program Course Structure, Move to Omnibus Schedule</b>
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**Motion**

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed temporary changes to the MD Program course structure, as proposed by the Faculty of Medicine and Dentistry and set forth in Attachment 1, to take effect immediately for the 2020-2021 and 2021-2022 Academic Years.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Medicine & Dentistry
Presenter(s)	Dr. Mia Lang, Co-Vice Dean, Education, Faculty of Medicine & Dentistry Dr. Darryl Rolfson, Associate Dean, MD Program, Faculty of Medicine & Dentistry

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	This proposal is before the committee in response to the severe disruption of clinical experiences and scheduling challenges for all years of the MD Program brought about by the pandemic. A need for ongoing longitudinal assessment is not well addressed by the current course structure. The MD Program is proposing changes to provide a seamless student learning experience.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>This omnibus schedule was developed by the MD Program in response to the severe disruption in scheduling brought about by the pandemic. It is intended to provide considerable flexibility, so that a student who misses time or clinical experiences in a course/clerkship can make that up easily. It provides a way to transfer teaching time seamlessly and flexibly to meet the requirements of individual students.</p> <p>The proposed integrated courses for years 1-4 in the MD Program provide flexibility in the delivery of core content, which has been required as a result of challenges brought about by the pandemic. We anticipate an ongoing need to rearrange schedules and delivery of course content to allow for a response to public health orders and University policies.</p> <p>Other options that were considered include maintaining the existing schedule without making changes. However, in light of the pandemic and the resultant disruptions to the schedule, this was not feasible. We needed to avoid a double cohort of clerkship students. We also needed to build flexibility into the schedule to allow for future COVID related breaks or students who are required to isolate due to exposure or sickness. The priority is ensuring all years of medical students meet the standards and expectations of the program and our licensing bodies,</p>

Item No. 8

	<p>while also ensuring that students graduate on time to meet the demands of national postgraduate programs.</p> <p>We are requesting that these changes take effect immediately for the 2020-2021 academic year.</p> <p>It is not anticipated that there will be changes to the costs of delivering the program. Course content will be delivered and assessed in the same way operationally and will require the same number of instructors; the proposed changes operationalize the scheduling changes that were required to meet the dynamic situation brought about by the pandemic.</p> <p>These proposed changes to the structure of the MD Program courses and clerkships are currently related to the pandemic. As such, these changes will be considered a pilot for the 2020-2021 academic year, and the MD Program will look at opportunities to make these changes permanent after review and further consultation with stakeholders. Therefore, this item will need to come forward next year for approval on an ongoing basis if that is what the MD Program determines to be appropriate.</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>• MD Program and Curriculum Committee (MDCPC) -- Meeting dates: April 1, 2020; May 5, 2020; May 14, 2020; June 4, 2020; June 25, 2020; September 24, 2020 (as well as additional electronic consultation between meetings)</li> <li>• Pre-Clerkship Coordinators Committee (PCC) &amp; Clerkship Coordinators Committee (CCC)</li> <li>• Medical Students Association (MSA), Black Medical Students Association (BMSA), and Indigenous Medical and Dental Students Association (IMDSA) all sit on the curriculum committees and have consulted with their student constituents</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• FoMD Faculty Learning Committee – July 28, 2020 &amp; September 22, 2020</li> <li>• FoMD Dean’s Executive Committee – September 8, 2020</li> <li>• GFC Program Support Team - September 24, 2020</li> </ul>
Approval Route (Governance) (including meeting dates)	Faculty Learning Committee (FLC) - September 2, 2020 (electronic process) GFC Programs Committee - October 15, 2020

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p><i>Objective 14:</i> Inspire, model, and support excellence in teaching and learning.</p>
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Item No. 8

	<i>Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</i>	
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 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 Programs Committee	

Attachments (each to be numbered 1 - 2)

1. MD Program Omnibus Schedule Briefing Note (page(s) 1 - 2)
2. MD Program Omnibus Schedule Calendar Changes (page(s) 1 - 7)

*Prepared by:* Jocelyn Plemel, Executive Assistant to the Vice-Dean, Education, [jplemel@ualberta.ca](mailto:jplemel@ualberta.ca)  
Joanne Rodger, Curriculum Coordinator, MD Program, [degroot@ualberta.ca](mailto:degroot@ualberta.ca)

## Faculty of Medicine & Dentistry

### Proposal Briefing Note for Omnibus Courses for Years 1-4 of the MD Program for 2020/2021

#### Introduction

At the most basic level, the MD Program needs to meet University of Alberta academic requirements, the Program Accreditation requirements determined by the Committee on the Accreditation of Canadian Medical Schools (CACMS), and the requirements of the College of Physicians and Surgeons of Alberta (CPSA). The proposed integrated courses provide flexibility. We anticipate an ongoing need to rearrange schedules and delivery of course content to allow for a response to public health orders and university policies.

#### Proposal & Rationale

Currently, each year of the MD Program has individual, discrete required courses and clerkships, as well as other components of the program including the physicianship courses that run across the full years. These longitudinal components of the program, including professionalism, need to be assessed and followed across multiple courses/clerkships. This need for ongoing longitudinal assessment is not well addressed by the current course and calendar structure. The MD Program is making curricular changes to fully integrate these topics to deliver a curriculum that provides a seamless student learning experience. The pre-Clerkship omnibus courses are critical for the successful operationalization of the planned integration and allows for a better, programmatic approach to assessment.

As a result of the COVID pandemic, there was and is a need to provide courses of the first and second year of the medical school curriculum in a primarily online format and to defer certain in-person components until later in the program. These changes could require a number of individual calendar changes if managed separately.

The COVID pandemic has also caused disruption of the Year 3 and 4 clinical clerkships. To avoid a double cohort of students resulting from the disruption of the clinical clerkships in years 3 and 4 of the program, we have had to decrease the length of core clerkships and add new clerkship courses and options. This will also require multiple ongoing calendar changes if there are continuing disruptions to clinical learning.

To adapt and allow students to successfully continue through the program, it has become clear that the MD Program needs to be flexible and nimble to make changes to courses/clerkships to ensure students are able to complete all mandatory components and required experiences. Changes to the schedules for all four years of the program were discussed by the MD Curriculum & Program Committee (MDCPC) from the beginning of the pandemic (specifically at meetings on April 1, 2020; May 5, 2020; May 14, 2020; June 4, 2020; June 25, 2020; September 24, 2020), supplemented by additional electronic consultation between meetings. The omnibus changes were approved by the MDCPC on June 25, 2020. Additional consultation took place with the Pre-Clerkship Coordinators Committee (PCC) and Clerkship Coordinators Committee (CCC), and the three groups representing student interests (Medical Students Association-MSA; Black Medical Students Association-BMSA; and Indigenous Medical & Dental Students Association-IMDSA). At a faculty level, discussions about the changes required to the schedule in response to COVID, and the resulting calendar changes, were held at the Faculty Learning Committee and the Dean's Executive Committee.

The proposed changes will result in the current Year 1 becoming an integrated multidisciplinary course: MED 551: Principles of Medicine I, with year 2 becoming MED 552: Principles of Medicine II,

year 3 becoming MED 553: Principles of Medicine III, and year 4 becoming MED 554: Principles of Medicine IV.

Importantly, the omnibus schedule will not change curriculum content, course objectives, assessments, clinical experiences, academic standings and graduation requirements. The new course descriptions satisfy the conditions in the recent guidance notes provided by CACMS. Course duration will be unchanged and all existing standards of the program will continue to be met.

There is a precedent within the MD Program for longitudinal courses with multiple integrated and interdisciplinary components. For example, the Integrated Community Clerkship has demonstrated success over more than a decade. The longitudinal Physicianship courses in the preclerkship years have been similarly successful.

The content and learning objectives for the current courses and clerkships will remain as required components or modules of these integrated courses. All existing assessments will remain in place. Students will be required to complete and pass each component of the integrated course in order to pass the full course. The total course credits and weightings will remain the same. Grades of *Incomplete* or *In Progress* can be used in clerkship until requirements for individual components are completed, allowing for connection between courses.

These proposed changes to the structure of the MD Program courses and clerkships are currently related to COVID. As such, these changes will be considered a pilot for the 2020-2021 academic year, and the MD Program will monitor these changes then determine whether there is merit in making them permanent after review and further consultation with stakeholders.

## **Academic Regulations**

The current regulations pertaining to the MD Program can be found here:  
<https://calendar.ualberta.ca/content.php?catoid=33&navoid=9892>

Significant changes were made to the academic standing regulations for the MD Program for the 2020-21 academic year. These changes included the allowance for all students to be granted two opportunities for reexamination and/or reassessment in the event of any failure, throughout all years of the program, as well as the addition of the academic standing status of Academic Probation, which was introduced to ensure appropriate supports were put in place for any student in academic peril, in an effort to ensure their best chance for successful progression.

At the beginning of each academic year, students in the MD Program are advised of all relevant academic policies, which include the process through MD Program Academic Standing Committees (ASC) - of which there is one committee for each year of the program - as well as the Faculty Academic Standing & Promotion Committee (FASPC) and the [Faculty](#) and University Appeal processes. Thus, if a student fails a block, rotation, or other curricular component that was previously represented by a course, the program can still employ the existing assessment, remediation, and academic standings processes. Furthermore, students who fail a course component would not necessarily be required to remediate the entire full year course. This will be made explicit in the course outline.

Final decisions regarding academic standing and promotion to the next year or graduation are made by the FASPC based on recommendations of the MD Program ASCs.



## Faculty of Medicine & Dentistry

### Proposed University Calendar Changes for 2020/2021

CURRENT	PROPOSED
Undergraduate Programs/FoMD/MD Degree <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37595&amp;returnto=9983">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37595&amp;returnto=9983</a>	
<p><b>General Information</b></p> <p>The program leading to the MD degree is conducted over four years. The curriculum committee is responsible for the overall design, management and evaluation of a coherent and coordinated curriculum.</p> <p>Years 1 and 2 are the pre-clerkship years in which the material is presented in a series of system-based and longitudinal courses. Each course presents the material in a reasoned progression from basic information to clinical application building on foundational knowledge and skills in step-wise fashion, providing progressively increasing clinical exposure.</p> <p>Years 3 and 4 are the clerkship years, commonly called the clinical clerkship. During the clerkship, each student must maintain a record of the number and variety of the student's clinical experiences, in order to ensure that the objectives of the clerkship have been met. Year 3 includes clinical rotations or an integrated community based clerkship, a longitudinal Physicianship III/Transitions course, as well as opportunities for elective courses. Year 4 is a senior clinical year, which includes clinical rotations, electives, and a longitudinal Physicianship IV/Transitions course.</p> <p><b>Orientation</b></p> <p>It is mandatory that each student, after acceptance into the program, attend Orientation. This is scheduled immediately before the beginning of the first term.</p>	<p><b>General Information</b></p> <p>The program leading to the MD degree is conducted over four years. The curriculum committee is responsible for the overall design, management and evaluation of a coherent and coordinated curriculum.</p> <p>Years 1 and 2 are the pre-clerkship years in which the material is presented in a series of system-based and longitudinal courses. Each course presents the material in a reasoned progression from basic information to clinical application building on foundational knowledge and skills in step-wise fashion, providing progressively increasing clinical exposure.</p> <p>Years 3 and 4 are the clerkship years, commonly called the clinical clerkship. During the clerkship, each student must maintain a record of the number and variety of the student's clinical experiences, in order to ensure that the objectives of the clerkship have been met. Year 3 includes clinical rotations or an integrated community based clerkship, a longitudinal Physicianship III/Transitions course, as well as opportunities for elective courses. Year 4 is a senior clinical year, which includes clinical rotations, electives, and a longitudinal Physicianship IV/Transitions course.</p> <p><b>Orientation</b></p> <p>It is mandatory that each student, after acceptance into the program, attend Orientation. This is scheduled immediately before the beginning of the first term.</p>



## Course Requirements

### Year 1

DMED 511 – Foundations of Medicine and Dentistry

DMED 513 – Endocrine System

DMED 515 – Cardiovascular System

DMED 516 – Pulmonary System

DMED 517 – Renal System

INT D 410 (0-32.5-0)

MED 516 – Physicianship I (16 hours/week)

MED 517 – First-Year Elective

### Year 2

MED 520 – Pre-Clinical Exam

MED 521 – Gastroenterology and Nutrition

MED 522 – Reproductive Medicine and Urology

MED 523 – Musculoskeletal System

MED 524 – Neurosciences and Organs of Special Senses

MED 525 – Oncology

MED 526 – Physicianship II (12 hours/week)

MED 527 – Second Year Elective

MED 529 – Psychiatry

## Course Requirements

### Year 1

MED 551: Principles of Medicine I

★ 34 (fi 68) (two term)

An introduction to basic and applied medical sciences. This integrated interdisciplinary course constitutes the first year of studies toward the MD degree.

Course components include:

- Foundational topics in medicine
- Interprofessionalism and Professionalism
- Endocrinology and metabolism
- Cardiovascular science
- Respiration
- Renal biology and urology
- Clinical Skills (physical exam, communication skills, longitudinal clinical experience, etc.)
- Public Health and Preventive Medicine
- Electives to be selected by the student

### Year 2

MED 552: Principles of Medicine II

★ 44 (fi 88) (two term)

An introduction to basic and applied medical sciences. This integrated interdisciplinary course constitutes the second year of studies toward the MD degree. Prerequisite: MED 551.

Course components include:

- Gastroenterology and Nutrition
- Reproductive Medicine
- Musculoskeletal System

### Year 3

MED 543 - Integrated Community Clerkship  
FMED 546 - Family Medicine Student Internship  
MED 546 - Medicine Student Internship  
OBY 546 - Obstetrics and Gynaecology Student Internship  
PAED 546 - Paediatrics Student Internship  
PSYCI 546 - Psychiatry Student Internship  
SURG 546 - General Surgery  
MED 531 - Physicianship III /Transitions  
MED 547 - Clinical Electives

### Year 3

MED 553: Principles of Medicine III

★ 49 (fi 98) (two term)

An introduction to the practice of medicine. This integrated interdisciplinary course is primarily delivered in a clinical setting. It emphasizes clinical decision-making and safe evidence-based practice. MED 553 normally constitutes the third year of studies toward the MD degree. Prerequisites: MED 551; MED 552.

A portion of the class may complete this course as an Integrated Community Clerkship in a rural setting.

Components Include:

- Internal Medicine
- Obstetrics & Gynaecology
- Pediatrics
- Psychiatry
- General Surgery
- Family Medicine
- Geriatrics
- Emergency Medicine
- Selectives

- Psychiatry
- Neurosciences & Organs of the Special Senses
- Oncology
- Health Systems Sciences
- Clinical Skills (physical exam, communication skills, longitudinal clinical experience, clinical decision making etc.)
- Interprofessionalism and Professionalism
- Public Health and Preventive Medicine
- Electives to be selected by the student

## Year 4

MED 540 - Exams (9 hours)

MED 541 - Physicianship IV /Transitions

MED 555 - Geriatrics Student Internship

MED 557 - Clinical Electives

MED 558 - Emergency Medicine Students Internship

MED 556 - Medicine Student Internship

SURG 556 - Specialty Surgery

## Year 4

MED 554: Principles of Medicine IV

★ 32 (fi 64) (two term)

An introduction to the practice of medicine. This integrated interdisciplinary course is primarily delivered in a clinical setting. It emphasizes clinical decision-making and safe evidence-based practice. Substantial time is provided for student-selected electives, which may be taken at other institutions.

MED 554 normally constitutes the fourth and final year of studies toward the MD degree and the qualifying examinations of the Medical Council of Canada. Prerequisites: MED 551; MED 552; MED 553.

Components Include:

- Emergency Medicine
- Geriatrics
- Electives
- Selectives
- Clinical Skills (physical exam, communication skills, longitudinal clinical experience, clinical decision making etc.)
- Interprofessionalism and Professionalism
- Comprehensive Examination

## Course Descriptors

CURRENT	PROPOSED
NEW COURSE	<p data-bbox="813 394 1214 426"><u>MED 551: Principles of Medicine I</u></p> <p data-bbox="813 468 1073 499">★ 34 (fi 68) (two term)</p> <p data-bbox="813 541 1453 646"><u>An introduction to basic and applied medical sciences. This integrated interdisciplinary course constitutes the first year of studies toward the MD degree.</u></p> <p data-bbox="813 678 1149 709"><u>Course components include:</u></p> <ul data-bbox="862 720 1453 1066" style="list-style-type: none"> <li>● <u>Foundational topics in medicine</u></li> <li>● <u>Interprofessionalism and Professionalism</u></li> <li>● <u>Endocrinology and metabolism</u></li> <li>● <u>Cardiovascular science</u></li> <li>● <u>Respiration</u></li> <li>● <u>Renal biology and urology</u></li> <li>● <u>Clinical Skills (physical exam, communication skills, longitudinal clinical experience, etc.)</u></li> <li>● <u>Public Health and Preventive Medicine</u></li> <li>● <u>Electives to be selected by the student</u></li> </ul>
NEW COURSE	<p data-bbox="813 1125 1219 1157"><u>MED 552: Principles of Medicine II</u></p> <p data-bbox="813 1199 1073 1230">★ 44 (fi 88) (two term)</p> <p data-bbox="813 1272 1453 1377"><u>An introduction to basic and applied medical sciences. This integrated interdisciplinary course constitutes the second year of studies toward the MD degree.</u></p> <p data-bbox="813 1377 1097 1409"><u>Prerequisite: MED 551.</u></p> <p data-bbox="813 1451 1149 1482"><u>Course components include:</u></p> <ul data-bbox="862 1482 1453 1860" style="list-style-type: none"> <li>● <u>Gastroenterology and Nutrition</u></li> <li>● <u>Reproductive Medicine</u></li> <li>● <u>Musculoskeletal System</u></li> <li>● <u>Psychiatry</u></li> <li>● <u>Neurosciences &amp; Organs of the Special Senses</u></li> <li>● <u>Oncology</u></li> <li>● <u>Health Systems Sciences</u></li> <li>● <u>Clinical Skills (physical exam, communication skills, longitudinal clinical experience, clinical decision making etc.)</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Interprofessionalism and Professionalism</u></li> <li>• <u>Public Health and Preventive Medicine</u></li> <li>• <u>Electives to be selected by the student</u></li> </ul>
<p><b>NEW COURSE</b></p>	<p><u>MED 553: Principles of Medicine III</u></p> <p>★ 49 (fi 98) (two term)</p> <p><u>An introduction to the practice of medicine. This integrated interdisciplinary course is primarily delivered in a clinical setting. It emphasizes clinical decision-making and safe evidence-based practice. MED 553 normally constitutes the third year of studies toward the MD degree. Prerequisites: MED 551; MED 552.</u></p> <p><u>A portion of the class may complete this course as an Integrated Community Clerkship in a rural setting.</u></p> <p><u>Components Include:</u></p> <ul style="list-style-type: none"> <li>• <u>Internal Medicine</u></li> <li>• <u>Obstetrics &amp; Gynaecology</u></li> <li>• <u>Pediatrics</u></li> <li>• <u>Psychiatry</u></li> <li>• <u>General Surgery</u></li> <li>• <u>Family Medicine</u></li> <li>• <u>Geriatrics</u></li> <li>• <u>Emergency Medicine</u></li> <li>• <u>Selectives</u></li> <li>• <u>Clinical Skills (physical exam, communication skills, longitudinal clinical experience, clinical decision making etc.)</u></li> <li>• <u>Interprofessionalism and Professionalism</u></li> </ul>
<p><b>NEW COURSE</b></p>	<p><u>MED 554: Principles of Medicine IV</u></p> <p>★ 32 (fi 64) (two term)</p> <p><u>An introduction to the practice of medicine. This integrated interdisciplinary course is primarily delivered in a clinical setting. It emphasizes clinical decision-making and safe evidence-based practice.</u></p>

Substantial time is provided for student-selected electives, which may be taken at other institutions.

MED 554 normally constitutes the fourth and final year of studies toward the MD degree and the qualifying examinations of the Medical Council of Canada. Prerequisites: MED 551; MED 552; MED 553.

Components Include:

- Emergency Medicine
- Geriatrics
- Electives
- Selectives
- Clinical Skills (physical exam, communication skills, longitudinal clinical experience, clinical decision making etc.)
- Interprofessionalism and Professionalism
- Comprehensive Examination

FINAL Item No. 9

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

<b>Agenda Title</b>	<b>Proposed Changes to the Bachelor of Education (BEd), the BEd After Degree and the Combined BEd/Bachelor of Science Programs in Faculté Saint-Jean</b>
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**Motion I**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the name change from "Elementary/Élémentaire" to "Elementary/Primaire" for the Bachelor of Education program in Faculté Saint-Jean, as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.
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**Motion II**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the termination of the Inclusive Education minor in the Bachelor of Education program, as set forth in Attachment 2, effective July 1, 2021 and to be published in the 2021-2022 Calendar.
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**Motion III**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the load change from *60 to *66 for the Bachelor of Education After Degree as set forth in Attachment 3, to take effect July 1, 2021 and to be published in the 2021-2022 Calendar.
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**Motion IV**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the changes to the existing admission requirements and admissions/readmissions deadlines for the Bachelor of Education After Degree as set forth in Attachment 4, to be published in the 2021-2022 Calendar and to take effect for applicants applying to begin their program in fall 2022.
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**Motion V**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new courses for the Bachelor of Education, Bachelor of Education After Degree, and Bachelor of Education/Bachelor of Science programs, and related minor program changes in Faculté Saint-Jean, as set forth in Attachments 5, 6, 7 and 8, to take effect upon approval and to be published in the 2021-2022 Calendar.
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Pierre-Yves Mocquais, Dean, Faculté Saint-Jean
Presenter(s)	Pierre-Yves Mocquais, Dean, Faculté Saint-Jean Martine Cavanagh, Associate Dean, Education, Faculté Saint-Jean

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposals is ( <i>please be specific</i> )	<ul style="list-style-type: none"> <li>- to align our education programs with Alberta Education's new requirements in the areas of inclusive and Indigenous education</li> <li>- to align our education programs with Campus Saint-Jean's recently-revised French education competencies</li> <li>- to strengthen the links between theory and practice and equip students better to respond to diversity in the classroom</li> </ul>

Item No. 9

	<p>- to improve our students' abilities in several key areas (mastery of French, teaching English, and integrating technology, Indigenous education, literacy and pedagogical differentiation into their teaching)</p>
<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<p><b>Name change to “Primaire” (see Attachment 1)</b> - to correct an anglicism (in French, “primaire” is used as the equivalent of “elementary” in English)</p> <p><b>Elimination of minor in Inclusive Education (Attachment 2)</b> - all students will now take courses in this area (cf. Alberta Education Competency 4)</p> <p><b>Changes to B.Ed./A.D. (Attachments 3 and 4)</b> - to increase students' chances of success in light of field experience over the past five years, by: <b>(1)</b> adding, without extending the length of the program, an additional initial practicum, to allow them to benefit from immediate contact with contemporary classrooms, and a mandatory educational technology course, to allow them to master current technological practices (<b>course load increase</b>), <b>(2)</b> requiring previous experience in working with children or youth, justifying letters in this area and a minimum GPA (<b>admission requirements</b>), and <b>(3)</b> allowing more time for careful consideration of prospective students' applications (<b>earlier admission/readmission deadlines</b>)</p> <p><b>Calendar Changes and New Courses</b> - to align programs with new objectives by: <b>(1)</b> detailing practicum requirements for all programs and revising courses, majors, minors, and course sequences in B.Ed. Elementary and Secondary (<b>Attachment 5</b>), <b>(2)</b> adding a diagnostic technology test and revising course sequences in B.Ed./A.D. Elementary and Secondary (<b>Attachment 6</b>), <b>(3)</b> revising the course sequence in B.Ed./B.Sc. (<b>Attachment 7</b>), and <b>(4)</b> revising course descriptions in all programs (<b>Attachment 8</b>).</p>
<p>Supplementary Notes and Context</p>	<p><i>The UAPPOL Admissions Procedure states:</i></p> <p>Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).</p> <p><i>The proponents are confident that changes to admission criteria and process will be advantageous to students and will support student success.</i></p>

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

<p>Consultation and Stakeholder Participation</p>	<p><u><b>Those who are actively participating:</b></u></p> <ul style="list-style-type: none"> <li>● FSJ Academic staff</li> <li>● Faculté Saint-Jean Field Experiences Director and Associate</li> <li>● FSJ Admission</li> </ul>
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Item No. 9

<p>(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><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>● FSJ Academic staff</li> <li>● Office of the Dean at CSJ</li> <li>● FSJ Admission</li> <li>● Office of the Provost and Vice-President (Academic): Tammy Hopper, Andrea Patrick, Suzanne French, Carley Roth</li> <li>● University of Alberta University Governance : Kate Peters, Heather Richholt</li> <li>● Office of the Registrar: Amy Dambrowitz, Carlo Dimailig</li> <li>● Dr. William Dunn, Faculty of Education</li> <li>● Monique Gravel, Alberta Teachers' Association</li> <li>● Stakeholders from educational institutions: round table discussion at the Alberta Post-Secondary Education Summit (March 2017)</li> <li>● Students also participated in an online discussion group with 18 stakeholders (teachers, principals, administrators, pedagogical advisors, etc.) followed by submission of a feedback form (May 14, 2020)</li> <li>● Students from different programs:             <ul style="list-style-type: none"> <li>- survey (2018)</li> <li>- meetings as part of the Vice-Dean of Education Advisory Committee/</li> <li>- meetings with the Chair of Société des étudiants en pédagogie (SEP)</li> <li>- online focus group with 8 students followed by submission of a feedback form (June 29, 2020).</li> </ul> </li> </ul> <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>● Office of the Provost and Vice-President (Academic): Tammy Hopper, Andrea Patrick, Suzanne French, Carley Roth</li> <li>● University of Alberta University Governance: Kate Peters, Heather Richholt</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> <li>● Faculté Saint-Jean Council , August 28,2020</li> <li>● Faculté Saint-Jean Executive Committee, August 21,2020</li> <li>● Faculté Saint-Jean Academic planning Committee, July 13 and August 17, 2020</li> <li>● GFC Program Support Team, September 24. 2020</li> <li>● GFC Programs Committee, October 15, 2020</li> </ul>

**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></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><i>Strategy 1:</i> Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</p> <p><i>Strategy 3:</i> Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p>
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Item No. 9

EXPERIENCE

**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

**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.

*Strategy 2:* Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

EXCEL

**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.

*Strategy 2:* Adopt a set of core graduate attributes, skills, and competencies at both the undergraduate and graduate level; develop strategies for implementing them in specific disciplines and programs; and monitor graduate outcomes to ensure continuous improvement.

*Strategy 3:* Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.

ENGAGE

**Objective 16:** Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.

*Strategy 1:* Identify and embrace opportunities to build, strengthen, and extend the University of Alberta's connections to and engagement with external stakeholders, including the general public, neighbouring communities, ethnic and cultural communities, and other communities of practice.

*Strategy 3:* Engage with government, community, industry, business, and the postsecondary sector to address shared local, provincial, national, and global challenges

OBJECTIVE 21

Encourage continuous improvement in administrative, governance,

## Item No. 9

	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 checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input 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	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Admissions Procedure GFC Programs Committee (PC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 3) Proposal Template: Program/Specialization Name Change- (Bachelor of Education (Elementary/Primaire))
2. Attachment 2 (page(s) 1 - 6) Internal Program Approval Template - Termination of Minor in Inclusive Education of the BEd (Elementary)
3. Attachment 3 (page(s) 1 - 3) Proposal Template: Load Change - BEd/Ad
4. Attachment 4 (page(s) 1 - 5) Calendar Change \_BEd AD Admissions requirements and deadlines
5. Attachment 5 (page(s) 1 - 29) Calendar Change \_ BEd
6. Attachment 6 (page(s) 1 -13) Calendar Change \_ BEd/Ad
7. Attachment 7 (page(s) 1 -15) Calendar Change \_ BEd/Bsc
8. Attachment 8 (page(s) 1 -15) Calendar Change \_Courses

*Prepared by:* Marie Simuong, FSJ Governance Coordinator,msimuong@ualberta.ca

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

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

<b>Institution</b>	<b>University of Alberta, Faculté Saint-Jean</b>
<b>Current program/specialization name</b>	<b>Elementary /élémentaire</b>
<b>Credential awarded</b>	<b>Bachelor of Education (Elementary /élémentaire)</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

##### 1.2.1 *Specify the new name that is being proposed.*

Name change from Bachelor of Education (Elementary/Élémentaire) to Bachelor of Education( Elementary/**Primaire**)

##### 1.2.2 *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

##### 1.3.1 *Describe the rationale for the proposed name change.*

The term Primaire is the correct term in French.

##### 1.3.2 *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

N/A

### SECTION 2: SYSTEM IMPACT

#### 2.1 Impact on Learners *(Answer the following questions)*

**2.1.1** *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

No

**2.1.2** *Describe benefits for students of proposed new name.*

The proposed term in French is aligned with the one used in Programs of Studies.

**2.1.3** *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
- b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

N/A

**2.2 Potential Risks** *(Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)*

N/A

**2.3 Consultation/Collaboration** *(Answer the following questions)*

**2.3.1** *Identify which stakeholder groups, if any, were consulted:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> <i>Faculty</i>                                     | <input type="checkbox"/> <i>Employers</i>              |
| <input checked="" type="checkbox"/> <i>Advisory committee</i>                          | <input type="checkbox"/> <i>Other (identify below)</i> |
| <input checked="" type="checkbox"/> <i>Regulatory bodies/professional associations</i> |  |

**2.3.2** *Summarize feedback received including anticipated impacts on stakeholders.*

Seen as minor change.

**2.4 Communication** *(Describe how information about the name change will be communicated to students and applicants.)*

Information will be disseminated via Faculté Saint-Jean websites, recruitment and marketing materials, admission letters, Open House, French for the Future event.

**3.1** *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Faculté Saint-Jean Council , August 28,2020
- Faculté Saint-Jean Executive Committee, August 21,2020
- Faculté Saint-Jean Academic planning Committee, July 13 and August 17, 2020
- GFC Program Support Team, September 24. 2020
- GFC Programs Committee, October 15, 2020

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

n/a

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) ([kate.peters@ualberta.ca](mailto:kate.peters@ualberta.ca)) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research ([fgsrgov@ualberta.ca](mailto:fgsrgov@ualberta.ca)).

This template is used for the following:

- Creation of a new second-level specialization
- Elimination of an existing second-level specialization
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

### Basic Information

1. **Title of the Program/Specialization:** Bachelor of Education (Elementary) - Minor in Inclusive Education
2. **Proposed effective date:** September 2021
3. **Length of the program (years):** 4
4. **Faculty and Department:** Faculté Saint-Jean
5. **Contact person, with telephone number and e-mail address:** Dr. Martine Cavanagh, Associate Dean, Education, Faculté Saint-Jean  
780-984-7216; [martine.cavanagh@ualberta.ca](mailto:martine.cavanagh@ualberta.ca)
6. **Details of completed Departmental and/or Faculty approval processes, including dates**

Consultation:

Professors and Faculty Lecturers in Education :

Laurent Cammarata, Martine Cavanagh, Samira ElAtia, H el ene Flamand, Marianne Jacquet, Ren e Langevin,  Eva Lemaire, Carol L eonard, Dominic Manuel, Martine Pellerin, Linda Rappel, Pierre Rousseau, Chantal Viens

2017-2018 : Academic Retreat in June (3 days) to reflect on the implications of the new K-12 curriculum and to bring our curriculum into line with Alberta Education's new requirements (Teaching Quality Standard).

2018-2019 : meetings (8); Academic Retreat in April (2 days)

2019-2020 : meetings (12)

Field Experiences : Randy Lyseng (Director) et Katherine Deren (Associate)

The Alberta Teachers' Association : Monique Gravel

Campus Saint-Jean Admission : Emma Yellowbird (/Executive Service Head), Carine Tuekam (Academic Advisor), Mina Elmadi (/Academic Advisor), Aur elie Lesueur (/Admission and Student Advisor)

Office of the Dean at CSJ : Dr. Pierre-Yves Mocquais (Dean), Dr Paulin Mulatris (Vice-Dean), Denis Fontaine ( Assistant Dean, Academic Support)  
Representative of Faculty of Education : Dr. William Dunn  
Stakeholders from educational institutions: Round table discussion at the Alberta Post-Secondary Education Summit (March 2017)

Approval:

Faculté Saint-Jean Council , August 28,2020

Faculté Saint-Jean Executive Committee, August 21,2020

Faculté Saint-Jean Academic planning Committee, July 13 and August 17, 2020

GFC Program Support Committee, September 24, 2020

GFC Programs Committee, October 15, 2020

**7. Details of completed student consultation, including dates**

Students also participated in an online discussion group with 18 stakeholders (teachers, principals, administrators, pedagogical advisors, etc.) followed by submission of a feedback form (May 14, 2020)

Students from different programs:

- survey (2018)
- meetings as part of the Vice-Dean of Education Advisory Committee/
- meetings with the Chair of Société des étudiants en pédagogie (SEP)
- online focus group with 8 students followed by submission of a feedback form (June 29, 2020).

**8. Attach proposed Calendar changes (note that the Registrar's Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details)**

Appendix 2

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

n/a

**Program Impact and Rationale**

**10. What is the rationale for the program proposal?**

In the new program all the students will have to take the courses related to inclusive Education. This is to meet Alberta Education's new requirements (Teaching Quality Standard), in particular in the areas of Competencies 4 (Establishing Inclusive Learning Environments).

**11. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment (sample enrolment table included on following page).**

No impact on enrollment. The inclusive education component has been revised and streamlined to be an integral part of the new Education Program. This new framework is designed to align with Alberta Education's new requirements (Teaching Quality Standard) in the areas of Competencies 4 (Establishing Inclusive Learning Environments).

Therefore the elimination of the minor will have a positive impact on the preparation of our students.



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

n/a

## Appendix 1 – Sample Enrolment Table

Proposed Enrolment	2018-19	2019-20	2020-21	2021-22	Annual Ongoing
● Total Full-Time head count	0	0	109	0	0
● Full-Time Year 1			29		
● Full-Time Year 2			25		
● Full-Time Year 3			21		
● Full-Time Year 4			33		
● Full-Time Year 5					
● Total Part-Time head count	0	0	0	0	0
● Part-Time Year 1			1		
● Part-Time Year 2			0		
● Part-Time Year 3			0		
● Part-Time Year 4			0		
● Part-Time Year 5					
● Total Work Experience hc	0	0	0	0	0
● Work Experience Year 1					
● Work Experience Year 2					
● Work Experience Year 3					
● Work Experience Year 4					
● Work Experience Year 5					
● Anticipated Number of Graduates					

## Appendix 2 – Calendar changes

Faculté Saint-Jean  
CALENDAR CHANGE REQUEST  
For Implementation Fall 2021-22

CURRENT	PROPOSED
<p><b>[Faculté - English]</b></p> <p><b>Degree of Bachelor of Education</b> I. Elementary ...</p> <p><b>Minors in Elementary Education</b> The BEd Elementary program offers a choice of <u>five</u> minors. Students must choose one of the following minor subject areas: Fine Arts, Humanities, <u>Inclusive Education</u>, Music Education and Physical Education.</p> <p>.....</p> <p><b><u>Inclusive Education</u></b></p> <ul style="list-style-type: none"> <li>● <del>EDU P 444 – Interventions auprès des élèves ayant de difficultés d'apprentissage</del></li> <li>● <del>EDU P 445 – Interventions auprès des élèves ayant des difficultés de comportement</del></li> <li>● <del>★ 9 chosen from</del></li> <li>● <del>EDU P 245 – Interactions sociales et communication</del></li> <li>● <del>Psychologie, Psychologie de l'éducation</del></li> </ul>	<p><b>[Faculté - English]</b></p> <p><b>Degree of Bachelor of Education</b> I. Elementary ...</p> <p><b>Minors in Elementary Education</b> The BEd Elementary program offers a choice of <u>four</u> minors. Students must choose one of the following minor subject areas: Fine Arts, Humanities, Music Education and Physical Education.</p> <p>.....</p> <p style="text-align: center;"><b><u>DELETE</u></b></p>

<p><b>[Faculté - Français]</b></p> <p><b>Baccalauréat en Éducation</b> ... Programmes</p> <p>I. <u>Élémentaire</u></p> <p><b>Spécialisation: Généraliste</b> <b>Mineures en éducation (élémentaire)</b> Le programme BEd <u>élémentaire</u> offre un choix de <u>5</u> mineures. Les étudiants doivent choisir une des mineures parmi les domaines suivants: Beaux-arts, Éducation musicale, Éducation physique, Humanités <u>et Inclusion scolaire</u>.</p> <p>....</p> <p><b><u>Inclusion scolaire</u></b></p> <ul style="list-style-type: none"> <li>● <del>EDU P 444 – Interventions auprès des élèves ayant de difficultés d'apprentissage</del></li> <li>● <del>EDU P 445 – Interventions auprès des élèves ayant des difficultés de comportement</del></li> </ul>	<p><b>[Faculté - Français]</b></p> <p><b>Baccalauréat en Éducation</b> ... Programmes</p> <p>I. <u>Primaire</u></p> <p><b>Spécialisation: Généraliste</b> <b>Mineures en éducation (primaire)</b> Le programme BEd <u>primaire</u> offre un choix de <u>4</u> mineures. Les étudiants doivent choisir une des mineures parmi les domaines suivants: Beaux-arts, Éducation musicale, Éducation physique, <u>et</u> Humanités.</p>
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*This agenda and its corresponding attachments are transitory records. University Governance is the official copy holder for files of the Board of Governors, GFC and their standing committees. Members are instructed to destroy this material following the meeting.*

<p>★ 0 parmi</p> <ul style="list-style-type: none"><li>● EDU P 245 — Interactions sociales et communication</li><li>● Psychologie</li><li>● Psychologie de l'éducation</li></ul>	<p><b><u>DELETE</u></b></p>
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## Proposal Template: Load Change

This template is for the presentation of proposals for changes in specialization load characteristics, including Program Length, Terms, Instructional Credits/Hours and Practicum Credits/Hours.

For degree programs, substantive changes to curriculum resulting in load changes may require referral to the Campus Alberta Quality Council.

### Basic Information

<b>Institution</b>	<b>University of Alberta, Faculté Saint-Jean</b>
<b>Program/specialization title</b>	<b>Elementary &amp; Secondary (Primaire et secondaire)</b>
<b>Credential awarded</b>	<b>Degree of Bachelor of Education – After Degree Baccalauréat en éducation après diplôme</b>
<b>Proposed Implementation Date</b>	<b>July 1, 2021</b>

1. *Specify the change(s) to load characteristics being proposed. In cases where load changes reflect changes to existing curriculum, please attach revised course lists including calendar-level information (course titles, descriptions, weights).*

Proposed load change from \*60 to \*66 for the Bachelor of Education After Degree (BEd/Ad)

**EDU S 101** – Stage de familiarisation avec la classe inclusive en contexte d’enseignement francophone et immersif

★ 3 (fi 6) (au semestre de printemps, 1-0-4)

Ce cours vise à familiariser les étudiants du B.Ed./Ad. avec la classe inclusive en contexte d’enseignement francophone et immersif. Les étudiants seront amenés à réfléchir à leurs propres modèles éducatifs en vue d’adopter une posture professionnelle inclusive adaptée à la diversité des écoles francophones et des programmes d’immersion en Alberta. Ce processus réflexif sera fondé sur des observations ciblées en milieu scolaire, suivies de discussions en séminaire. Note: Ce cours occasionne des frais additionnels.

**EDU M 341 - Les technologies de l'information et de la communication**

\*3 (fi 6) (l'un ou l'autre semestre,3-0-2)

Ce cours propose un regard critique sur le rôle et la place de la technologie en éducation. Les étudiants se familiariseront avec l'utilisation des technologies actuelles et émergentes en salle de classe et exploreront leur potentiel pédagogique. Il mettra l'accent sur les théories ainsi que les stratégies d'enseignement et les méthodes d'évaluation. Il sensibilisera aussi les étudiants à l'utilisation des technologies au service d'un enseignement inclusif. Préalable (s) : EDU S 201(ou EDU F 200 et EDU M 232).

**2. Describe the institution's approval process for the proposed change(s).**

Faculté Saint-Jean Council , August 28,2020

Faculté Saint-Jean Executive Committee, August 21,2020

Faculté Saint-Jean Academic planning Committee, July 13 and August 17, 2020

GFC Programs Committee, October 15, 2020

**3. Provide a rationale for the proposed change(s). (Factors may include, but need not be limited to changes in the relevant body of knowledge and/or technology, changes in regulatory and/or professional standards, feedback from students or employers, or alignment with similar/related programs at other institutions.)**

**EDU S 101** : To help B.Ed./A.D. students become familiar with the inclusive classroom in Francophone and immersion contexts from the beginning of their program. This is not only in line with Competency 4 of the *Teaching Quality Standard* of Alberta Education ('Establishing Inclusive Learning Environments'), but also a concern of school boards and our students themselves, who are aware that they need to gain more experience in working in diverse classrooms.

**EDU M 341** : To help students, as they themselves have requested, to learn how to use new technology to support their classes' learning in different subjects.

**4. Describe anticipated impacts on students, and plans to ameliorate any such impacts.**

- This will familiarize students better with the new realities being encountered in Francophone and immersion schools, including the use of educational technologies. No negative impacts are anticipated.

**5. Where appropriate, provide evidence of consultation with external stakeholders (e.g. employers, professional/ regulatory organizations) and describe any anticipated impacts on those stakeholders.**

Monique Gravel, Alberta Teachers' Association

Stakeholders from educational institutions: Round table discussion at the Alberta Post-Secondary Education Summit (March 2017)

Students also participated in an online discussion group with 18 stakeholders (teachers, principals, administrators, pedagogical advisors, etc.) followed by submission of a feedback form (May 14, 2020)

6. *Discuss any anticipated impacts of the proposed change(s) on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space).*

*n/a*





Faculté Saint-Jean  
**CALENDAR CHANGE REQUEST**  
**For implementation: Winter 2022**

Current					Proposed				
<b>Admission and Readmission Deadlines</b>					<b>Admission and Readmission Deadlines</b>				
<b>Faculté Saint-Jean</b>					<b>Faculté Saint-Jean</b>				
		Admission			Readmission				
	Application	Documents		Application	Documents		Application	Documents	
BEEd After Degree (Elementary, Secondary Routes)					BEEd After Degree (Elementary, Secondary Routes)				
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	February 1	Postsecondary transfer applicant - February 1 (See Note 1)	February 1	February 1 (See Note 1)	
Winter Term	No admission		No admission		No admission		No admission		
Spring/Summer	No admission		No admission		No admission		No admission		
<b>Notes</b>					<b>Notes</b>				
<ol style="list-style-type: none"> <li>1. All previously completed course work and course registration of current year.</li> <li>2. <del>Final results of current year.</del></li> </ol>					<ol style="list-style-type: none"> <li>3. All previously completed course work and course registration of current year.</li> <li>4.</li> </ol>				

**Faculté Saint-Jean**  
**CALENDAR CHANGE REQUEST**  
**For implementation Fall 2021-22**

CURRENT	PROPOSED
<p><b>[Faculté - English]</b></p> <p><b>Regulations of the Faculté Admission</b></p> <p><b>BEd/AD Program</b></p> <p>Admission will be based on the following:</p> <ol style="list-style-type: none"> <li>1. An approved degree which includes adequate preparation in an area of teaching concentration relevant to elementary or secondary education programs. Students seeking admission to the BEd/AD program should be aware that any deficiencies as determined by the Office of Admissions must be lifted before they can register in the courses of the "professional year."</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6. <b>Elementary:</b> Applicants seeking admission to the BEd/AD elementary route are required to present the equivalent of ★36 in the following areas: ★6 per category in at least <u>three</u> of the following categories: Humanities, Social Sciences, Fine Arts, Sciences, and ★18 in any of the categories.</li> <li>7. <b>Secondary:</b> Applicants seeking admission to the BEd/AD secondary route are required to present the equivalent of ★30 in one of the major specializations offered at the Faculté. As well, candidates must have the equivalent of ★12 in a second area of specialization designated as a minor.</li> <li>8.</li> <li>9. Satisfy Language Proficiency Requirements (See <a href="#">Language Assessment</a>)</li> <li>10.</li> </ol>	<p><b>[Faculté - English]</b></p> <p><b>Regulations of the Faculté Admission</b></p> <p><b>Admission to <u>Baccalauréat en éducation après diplôme (BEd/AD)</u></b></p> <p>Admission will be based on the following:</p> <p><b>(1)</b> An approved degree <u>recognized by the University of Alberta</u> which includes adequate preparation in an area of teaching concentration relevant to elementary or secondary education programs. Students seeking admission to the BEd/AD program should be aware that any deficiencies as determined by the Office of Admissions must be lifted before they can register in the courses of the "professional year."</p> <p><b>(2)</b> <u>An Admission Grade Point Average (AGPA) of at least 2.8 or the equivalent on the last 60 credits.</u></p> <p><b>Elementary:</b> Applicants seeking admission to the BEd/AD elementary route are required to present the equivalent of ★36 in the following areas: ★9 per category in at least <u>two</u> of the following categories: Humanities, Social Sciences, Fine Arts, Sciences, and ★18 in any of the categories.</p> <p><b>Secondary:</b> Applicants seeking admission to the BEd/AD secondary route are required to present the equivalent of ★30 in one of the major specializations offered at the Faculté. As well, candidates must have the equivalent of ★12 in a second area of specialization designated as a minor.</p> <p>12. <b>(3)</b> Satisfy Language Proficiency Requirements (See <a href="#">Language Assessment</a>)</p> <p><b>Other Requirements:</b></p>

11. Letter of Intent: Applicants must submit a letter setting out the reasons for their choice of career and describing the life experiences that convinced them to become a teacher.

(1) Curriculum Vitæ: Candidates must list their prior experiences of teaching or youth group leadership (for example, sports team coach, language monitor, summer camp counsellor, association volunteer, swimming instructor) in table form. The table must include the dates and location of each experience, the candidate's role, and the number of hours spent working with children or adolescents (volunteer experience and work with groups of students will have priority over one-on-one tutoring experiences).

(2) Cover Letter in French: Candidates must state the level at which they wish to teach and describe an experience of teaching, or related to teaching, that they have had, preferably with groups of children or adolescents. With this experience in mind, candidates will explain what they have learned about teaching and how this learning will help them in their future professional teaching career.

(3) 2 letters of recommendation: Two confidential evaluation forms. At least one of the two evaluators should be a former employer or supervisor who can comment on the candidate's ability to interact with groups of children or adolescents. The evaluators may not be friends or family members. The form must be filled out directly on line.

[Faculté - Français]

## Règlements de la Faculté Admission

### Admission au BEd/AD

Les critères d'admission au BEd/AD sont les suivants:

(1) Être détenteur d'un premier diplôme universitaire qui comprend une préparation adéquate dans les domaines de spécialisations pertinents au programme de l'éducation élémentaire ou secondaire. Toute

[Faculté - Français]

## Règlements de la Faculté Admission

### Admission au Baccalauréat en éducation après diplôme ( BEd/AD)

#### Exigences générales

Les critères d'admission au BEd/AD sont les suivants:

(1) Être détenteur d'un premier diplôme universitaire reconnu par l'Université de l'Alberta qui comprend une préparation adéquate dans les domaines de spécialisations pertinents au programme de l'éducation primaire ou secondaire. Toute déficience déterminée

déficience déterminée par le Bureau des admissions doit être comblée avant l'inscription aux cours de l'année professionnelle.

### **Élémentaire**

Les candidats devront avoir dans leur premier diplôme l'équivalent de \*36 ainsi répartis: \*6 par catégorie dans **au moins trois** des catégories suivantes: Humanités, Sciences Sociales, Beaux-Arts, Sciences et \*18 choisis librement parmi ces catégories.

### **Secondaire**

Les candidats devront avoir dans leur premier diplôme l'équivalent de \*30 dans une des spécialisations majeures offertes à la Faculté. En plus, les étudiants devront avoir \*12 pertinents à leur spécialisation mineure.

(2) satisfaire aux exigences linguistiques ([voir Évaluation linguistique](#))

(3) Lettre de motivation : Les candidats doivent soumettre une lettre exposant les raisons qui ont motivé leur choix de carrière et décrivant les expériences vécues qui les ont incités à s'orienter vers la profession enseignante.

see Language Proficiency Requirements).see Language Proficiency Requirements).

par le Bureau des admissions doit être comblée avant l'inscription aux cours de l'année professionnelle.

**(2) Une moyenne générale d'admission (AGPA) d'au moins 2,8 ou équivalent sur les 60 derniers crédits.**

### **Primaire**

Les candidats devront avoir dans leur premier diplôme l'équivalent de \*36 ainsi répartis: \*9 par catégorie dans **deux** des catégories suivantes: Humanités- Sciences Sociales, Beaux-Arts, Sciences et \*18 choisis librement parmi ces catégories.

### **Secondaire**

Les candidats devront avoir dans leur premier diplôme l'équivalent de \*30 dans une des spécialisations majeures offertes à la Faculté. En plus, les étudiants devront avoir \*12 pertinents à leur spécialisation mineure.

(3) satisfaire aux exigences linguistiques ([voir Évaluation linguistique](#))

### **Autres exigences:**

(1) Curriculum Vitae : les candidats doivent dresser la liste, sous forme de tableau, de leurs expériences d'enseignement ou d'animation de groupes de jeunes (par ex., comme entraîneur d'une d'équipe sportive, moniteur de langue, animateur dans un camp d'été, bénévole d'association, moniteur de natation). Le tableau doit inclure les dates, le lieu de chaque expérience, le rôle joué, le nombre d'heures passées à travailler avec des enfants ou des adolescents (l'expérience de bénévolat ou de travail avec des groupes d'élèves prime sur l'expérience sera préférée à l'expérience impliquant une interaction individuelle de tutorat.

(2) Lettre de motivation en français : Les candidats doivent préciser le niveau auquel ils souhaitent enseigner et décrire une expérience d'enseignement, ou liée à l'enseignement, qu'ils ont eue, surtout avec des groupes d'enfants ou d'adolescent. En s'appuyant sur cette expérience, les candidats doivent expliquer ce qu'ils ont appris sur l'enseignement et en quoi ces apprentissages les aideront dans leur future carrière professionnelle.

(3) 2 lettres de recommandation: Deux formulaires d'évaluation confidentielle. Au moins l'un des deux évaluateurs devrait être un ancien employeur ou superviseur qui peut faire des commentaires sur la capacité du candidat à interagir avec des groupes d'enfants ou d'adolescents. Les évaluateurs ne peuvent pas être un ami ou un membre de la famille. Le formulaire doit être rempli directement en ligne.

Faculté Saint-Jean  
CALENDAR CHANGE REQUEST  
For Implementation Fall 2021-22

## CURRENT

### Undergraduate Admission

#### Admission Requirements by Faculty

Faculté Saint-Jean

Règlements de la Faculté

#### Admission aux programmes spécifiques

##### Baccalauréat en éducation

###### Élémentaire

##### Exigences d'admission

1. Un cours parmi Français 30-1, 30-2; French Language Arts 30-1, 30-2; French 30 (9 ans).
2. Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde, voir Étudiants spéciaux.) (Voir note.)
3. Trois matières parmi les groupe A, B et/ou C. Une seule matière peut être présentée dans le groupe B. Mathématiques 30-2 peut être utilisé pour être admis au programme en éducation (**élémentaire**). Cependant, seulement un cours parmi Mathématiques 30-1 ou Mathématiques 30-2 sera utilisé aux fins de l'admission.

##### BEd/AD

Les critères d'admission au BEd/AD sont les suivants:

1. Être détenteur d'un premier diplôme universitaire qui comprend une préparation adéquate dans les domaines de spécialisations pertinents au programme de l'éducation **élémentaire** ou secondaire. Toute déficience déterminée par le Bureau des admissions doit être comblée avant l'inscription aux cours de l'année professionnelle. **Élémentaire**: Les candidats devront avoir dans leur premier diplôme l'équivalent de ★36 ainsi répartis: ★6 par catégorie dans au moins trois des catégories suivantes: Humanités, Sciences Sociales, Beaux-Arts, Sciences et ★18 choisis librement parmi ces catégories.

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## PROPOSED

### Undergraduate Admission

#### Admission Requirements by Faculty

Faculté Saint-Jean

Règlements de la Faculté

#### Admission aux programmes spécifiques

##### Baccalauréat en éducation

###### Primaire

##### Exigences d'admission

1. Un cours parmi Français 30-1, 30-2; French Language Arts 30-1, 30-2; French 30 (9 ans).
2. Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde, voir Étudiants spéciaux.) (Voir note.)
3. Trois matières parmi les groupe A, B et/ou C. Une seule matière peut être présentée dans le groupe B. Mathématiques 30-2 peut être utilisé pour être admis au programme en éducation (**primaire**). Cependant, seulement un cours parmi Mathématiques 30-1 ou Mathématiques 30-2 sera utilisé aux fins de l'admission.

##### BEd/AD

Les critères d'admission au BEd/AD sont les suivants:

1. Être détenteur d'un premier diplôme universitaire qui comprend une préparation adéquate dans les domaines de spécialisations pertinents au programme de l'éducation **primaire** ou secondaire. Toute déficience déterminée par le Bureau des admissions doit être comblée avant l'inscription aux cours de l'année professionnelle. **Primaire**: Les candidats devront avoir dans leur premier diplôme l'équivalent de ★36 ainsi répartis: ★6 par catégorie dans au moins trois des catégories suivantes: Humanités, Sciences Sociales, Beaux-Arts, Sciences et ★18 choisis librement parmi ces catégories.

...

<p><b>Adultes ne répondant pas aux conditions d'admission</b></p> <p><b>Baccalauréat en éducation (élémentaire)</b></p> <p>Les candidats au programme du BEd (élémentaire) doivent avoir réussi, en plus du français, un autre cours de niveau 30 parmi les Groupes A, B ou C (ou l'équivalent).</p>	<p><b>Adultes ne répondant pas aux conditions d'admission</b></p> <p><b>Baccalauréat en éducation (primaire)</b></p> <p>Les candidats au programme du BEd (primaire) doivent avoir réussi, en plus du français, un autre cours de niveau 30 parmi les Groupes A, B ou C (ou l'équivalent).</p>
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Current	Proposed
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<p><b>[Faculté - English]</b></p> <p><b>Programs</b></p> <p><b>Undergraduate</b> <u>Degree of Bachelor of Education (Faculté Saint-Jean)</u></p> <p><b>General Information</b></p> <p>The two programs at Faculté Saint-Jean prepare teachers to work in francophone schools and in French immersion programs. Students having successfully completed their studies will obtain a BEd and will be recommended for the Interim Professional Certificate.</p> <ol style="list-style-type: none"> <li><b>The 4-year program</b> to students meeting admission requirements normally after completion of first-year university studies. The program consists of ★120. Credits from the first year of university are included in the ★120.</li> <li><b>The 2-year program (BED/AD)</b> to holders of approved undergraduate degrees (BA, BSc or other). The program consists of ★60.</li> </ol> <p><b>Teaching Certificate:</b> Beginning September 15, 1990 all persons applying for certification as a teacher in Alberta will be subject to the following restriction on eligibility:</p>	<p><b>[Faculté - English]</b></p> <p><b>Programs</b></p> <p><b>Undergraduate</b> <u>Degree of Bachelor of Education (Faculté Saint-Jean)</u></p> <p><b>General Information</b></p> <p>The two programs at Faculté Saint-Jean prepare teachers to work in francophone schools and in French immersion programs. Students having successfully completed their studies will obtain a BEd and will be recommended for the Interim Professional Certificate.</p> <ol style="list-style-type: none"> <li><b>The 4-year program</b> to students meeting admission requirements normally after completion of first-year university studies. The program consists of ★120. Credits from the first year of university are included in the ★120.</li> <li><b>The 2-year program (BED/AD)</b> to holders of approved undergraduate degrees (BA, BSc or other). The program consists of ★66.</li> </ol> <p><b>Teaching Certificate:</b> Beginning September 15, 1990 all persons applying for certification as a teacher in Alberta will be subject to the following restriction on eligibility:</p> <p>Except where the Minister of <b>Education</b> decides otherwise, the Registrar for Alberta <b>Education</b> shall not issue a teaching certificate to:</p>
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Except where the Minister of **Learning** decides otherwise, the Registrar for Alberta **Learning** shall not issue a teaching certificate to:

1. a person who has been convicted of an indictable offence under the Criminal Code; or
2. a person whom the Registrar has reason to believe should not be issued a certificate.

Applications for a teaching certificate shall be directed to the Registrar. As part of the application process, applicants will be asked whether they possess a criminal conviction. If the response is yes, the nature of the conviction and when and where they were convicted must be detailed.

...

For additional information please contact Alberta **Learning** Professional Development and Certification Branch at (780) 427-2045.

3. a person who has been convicted of an indictable offence under the Criminal Code; or
4. a person whom the Registrar has reason to believe should not be issued a certificate.

Applications for a teaching certificate shall be directed to the Registrar. As part of the application process, applicants will be asked whether they possess a criminal conviction. If the response is yes, the nature of the conviction and when and where they were convicted must be detailed.

...

For additional information please contact Alberta **Education** Professional Development and Certification Branch at (780) 427-2045.

## Field Experiences

Achieving the DELF « tout public » level B2 strong (70 % and a score no lower than 12.5 points out of 25 in the oral comprehension component and a score no lower than 18 points out of 25 in each of the other three components) or equivalent is a mandatory requirement for admission to field experiences (see Language test).

The field experiences comprise three compulsory parts.

The first part, EDU F 200, includes six half-days in the classroom, usually in a group with other students to introduce the student to the Francophone or immersion context. The course also includes a series of seminars and thematic presentations at Faculté Saint-Jean. The second and third parts, "Stages I and II," consist of 13 weeks of practical experience in a school environment.

Normally the three compulsory parts must be completed at Faculté Saint-Jean.

Students registered in "Stages I and II" may be required to complete their practicum outside of Edmonton.

A field placement in the Edmonton metropolitan area may require travel up to a maximum of 75 kilometers from the Faculté Saint-Jean.

## Field experiences

### Practicum Goals

The teaching practicum is a program element which takes place in the real-life context of a Francophone or French immersion classroom to allow the student to continue acquiring the 12 professional competencies that the program aims to develop. These 12 competencies are aligned with the Teaching Quality Standard.

### Practicum Structure

The field experiences comprise three compulsory parts.

The first part consists of the course EDU S 201, which includes six half-days in the classroom, usually with other FSJ students. This practicum is used to familiarize the student with inclusive Francophone and French immersion classrooms. It also includes a series of seminars at the Faculté Saint-Jean.

The second and third parts, "Stages I and II," consist of 16 weeks of practical experience in a school environment.

### Practicum Locations

For the most part, student teachers are placed in the province of Alberta. A student may ask for a practicum elsewhere in Western Canada, but it must be noted that:

1) this type of placement is at the discretion of the Practicum Office and there is no guarantee that the student can be placed in another province, and  
2) in almost all cases, out-of-province placements are only possible in Practicum 2.

Students registered in "Stages I and II" may be required to complete their practicum outside of Edmonton.

A field placement in the Edmonton metropolitan area may require travel up to a maximum of 75 kilometers from the Faculté Saint-Jean.

### Practicum Rules

Student teachers must follow the instructions and obey the rules set out in the practicum guide.

Students outside the province of Alberta may complete a Stage I or II course in their province of residence.

To promote the respect of the principles of Equity, Diversity and Inclusivity (<https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/index.html>), organizing practicums is the exclusive purview of the Practicum Office, and students may not initiate contacts in school environments for the purpose of organizing their own practicum.

The refusal of a placement by a student teacher during the prescribed period for leaving a practicum initiates a practicum-canceling procedure and prolongs the student's program (by one additional semester).

The refusal of a placement by a student teacher outside the prescribed period for leaving a practicum earns a mark of NC or W and prolongs the student's program (by one additional semester). (See Note 3 Academic Standing and Graduation).

#### **Practicums and Linguistic Evaluation**

Achievement of the required level on the DELF or an equivalent test (see Acceptable Proof of Linguistic Competence Equivalent to the DELF "Strong B2" Level) is a condition of admission to the B.Ed. program after earning a first degree (B.Ed./A.D.) and a condition of admission to practicums in the other Education programs (see Linguistic Evaluation).

#### **[Faculté - Français]**

**Règlements de la Faculté  
Exigences académiques  
Admission**

...

**Compétence dans la langue anglaise  
Règlements généraux de la University of Alberta**  
L'anglais est la langue d'enseignement principale dans toutes les facultés sauf à la Faculté Saint-Jean, où la langue d'enseignement principale est le

#### **[Faculté - Français]**

**Règlements de la Faculté  
Exigences académiques  
Admission**

...

**Compétence dans la langue anglaise  
Règlements généraux de la University of Alberta**  
L'anglais est la langue d'enseignement principale dans toutes les facultés sauf à la Faculté Saint-Jean, où la langue d'enseignement principale est le français. Par

français. Par conséquent, tous les candidats qui demandent l'admission à des facultés autres que la Faculté Saint-Jean doivent posséder une connaissance adéquate de l'anglais oral et écrit pour être admis à la University of Alberta. Les adultes qui ne répondent pas aux conditions d'admission et les étudiants libres sont tenus aux mêmes exigences que les autres candidats. Voir English Language Proficiency.

Les candidats qui demandent leur admission à la Faculté Saint-Jean ne sont pas tenus de démontrer leur compétence dans la langue anglaise avant d'être admis. Cependant, ils doivent démontrer cette compétence avant de pouvoir obtenir un diplôme de la University of Alberta. Les candidats qui n'ont pas démontré leur compétence en langue anglaise au moment de l'admission devront rencontrer l'une des conditions suivantes :

Par la réussite de ★6 dans l'un des cours suivants : ANGL, ALS (Anglais Langue Seconde) ou ENGL (voir les exigences de chaque programme pour plus d'information). OU

Les étudiants du BEd peuvent démontrer cette compétence par la réussite de ★18 dont la langue d'enseignement est l'anglais. OU

Les étudiants du BEd/AD peuvent démontrer cette compétence par la réussite ~~par la réussite~~ de ★6 dont la langue d'enseignement est l'anglais

De plus amples renseignements concernant la compétence dans la langue anglaise peuvent être obtenus du Bureau des admissions à la Faculté Saint-Jean.

### **Baccalauréat en Éducation**

#### **Renseignements généraux**

Les deux programmes à la Faculté Saint-Jean préparent les étudiants à l'enseignement dans les écoles francophones et dans les programmes d'immersion. Les candidats ayant complété avec succès leurs années d'études obtiendront un Baccalauréat en Éducation et seront recommandés pour un Brevet d'enseignement temporaire (Interim Professional Certificate).

conséquent, tous les candidats qui demandent l'admission à des facultés autres que la Faculté Saint-Jean doivent posséder une connaissance adéquate de l'anglais oral et écrit pour être admis à la University of Alberta. Les adultes qui ne répondent pas aux conditions d'admission et les étudiants libres sont tenus aux mêmes exigences que les autres candidats. Voir English Language Proficiency.

Les candidats qui demandent leur admission à la Faculté Saint-Jean ne sont pas tenus de démontrer leur compétence dans la langue anglaise avant d'être admis. Cependant, ils doivent démontrer cette compétence avant de pouvoir obtenir un diplôme de la University of Alberta. Les candidats qui n'ont pas démontré leur compétence en langue anglaise au moment de l'admission devront rencontrer l'une des conditions suivantes :

Par la réussite de ★6 dans l'un des cours suivants : ANGL, ALS (Anglais Langue Seconde) ou ENGL (voir les exigences de chaque programme pour plus d'information). OU

Les étudiants du BEd peuvent démontrer cette compétence par la réussite de ★18 dont la langue d'enseignement est l'anglais. OU

Les étudiants du BEd/AD peuvent démontrer cette compétence par la réussite de ★6 dont la langue d'enseignement est l'anglais

De plus amples renseignements concernant la compétence dans la langue anglaise peuvent être obtenus du Bureau des admissions à la Faculté Saint-Jean.

### **Baccalauréat en Éducation**

#### **Renseignements généraux**

Les deux programmes à la Faculté Saint-Jean préparent les étudiants à l'enseignement dans les écoles francophones et dans les programmes d'immersion. Les candidats ayant complété avec succès leurs années d'études obtiendront un Baccalauréat en Éducation et seront recommandés pour un Brevet d'enseignement temporaire (Interim Professional Certificate).

1. **Un programme de 4 ans** dans lequel sont

1. **Un programme de 4 ans** dans lequel sont normalement admissibles les étudiants qui ont complété une première année d'études universitaires. Il faut réussir ★120 pour compléter le programme. Les crédits de cette première année universitaire sont inclus dans les ★120.
2. **Le programme de 2 ans (BEd/AD)** offert aux détenteurs d'un diplôme de premier cycle (BA, BSc ou autre) qui ont l'intention de se diriger vers l'enseignement. Il faut réussir ★60 pour compléter le programme.

**Brevet d'enseignement:** Depuis le 15 septembre 1990, toute personne qui présente une demande de brevet d'enseignement est soumise aux exigences suivantes:

Sauf avis contraire du **Minister of Learning**, le registraire de Alberta **Learning** refuse d'émettre un brevet d'enseignement:

...

Pour obtenir des renseignements supplémentaires, prière de communiquer avec Alberta **Learning** Professional Development and Certification Branch au (780) 427-2045.

### Enseignement pratique

L'obtention du DELF « tout public » niveau « B2 fort » (70 % sur l'ensemble de l'épreuve et pas moins de 12.5 points sur 25 dans la composante de compréhension orale et pas moins de 18 points sur 25 dans chacune des trois autres composantes) ou équivalent est une condition obligatoire d'admission aux stages pratiques (voir Tests de langue).

Les stages comportent normalement trois parties obligatoires.

La première partie, le cours EDU F 200, comprend six demi-journées en salle de classe, généralement en cohorte avec d'autres étudiants, dans le but de présenter à l'étudiant le contexte scolaire

normalement admissibles les étudiants qui ont complété une première année d'études universitaires. Il faut réussir ★120 pour compléter le programme. Les crédits de cette première année universitaire sont inclus dans les ★120.

2. **Le programme de 2 ans (BEd/AD)** offert aux détenteurs d'un diplôme de premier cycle (BA, BSc ou autre) qui ont l'intention de se diriger vers l'enseignement. Il faut réussir ★66 pour compléter le programme.

**Brevet d'enseignement:** Depuis le 15 septembre 1990, toute personne qui présente une demande de brevet d'enseignement est soumise aux exigences suivantes:

Sauf avis contraire du **ministre de l'Éducation**, le registraire de Alberta **Education** refuse d'émettre un brevet d'enseignement:

...

Pour obtenir des renseignements supplémentaires, prière de communiquer avec Alberta **Education** Professional Development and Certification Branch au (780) 427-2045.

### Enseignement pratique

#### Objectifs des stages

Le stage d'enseignement est une étape qui permet à l'étudiant de continuer à développer les 12 compétences professionnelles visées par le programme dans le contexte réel d'une classe francophone ou d'immersion française. Ces 12 compétences sont alignées sur la Norme de qualité pour l'enseignement.

#### Structure des stages

Les stages comportent normalement trois parties obligatoires.

La première partie avec le cours EDU S 201 qui comprend six demi-journées en salle de classe, généralement en cohorte avec d'autres étudiants. Ce stage vise à familiariser l'étudiant avec la classe inclusive en contexte francophone et d'immersion française. Il

francophone ou immersion. Le cours comprend aussi une série de séminaires et présentations thématiques à la Saint Jean.

Les deuxième et troisième parties, stages I et II, comprennent treize semaines d'expérience pratique en milieu scolaire.

Normalement, les trois parties doivent être complétées à la Faculté Saint Jean. L'étudiant inscrit aux stages I et II doit être prêt à accepter un placement à l'extérieur de la ville d'Edmonton. Un placement dans la région métropole de la ville d'Edmonton peut nécessiter un déplacement allant jusqu'à un maximum de 75 kilomètres de la Faculté Saint-Jean. Pour les étudiants hors de la province de l'Alberta, il est possible de compléter un des Stage I ou Stage II dans leur province de résidence.

comprend aussi une série de séminaires à la Faculté Saint-Jean.

Les deuxième et troisième parties, stages I et II, comprennent seize semaines d'expérience pratique en milieu scolaire.

### Lieux des stages

En principe, les stagiaires sont placés dans la province de l'Alberta. Un stagiaire peut néanmoins demander un stage dans l'Ouest du Canada, mais il doit noter que :

- 1) ce type de placement est à la discrétion du Bureau de la pratique et qu'il n'y a aucune garantie qu'il pourra être placé dans une autre province et,
- 2) dans la grande majorité des cas, le placement hors province est limité au Stage 2.

L'étudiant inscrit aux stages I et II doit être prêt à accepter un placement à l'extérieur de la ville d'Edmonton. Un placement dans la région métropole de la ville d'Edmonton peut nécessiter un déplacement allant jusqu'à un maximum de 75 kilomètres de la Faculté Saint-Jean.

### Règlements liés aux stages

Le stagiaire doit suivre les directives et les règlements indiqués dans le guide de la pratique.

Pour favoriser le respect des principes de l'équité, de la diversité et de l'inclusivité ([https://www.ualberta.ca/equity-diversity-inclusivity/media-library/edi/strategic\\_plan\\_pour\\_edi\\_mars2019.pdf](https://www.ualberta.ca/equity-diversity-inclusivity/media-library/edi/strategic_plan_pour_edi_mars2019.pdf)), la responsabilité d'organiser les stages incombe exclusivement au Bureau de la pratique et il est interdit aux étudiants d'initier des démarches dans le milieu scolaire pour organiser leur propre stage.

Le refus d'un placement de la part d'un stagiaire (pendant la période réglementaire d'abandon du stage) enclenche une procédure d'annulation du stage et entraîne une prolongation de la durée du programme (une session supplémentaire).

	<p><u>Le refus d'un placement de la part d'un stagiaire (en dehors de la période réglementaire d'abandon du stage) entraîne une note de NC ou W et une prolongation de la durée du programme (une session supplémentaire). (voir note 3 Niveau académique et collation des grades).</u></p> <p><b><u>Stages et évaluation linguistique</u></b></p> <p><u>La réussite à l'examen DELF selon le seuil requis ou à un examen équivalent (voir Preuve acceptable de compétence linguistique équivalente au DELF niveau « B2 fort ») est une condition d'admission au programme de BED après l'obtention d'un premier diplôme (BEd/AD) et une condition d'admission aux stages pour les autres programmes (voir Évaluation linguistique).</u></p>
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CURRENT	PROPOSED
<p><b>[Faculté - English]</b></p> <p><b>Degree of Bachelor of Education</b></p> <p><b>Programs</b></p> <p>The four-year Education Program offered at Campus Saint-Jean allows students to develop the competencies necessary for teaching in French immersion and/or Francophone schools. Students also have the opportunity to take courses <b>with</b> a Community-Service Learning (CSL) component and this option can allow them to obtain a CSL certificate at the end of their program.</p>	<p><b>[Faculté - English]</b></p> <p><b>Degree of Bachelor of Education</b></p> <p><b>Programs</b></p> <p>The four-year Education Program offered at Campus Saint-Jean allows students to develop the competencies necessary for teaching in French immersion and/or Francophone schools. Students also have the opportunity to take <b>certain</b> courses <b>that offer</b> a Community-Service Learning (CSL) component and this option can allow them to obtain a CSL certificate at the end of their program.</p>

- I. Elementary

Faculté Saint-Jean Tableau 2 **Élémentaire**

Exigences du programme BEd **Élémentaire**

**Année 1**

- ~~EDU F 200 – Introduction à la pratique de l'enseignement~~
- EDU F 211 – Théories d'acquisition d'une langue première et d'une langue seconde
- EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion
- ★3 Anglais
- ★6 Français (voir note 1)
- ★3 Mathématiques ou statistiques (voir note 2)
- ★3 Sciences
- ★3 Sciences sociales
- ~~★3 Option libre~~
- 

**Année 2**

- ~~EDU F 235 – École et société~~
- ~~EDU F 244 – Fondements et théories de l'apprentissage scolaire~~
- ~~EDU M 232 – Introduction aux stratégies d'enseignement~~
- ~~EDU P 242 – Introduction au développement de l'enfant~~
- ★9 Mineure
- ★6 Option en Éducation
- ★3 Option libre

**Année 3**

- ~~EDU F 238 – Histoire de la pensée en éducation~~
- ~~EDU M 341 – Les technologies de l'information et de la communication~~
- ~~EDU M 343 – Littératie maternelle à 3e année~~
- ~~EDU M 344 – Littératie 4e à 6e année~~
- EDU P 342 - Évaluation des apprentissages
- ~~FRANC 236 – Pratique de la dissertation~~
- ★6 Mineure
- ~~★3 Option en Éducation~~

- I. Elementary

Faculté Saint-Jean Tableau 2 **Primaire**

Exigences du programme BEd **Primaire**

**Année 1**

- ~~EDU F 235 - École et société~~
- EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion
- ~~EDU F 245 - Histoire et fondements de l'apprentissage scolaire~~
- ~~EDU P 242 - Introduction au développement de l'enfant~~
- ★3 Anglais
- ★6 Français (voir note 1)
- ★3 Mathématiques (MATHQ 160 est recommandé)
- ★3 Sciences
- ★3 Sciences sociales

**Année 2**

- ~~EDU M 332 - Théories de l'apprentissage des langues et approche intégrée~~
- ~~EDU M 345 - Littératie au préscolaire et au premier cycle du primaire~~
- ~~EDU F 212 - Éducation autochtone: un engagement professionnel et personnel~~
- ~~EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage~~
- ~~EDU S 201 - Introduction à l'enseignement et stage d'orientation~~
- ★6 Mineure
- ★3 Option en Éducation
- ★3 Option libre

**Année 3**

- ~~EDU M 346 - Littératie au deuxième cycle du primaire~~
- ~~EDU M 412 - Enseignement des mathématiques au primaire~~
- ~~EDU M 413 - Enseignement des sciences au primaire~~
- EDU P 342 - Évaluation des apprentissages
- ~~EDU P 436 - Gestion de classe et dynamique relationnelle~~
- ~~EDU S 420 - Stage d'initiation : niveau primaire~~
- ~~LINGQ 200 - Introduction à l'étude du langage~~
- ★3 Mineure
- ★3 Option libre



- ★3 Option libre

#### Année 4

- EDU F 434 – L'enseignant professionnel
- EDU M 412 – Didactique des mathématiques au niveau élémentaire
- EDU M 413 – Didactiques des sciences au niveau élémentaire
- EDU M 414 - Didactiques des études sociales à l'élémentaire
- EDU P 433 – La communication et la gestion en salle de classe
- EDU P 442 – Inclusion scolaire et modèles d'intervention
- EDU S 420 – Enseignement pratique: niveau élémentaire
- EDU S 421 - Enseignement pratique: niveau élémentaire

#### Notes

<sup>1</sup> Cours déterminé selon le résultat obtenu au test de placement par évaluation initiale. Voir [Language test](#). Veuillez consulter le conseiller d'étude de la Faculté Saint-Jean.

<sup>2</sup> MATHQ 160 est recommandé.

- II. Secondary

#### BEd secondaire

##### Exigences du programme BEd Secondaire

#### Année 1

EDU F 200 – Introduction à la pratique de l'enseignement

EDU F 211 – Théories d'acquisition d'une langue première et d'une langue seconde

EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion

★6 Français

★15 dans la majeure ou la mineure

#### Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement

EDU M 341 - Les technologies de l'information et de la communication

EDU M 414 - Didactiques des études sociales au primaire

EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement

EDU S 421 - Stage de responsabilisation : niveau primaire

★6 Mineure

★6 Option libre

#### Notes

<sup>1</sup> Cours déterminé selon le résultat obtenu au test de placement par évaluation initiale. Voir [Language test](#). Veuillez consulter le conseiller d'étude de la Faculté Saint-Jean.

- II. Secondary

#### BEd secondaire

##### Exigences du programme BEd Secondaire

#### Année 1

EDU F 235 - École et société

EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion

EDU P 243 - Introduction au développement de l'adolescent

★6 Français

★12 dans la majeure ou la mineure

★3 Option libre

#### Année 2

EDU F 212 - Éducation autochtone: un engagement professionnel et personnel

EDU F 245 - Histoire et fondements de l'apprentissage

<p><b>Année 2</b>  EDU F 235 – École et société  EDU F 238 – Histoire de la pensée en éducation  EDU F 244 – Fondements et théories de l'apprentissage scolaire  EDU M 232 – Introduction aux stratégies d'enseignement  EDU P 243 – Introduction au développement de l'adolescent  ★15 dans la majeure ou la mineure</p> <p><b>Année 3</b>  EDU M 341 – Les technologies de l'information et de la communication  EDU P 342 - Évaluation des apprentissages  FRANC 236 – Pratique de la dissertation  ★18 dans la majeure ou la mineure  ★3 Option libre</p> <p><b>Année 4</b>  EDU F 434 – L'enseignant professionnel  EDU P 433 – La communication et la gestion en salle de classe  EDU P 442 – Inclusion scolaire et modèles d'intervention  EDU S 470 – Enseignement pratique: niveau secondaire  EDU S 471 - Enseignement pratique: niveau secondaire  ★3 EDU M dans la mineure  ★6 EDU M dans la majeure</p>	<p><u>scolaire</u>  EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage  EDU S 201- Introduction à l'enseignement et stage d'orientation  LINGQ 200 - Introduction à l'étude du langage  ★9 dans la majeure ou la mineure</p> <p><b>Année 3</b>  EDU P 342 - Évaluation des apprentissages  EDU P 436 - Gestion de classe et dynamique relationnelle  EDU S 470 - Stage d'initiation : niveau secondaire  ★6 EDU M dans la majeure ou la mineure  ★9 dans la majeure ou la mineure  ★3 Option libre</p> <p><b>Année 4</b>  EDU F 435 - Cadre légal et professionnel de l'enseignement  EDU M 341 - Les technologies de l'information et de la communication  EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement  EDU S 471 - Stage de responsabilisation : niveau secondaire  ★3 EDU M dans la majeure ou la mineure  ★9 dans la majeure ou la mineure  ★3 Option libre</p>
<p>[Faculté - Français]</p> <p>Baccalauréat en Éducation</p>	<p>[Faculté - Français]</p> <p>Baccalauréat en Éducation</p>

## Programmes

Le programme en éducation de quatre ans offert au Campus Saint Jean permet aux étudiants de développer les compétences requises pour enseigner dans les écoles en milieu d'immersion française et/ou en milieu francophone. Les étudiants ont aussi la possibilité de suivre **des** cours **avec** une composante portant sur «Community Service-Learning (CSL)». Cette option peut leur permettre d'obtenir un certificat en CSL à la fin de leur programme.

### I. **Élémentaire**

#### **BEd élémentaire**

#### **Exigences du programme BEd **Élémentaire****

#### **Année 1**

**EDU F 200 – Introduction à la pratique de l'enseignement**

**EDU F 211 – Théories d'acquisition d'une langue première et d'une langue seconde**

**EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion**

★3 Anglais

★6 Français (voir note 1)

★3 Mathématiques **ou statistiques (voir note 2)**

★3 Sciences

★3 Sciences sociales

★3 Option libre

#### **Année 2**

**EDU F 235 – École et société**

**EDU F 244 – Fondements et théories de l'apprentissage scolaire**

**EDU M 232 – Introduction aux stratégies d'enseignement**

**EDU P 242 – Introduction au développement de l'enfant**

★9 Mineure

★6 Option en Éducation

★3 Option libre

#### **Année 3**

**EDU F 238 – Histoire de la pensée en éducation**

**EDU M 341 – Les technologies de l'information et de la communication**

## Programmes

Le programme en éducation de quatre ans offert au Campus Saint Jean permet aux étudiants de développer les compétences requises pour enseigner dans les écoles en milieu d'immersion française et/ou en milieu francophone. Les étudiants ont aussi la possibilité de suivre **certain**s cours **offrant** une composante «Community Service-Learning (CSL)». Cette option peut leur permettre d'obtenir un certificat en CSL à la fin de leur programme.

### I. **Primaire**

#### **BEd Primaire**

#### **Exigences du programme BEd **Primaire****

#### **Année 1**

**EDU F 235 - École et société**

**EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion**

**EDU F 245 - Histoire et fondements de l'apprentissage scolaire**

**EDU P 242 - Introduction au développement de l'enfant**

★3 Anglais

★6 Français (voir note 1)

★3 Mathématiques **(MATHQ 160 est recommandé)**

★3 Sciences

★3 Sciences sociales

#### **Année 2**

**EDU M 332 - Théories de l'apprentissage des langues et approche intégrée**

**EDU M 345 - Littératie au préscolaire et au premier cycle du primaire**

**EDU F 212 - Éducation autochtone: un engagement professionnel et personnel**

**EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage**

**EDU S 201 - Introduction à l'enseignement et stage d'orientation**

★6 Mineure

★3 Option en Éducation

★3 Option libre

#### **Année 3**

**EDU M 346 - Littératie au deuxième cycle du primaire**

**EDU M 412 - Enseignement des mathématiques au primaire**

**EDU M 413 - Enseignement des sciences au primaire**

EDU M 343 – Littérature maternelle à 3e année

EDU M 344 – Littérature 4e à 6e année

EDU P 342 - Évaluation des apprentissages

FRANC 322 – Pratique de la dissertation

★6 Mineure

★3 Option en Éducation

★3 Option libre

#### Année 4

EDU F 434 – L'enseignant professionnel

EDU M 412 – Didactique des mathématiques au niveau élémentaire

EDU M 413 – Didactiques des sciences au niveau élémentaire

EDU M 414 - Didactiques des études sociales à l'élémentaire

EDU P 433 – La communication et la gestion en salle de classe

EDU P 442 – Inclusion scolaire et modèles d'intervention

EDU S 420 – Enseignement pratique: niveau élémentaire

EDU S 421 – Enseignement pratique: niveau élémentaire

#### Notes

<sup>1</sup> Cours déterminé selon le résultat obtenu au test de placement par évaluation initiale. Voir [Language test](#). Veuillez consulter le conseiller d'étude de la Faculté Saint-Jean.

<sup>2</sup> MATHQ 160 est recommandé.

## II. Secondaire

### BEd secondaire

#### Exigences du programme BEd Secondaire

#### Année 1

EDU F 200 – Introduction à la pratique de l'enseignement

EDU F 211 – Théories d'acquisition d'une langue première et d'une langue seconde

EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion

★6 Français

★4.5 dans la majeure ou la mineure

#### Année 2

EDU P 342 - Évaluation des apprentissages

EDU P 436 - Gestion de classe et dynamique relationnelle

EDU S 420 - Stage d'initiation : niveau primaire

LINGQ 200 - Introduction à l'étude du langage

★3 Mineure

★3 Option libre

#### Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement

EDU M 341 - Les technologies de l'information et de la communication

EDU M 414 - Didactiques des études sociales au primaire

EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement

EDU S 421 - Stage de responsabilisation : niveau primaire

★6 Mineure

★6 Option libre

#### Notes

<sup>1</sup> Cours déterminé selon le résultat obtenu au test de placement par évaluation initiale. Voir [Language test](#). Veuillez consulter le conseiller d'étude de la Faculté Saint-Jean.

## II. Secondaire

### BEd secondaire

#### Exigences du programme BEd Secondaire

#### Année 1

EDU F 235 - École et société

EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion

EDU P 243 - Introduction au développement de l'adolescent

★6 Français

★1.2 dans la majeure ou la mineure

★3 Option libre

#### Année 2

EDU F 212 - Éducation autochtone: un engagement professionnel et personnel

EDU F 235 – École et société  
EDU F 238 – Histoire de la pensée en éducation  
EDU F 244 – Fondements et théories de l'apprentissage scolaire  
EDU M 232 – Introduction aux stratégies d'enseignement  
EDU P 243 – Introduction au développement de l'adolescent  
★15 dans la majeure ou la mineure

### Année 3

EDU M 341 – Les technologies de l'information et de la communication  
EDU P 342 – Évaluation des apprentissages  
FRANC 236 – Pratique de la dissertation  
★18 dans la majeure ou la mineure  
★3 Option libre

### Année 4

EDU F 434 – L'enseignant professionnel  
EDU P 433 – La communication et la gestion en salle de classe  
EDU P 442 – Inclusion scolaire et modèles d'intervention  
EDU S 470 – Enseignement pratique: niveau secondaire  
EDU S 471 – Enseignement pratique: niveau secondaire  
★3 EDU M dans la mineure  
★6 EDU M dans la majeure

### Niveau académique

1. Pour avoir le titre de BEd, l'étudiant devra maintenir une moyenne minimale de 2,0 dans les ★120 comptant au programme.
2. Un étudiant qui a reçu une note de «W» ou «NC» dans un des stages (EDU F 200; EDU S 420, EDU S 421, EDU S 470, EDU S 471) a la permission de s'inscrire de nouveau dans ce cours, sujet à (3) et (4).
3. Un étudiant ne peut obtenir qu'une seule note de «W» ou «NC» dans l'ensemble des cours des stages. Un étudiant qui obtient une note «W» ou «NC» dans un second cours des stages pratiques doit se retirer du programme en Éducation de la Faculté Saint-Jean.
4. Un étudiant qui obtient une note de «W» ou «NC»

EDU F 245 - Histoire et fondements de l'apprentissage scolaire  
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  
EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage  
EDU S 201- Introduction à l'enseignement et stage d'orientation  
LINGQ 200 - Introduction à l'étude du langage  
★9 dans la majeure ou la mineure

### Année 3

EDU P 342 - Évaluation des apprentissages  
EDU P 436 - Gestion de classe et dynamique relationnelle  
EDU S 470 - Stage d'initiation : niveau secondaire  
★6 EDU M dans la majeure ou la mineure  
★9 dans la majeure ou la mineure  
★3 Option libre

### Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement  
EDU M 341 - Les technologies de l'information et de la communication  
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement  
EDU S 471 - Stage de responsabilisation niveau secondaire  
★3 EDU M dans la majeure ou la mineure  
★9 dans la majeure ou la mineure  
★3 Option libre

### Niveau académique

1. Pour avoir le titre de BEd, l'étudiant devra maintenir une moyenne minimale de 2,0 dans les ★120 comptant au programme.
2. Un étudiant qui a reçu une note de «W» ou «NC» dans un des stages (EDU S 201; EDU S 420, EDU S 421, EDU S 470, EDU S 471) a la permission de s'inscrire de nouveau dans ce cours, sujet à (3) et (4).
3. Un étudiant ne peut obtenir qu'une seule note de «W» ou «NC» dans l'ensemble des cours des stages. Un étudiant qui obtient une note «W» ou «NC» dans un second cours des stages pratiques doit se retirer du programme en Éducation de la Faculté Saint-Jean.
4. Un étudiant qui obtient une note de «W» ou «NC»

dans le stage I ou II doit avoir la permission du responsable de la section Éducation et du Vice-Doyen aux affaires académiques avant de se réinscrire dans ce cours.

5. Un étudiant en période probatoire pour des raisons académiques ne peut pas s'inscrire aux stages I et II.

dans le stage I ou II doit avoir la permission du responsable de la section Éducation et du Vice-Doyen aux affaires académiques avant de se réinscrire dans ce cours.

5. Un étudiant en période probatoire pour des raisons académiques ne peut pas s'inscrire aux stages I et II.

CURRENT	PROPOSED
<p><b>[Faculté - English]</b></p> <p><b>Degree of Bachelor of Education</b> II. Secondary ...</p> <p><b>BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</b> ...</p> <p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <del>HISTE 121 - Histoire des mondes connectés: 1500-1815</del></li> <li>● <del>HISTE 122 - Histoire des mondes connectés depuis 1815</del></li> <li>● HISTE 260 - Introduction à l'étude de l'histoire du Canada de 1713 à 1867</li> <li>● HISTE 261 - Introduction à l'étude de l'histoire du Canada de 1867 à nos jours</li> <li>● <del>SC PO 101 - Introduction au gouvernement</del></li> <li>● SC PO 102 - Introduction à la politique</li> <li>● <del>★6 parmi: ANTHE, ECONE, ETCAN, ET RE, HISTE, PHILE, SC PO, SCSOC, SOCIE.</del></li> <li>★9 parmi: <ul style="list-style-type: none"> <li>● <del>ECONE 101 - Introduction à la micro-économie</del></li> <li>● <del>ETCAN 330 - Les francophonies canadiennes et acadiennes I: perspectives historiques et culturelles</del></li> <li>● <del>ETCAN 332 - Les francophonies canadiennes et acadiennes II: perspectives idéologiques et politiques.</del></li> <li>● <del>ETCAN 360 - La question nationale au Canada</del></li> <li>● <del>SC PO 261 - Relations internationales I</del></li> <li>● <del>SCSOC 312</del></li> </ul> </li> </ul>	<p><b>[Faculté - English]</b></p> <p><b>Degree of Bachelor of Education</b> II. Secondary ...</p> <p><b>BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</b> ...</p> <p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <u>ET CAN 101 - Étude du Canada</u></li> <li>● <u>SOCIE 100 - Introduction à la sociologie</u></li> <li>● <u>SOCIE 368 - Sociologie des minorités</u></li> <li>● <u>ETCAN 360 - La question nationale au Canada</u></li> <li>● <u>SOCIE 364/SC PO 364 - Mondialisation et développement</u></li> <li>● HISTE 260 - Introduction à l'étude de l'histoire du Canada de 1713 à 1867</li> <li>● HISTE 261 - Introduction à l'étude de l'histoire du Canada de 1867 à nos jours</li> <li>● SC PO 102 - Introduction à la politique</li> <li>★9 parmi: <ul style="list-style-type: none"> <li>● <u>NS 200 - Indigenous Canada: Looking Forward/Looking Back</u></li> <li>● <u>NS 260 - Contemporary Indigenous Art</u></li> <li>● <u>ANTHE, ECONE, ETCAN, ET RE, HISTE, PHILE, SC PO, SC SOC, SOCIE</u></li> </ul> </li> </ul>

<p><b>Français</b></p> <ul style="list-style-type: none"> <li>● FRANC 226 - Maîtrise du français</li> <li>● LITT 228 - Lire le texte littéraire</li> <li>● LITT 135 - Survol de la littérature d'expression française</li> <li>● FRANC 236 - Pratique de la dissertation</li> <li>● ★6 Français langue <u>parmi FRANC</u> de niveau 300 et/ou 400</li> <li>● ★6 en littérature <u>parmi Francophonies (voir Classification des cours)</u> de niveau 300 et/ou 400</li> <li>● ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf <u>FRANC 116, FRANC 117</u>); LINGQ</li> </ul>	<p><b>Français</b></p> <p>FRANC 226 - Maîtrise du français  LITT 228 - Lire le texte littéraire  LITT 135 - Survol de la littérature d'expression française  FRANC 236 - Pratique de la dissertation  ★6 Français langue de niveau 300 et/ou 400  ★6 en littérature de niveau 300 et/ou 400  ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf FRANC 116, FRANC 117); LINGQ</p>
<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>● <del>MATHQ 100 - Calcul élémentaire I</del> <b>OU</b></li> <li>● MATHQ 115 - Calcul élémentaire II</li> <li>● MATHQ 125 - Algèbre linéaire I</li> <li>● <del>MATHQ 222</del></li> <li>● <del>MATHQ 228</del></li> <li>● MATHQ 241 - Géométrie</li> <li>● STATQ 151 - Introduction à la statistique appliquée I <b>OU</b></li> <li>● <del>SCI 151 - InSciTE: Scientific Inquiry and Data Analysis</del></li> </ul> <p>★12 parmi MATHQ, PHYSQ, <del>STATQ</del>, INFOR</p>	<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>● <u>MATHQ 114 - Calcul élémentaire I</u></li> <li>● MATHQ 115 - Calcul élémentaire II</li> <li>● MATHQ 125 - Algèbre linéaire I</li> <li>● <u>MATHQ 214 - Calcul intermédiaire I</u></li> <li>● <u>MATHQ 215 - Calcul intermédiaire II</u></li> <li>● MATHQ 241 - Géométrie</li> <li>● <u>MATHQ 334 - Introduction aux équations différentielles</u></li> <li>● STATQ 151 - Introduction à la statistique appliquée I</li> </ul> <p>★9 parmi MATHQ, <u>MATH</u>, PHYSQ, INFOR</p>
<p><b>Musique</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 124 - Musique appliquée</li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● MUSIQ 310 - Formation musicale III</li> <li>● MUSIQ 315 - Introduction à l'art de diriger</li> <li>● MUSIC 141 - Instrumental Ensemble</li> <li>● MUSIC 213 - Woodwind Techniques</li> <li>● MUSIC 214 - Brass Techniques</li> <li>● <del>MUSIC 230 - Choral Techniques and Pedagogy</del></li> </ul> <p>★6 MUSIQ <b>OU</b> MUSIC</p>	<p><b>Musique</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 124 - Musique appliquée <b>ou</b> <u>MUSIQ 140 - Ensemble choral</u></li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● MUSIQ 310 - Formation musicale III</li> <li>● MUSIQ 315 - Introduction à l'art de diriger</li> <li>● MUSIC 141 - Instrumental Ensemble</li> <li>● MUSIC 213 - Woodwind Techniques</li> <li>● MUSIC 214 - Brass Techniques</li> <li>● <u>MUSIC 215 - Percussion Techniques</u></li> </ul> <p>★6 MUSIQ <b>OU</b> MUSIC</p>

<p><b>Sciences générales</b></p> <ul style="list-style-type: none"> <li>● ★6 BIOLE</li> <li>● ★6 CHIM</li> <li>● ★6 MATHQ ou STATQ (maximum ★8 STATQ)</li> <li>● ★6 PHYSQ</li> <li>● ★0 parmi BIOLE, MATHQ, CHIM ou PHYSQ à un niveau 200, 300 ou 400</li> </ul>	<p><b>Sciences générales</b></p> <ul style="list-style-type: none"> <li>● <u>BIOLE 107 - Introduction à la biologie cellulaire</u></li> <li>● <u>BIOLE 108 - Introduction à la diversité biologique</u></li> <li>● <u>CHIM 101 - Introduction à la chimie I</u></li> <li>● <u>CHIM 102 - Introduction à la chimie II</u></li> <li>● <u>MATHQ 114 - Calcul élémentaire I</u></li> <li>● <u>MATHQ 115 - Calcul élémentaire II ou MATHQ 125 - Algèbre linéaire ou MATHQ 241 - Géométrie</u></li> <li>● <u>STATQ 151 - Introduction à la statistique appliquée</u></li> <li>● <u>PHYSQ 124 - Particules et ondes</u></li> <li>● <u>PHYSQ 126 - Fluides, champs et radiations</u></li> </ul> <p>★6 parmi BIOLE, CHIM, MATHQ, et PHYSQ</p>
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<p>[Faculté - Français]</p> <p><b>Baccalauréat en Éducation</b> Programmes II. Secondaire ...</p>	<p>[Faculté - Français]</p> <p><b>Baccalauréat en Éducation</b> Programmes II. Secondaire ...</p>
<p><b>BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</b></p> <p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <del>HISTE 121 - Histoire des mondes connectés: 1500-1815</del></li> <li>● <del>HISTE 122 - Histoire des mondes connectés depuis 1815</del></li> <li>● HISTE 260 - Introduction à l'étude de l'histoire du Canada de 1713 à 1867</li> <li>● HISTE 261 - Introduction à l'étude de l'histoire du Canada de 1867 à nos jours</li> <li>● <del>SC PO 101 - Introduction au gouvernement</del></li> <li>● SC PO 102 - Introduction à la politique</li> <li>● ★6 parmi: <del>ANTHE, ECONE, ETCAN, ET RE, HISTE, PHILE, SC PO, SCSOC, SOCIE</del></li> </ul> <p>★9 parmi:</p> <ul style="list-style-type: none"> <li>● <del>ECONE 101 - Introduction à la micro économie</del></li> <li>● <del>ETCAN 330 - Les francophonies canadiennes et acadiennes I: perspectives historiques et culturelles</del></li> <li>● <del>ETCAN 332 - Les francophonies canadiennes et acadiennes II: perspectives idéologiques et politiques</del></li> <li>● <del>ETCAN 360 - La question nationale au Canada</del></li> </ul>	<p><b>BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</b></p> <p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <u>ET CAN 101 - Étude du Canada</u></li> <li>● <u>SOCIE 100 - Introduction à la sociologie</u></li> <li>● <u>SOCIE 368 - Études des minorités et des groupes ethniques</u></li> <li>● <u>ETCAN 360 - La question nationale au Canada</u></li> <li>● <u>SOCIE 364/SC PO 364 - Mondialisation et développement</u></li> <li>● HISTE 260 - Introduction à l'étude de l'histoire du Canada de 1713 à 1867</li> <li>● HISTE 261 - Introduction à l'étude de l'histoire du Canada de 1867 à nos jours</li> <li>● SC PO 102 - Introduction à la politique</li> </ul> <p>★9 parmi:</p> <ul style="list-style-type: none"> <li>● <u>NS 200 - Indigenous Canada: Looking Forward/Looking Back</u></li> <li>● <u>NS 260 - Contemporary Indigenous Art</u></li> <li>● <u>ANTHE, ECONE, ETCAN, ET RE, HISTE, PHILE, SC PO, SC SOC, SOCIE</u></li> </ul>



<ul style="list-style-type: none"><li>● <del>SC PO 261 Relations internationales I</del></li></ul> <p><del>SCSOC 312</del></p>	
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<p><b>Français</b></p> <ul style="list-style-type: none"> <li>● FRANC 226 - Maîtrise du français</li> <li>● LITT 228 - Lire le texte littéraire</li> <li>● LITT 135 - Survol de la littérature d'expression française</li> <li>● FRANC 236 - Pratique de la dissertation</li> <li>● ★6 Français langue <u>parmi FRANC</u> de niveau 300 et/ou 400</li> <li>● ★6 en littérature <u>parmi Francophonies (voir Classification des cours)</u> de niveau 300 et/ou 400</li> <li>● ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf <u>FRANC 116, FRANC 117</u>); LINGQ</li> </ul>	<p><b>Français</b></p> <p>FRANC 226 - Maîtrise du français  LITT 228 - Lire le texte littéraire  LITT 135 - Survol de la littérature d'expression française  FRANC 236 - Pratique de la dissertation  ★6 Français langue de niveau 300 et/ou 400  ★6 en littérature de niveau 300 et/ou 400  ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf FRANC 116, FRANC 117); LINGQ</p>
<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>● <del>MATHQ 100 - Calcul élémentaire I</del> <u>OU</u></li> <li>● MATHQ 115 - Calcul élémentaire II</li> <li>● MATHQ 125 - Algèbre linéaire I</li> <li>● <del>MATHQ 222</del></li> <li>● <del>MATHQ 228</del></li> <li>● MATHQ 241 - Géométrie</li> <li>● STATQ 151 - Introduction à la statistique appliquée I <u>OU</u></li> <li>● <del>SCI 151 - InSciTE: Scientific Inquiry and Data Analysis</del></li> </ul> <p>★12 parmi MATHQ, PHYSQ, <del>STATQ</del>, INFOR</p>	<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>● <u>MATHQ 114 - Calcul élémentaire I</u></li> <li>● MATHQ 115 - Calcul élémentaire II</li> <li>● MATHQ 125 - Algèbre linéaire I</li> <li>● <u>MATHQ 214 - Calcul intermédiaire I</u></li> <li>● <u>MATHQ 215 - Calcul intermédiaire II</u></li> <li>● MATHQ 241 - Géométrie</li> <li>● <u>MATHQ 334 - Introduction aux équations différentielles</u></li> <li>● STATQ 151 - Introduction à la statistique appliquée I</li> </ul> <p>★9 parmi MATHQ, <u>MATH</u>, PHYSQ, INFOR</p>
<p><b>Musique</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 124 - Musique appliquée</li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● MUSIQ 310 - Formation musicale III</li> <li>● MUSIQ 315 - Introduction à l'art de diriger</li> <li>● MUSIC 141 - Instrumental Ensemble</li> <li>● MUSIC 213 - Woodwind Techniques</li> <li>● MUSIC 214 - Brass Techniques</li> <li>● <del>MUSIC 230 - Choral Techniques and Pedagogy</del></li> </ul> <p>★6 MUSIQ <u>OU</u> MUSIC</p>	<p><b>Musique</b></p> <ul style="list-style-type: none"> <li>● <u>MUSIQ 124 - Musique appliquée ou MUSIQ 140 - Ensemble choral</u></li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● MUSIQ 310 - Formation musicale III</li> <li>● MUSIQ 315 - Introduction à l'art de diriger</li> <li>● MUSIC 141 - Instrumental Ensemble</li> <li>● MUSIC 213 - Woodwind Techniques</li> <li>● MUSIC 214 - Brass Techniques</li> <li>● <u>MUSIC 215 - Percussion Techniques</u></li> </ul> <p>★6 MUSIQ <u>OU</u> MUSIC</p>

<p><b>Sciences générales</b></p> <ul style="list-style-type: none"> <li>● ★6 BIOLE</li> <li>● ★6 CHIM</li> <li>● ★6 MATHQ ou STATQ (maximum ★8 STATQ)</li> <li>● ★6 PHYSQ</li> <li>● ★9 parmi BIOLE, MATHQ, CHIM ou PHYSQ à un niveau 200, 300 ou 400</li> </ul>	<p><b>Sciences générales</b></p> <ul style="list-style-type: none"> <li>● BIOLE 107 - Introduction à la biologie cellulaire</li> <li>● BIOLE 108 - Introduction à la diversité biologique</li> <li>● CHIM 101 - Introduction à la chimie I</li> <li>● CHIM 102 - Introduction à la chimie II</li> <li>● MATHQ 114 - Calcul élémentaire I</li> <li>● MATHQ 115 - Calcul élémentaire II ou MATHQ 125 - Algèbre linéaire ou MATHQ 241 - Géométrie</li> <li>● STATQ 151 - Introduction à la statistique appliquée</li> <li>● PHYSQ 124 - Particules et ondes</li> <li>● PHYSQ 126 - Fluides, champs et radiations</li> </ul> <p>★6 parmi BIOLE, CHIM, MATHQ, et PHYSQ au niveau 200, 300 et 400</p>
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CURRENT	PROPOSED
<p>[Faculté - English]</p> <p><b>Degree of Bachelor of Education</b> II. Secondary ...</p> <p><b>BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</b> ...</p> <p><b>Anglais</b></p> <ul style="list-style-type: none"> <li>● ★6 ANGL ou ENGL à un niveau senior</li> <li>● ★3 ANGL ou ENGL à un niveau 300 ou 400</li> <li>● <del>EDU M 362 - Didactiques de l'anglais au niveau secondaire (Didactiques de l'anglais au niveau secondaire) est obligatoire mais ne peut pas être compté dans la mineure.</del></li> </ul> <p>★6 parmi:</p> <ul style="list-style-type: none"> <li>● ANGL 111</li> <li>● ANGL 113</li> <li>● ANGL 122 - Texts and Contexts</li> <li>● ANGL 126 - Exploring Writing Studies</li> </ul>	<p>[Faculté - English]</p> <p><b>Degree of Bachelor of Education</b> II. Secondary ...</p> <p><b>BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</b> ...</p> <p><b>Anglais</b></p> <ul style="list-style-type: none"> <li>● ★6 ANGL ou ENGL à un niveau senior</li> <li>● ★3 ANGL ou ENGL à un niveau 300 ou 400</li> </ul> <p>★6 parmi:</p> <ul style="list-style-type: none"> <li>● ANGL 122 - Texts and Contexts</li> <li>● ANGL 123 – Language, Literature and Culture</li> <li>● ANGL 124 – English Literature in Global Perspective</li> <li>● ANGL 126 - Exploring Writing Studies</li> <li>● ANGL 227 Advanced Expository Writing and Communication</li> <li>● ANGL 328 Canadian Women's Narrative</li> <li>● ANGL 429 Canadian Cultural Narratives</li> <li>● ENGL 2XX</li> <li>● ENGL 3XX</li> <li>● ENGL 4XX</li> </ul>
<p><b>Art dramatique</b></p>	<p><b>Art dramatique</b></p>

<ul style="list-style-type: none"> <li>● ADRAM 101 - Introduction à l'art théâtral</li> <li>● ADRAM 103 - Les procédés dramatiques</li> <li>● ADRAM 201 - Survol historique du théâtre universel</li> <li>● ★6 ADRAM</li> </ul> <p>...</p>	<ul style="list-style-type: none"> <li>● ADRAM 101 - Introduction à l'art théâtral</li> <li>● ADRAM 103 - Les procédés dramatiques</li> <li>● ADRAM 201 - Survol historique du théâtre universel</li> <li>● ★6 ADRAM <u>parmi :</u>  <u>ADRAM 247 -- Voix et interprétation (co-siglé FRANC 310)</u>  <u>ADRAM 249 -- Créativité et jeu dramatique (co-siglé FRANC 249)</u>  <u>ADRAM 322-- Théâtre pour l'enfance et la jeunesse (co-siglé avec EDUM 360.)</u>  <u>ADRAM 350 -- Production vocale</u>  <u>ADRAM 384 -- Mise en scène</u>  <u>ADRAM 400 -- Choix de sujet (co-siglé FRANC 480)</u>  <u>ADRAM 484 -- Création</u></li> </ul> <p>...</p>
<p><b>Éducation physique</b></p> <ul style="list-style-type: none"> <li>● KIN 294 - A Conceptual Approach to Physical Activity</li> </ul> <p>★12 parmi les 5 catégories suivantes  (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> <li>● <del>DAC 197</del></li> <li>● DANCE 200 - The Spectrum of Dance in Society</li> <li>● DANCE 340 - Modern Dance</li> <li>● <del>HE ED 110 - Introduction to Personal Health and Well-Being</del> <del>OU</del></li> <li>● <del>HE ED 220</del></li> <li>● KIN 205 - Introduction to Outdoor Environmental Education</li> <li>● KIN 320 - Structure and Strategy of Games</li> <li>● KIN 365 - The Study of Gymnastics for Children and Youth</li> <li>● PAC 110 - Instruction of the Basics of Aquatics</li> <li>● PAC 111 - Instruction of the Basics of Basketball</li> <li>● PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>● PAC 117 - Instruction of the Basics of Rugby</li> <li>● PAC 118 - Instruction of the Basics of Soccer</li> <li>● PAC 135 - Instruction of the Basics of Tennis</li> <li>● PAC 137 - Instruction of the Basics of Volleyball</li> <li>● PAC 145 - Instruction of the Basics of Golf</li> <li>● PAC 154 - Instruction of the Basics of Wrestling</li> <li>● PAC 156 - Instruction of the Basics of Yoga</li> <li>● PAC 160 - Instruction of the Basics of Gymnastics</li> <li>● PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> </ul>	<p><b>Éducation physique</b></p> <ul style="list-style-type: none"> <li>● <u>EDU M 361 - Enseignement de l'éducation physique au niveau secondaire (★3)</u></li> <li>● KIN 294 - A Conceptual Approach to Physical Activity <u>(★3)</u></li> </ul> <p>★9 parmi les 5 catégories suivantes  (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> <li>● DANCE 200 - The Spectrum of Dance in Society</li> <li>● DANCE 340 - Modern Dance</li> <li>● HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>● KIN 205 - Introduction to Outdoor Environmental Education</li> <li>● KIN 320 - Structure and Strategy of Games</li> <li>● KIN 365 - The Study of Gymnastics for Children and Youth</li> <li>● PAC 110 - Instruction of the Basics of Aquatics</li> <li>● PAC 111 - Instruction of the Basics of Basketball</li> <li>● PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>● PAC 117 - Instruction of the Basics of Rugby</li> <li>● PAC 118 - Instruction of the Basics of Soccer</li> <li>● PAC 135 - Instruction of the Basics of Tennis</li> <li>● PAC 137 - Instruction of the Basics of Volleyball</li> <li>● PAC 145 - Instruction of the Basics of Golf</li> <li>● PAC 154 - Instruction of the Basics of Wrestling</li> <li>● PAC 156 - Instruction of the Basics of Yoga</li> <li>● PAC 160 - Instruction of the Basics of Gymnastics</li> <li>● PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> <li>● PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> </ul>

<ul style="list-style-type: none"> <li>● PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>● PAC 183 - Instruction of the Basics of Curling</li> <li>● <del>PAC 197 - Selected Topics in Physical Activity - Level I</del></li> <li>● <del>PAC 199 - Directed Studies</del></li> <li>● <del>PAC 310</del></li> <li>● <del>PAC 311 - Coaching Basketball</del></li> <li>● <del>PAC 314 - Coaching Ice Hockey</del></li> <li>● <del>PAC 337 - Coaching Volleyball</del></li> <li>● <del>PAC 356 - Yoga for Stress Management</del></li> </ul> <p>Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p>	<ul style="list-style-type: none"> <li>● PAC 183 - Instruction of the Basics of Curling</li> </ul> <p>Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p>
<p><b>Études professionnels et technologie</b> (No change)</p>	<p><b>Études professionnels et technologie</b> (No change)</p>
<p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <del>HISTE 121 - Histoire des mondes connectés: 1500-1815</del></li> <li>● HISTE 122 - Histoire des mondes connectés depuis 1815</li> <li>● <del>HISTE 260 - Introduction à l'étude de l'histoire du Canada de 1713 à 1867</del></li> <li>● <del>HISTE 261 - Introduction à l'étude de l'histoire du Canada de 1867 à nos jours</del></li> </ul> <p>★3 parmi</p> <ul style="list-style-type: none"> <li>● <del>ECONE 101 - Introduction à la micro-économie</del></li> <li>● <del>ETCAN 101 - Introduction à l'étude du Canada</del></li> <li>● <del>ETCAN 330 - Les francophonies canadiennes et acadiennes I: perspectives historiques et culturelles</del></li> <li>● <del>ETCAN 332 - Les francophonies canadiennes et acadiennes II: perspectives idéologiques et politiques.</del></li> <li>● ETCAN 360 - La question nationale au Canada</li> <li>● <del>MUSIQ 215 - La musique au Canada</del></li> <li>● SC PO 225 - Gouvernement du Canada</li> <li>● <del>SC PO 226 - Politique au Canada</del></li> <li>● <del>SCSOC 311</del></li> <li>● <del>SCSOC 312</del></li> <li>● <del>SOCIE 260 - Inégalité et stratification sociales</del></li> <li>● SOCIE 368 - Étude des minorités et des groupes ethniques</li> </ul>	<p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <del>ET CAN 101 - Étude du Canada</del></li> <li>● <del>SOCIE 100 - Introduction à la sociologie</del></li> <li>● HISTE 122 - Histoire des mondes connectés depuis 1815</li> <li>● <del>SC PO 102 - Introduction à la politique</del></li> </ul> <p>★3 parmi</p> <ul style="list-style-type: none"> <li>● <del>NS 200 - Indigenous Canada : Looking Forward/Looking Back</del></li> <li>● <del>NS 260 - Contemporary Indigenous Art</del></li> <li>● ETCAN 360 - La question nationale au Canada</li> <li>● <del>SOCIE 269 - Sociologie de la mondialisation</del></li> <li>● <del>SOCIE 364/SC PO 364 - Mondialisation et développement</del></li> <li>● <del>SC PO 101 - Introduction au gouvernement</del></li> <li>● SC PO 225 - Gouvernement du Canada</li> <li>● SOCIE 368 - Études des minorités et des groupes ethniques</li> <li>● <del>ECONE 323 - Économie internationale</del></li> <li>● <del>HISTE 261 - Introduction à l'histoire du Canada de 1867 à nos jours</del></li> </ul>
<p><b>Français</b> (No change)</p>	<p><b>Français</b> (No change)</p>

<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• <del>MATHQ 100 - Calcul élémentaire I OU 114</del></li> <li>• <del>OU MATHQ 113</del></li> <li>• <del>MATHQ 115</del></li> <li>• <del>MATHQ 241 - Géométrie</del></li> </ul> <p>★6 parmi:</p> <ul style="list-style-type: none"> <li>• <del>MATHQ 125</del></li> <li>• <del>MATH 228 - Algebra: Introduction to Ring Theory</del></li> <li>• <del>STATQ 151 - Introduction à la statistique appliquée I</del></li> <li>• <del>OU SCI 151</del></li> </ul>	<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• <del>MATHQ 114 - Calcul élémentaire I</del></li> <li>• <del>MATHQ 115 - Calcul élémentaire II</del></li> <li>• <del>MATHQ 125 - Algèbre linéaire I</del></li> <li>• <del>STATQ 151 - Introduction à la statistique appliquée</del></li> </ul> <p>★3 parmi:</p> <ul style="list-style-type: none"> <li>• <del>MATHQ 214 - Calcul intermédiaire I</del></li> <li>• <del>MATHQ 334 - Introduction aux équations différentielles</del></li> <li>• <del>MATHQ 241 - Géométrie</del></li> </ul>
<p><b>Musique</b> (No change)</p>	<p><b>Musique</b> (No change)</p>
<p><b>Sciences générales</b></p> <p>★3 <del>BIOLE</del></p> <p>★3 <del>CHIM</del></p> <p>★3 <del>PHYSQ</del></p> <p>★6 parmi: <del>BIOLE, CHIM, MATHQ ou PHYSQ ou STATQ</del> (maximum ★3 <del>STATQ</del>)</p>	<p><b>Sciences générales</b></p> <p>★3 au choix <del>BIOLE 107 - Introduction à la biologie cellulaire ou BIOLE 108 - Introduction à la diversité biologique</del></p> <p>★3 <del>CHIM 101 - Introduction à la chimie I</del></p> <p>★3 au choix <del>MATHQ 114 - Calcul élémentaire I ou MATHQ 125 Algèbre linéaire I</del></p> <p>★3 <del>STATQ 151 - Introduction à la statistique appliquée</del></p> <p>★3 <del>PHYSQ 124 - Particules et ondes</del></p>
<p><b>Sciences physiques</b> (No change)</p>	<p><b>Sciences physiques</b> (No change)</p>

<p><b>[Faculté - Français]</b></p> <p><b>Baccalauréat en Éducation</b> Programmes II. Secondaire ...</p>	<p><b>[Faculté - Français]</b></p> <p><b>Baccalauréat en Éducation</b> Programmes II. Secondaire ...</p>
<p><b>BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</b></p> <p><b>Anglais</b></p> <ul style="list-style-type: none"> <li>• ★6 ANGL ou ENGL à un niveau senior</li> <li>• ★3 ANGL ou ENGL à un niveau 300 ou 400</li> <li>• <del>EDU M 362 - Didactiques de l'anglais au niveau secondaire (Didactiques de l'anglais au niveau secondaire) est obligatoire mais ne peut pas être compté dans la mineure.</del></li> </ul> <p>★6 parmi:</p> <ul style="list-style-type: none"> <li>• <del>ANGL 111</del></li> <li>• <del>ANGL 113</del></li> <li>• ANGL 122 - Texts and Contexts</li> </ul>	<p><b>BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</b></p> <p><b>Anglais</b></p> <ul style="list-style-type: none"> <li>• ★6 ANGL ou ENGL à un niveau senior</li> <li>• ★3 ANGL ou ENGL à un niveau 300 ou 400</li> </ul> <p>★6 parmi:</p> <ul style="list-style-type: none"> <li>• ANGL 122 - Texts and Contexts</li> <li>• <del>ANGL 123 - Language, Literature and Culture</del></li> <li>• <del>ANGL 124 - English Literature in Global Perspective</del></li> <li>• ANGL 126 - Exploring Writing Studies</li> <li>• <del>ANGL 227 Advanced Expository Writing and Communication</del></li> <li>• <del>ANGL 328 Canadian Women's Narrative</del></li> </ul>

<ul style="list-style-type: none"> <li>• ANGL 126 - Exploring Writing Studies</li> </ul>	<ul style="list-style-type: none"> <li>• <u>ANGL 429 Canadian Cultural Narratives</u></li> <li>• <u>ENGL 2XX</u></li> <li>• <u>ENGL 3XX</u></li> <li>• <u>ENGL 4XX</u></li> </ul>
<p><b>Art dramatique</b></p> <ul style="list-style-type: none"> <li>• ADRAM 101 - Introduction à l'art théâtral</li> <li>• ADRAM 103 - Les procédés dramatiques</li> <li>• ADRAM 201 - Survol historique du théâtre universel</li> <li>• ★6 ADRAM</li> </ul>	<p><b>Art dramatique</b></p> <ul style="list-style-type: none"> <li>• ADRAM 101 - Introduction à l'art théâtral</li> <li>• ADRAM 103 - Les procédés dramatiques</li> <li>• ADRAM 201 - Survol historique du théâtre universel</li> <li>• ★6 ADRAM <u>parmi :</u>  <u>ADRAM 247 -- Voix et interprétation (co-siglé FRANC 310)</u>  <u>ADRAM 249 -- Créativité et jeu dramatique (co-siglé FRANC 249)</u>  <u>ADRAM 322-- Théâtre pour l'enfance et la jeunesse (co-siglé avec EDUM 360.)</u>  <u>ADRAM 350 -- Production vocale</u>  <u>ADRAM 384 -- Mise en scène</u>  <u>ADRAM 400 -- Choix de sujet (co-siglé FRANC 480)</u>  <u>ADRAM 484 – Création</u></li> </ul>
<p><b>Éducation physique</b></p> <ul style="list-style-type: none"> <li>• KIN 294 - A Conceptual Approach to Physical Activity</li> </ul> <p>★12 parmi les 5 catégories suivantes  (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> <li>• <del>DAC 197</del></li> <li>• DANCE 200 - The Spectrum of Dance in Society</li> <li>• DANCE 340 - Modern Dance</li> <li>• HE ED 110 - Introduction to Personal Health and Well-Being <del>OU</del></li> <li>• <del>HE ED 220</del></li> <li>• KIN 205 - Introduction to Outdoor Environmental Education</li> <li>• KIN 320 - Structure and Strategy of Games</li> <li>• KIN 365 - The Study of Gymnastics for Children and Youth</li> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 111 - Instruction of the Basics of Basketball</li> <li>• PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>• PAC 117 - Instruction of the Basics of Rugby</li> <li>• PAC 118 - Instruction of the Basics of Soccer</li> <li>• PAC 135 - Instruction of the Basics of Tennis</li> <li>• PAC 137 - Instruction of the Basics of Volleyball</li> <li>• PAC 145 - Instruction of the Basics of Golf</li> <li>• PAC 154 - Instruction of the Basics of Wrestling</li> <li>• PAC 156 - Instruction of the Basics of Yoga</li> <li>• PAC 160 - Instruction of the Basics of Gymnastics</li> </ul>	<p><b>Éducation physique</b></p> <ul style="list-style-type: none"> <li>• <u>EDU M 361 - Enseignement de l'éducation physique au niveau secondaire (★3)</u></li> <li>• KIN 294 - A Conceptual Approach to Physical Activity (★3)</li> </ul> <p>★9 parmi les 5 catégories suivantes  (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> <li>• DANCE 200 - The Spectrum of Dance in Society</li> <li>• DANCE 340 - Modern Dance</li> <li>• HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>• KIN 205 - Introduction to Outdoor Environmental Education</li> <li>• KIN 320 - Structure and Strategy of Games</li> <li>• KIN 365 - The Study of Gymnastics for Children and Youth</li> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 111 - Instruction of the Basics of Basketball</li> <li>• PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>• PAC 117 - Instruction of the Basics of Rugby</li> <li>• PAC 118 - Instruction of the Basics of Soccer</li> <li>• PAC 135 - Instruction of the Basics of Tennis</li> <li>• PAC 137 - Instruction of the Basics of Volleyball</li> <li>• PAC 145 - Instruction of the Basics of Golf</li> <li>• PAC 154 - Instruction of the Basics of Wrestling</li> <li>• PAC 156 - Instruction of the Basics of Yoga</li> <li>• PAC 160 - Instruction of the Basics of Gymnastics</li> </ul>

<ul style="list-style-type: none"> <li>● PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> <li>● PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>● PAC 183 - Instruction of the Basics of Curling</li> <li>● <del>PAC 197 - Selected Topics in Physical Activity - Level I</del></li> <li>● <del>PAC 199 - Directed Studies</del></li> <li>● <del>PAC 310</del></li> <li>● <del>PAC 311 - Coaching Basketball</del></li> <li>● <del>PAC 314 - Coaching Ice Hockey</del></li> <li>● <del>PAC 337 - Coaching Volleyball</del></li> <li>● <del>PAC 356 - Yoga for Stress Management</del></li> </ul> <p>Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p>	<ul style="list-style-type: none"> <li>● PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> <li>● PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>● PAC 183 - Instruction of the Basics of Curling</li> </ul> <p>Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p>
<p><b>Études professionnels et technologie</b> (No change)</p>	<p><b>Études professionnels et technologie</b> (No change)</p>
<p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <del>HISTE 121 - Histoire des mondes connectés: 1500-1815</del></li> <li>● HISTE 122 - Histoire des mondes connectés depuis 1815</li> <li>● <del>HISTE 260 - Introduction à l'étude de l'histoire du Canada de 1713 à 1867</del></li> <li>● <del>HISTE 261 - Introduction à l'étude de l'histoire du Canada de 1867 à nos jours</del></li> </ul> <p>★3 parmi</p> <ul style="list-style-type: none"> <li>● <del>ECONE 101 - Introduction à la micro-économie</del></li> <li>● <del>ETCAN 101 - Introduction à l'étude du Canada</del></li> <li>● <del>ETCAN 330 - Les francophonies canadiennes et acadiennes I : perspectives historiques et culturelles</del></li> <li>● <del>ETCAN 332 - Les francophonies canadiennes et acadiennes II: perspectives idéologiques et politiques</del></li> <li>● ETCAN 360 - La question nationale au Canada</li> <li>● <del>MUSIQ 215 - La musique au Canada</del></li> <li>● SC PO 225 - Gouvernement du Canada</li> <li>● <del>SC PO 226 - Politique au Canada</del></li> <li>● <del>SCSOC 311</del></li> <li>● <del>SCSOC 312</del></li> <li>● <del>SOCIE 260 - Inégalité et stratification sociales</del></li> <li>● SOCIE 368 - Étude des minorités et des groupes ethniques</li> </ul>	<p><b>Études sociales</b></p> <ul style="list-style-type: none"> <li>● <del>ET CAN 101 – Étude du Canada</del></li> <li>● <del>SOCIE 100 - Introduction à la sociologie</del></li> <li>● HISTE 122 - Histoire des mondes connectés depuis 1815</li> <li>● <del>SC PO 102 - Introduction à la politique</del></li> </ul> <p>★3 parmi</p> <ul style="list-style-type: none"> <li>● <del>NS 200 – Indigenous Canada : Looking Forward/Looking Back</del></li> <li>● <del>NS 260 – Contemporary Indigenous Art</del></li> <li>● ETCAN 360 - La question nationale au Canada</li> <li>● <del>SOCIE 269 – Sociologie de la mondialisation</del></li> <li>● <del>SC PO 101 – Introduction au gouvernement</del></li> <li>● <del>SC PO 225 - Gouvernement du Canada</del></li> <li>● SOCIE 368 – Étude des minorités et des groupes ethniques</li> <li>● <del>ECONE 323 - Économie internationale</del></li> <li>● <del>HISTE 261 – Introduction à l'histoire du Canada de 1867 à nos jour</del></li> </ul>
<p><b>Français</b> (No change)</p>	<p><b>Français</b> (No change)</p>



<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• MATHQ 100 - Calcul élémentaire I OU 114</li> <li>• OU MATHQ 113</li> <li>• MATHQ 115</li> <li>• MATHQ 241 - Géométrie</li> </ul> <p>★6 parmi:</p> <ul style="list-style-type: none"> <li>• MATHQ 125</li> <li>• MATH 228 - Algebra: Introduction to Ring Theory</li> <li>• STATQ 151 - Introduction à la statistique appliquée I</li> <li>• OU SCI 151</li> </ul>	<p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• MATHQ 114 - Calcul élémentaire I</li> <li>• MATHQ 115 - Calcul élémentaire II</li> <li>• MATHQ 125 - Algèbre linéaire I</li> <li>• STATQ 151 - Introduction à la statistique appliquée</li> </ul> <p>★3 parmi:</p> <ul style="list-style-type: none"> <li>• MATHQ 214 - Calcul intermédiaire I</li> <li>• MATHQ 334 - Introduction aux équations différentielles</li> <li>• MATHQ 241 - Géométrie</li> </ul>
<p><b>Musique</b> (No change)</p>	<p><b>Musique</b> (No change)</p>
<p><b>Sciences générales</b></p> <p>★3 BIOLE</p> <p>★3 CHIM</p> <p>★3 PHYSQ</p> <p>★6 parmi BIOLE, CHIM, MATHQ ou PHYSQ ou STATQ (maximum ★3 STATQ)</p>	<p><b>Sciences générales</b></p> <p>★3 au choix BIOLE 107 - Introduction à la biologie cellulaire ou BIOLE 108 - Introduction à la diversité biologique</p> <p>★3 CHIM 101 - Introduction à la chimie I</p> <p>★3 au choix MATHQ 114 - Calcul élémentaire I ou MATHQ 125 Algèbre linéaire I</p> <p>★3 STATQ 151 - Introduction à la statistique appliquée</p> <p>★3 PHYSQ 124 - Particules et ondes</p>
<p><b>Sciences physiques</b> (No change)</p>	<p><b>Sciences physiques</b> (No change)</p>

CURRENT	PROPOSED
<p>[Faculté - English]</p> <p><b>Degree of Bachelor of Education</b> I. Elementary ...</p> <p><b>Minors in Elementary Education</b> The BEd Elementary program offers a choice of <b>five</b> minors. Students must choose one of the following minor subject areas: Fine Arts, Humanities, <b>Inclusive Education</b>, Music Education and Physical Education.</p>	<p>[Faculté - English]</p> <p><b>Degree of Bachelor of Education</b> I. Elementary ...</p> <p><b>Minors in Elementary Education</b> The BEd Elementary program offers a choice of <b>four</b> minors. Students must choose one of the following minor subject areas: Fine Arts, Humanities, Music Education and Physical Education.</p>

**Fine Arts**

- ★9 chosen from ART DRAMATIQUE, MUSIQ
- ★6 chosen from
- EDU M 317 - **Initiation à la création artistique en milieu scolaire**
- EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année
- EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année
- EDU M 360 - L'art dramatique comme outil pédagogique

**Artistic Expression**

- ★9 chosen from ART DRAMATIQUE, MUSIQ
- ★6 chosen from
- EDU M 317 - **Initiation aux arts visuels**
- EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année
- EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année
- EDU M 360 - L'art dramatique comme outil pédagogique

<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>● EDU M 459 - Actualité et Média</li> <li>● <del>★12 chosen from Anthropologie, ETCAN, Histoire, Sciences Politiques, Sciences Sociales, Sociologie</del></li> </ul>	<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>● EDU M 459 - Actualité et Média</li> <li>● <u>ET CAN 101 - Étude du Canada</u></li> <li>● <u>SOCIE 100 - Introduction à la sociologie</u></li> <li>● <u>SC PO 305 - Pensée politique contemporaine</u></li> <li>● <u>★3 parmi NS 200, NS 260, ou tout autre cours dans les disciplines suivantes : Anthropologie, Histoire, Sciences politiques, Sciences sociales, Sociologie.</u></li> </ul>
<p><b>Inclusive Education</b></p> <ul style="list-style-type: none"> <li>● <del>EDU P 444 - Interventions auprès des élèves ayant de difficultés d'apprentissage</del></li> <li>● <del>EDU P 445 - Interventions auprès des élèves ayant des difficultés de comportement</del></li> <li>● <del>★0 chosen from</del></li> <li>● <del>EDU P 245 - Interactions sociales et communication</del></li> <li>● <del>Psychologie, Psychologie de l'éducation</del></li> </ul>	<p><b><u>DELETE</u></b></p>
<p><b>Music Education</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 103 - Apprendre la musique et apprendre par la musique</li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année</li> <li>● EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année</li> </ul>	<p><b>Music Education</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 103 - Apprendre la musique et apprendre par la musique</li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année</li> <li>● EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année</li> </ul>

<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• EDU M 315 - Enseignement de l'éducation physique au niveau élémentaire</li> <li>• ★ 12 chosen from DANCE, HE ED, KIN, KPLS, PAC</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• EDU M 315 - Enseignement de l'éducation physique au primaire</li> <li>• KIN 294 - A Conceptual Approach to Physical Activity ★9 parmi les cours suivants (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</li> <li>• DANCE 200 - The Spectrum of Dance in Society</li> <li>• DANCE 340 - Modern Dance</li> <li>• HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>• KIN 205 - Introduction to Outdoor Environmental Education</li> <li>• KIN 320 - Structure and Strategy of Games</li> <li>• KIN 365 - The Study of Gymnastics for Children and Youth</li> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 111 - Instruction of the Basics of Basketball</li> <li>• PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>• PAC 117 - Instruction of the Basics of Rugby</li> <li>• PAC 118 - Instruction of the Basics of Soccer</li> <li>• PAC 135 - Instruction of the Basics of Tennis</li> <li>• PAC 137 - Instruction of the Basics of Volleyball</li> <li>• PAC 145 - Instruction of the Basics of Golf</li> <li>• PAC 154 - Instruction of the Basics of Wrestling</li> <li>• PAC 156 - Instruction of the Basics of Yoga</li> <li>• PAC 160 - Instruction of the Basics of Gymnastics</li> <li>• PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> <li>• PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>• PAC 183 - Instruction of the Basics of Curling</li> </ul> <p>Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p>
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<p>[Faculté - Français]</p> <p><b>Baccalauréat en Éducation</b></p> <p>...</p> <p>Programmes</p> <p>I. <u>Élémentaire</u></p> <p><b>Spécialisation: Généraliste</b> <b>Mineures en éducation (élémentaire)</b></p>	<p>[Faculté - Français]</p> <p><b>Baccalauréat en Éducation</b></p> <p>...</p> <p>Programmes</p> <p>I. <u>Primaire</u></p> <p><b>Spécialisation: Généraliste</b></p>
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Le programme BEd **élémentaire** offre un choix de **5** mineures. Les étudiants doivent choisir une des mineures parmi les domaines suivants: Beaux-arts, Éducation musicale, Éducation physique, Humanités **et Inclusion scolaire**.

**Beaux Arts**

- ★9 parmi ART DRAMATIQUE, MUSIQ
- ★6 parmi
- EDU M 317 - **Initiation à la création artistique en milieu scolaire**
- EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année
- EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année
- EDU M 360 - L'art dramatique comme outil pédagogique

**Mineures en éducation (primaire)**

Le programme BEd **primaire** offre un choix de **4** mineures. Les étudiants doivent choisir une des mineures parmi les domaines suivants: Beaux-arts, Éducation musicale, Éducation physique, **et** Humanités.

**Expression artistique**

- ★9 parmi ART DRAMATIQUE, MUSIQ
- ★6 parmi
- EDU M 317 - **Initiation aux arts visuels**
- EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année
- EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année
- EDU M 360 - L'art dramatique comme outil pédagogique

<p><b>Éducation musicale</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 103 - Apprendre la musique et apprendre par la musique</li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année</li> <li>● EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année</li> </ul>	<p><b>Éducation musicale</b></p> <ul style="list-style-type: none"> <li>● MUSIQ 103 - Apprendre la musique et apprendre par la musique</li> <li>● MUSIQ 210 - Formation Musicale I</li> <li>● MUSIQ 211 - Formation Musicale II</li> <li>● EDU M 323 - Éducation musicale selon les méthodes actives actuelles: maternelle à 3e année</li> <li>● EDU M 324 - Éducation musicale selon les méthodes actives actuelles: 4e à 6e année</li> </ul>
<p><b>Éducation physique</b></p> <ul style="list-style-type: none"> <li>● EDU M 315 - Enseignement de l'éducation physique au niveau élémentaire</li> <li>● ★12 parmi DANCE, HE ED, KIN, KRLSPAC</li> </ul>	<p><b>Éducation physique</b></p> <ul style="list-style-type: none"> <li>● EDU M 315 - Enseignement de l'éducation physique au primaire</li> <li>● <u>KIN 294 - A Conceptual Approach to Physical Activity (★3)</u></li> <li>★9 parmi les cours suivants</li> <li>(Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</li> <li>● <u>DANCE 200 - The Spectrum of Dance in Society</u></li> <li>● <u>DANCE 340 - Modern Dance</u></li> <li>● <u>HE ED 110 - Introduction to Personal Health and Well-Being</u></li> <li>● <u>KIN 205 - Introduction to Outdoor Environmental Education</u></li> <li>● <u>KIN 320 - Structure and Strategy of Games</u></li> <li>● <u>KIN 365 - The Study of Gymnastics for Children and Youth</u></li> <li>● <u>PAC 110 - Instruction of the Basics of Aquatics</u></li> <li>● <u>PAC 111 - Instruction of the Basics of Basketball</u></li> <li>● <u>PAC 114 - Instruction of the Basics of Ice Hockey</u></li> <li>● <u>PAC 117 - Instruction of the Basics of Rugby</u></li> <li>● <u>PAC 118 - Instruction of the Basics of Soccer</u></li> <li>● <u>PAC 135 - Instruction of the Basics of Tennis</u></li> <li>● <u>PAC 137 - Instruction of the Basics of Volleyball</u></li> <li>● <u>PAC 145 - Instruction of the Basics of Golf</u></li> <li>● <u>PAC 154 - Instruction of the Basics of Wrestling</u></li> <li>● <u>PAC 156 - Instruction of the Basics of Yoga</u></li> <li>● <u>PAC 160 - Instruction of the Basics of Gymnastics</u></li> <li>● <u>PAC 173 - Instruction of the Basics of Athletics (Track and Field)</u></li> <li>● <u>PAC 182 - Instruction of the Basics of Indoor Wall Climbing</u></li> <li>● <u>PAC 183 - Instruction of the Basics of Curling</u></li> </ul> <p><u>Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</u></p>

<p><b>Humanités</b></p> <ul style="list-style-type: none"> <li>● EDU M 459 - Actualité et Média</li> <li>● ★12 parmi Anthropologie, ETCAN, Histoire, Sciences politiques, Sciences sociales, Sociologie</li> </ul>	<p><b>Humanités</b></p> <ul style="list-style-type: none"> <li>● EDU M 459 - Actualité et Média</li> <li>● ET CAN 101 - Étude du Canada</li> <li>● SOCIE 100 - Introduction à la sociologie</li> <li>● SC PO 305 - Pensée politique contemporaine</li> </ul> <p>★3 parmi EDU F 212 , NS 200, NS 260, ou tout autre cours dans les disciplines suivantes : Anthropologie, Histoire, Sciences politiques, Sciences sociales, Sociologie.</p>
<p><b>Inclusion scolaire</b></p> <ul style="list-style-type: none"> <li>● EDU P 444 Interventions auprès des élèves ayant de difficultés d'apprentissage</li> <li>● EDU P 445 Interventions auprès des élèves ayant des difficultés de comportement</li> </ul> <p>★9 parmi</p> <ul style="list-style-type: none"> <li>● EDU P 245 Interactions sociales et communication</li> <li>● Psychologie</li> <li>● Psychologie de l'éducation</li> </ul>	<p><b><u>DELETE</u></b></p>

**Faculté Saint-Jean**  
**CALENDAR CHANGE REQUEST**  
**For implementation Fall 2021-22**

CURRENT	PROPOSED
<p>[Faculté - English]</p> <p>Degree of Bachelor of Education</p> <p>Programs</p> <p>...</p> <p>III. <del>BEd/AD</del> [Faculté - English]</p> <p>Faculté Saint-Jean Tableau 4 : BEd/AD</p> <p>Exigences du programme: BEd/AD <del>(2 ans) Élémentaire</del></p> <p><b>Année 1</b></p> <p>EDU F 200 - Introduction à la pratique de l'enseignement</p> <p>EDU F 235 - École et société</p> <p>EDU F 244 - Fondements et théories de l'apprentissage scolaire</p> <p>EDU M 232 - Introduction aux stratégies d'enseignement</p> <p>EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde</p> <p>EDU M 343 - Littératie maternelle à 3e année</p> <p>EDU M 344 - Littératie 4e à 6e année</p> <p>EDU P 242 - Introduction au développement de l'enfant</p> <p>EDU P 342 - Évaluation des apprentissages</p> <p>FRANC 236 - Pratique de la dissertation</p>	<p>[Faculté - English]</p> <p>Degree of Bachelor of Education</p> <p>Programs</p> <p>...</p> <p>III. <u>Baccalauréat en éducation après diplôme</u></p> <p>Faculté Saint-Jean Tableau 4 : BEd/AD</p> <p>Exigences du programme: BEd/AD <u>(*66)</u></p> <p><u>Technology Test</u></p> <p><u>A competency test in the use of basic technologies is a requirement of this program. The test result determines whether the student will be required to complete certain of modules designed to remedy any deficiencies.</u></p> <p><u>Primaire</u></p> <p><b>Année 1</b></p> <p><u>EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire</u></p> <p><u>EDU F 245-Histoire et fondements de l'apprentissage scolaire</u></p> <p><u>EDU M 332 -Théories de l'apprentissage des langues et approche intégrée</u></p> <p><u>EDU M 341 - Les technologies de l'information et de la communication</u></p> <p><u>EDU M 345 - Littératie au préscolaire et au premier cycle du primaire</u></p> <p><u>EDU M 346 - Littératie au deuxième cycle du primaire</u></p> <p>EDU P 242 - Introduction au développement de l'enfant</p> <p>EDU P 342 - Évaluation des apprentissages</p> <p><u>EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage</u></p>



## Année 2

EDU F 434 - L'enseignant professionnel  
EDU M 412 - Didactique des mathématiques au niveau élémentaire  
EDU M 413 - Didactiques des sciences au niveau élémentaire  
EDU M 414 - Didactiques des études sociales à l'élémentaire  
EDU P 433 - La communication et la gestion en salle de classe  
EDU P 442 - Inclusion scolaire et modèles d'intervention  
EDU S 420 - Enseignement pratique: niveau élémentaire  
EDU S 421 - Enseignement pratique: niveau élémentaire

## Exigences du programme: BEd/AD (2 ans) Secondaire

### Année 1

EDU F 200 - Introduction à la pratique de l'enseignement  
EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde  
EDU F 235 - École et société  
EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion  
EDU F 244 - Fondements et théories de l'apprentissage scolaire  
EDU M 232 - Introduction aux stratégies d'enseignement  
EDU P 243 - Introduction au développement de l'adolescent  
EDU P 342 - Évaluation des apprentissages  
FRANC 236 - Pratique de la dissertation  
★3 Option libre

### Année 2

EDU F 434 - L'enseignant professionnel  
EDU P 433 - La communication et la gestion en salle de classe

EDUS 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et d'immersion française

EDU S 201 - Introduction à l'enseignement et stage d'orientation

## Année 2

EDU F 435 - Cadre légal et professionnel de l'enseignement  
EDU M 412 - Enseignement des mathématiques au primaire  
EDU M 413 - Enseignement des sciences au primaire  
EDU M 414 - Enseignement des études sociales au primaire  
EDU P 436 - Gestion de classe et dynamique relationnelle  
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement  
EDU S 420 - Stage d'initiation : niveau primaire  
EDU S 421 - Stage de responsabilisation : niveau primaire

## Exigences du programme: BEd/AD (2 ans) Secondaire

### Année 1

EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire  
EDU F 245 - Histoire et fondements de l'apprentissage scolaire  
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  
EDU M 341 - Les technologies de l'information et de la communication  
EDU P 243 - Introduction au développement de l'adolescent  
EDU P 342 - Évaluation des apprentissages  
EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage  
LINGO 200 - Introduction à l'étude du langage  
EDU S 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et  
EDU S 201 - Introduction à l'enseignement et stage d'orientation  
\*3 Cours de contenu dans la majeure ou la mineure (voir section Bed/AD Secondaire: cours obligatoires selon les spécialisations mineures)

### Année 2

EDU F 435 - Cadre légal et professionnel de l'enseignement

~~EDU P 442 – Inclusion scolaire et modèles d'intervention~~

~~EDU S 470 – Enseignement pratique: niveau secondaire~~

~~EDU S 471 – Enseignement pratique: niveau secondaire~~

~~★6 EDU M dans la majeure~~

~~★3 EDU M dans la mineure~~

#### Niveau académique

1. Pour avoir le titre de BEd, l'étudiant devra maintenir une moyenne minimale de 2,0 dans les ★120 comptant au programme.
2. Un étudiant qui a reçu une note de «W» ou «NC» dans un des stages (~~EDU F 200~~; EDU S 420, EDU S 421, EDU S 470, EDU S 471) a la permission de s'inscrire de nouveau dans ce cours, sujet à (3) et (4).
3. Un étudiant ne peut obtenir qu'une seule note de «W» ou «NC» dans l'ensemble des cours des stages. Un étudiant qui obtient une note «W» ou «NC» dans un second cours des stages pratiques doit se retirer du programme en Éducation de la Faculté Saint-Jean.
4. Un étudiant qui obtient une note de «W» ou «NC» dans le stage I ou II doit avoir la permission du responsable de la section Éducation et du Vice-Doyen aux affaires académiques avant de se réinscrire dans ce cours.

Un étudiant en période probatoire pour des raisons académiques ne peut pas s'inscrire aux stages I et II.

EDU P 436 - Gestion de classe et dynamique relationnelle

EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement

EDU S 470 - Stage d'initiation : niveau secondaire

EDU S 471 - Stage de responsabilisation niveau secondaire

★6 EDU M dans la majeure (Voir note 1 ci-dessous)

★3 dans la mineure (voir note 2 ci-dessous)

#### Note 1 : Majeures (\*6)

Études sociales (EDU M 458, EDU M 459)

Français (EDU M 452, EDU M 453)

Mathématiques (EDU M 456, EDU M 457)

Musique ( EDU M 358, EDU M 359)

Sciences générales (EDU M 456, EDU M 457)

#### Note 2 : Mineures (\*3)

Anglais (EDU M 362)

Art dramatique (EDU M 360)

Éducation physique ( EDU M 363)

Études sociales (EDU M 458)

Français (EDU M 452 ou 453)

Mathématiques (EDU M 456)

Musique (EDU M 358 ou EDU M 359)

Sciences générales (EDU M 457)

Sciences physiques (EDU M 456)

#### Niveau académique

1. Pour avoir le titre de BEd, l'étudiant devra maintenir une moyenne minimale de 2,0 dans les ★120 comptant au programme.
2. Un étudiant qui a reçu une note de «W» ou «NC» dans un des stages (~~EDU S 201~~; EDU S 420, EDU S 421, EDU S 470, EDU S 471) a la permission de s'inscrire de nouveau dans ce cours, sujet à (3) et (4).
3. Un étudiant ne peut obtenir qu'une seule note de «W» ou «NC» dans l'ensemble des cours des stages. Un étudiant qui obtient une note «W» ou «NC» dans un second cours des stages pratiques doit se retirer du programme en Éducation de la Faculté Saint-Jean.
4. Un étudiant qui obtient une note de «W» ou «NC» dans le stage I ou II doit avoir la permission du responsable de la section Éducation et du Vice-Doyen aux affaires académiques avant de se réinscrire dans ce cours.

Un étudiant en période probatoire pour des raisons académiques ne peut pas s'inscrire aux stages I et II.

[Faculté - Français]

Baccalauréat en Éducation [

Programmes

...

### III. BEd/AD

Faculté Saint-Jean Tableau 4 : BEd/AD

Exigences du programme: BEd/AD (2 ans)

#### Élémentaire

##### Année 1

EDU F 200 - Introduction à la pratique de l'enseignement

EDU F 235 - École et société

EDU F 244 - Fondements et théories de l'apprentissage scolaire

EDU M 232 - Introduction aux stratégies d'enseignement

EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde

EDU M 343 - Littératie maternelle à 3e année

EDU M 344 - Littératie 4e à 6e année

EDU P 242 - Introduction au développement de l'enfant

EDU P 342 - Évaluation des apprentissages

FRANC 236 - Pratique de la dissertation

##### Année 2

EDU F 434 - L'enseignant professionnel

EDU M 412 - Didactique des mathématiques au niveau élémentaire

EDU M 413 - Didactiques des sciences au niveau élémentaire

EDU M 414 - Didactiques des études sociales à

[Faculté - Français]

Baccalauréat en Éducation

Programmes

...

### III. Baccalauréat en éducation après diplôme

Faculté Saint-Jean Tableau 4 : BEd/AD

Exigences du programme: BEd/AD (\*66)

#### Test en technologie

Un test de compétence en utilisation des technologies de base est exigé dans ce programme. Le résultat au test déterminera si l'étudiant doit suivre des modules pour combler les lacunes éventuelles.

#### Primaire

##### Année 1

EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire

EDU F 245 - Histoire et fondements de l'apprentissage scolaire

EDU M 332 - Théories de l'apprentissage des langues et approche intégrée

EDU M 341 - Les technologies de l'information et de la communication

EDU M 345 - Littératie au préscolaire et au premier cycle du primaire

EDU M 346 - Littératie au deuxième cycle du primaire

EDU P 242 - Introduction au développement de l'enfant

EDU P 342 - Évaluation des apprentissages

EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage

EDUS 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et d'immersion française

EDU S 201 - Introduction à l'enseignement et stage d'orientation

##### Année 2

EDU F 435 - Cadre légal et professionnel de l'enseignement

EDU M 412 - Enseignement des mathématiques au primaire

EDU M 413 - Enseignement des sciences au primaire

EDU M 414 - Enseignement des études sociales au

## l'élémentaire

EDU P 433 – La communication et la gestion en salle de classe

EDU P 442 – Inclusion scolaire et modèles d'intervention

EDU S 420 – Enseignement pratique: niveau élémentaire

EDU S 421 – Enseignement pratique: niveau élémentaire

## Exigences du programme: BEd/AD (2 ans) Secondaire

### Année 1

EDU F 200 – Introduction à la pratique de l'enseignement

EDU F 211 – Théories d'acquisition d'une langue première et d'une langue seconde

EDU F 235 – École et société

EDU F 236 – Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion

EDU F 244 – Fondements et théories de l'apprentissage scolaire

EDU M 232 – Introduction aux stratégies d'enseignement

EDU P 243 – Introduction au développement de l'adolescent

EDU P 342 – Évaluation des apprentissages

FRANC 236 – Pratique de la dissertation

★3 Option libre

### Année 2

EDU F 434 – L'enseignant professionnel

EDU P 433 – La communication et la gestion en salle de classe

EDU P 442 – Inclusion scolaire et modèles d'intervention

EDU S 470 – Enseignement pratique: niveau secondaire

EDU S 471 – Enseignement pratique: niveau secondaire

★6 EDU M dans la majeure

★3 EDU M dans la mineure

## primaire

EDU P 436 – Gestion de classe et dynamique relationnelle

EDU P 445 – Intervention auprès des élèves ayant des difficultés de comportement

EDU S 420 – Stage d'initiation : niveau primaire

EDU S 421 – Stage de responsabilisation : niveau primaire

## Exigences du programme: BEd/AD (2 ans) Secondaire

### Année 1

EDU F 237 – Enjeux de l'équité et de la diversité en milieu scolaire

EDU F 245 – Histoire et fondements de l'apprentissage scolaire

EDU M 332 – Théories de l'apprentissage des langues et approche intégrée

EDU M 341 – Les technologies de l'information et de la communication

EDU P 243 – Introduction au développement de l'adolescent

EDU P 342 – Évaluation des apprentissages

EDU P 444 – Intervention auprès des élèves ayant des difficultés d'apprentissage

LINGQ 200 – Introduction à l'étude du langage

EDU S 101 – Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et

EDU S 201 – Introduction à l'enseignement et stage d'orientation

\*3 Cours de contenu dans la majeure ou la mineure (voir section BEd/AD Secondaire: cours obligatoires selon les spécialisations mineures)

### Année 2

EDU F 435 – Cadre légal et professionnel de l'enseignement

EDU P 436 – Gestion de classe et dynamique relationnelle

EDU P 445 – Intervention auprès des élèves ayant des difficultés de comportement

EDU S 470 – Stage d'initiation : niveau secondaire

EDU S 471 – Stage de responsabilisation niveau secondaire

★6 EDU M dans la majeure (Voir note 1 ci-dessous)

★3 dans la mineure (voir note 2 ci-dessous)

### Note 1 : Majeures

Études sociales (EDU M 458, EDU M 459)

Français (EDU M 452, EDU M 453)

Mathématiques (EDU M 456, EDU M 457)

<p><b>Niveau académique</b></p> <ol style="list-style-type: none"> <li>1. Pour avoir le titre de BEd, l'étudiant devra maintenir une moyenne minimale de 2,0 dans les ★120 comptant au programme.</li> <li>2. Un étudiant qui a reçu une note de «W» ou «NC» dans un des stages (EDU F 200; EDU S 420, EDU S 421, EDU S 470, EDU S 471) a la permission de s'inscrire de nouveau dans ce cours, sujet à (3) et (4).</li> <li>3. Un étudiant ne peut obtenir qu'une seule note de «W» ou «NC» dans l'ensemble des cours des stages. Un étudiant qui obtient une note «W» ou «NC» dans un second cours des stages pratiques doit se retirer du programme en Éducation de la Faculté Saint-Jean.</li> <li>4. Un étudiant qui obtient une note de «W» ou «NC» dans le stage I ou II doit avoir la permission du responsable de la section Éducation et du Vice-Doyen aux affaires académiques avant de se réinscrire dans ce cours.</li> <li>5. Un étudiant en période probatoire pour des raisons académiques ne peut pas s'inscrire aux stages I et II.</li> </ol>	<p>Musique ( EDU M 358, EDU M 359)  Sciences générales (EDU M 456, EDU M 457)</p> <p><b>Note 2 : Mineures</b>  Anglais (EDU M 362)  Art dramatique (EDU M 360)  Éducation physique ( EDU M 363)  Études sociales (EDU M 458)  Français (EDU M 452 ou 453)  Mathématiques (EDU M 456)  Musique (EDU M 358 ou EDU M 359)  Sciences générales (EDU M 457)  Sciences physiques (EDU M 456)</p> <p><b>Niveau académique</b></p> <ol style="list-style-type: none"> <li>1. Pour avoir le titre de BEd, l'étudiant devra maintenir une moyenne minimale de 2,0 dans les ★120 comptant au programme.</li> <li>2. Un étudiant qui a reçu une note de «W» ou «NC» dans un des stages (EDU S 201; EDU S 420, EDU S 421, EDU S 470, EDU S 471) a la permission de s'inscrire de nouveau dans ce cours, sujet à (3) et (4).</li> <li>3. Un étudiant ne peut obtenir qu'une seule note de «W» ou «NC» dans l'ensemble des cours des stages. Un étudiant qui obtient une note «W» ou «NC» dans un second cours des stages pratiques doit se retirer du programme en Éducation de la Faculté Saint-Jean.</li> <li>4. Un étudiant qui obtient une note de «W» ou «NC» dans le stage I ou II doit avoir la permission du responsable de la section Éducation et du Vice-Doyen aux affaires académiques avant de se réinscrire dans ce cours.</li> <li>5. Un étudiant en période probatoire pour des raisons académiques ne peut pas s'inscrire aux stages I et II.</li> </ol>
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CURRENT	PROPOSED
<p>[Faculté - English]</p> <p>Programs  Undergraduate  Degree of Bachelor of Education (Faculté Saint-Jean)  III. BEd/AD</p>	<p>[Faculté - English]</p> <p>Programs  Undergraduate  Degree of Bachelor of Education (Faculté Saint-Jean)  III. BEd/AD</p>

<p>...</p> <p><b>NEW</b></p>	<p>...</p> <p>Students in the Bed/AD (secondary) program must choose a minor subject area from the following list:</p> <p><b>Minor</b></p> <p><u>Drama</u></p> <p><u>English</u></p> <p><u>French</u></p> <p><u>General Sciences</u></p> <p><u>Mathematics</u></p> <p><u>Music</u></p> <p><u>Physical Education</u></p> <p><u>Physical Sciences</u></p> <p><u>Social Studies</u></p> <p><b>Bed/AD Secondaire: cours obligatoires selon les spécialisations mineures</b></p> <p>...</p>
<p><b>NEW</b></p>	<p><b>Anglais</b></p> <p><u>EDU M 362 - Enseignement de l'Anglais au secondaire</u></p> <p>★3 de cours de contenu parmi :</p> <p><u>ANGL 122 - Texts and Contexts</u></p> <p><u>ANGL 123 - Language, Literature and Culture</u></p> <p><u>ANGL 124 - English Literature in Global Perspectives</u></p> <p><u>ANGL 126 - Exploring Writing Studies</u></p> <p><u>ANGL 227 - Advanced Expository Writing and Communication</u></p> <p><u>ANGL 328 - Canadian Women's Narrative</u></p> <p><u>ANGL 429 - Canadian Cultural Narratives</u></p>
<p><b>NEW</b></p>	<p><b>Art dramatique</b></p> <p><u>EDU M 360 - L'art dramatique comme outil pédagogique</u></p> <p>★3 de cours de contenu parmi:</p> <p><u>ADRAM 101 - Introduction à l'art théâtral</u></p> <p><u>ADRAM 103 - Les procédés dramatiques</u></p> <p><u>ADRAM 201 - Survol historique de théâtre universel</u></p> <p><u>ADRAM 247 - Voix et interprétation (co-siglé FRANC 310)</u></p> <p><u>ADRAM 249 - Créativité et jeu dramatique (co-siglé FRANC 249)</u></p> <p><u>ADRAM 350 - Production vocale</u></p>

<p><b>NEW</b></p>	<p><b>Éducation physique</b>  <u>EDU M 361 - Enseignement de l'éducation physique au secondaire (★3)</u>  ★3 de cours de contenu parmi  <u>DANCE 200 - The Spectrum of Dance in Society</u>  <u>DANCE 340 - Modern Dance</u>  <u>HE ED 110 - Introduction to Personal Health and Well-Being</u>  <u>KIN 205 - Introduction to Outdoor Environmental Education</u>  <u>KIN 320 - Structure and Strategy of Games</u>  <u>KIN 365 - The Study of Gymnastics for Children and Youth</u>  <u>PAC 110 - Instruction of the Basics of Aquatics</u>  <u>PAC 111 - Instruction of the Basics of Basketball</u>  <u>PAC 114 - Instruction of the Basics of Ice Hockey</u>  <u>PAC 117 - Instruction of the Basics of Rugby</u>  <u>PAC 118 - Instruction of the Basics of Soccer</u>  <u>PAC 135 - Instruction of the Basics of Tennis</u>  <u>PAC 137 - Instruction of the Basics of Volleyball</u>  <u>PAC 145 - Instruction of the Basics of Golf</u>  <u>PAC 154 - Instruction of the Basics of Wrestling</u>  <u>PAC 156 - Instruction of the Basics of Yoga</u>  <u>PAC 160 - Instruction of the Basics of Gymnastics</u>  <u>PAC 173 - Instruction of the Basics of Athletics (Track and Field)</u>  <u>PAC 182 - Instruction of the Basics of Indoor Wall Climbing</u>  <u>PAC 183 - Instruction of the Basics of Curling</u>  <b>Note:</b>  <u>Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</u></p>
<p><b>NEW</b></p>	<p><b>Études sociales</b>  <u>EDU M 458 - Enseignement des études sociales au secondaire</u>  <u>ET CAN 101 – Étude du Canada</u></p>
<p><b>NEW</b></p>	<p><b>Français</b>  <u>EDU M 452 - Enseignement du français au secondaire</u>  ★3 de cours de contenu en littératures de langue française</p>
<p><b>NEW</b></p>	<p><b>Mathématiques</b>  <u>EDU M 456 - Enseignement des mathématiques au secondaire</u>  ★3 de cours de contenu parmi les cours suivants  <u>MATHQ 125 - Algèbre linéaire I</u>  <u>MATHQ 214 - Calcul intermédiaire I</u>  <u>MATHQ 215 - Calcul intermédiaire II</u>  <u>MATHQ 241 – Géométrie</u></p>

	<p><u>MATHQ 334 - Introduction aux équations différentielles</u></p> <p><u>MATHQ 363 – Histoire des mathématiques</u></p> <p><u>STATQ 151 - Introduction à la statistique appliquée</u></p>
NEW	<p><b>Musique</b></p> <p><u>EDU M 358 - Enseignement de la musique au secondaire 1</u></p> <p><b>★3 de cours de contenu parmi les 2 catégories suivantes</b></p> <p><u>MUSIQ 315 - Introduction à l'art de diriger</u></p> <p><u>MUSIQ 210 - Formation musicale I</u></p> <p><u>MUSIQ 211 - Formation musicale II</u></p> <p><u>MUSIQ 310 - Formation musicale III</u></p> <p><u>MUSIQ 240 - Ensemble choral</u></p> <p><u>MUSIQ 202 - Introduction à la musique occidentale I</u></p> <p><u>MUSIQ 224 - Musique appliquée</u></p>
NEW	<p><b>Sciences générales</b></p> <p><u>EDU M 457 - Enseignement des sciences au secondaire</u></p> <p><b>★3 de cours de contenu parmi</b></p> <p><u>BIOLE 107 - Introduction à la biologie cellulaire</u></p> <p><u>BIOLE 108 - Introduction à la diversité biologique</u></p> <p><u>CHIM 101 - Introduction à la chimie I</u></p> <p><u>CHIM 164 – Chimie organique I</u></p> <p><u>MATHQ 114 - Calcul élémentaire I</u></p> <p><u>MATHQ 125 Algèbre linéaire I</u></p> <p><u>PHYSQ 124 - Particules et ondes</u></p> <p><u>STATQ 151 - Introduction à la statistique appliquée</u></p>
NEW	<p><b>Sciences physiques</b></p> <p><u>EDU M 456 - Enseignement des mathématiques au secondaire</u></p> <p><b>★3 de cours de contenu parmi</b></p> <p><u>BIOLE 107 - Introduction à la biologie cellulaire</u></p> <p><u>BIOLE 108 - Introduction à la diversité biologique</u></p> <p><u>CHIM 101 - Introduction à la chimie I</u></p> <p><u>CHIM 164 – Chimie organique I</u></p> <p><u>MATHQ 114 - Calcul élémentaire I</u></p> <p><u>MATHQ 125 Algèbre linéaire I</u></p> <p><u>PHYSQ 124 - Particules et ondes</u></p> <p><u>STATQ 151 - Introduction à la statistique appliquée</u></p>



<p>[Faculté - Français]</p> <p>Baccalauréat en Éducation (Faculté Saint-Jean) Programmes III. BEd/AD</p> <p><b>NEW</b></p>	<p>[Faculté - Français]</p> <p>Baccalauréat en Éducation (Faculté Saint-Jean) Programmes III. BEd/AD</p> <p><u>Les étudiants du BEd/AD (secondaire) doivent choisir un domaine mineur parmi la liste suivante :</u></p> <p><b>Mineures</b>  <u>Anglais</u>  <u>Art dramatique</u>  <u>Éducation physique</u>  <u>Études sociales</u>  <u>Français</u>  <u>Mathématiques</u>  <u>Musique</u>  <u>Sciences générales</u>  <u>Sciences physiques</u></p> <p><b>BEdAD (Secondaire): cours obligatoires selon les spécialisations mineures</b></p>
<p><b>NEW</b></p>	<p><b>Anglais</b>  <u>EDU M 362 - Enseignement de l'Anglais au secondaire</u>  <u>★3 de cours de contenu parmi:</u>  <u>ANGL 122 - Texts and Contexts</u>  <u>ANGL 123 - Language, Literature and Culture</u>  <u>ANGL 124 - English Literature in Global Perspectives</u>  <u>ANGL 126 - Exploring Writing Studies</u>  <u>ANGL 227 - Advanced Expository Writing and Communication</u>  <u>ANGL 328 - Canadian Women's Narrative</u>  <u>ANGL 429 - Canadian Cultural Narratives</u></p>
<p><b>NEW</b></p>	<p><b>Art dramatique</b>  <u>EDU M 360 - L'art dramatique comme outil pédagogique</u>  <u>★3 de cours de contenu parmi:</u>  <u>ADRAM 101 - Introduction à l'art théâtral</u>  <u>ADRAM 103 - Les procédés dramatiques</u>  <u>ADRAM 201 - Survol historique de théâtre universel</u>  <u>ADRAM 247 -- Voix et interprétation (co-siglé FRANC 310)</u>  <u>ADRAM 249 -- Créativité et jeu dramatique (co-siglé FRANC 249)</u>  <u>ADRAM 350 -- Production vocale</u></p>

<p><b>NEW</b></p>	<p><b>Éducation physique</b>  EDU M 361 - Enseignement de l'éducation physique au secondaire (★3)  ★3 de cours de contenu parmi  DANCE 200 - The Spectrum of Dance in Society  DANCE 340 - Modern Dance  HE ED 110 - Introduction to Personal Health and Well-Being  KIN 205 - Introduction to Outdoor Environmental Education  KIN 320 - Structure and Strategy of Games  KIN 365 - The Study of Gymnastics for Children and Youth  PAC 110 - Instruction of the Basics of Aquatics  PAC 111 - Instruction of the Basics of Basketball  PAC 114 - Instruction of the Basics of Ice Hockey  PAC 117 - Instruction of the Basics of Rugby  PAC 118 - Instruction of the Basics of Soccer  PAC 135 - Instruction of the Basics of Tennis  PAC 137 - Instruction of the Basics of Volleyball  PAC 145 - Instruction of the Basics of Golf  PAC 154 - Instruction of the Basics of Wrestling  PAC 156 - Instruction of the Basics of Yoga  PAC 160 - Instruction of the Basics of Gymnastics  PAC 173 - Instruction of the Basics of Athletics (Track and Field)  PAC 182 - Instruction of the Basics of Indoor Wall Climbing  PAC 183 - Instruction of the Basics of Curling</p> <p><u>Note:</u>  Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p>
<p><b>NEW</b></p>	<p><b>Études sociales</b>  EDU M 458 - Enseignement des études sociales au secondaire  ET CAN 101 - Étude du Canada</p>
<p><b>NEW</b></p>	<p><b>Français</b>  EDU M 452 - Enseignement du français au secondaire  ★3 de cours de contenu en littératures de langue française</p>
<p><b>NEW</b></p>	<p><b>Mathématiques</b></p>

	<p><b>EDU M 456 - Enseignement des mathématiques au secondaire</b></p> <p>★3 de cours de contenu parmi les cours suivants</p> <p><u>MATHQ 125 - Algèbre linéaire I</u></p> <p><u>MATHQ 214 - Calcul intermédiaire I</u></p> <p><u>MATHQ 215 - Calcul intermédiaire II</u></p> <p><u>MATHQ 241 - Géométrie</u></p> <p><u>MATHQ 334 - Introduction aux équations différentielles</u></p> <p><u>MATHQ 363 – Histoire des mathématiques</u></p> <p><u>STATQ 151- Introduction à la statistique appliquée</u></p>
NEW	<p><b>Musique</b></p> <p><b>EDU M 358 - Enseignement de la musique au secondaire 1</b></p> <p>★3 de cours de contenu parmi les 2 catégories suivantes</p> <p><u>MUSIQ 315 - Introduction à l'art de diriger</u></p> <p><u>MUSIQ 210 - Formation musicale I</u></p> <p><u>MUSIQ 211 - Formation musicale II</u></p> <p><u>MUSIQ 310 - Formation musicale III</u></p> <p><u>MUSIQ 240 - Ensemble choral</u></p> <p><u>MUSIQ 202 - Introduction à la musique occidentale I</u></p> <p><u>MUSIQ 224 - Musique appliquée</u></p>
NEW	<p><b>Sciences générales</b></p> <p><b>EDU M 457 - Enseignement des sciences au secondaire</b></p> <p>★3 de cours de contenu parmi</p> <p><u>BIOLE 107 - Introduction à la biologie cellulaire</u></p> <p><u>BIOLE 108 - Introduction à la diversité biologique</u></p> <p><u>CHIM 101 - Introduction à la chimie I</u></p> <p><u>CHIM 164 – Chimie organique I</u></p> <p><u>MATHQ 114 - Calcul élémentaire I</u></p> <p><u>MATHQ 125 Algèbre linéaire I</u></p> <p><u>PHYSQ 124 - Particules et ondes</u></p> <p><u>STATQ 151 - Introduction à la statistique appliquée</u></p>
NEW	<p><b>Sciences physiques</b></p> <p><b>EDU M 456 - Enseignement des mathématiques au secondaire</b></p> <p>★3 de cours de contenu parmi</p> <p><u>BIOLE 107 - Introduction à la biologie cellulaire</u></p> <p><u>BIOLE 108 - Introduction à la diversité biologique</u></p> <p><u>CHIM 101 - Introduction à la chimie I</u></p> <p><u>CHIM 164 – Chimie organique I</u></p>

	<u>MATHQ 114 - Calcul élémentaire I</u> <u>MATHQ 125 Algèbre linéaire I</u> <u>PHYSQ 124 - Particules et ondes</u> <u>STATQ 151 - Introduction à la statistique appliquée</u>
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Faculté Saint-Jean  
 CALENDAR CHANGE REQUEST  
 For implementation Fall 2021-22

CURRENT	PROPOSED
<p><b>[Faculté - English]</b></p> <p><b>Combined Degree            Bachelor of Education/Bachelor of Science            Degrees</b></p> <p><b>General Programs</b></p> <p><b>Faculté Saint-Jean Tableau 5 Programmes généraux            (BEd/BSc)</b></p> <p>Enseignement en milieu d'immersion française</p> <p><b>Majeures : Sciences biologiques</b>  <b>Année 1</b>            BIOLE 107 - Introduction à la biologie cellulaire            BIOLE 108 - Introduction à la diversité biologique            PHYSQ 124 - Particules et ondes            PHYSQ 126 - Fluides, champs et radiation  <b>OU</b>            MATHQ 114 - Calcul élémentaire            MATHQ 115 - Calcul élémentaire II            ★6 à ★9 option sciences            ★9 à ★12 Français langue (voir Classification of courses)</p> <p><b>Année 2</b>            BIOLE 207 - La génétique moléculaire et l'hérédité            BIOLE 208 - Les principes de l'écologie            LITT 135 - Survol de la littérature d'expression française            FRANC 236 - Pratique de la dissertation            ★6 en sciences biologiques (voir Program Requirements)            ★9 mineure en sciences (voir Program Requirements)            ★0 à ★3 Français langue (voir Classification of courses)            ★0 à ★3 Option</p>	<p><b>[Faculté - English]</b></p> <p><b>Combined Degree            Bachelor of Education/Bachelor of Science            Degrees</b></p> <p><b>General Programs</b></p> <p><b>Faculté Saint-Jean Tableau 5 Programmes            généraux (BEd/BSc)</b></p> <p>Enseignement en milieu d'immersion française</p> <p><b>Majeures : Sciences biologiques</b>  <b>Année 1</b>            BIOLE 107 - Introduction à la biologie cellulaire            BIOLE 108 - Introduction à la diversité biologique            PHYSQ 124 - Particules et ondes  <b>*3 parmi:</b>                PHYSQ 126 - Fluides, champs et radiation                MATHQ 114 - Calcul élémentaire            MATHQ 115 - Calcul élémentaire II <sup>1</sup>            ★6 à ★9 option sciences            ★9 à ★12 Français langue (voir Classification of courses)</p> <p><b>Année 2</b>            BIOLE 207 - La génétique moléculaire et l'hérédité            BIOLE 208 - Les principes de l'écologie            LITT 135 - Survol de la littérature d'expression française            FRANC 236 - Pratique de la dissertation            ★6 en sciences biologiques (voir Program            Requirements)            ★9 mineure en sciences (voir Program Requirements)            ★0 à ★3 Français langue (voir Classification of courses)            ★0 à ★3 Option</p>

### Année 3

EDU F 200 - Introduction à la pratique de l'enseignement  
EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde  
EDU F 235 - École et société  
EDU F 238 - Histoire de la pensée en éducation  
EDU F 244 - Fondements et théories de l'apprentissage scolaire  
EDU M 232 - Introduction aux stratégies d'enseignement  
EDU P 243 - Introduction au développement de l'adolescent  
★6 en sciences biologiques (voir Program Requirements)  
★3 Francophonies ou Canadien (voir Classification of courses)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication  
★6 Français langue (voir Classification of courses)  
★12 en sciences biologiques (niveau 300) (voir 5)  
★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)

### Année 5

EDU F 434 - L'enseignant professionnel  
EDU M 452 - Enseignement du français au niveau secondaire  
EDU M 456 - Enseignement des mathématiques au niveau secondaire  
EDU M 457 - Enseignement des sciences au niveau secondaire  
EDU P 433 - La communication et la gestion en salle de classe  
EDU P 442 - Inclusion scolaire et modèles d'intervention  
EDU S 470 - Enseignement pratique: niveau secondaire  
EDU S 471 - Enseignement pratique: niveau secondaire

### Majeure : Sciences mathématique

#### Année 1

BIOLE 107 - Introduction à la biologie cellulaire  
BIOLE 108 - Introduction à la diversité biologique  
OU  
PHYSQ 124 - Particules et ondes

### Année 3

EDU F 245 - Histoire et fondements de l'apprentissage scolaire  
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  
LINGQ 200 - Introduction à l'étude du langage  
EDU P 243 - Introduction au développement de l'adolescent  
EDU S 201 - Introduction à l'enseignement et stage d'orientation  
ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques  
★9 en sciences biologiques (voir Program Requirements)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication  
EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire  
EDU P 342 - Évaluation des apprentissages  
★3 Français langue (voir Classification of courses)  
★9 en sciences biologiques (niveau 300) (voir Program Requirements)  
★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)

### Année 5

EDU F 435 - Cadre légal et professionnel de l'enseignement  
EDU M 452 - Enseignement du français au secondaire  
EDU M 456 - Enseignement des mathématiques au secondaire  
EDU M 457 - Enseignement des sciences au secondaire  
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement  
EDU S 470 - Stage d'initiation : niveau secondaire  
EDU S 471 - Stage de responsabilisation : niveau secondaire  
★Option libre (cours intensif)

### Majeure : Sciences mathématique

#### Année 1

BIOLE 107 - Introduction à la biologie cellulaire  
★3 parmi:  
BIOLE 108 - Introduction à la diversité biologique  
PHYSQ 124 - Particules et ondes  
PHYSQ 126 - Fluides, champs et radiation <sup>2</sup>

PHYSQ 126 - Fluides, champs et radiation <sup>2</sup>  
MATHQ 114 - Calcul élémentaire **OU**  
MATHQ 115 - Calcul élémentaire II  
★6 à ★9 Option  
★9 à ★12 Français langue (voir Classification of Courses)

### Année 2

LITT 135 - Survol de la littérature d'expression française  
FRANC 236 - Pratique de la dissertation  
MATHQ 125 - Algèbre linéaire I **OU**  
MATHQ 241 - Géométrie **OU**  
MATHQ 243  
★9 mineure en sciences (voir Classification of courses)  
★0 à ★3 Français langue (voir Classification of courses)  
★0 à ★3 Option

### Année 3

~~EDU F 200 - Introduction à la pratique de l'enseignement~~  
~~EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde~~  
~~EDU F 235 - École et société~~  
~~EDU F 238 - Histoire de la pensée en éducation~~  
~~EDU F 244 - Fondements et théories de l'apprentissage scolaire~~  
~~EDU M 232 - Introduction aux stratégies d'enseignement~~  
EDU P 243 - Introduction au développement de l'adolescent  
STATQ 151 - Introduction à la statistique appliquée I  
★3 en sciences mathématiques (voir Program Requirements)  
★3 Francophonie ou Canadien (voir Classification of Courses)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication  
★6 Français langue (voir Classification of Courses)  
★12 en sciences physiques (niveau 300) (voir Program

### \*3 parmi:

MATHQ 114 - Calcul élémentaire  
MATHQ 115 - Calcul élémentaire II  
★6 à ★9 Option  
★9 à ★12 Français langue (voir Classification of Courses)

### Année 2

LITT 135 - Survol de la littérature d'expression française  
FRANC 236 - Pratique de la dissertation

### \*3 parmi:

MATHQ 125 - Algèbre linéaire I  
MATHQ 241 - Géométrie  
MATHQ 243  
★9 mineure en sciences (voir Classification of courses)  
★0 à ★3 Français langue (voir Classification of courses)  
★0 à ★3 Option

### Année 3

EDU F 245 - Histoire et fondements de l'apprentissage scolaire  
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  
EDU P 243 - Introduction au développement de l'adolescent  
LINGQ 200 - Introduction à l'étude du langage  
EDU S 201 - Introduction à l'enseignement et stage d'orientation  
ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques

### \*3 parmi:

STATQ 151 - Introduction à la statistique appliquée  
SCI 151 - InSciTE: Scientific Inquiry and Data Analysis  
★3 en sciences mathématiques (voir Program Requirements)  
★3 en sciences physiques (niveau 300) (voir Program Requirements)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication  
EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire  
EDU P 342 - Évaluation des apprentissages  
★3 Français langue (voir Classification of Courses)  
★9 en sciences physiques (niveau 300) (voir Program Requirements)

Requirements)

★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)

### Année 5

~~EDU F 434 - L'enseignant professionnel~~

EDU M 452 - Enseignement du français au ~~niveau~~ secondaire

EDU M 456 - ~~L'~~Enseignement des mathématiques au ~~niveau~~ secondaire

EDU M 457 - ~~L'~~Enseignement des sciences au ~~niveau~~ secondaire

~~EDU P 433 - La communication et la gestion en salle de classe~~

~~EDU P 442 - Inclusion scolaire et modèles d'intervention~~

EDU S 470 - ~~Enseignement pratique~~: niveau secondaire

EDU S 471 - ~~Enseignement pratique~~: niveau secondaire

### Majeure : Sciences physiques

#### Année 1

CHIM 101 - Introduction à la chimie I

CHIM 102 - Introduction à la chimie II

MATHQ 114 - Calcul élémentaire

MATHQ 115 - Calcul élémentaire II **OU**

BIOLE 107 - Introduction à la biologie cellulaire

BIOLE 108 - Introduction à la diversité biologique

PHYSQ 124 - Particules et ondes

PHYSQ 126 - Fluides, champs et radiation

**OU**

PHYSQ 130 - Ondes, optique et son

PHYSQ 131 - Mécanique

★3 à ★6 Option sciences

★6 à ★9 Français langue (voir Classification of Courses)

#### Année 2

CHIM 261 - Chimie organique I

CHIM 263 - Chimie organique II

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★9 mineure en sciences (voir Program Requirements)

★3 à ★6 Français langue (voir Classification of Courses)

★0 à ★3 option sciences

★0 à ★3 Option

★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)

### Année 5

~~EDU F 435 - Cadre légal et professionnel de l'enseignement~~

EDU M 452 - Enseignement du français au secondaire

EDU M 456 - ~~E~~nseignement des mathématiques au secondaire

EDU M 457 - ~~E~~nseignement des sciences au secondaire

~~EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement~~

EDU S 470 - ~~Stage d'initiation~~ : niveau secondaire

EDU S 471 - ~~Stage de responsabilisation~~ : niveau secondaire

★~~Option libre (cours intensif)~~

### Majeure : Sciences physiques

#### Année 1

CHIM 101 - Introduction à la chimie I

CHIM 102 - Introduction à la chimie II

MATHQ 114 - Calcul élémentaire

**\*3 parmi:**

MATHQ 115 - Calcul élémentaire II

BIOLE 107 - Introduction à la biologie cellulaire

BIOLE 108 - Introduction à la diversité biologique<sup>3</sup>

PHYSQ 124 - Particules et ondes

**\*3 parmi:**

PHYSQ 126 - Fluides, champs et radiation

PHYSQ 130 - Ondes, optique et son

PHYSQ 131 - Mécanique

★3 à ★6 Option sciences

★6 à ★9 Français langue (voir Classification of Courses)

#### Année 2

CHIM 261 - Chimie organique I

CHIM 263 - Chimie organique II

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★9 mineure en sciences (voir Program Requirements)

★3 à ★6 Français langue (voir Classification of Courses)

★0 à ★3 option sciences

★0 à ★3 Option

#### Année 3

~~EDU F 245 - Histoire et fondements de l'apprentissage scolaire~~

~~EDU M 332 - Théories de l'apprentissage des langues et~~



### Année 3

~~EDU F 200 – Introduction à la pratique de l'enseignement~~  
~~EDU F 211 – Théories d'acquisition d'une langue première et d'une langue seconde~~

~~EDU F 235 – École et société~~

~~EDU F 238 – Histoire de la pensée en éducation~~

~~EDU F 244 – Fondements et théories de l'apprentissage scolaire~~

~~EDU M 232 – Introduction aux stratégies d'enseignement~~

EDU P 243 - Introduction au développement de l'adolescent

★6 en sciences physiques (voir Program Requirements)

★3 Francophonies ou Canadien (voir Classification of Courses)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication

★6 Français langue (voir Classification of Courses)

★12 en sciences physiques (niveau 300) (voir Program Requirements)

★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)

### Année 5

~~EDU F 434 – L'enseignant professionnel~~

~~EDU M 452 - Enseignement du français au niveau secondaire~~

~~EDU M 456 – L'enseignement des mathématiques au niveau secondaire~~

~~EDU M 457 – L'enseignement des sciences au niveau secondaire~~

~~EDU P 433 – La communication et la gestion en salle de classe~~

~~EDU P 442 – Inclusion scolaire et modèles d'intervention~~

EDU S 470 - Enseignement pratique: niveau secondaire

EDU S 471 - Enseignement pratique: niveau secondaire

### Notes

<sup>1</sup> L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#). L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 (ou 113) et 115.

<sup>2</sup> L'étudiant qui a une mineure en Sciences biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#). L'étudiant qui a une

### approche intégrée

EDU P 243 - Introduction au développement de l'adolescent

[LINGQ 200 - Introduction à l'étude du langage](#)

[EDU S 201 - Introduction à l'enseignement et stage d'orientation](#)

[ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques](#)

★9 en sciences physiques ([niveau 300](#)) (voir Program Requirements)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication

[EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire](#)

[EDU P 342 - Évaluation des apprentissages](#)

★3 Français langue (voir Classification of Courses)

★9 en sciences physiques (niveau 300) (voir Program Requirements)

★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)

### Année 5

[EDU F 435 - Cadre légal et professionnel de l'enseignement](#)

EDU M 452 - Enseignement du français au secondaire

EDU M 456 - Enseignement des mathématiques au secondaire

EDU M 457 - Enseignement des sciences au secondaire

[EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement](#)

EDU S 470 - [Stage d'initiation](#) : niveau secondaire

EDU S 471 - [Stage de responsabilisation](#) : niveau secondaire

★Option libre (cours intensif)

### Notes

<sup>1</sup> L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#). L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115.

<sup>2</sup> L'étudiant qui a une mineure en Sciences biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#). L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#).

<sup>3</sup> L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115.

mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#).

<sup>3</sup> L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 (~~ou 113~~) et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#).

#### **Mineure: Français**

LITT 135 - Survol de la littérature d'expression française  
FRANC 236 - Pratique de la dissertation

★3 Francophonies  
★15 FRANC

#### **Program Requirements**

1. To obtain both the BEd degree and the BSc degree, students must successfully complete ★150 as follows:  
★72 in science, ★51 in education, ★24 in French, and ★3 in free option.  
Major (Science) – ★36  
Minor in Science – ★24  
Minor in French – ★24  
Technology ([EDU M 341](#)) – ★3  
History or Philosophy of Science – ★3  
Options (Science) – ★6  
Education courses – ★51  
Free option – ★3
2. Normally, a maximum of ★48 at the junior level is permitted in the combined program.
3. Students must successfully complete a minimum of ★12 at the 300-level in the major and, in addition, a minimum of ★6 at the 300-level in the science minor.
4. The following courses must be included in the French minor: [FRANC 236](#), ★3 in Francophonies (see [Classification of Courses](#)) and ★3 in literature ([LITT 135](#)).
5. Normally at least ★30 at the junior-level must be successfully completed before students may register in senior-level courses.
6. In order to be admitted with advanced credits in the program, students must normally possess a Grade Point Average of at least 2.0.
7. To continue in the combined BEd/BSc program requires a Grade Point Average of at least 2.0. Students who do not meet this requirement must withdraw from the combined

L'étudiant qui a une mineure en Sciences Biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#).

#### **Mineure: Français**

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★3 Francophonies  
★15 FRANC

#### **Program Requirements**

1. To obtain both the BEd degree and the BSc degree, students must successfully complete ★150 as follows:  
★72 in science, ★51 in education, ★24 in French, and ★3 in free option.  
Major (Science) – ★36  
Minor in Science – ★24  
Minor in French – ★24  
Technology ([EDU M 341](#)) – ★3  
History or Philosophy of Science – ★3  
Options (Science) – ★6  
Education courses – ★51  
Free option – ★3
2. Normally, a maximum of ★48 at the junior level is permitted in the combined program.
3. Students must successfully complete a minimum of ★12 at the 300-level in the major and, in addition, a minimum of ★6 at the 300-level in the science minor.
4. The following courses must be included in the French minor: FRANC 236, ★3 in Francophonies (see [Classification of Courses](#)) and ★3 in literature (LITT 135).
5. Normally at least ★30 at the junior-level must be successfully completed before students may register in senior-level courses.
6. In order to be admitted with advanced credits in the program, students must normally possess a Grade Point Average of at least 2.0.
7. To continue in the combined BEd/BSc program requires a Grade Point Average of at least 2.0. Students who do not meet this requirement must withdraw from the combined program and may apply for admission to either a BEd program or a BSc program if eligible.

<p>program and may apply for admission to either a BEd program or a BSc program if eligible.</p> <p>8. To obtain both the BEd and BSc degrees, students must maintain a GPA of 2.0 in all courses for which a mark is granted and in all the major courses in science.</p> <p>9. To be recommended for the Interim Professional Certificate, students must obtain a Grade Point Average of at least 2.0 in all compulsory professional courses.</p> <p>10. Students who receive a failing grade in "Stages I or II" will not be allowed to register in any further Education Field Experiences courses at Faculté Saint-Jean and will be required to withdraw from the program.</p> <p>11. Students who withdraw from "Stages I or II" must have the approval of the <u>Associate Dean (Academic)</u> to reregister for these courses.</p> <p>12. Students in schools during the field experience are expected to conduct themselves according to the Alberta Teachers' Association Code of Professional Conduct and the University of Alberta Code of Student Behaviour: Conduct and Discipline. Student teachers shall</p> <ol style="list-style-type: none"> <li>recognize and accept that the welfare of the students is of ultimate concern and that the cooperating teacher has the final responsibility for what occurs in the classroom; and</li> <li>maintain an ethical and professional attitude toward all members of the school community and become familiar with the Alberta Teachers' Association Code of Professional Conduct.</li> </ol> <p>Students are held accountable to these standards and answerable to the <u>head of the Education Sector</u> and the <u>Associate Dean (Academic)</u>.</p>	<p>8. To obtain both the BEd and BSc degrees, students must maintain a GPA of 2.0 in all courses for which a mark is granted and in all the major courses in science.</p> <p>9. To be recommended for the Interim Professional Certificate, students must obtain a Grade Point Average of at least 2.0 in all compulsory professional courses.</p> <p>10. Students who receive a failing grade in "Stages I or II" will not be allowed to register in any further Education Field Experiences courses at Faculté Saint-Jean and will be required to withdraw from the program.</p> <p>11. Students who withdraw from "Stages I or II" must have the approval of the <u>Vice-Dean</u> to reregister for these courses.</p> <p>12. Students in schools during the field experience are expected to conduct themselves according to the Alberta Teachers' Association Code of Professional Conduct and the University of Alberta Code of Student Behaviour: Conduct and Discipline. Student teachers shall</p> <ol style="list-style-type: none"> <li>recognize and accept that the welfare of the students is of ultimate concern and that the cooperating teacher has the final responsibility for what occurs in the classroom; and</li> <li>maintain an ethical and professional attitude toward all members of the school community and become familiar with the Alberta Teachers' Association Code of Professional Conduct.</li> </ol> <p>Students are held accountable to these standards and answerable to the <u>Associate Dean</u>, Education and the <u>Vice-Dean</u>.</p>
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<p><u>[Faculté -Français]</u></p> <p><b>Programs</b> <b>Combined Degree</b></p>	<p><u>[Faculté - Français]</u></p> <p><b>Programs</b></p>
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Baccalauréat en Éducation/Baccalauréat ès sciences

Programmes généraux

**Faculté Saint-Jean Tableau 5 Programmes généraux (BEd/BSc)**

Enseignement en milieu d'immersion française

**Majeures : Sciences biologiques**

**Année 1**

BIOLE 107 - Introduction à la biologie cellulaire  
BIOLE 108 - Introduction à la diversité biologique  
PHYSQ 124 - Particules et ondes  
PHYSQ 126 - Fluides, champs et radiation

**OU**

MATHQ 114 - Calcul élémentaire  
MATHQ 115 - Calcul élémentaire II <sup>1</sup>

★6 à ★9 option sciences  
★9 à ★12 Français langue (voir Classification des cours)

**Année 2**

BIOLE 207 - La génétique moléculaire et l'hérédité  
BIOLE 208 - Les principes de l'écologie  
LITT 135 - Survol de la littérature d'expression française  
FRANC 236 - Pratique de la dissertation  
★6 en sciences biologiques (voir Baccalauréat ès sciences)  
★9 mineure en sciences (voir Exigences du programme)  
★0 à ★3 Français langue (voir Classification des cours)  
★0 à ★3 Option

**Année 3**

EDU F 200 - Introduction à la pratique de l'enseignement  
EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde  
EDU F 235 - École et société  
EDU F 238 - Histoire de la pensée en éducation  
EDU F 244 - Fondements et théories de l'apprentissage scolaire  
EDU M 232 - Introduction aux stratégies d'enseignement  
EDU P 243 - Introduction au développement de l'adolescent  
★6 en sciences biologiques (voir Exigences du programme)  
★3 Francophonies ou Canadien (voir Classification des cours)

**Année 4**

**Combined Degree**

Baccalauréat en Éducation/Baccalauréat ès sciences

Programmes généraux

**Faculté Saint-Jean Tableau 5 Programmes généraux (BEd/BSc)**

Enseignement en milieu d'immersion française

**Majeures : Sciences biologiques**

**Année 1**

BIOLE 107 - Introduction à la biologie cellulaire  
BIOLE 108 - Introduction à la diversité biologique  
PHYSQ 124 - Particules et ondes

**\*3 from:**

PHYSQ 126 - Fluides, champs et radiation

MATHQ 114 - Calcul élémentaire

MATHQ 115 - Calcul élémentaire II <sup>1</sup>

★6 à ★9 option sciences  
★9 à ★12 Français langue (voir Classification des cours)

**Année 2**

BIOLE 207 - La génétique moléculaire et l'hérédité  
BIOLE 208 - Les principes de l'écologie  
LITT 135 - Survol de la littérature d'expression française  
FRANC 236 - Pratique de la dissertation  
★6 en sciences biologiques (voir Exigences du programme)  
★9 mineure en sciences (voir Exigences du programme)  
★0 à ★3 Français langue (voir Classification des cours)  
★0 à ★3 Option

**Année 3**

EDU F 245 - Histoire et fondements de l'apprentissage scolaire  
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  
LINGQ 200 - Introduction à l'étude du langage  
EDU P 243 - Introduction au développement de l'adolescent  
EDU S 201 - Introduction à l'enseignement et stage d'orientation  
ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques  
★9 en sciences biologiques (voir Exigences du programme)

EDU M 341 - Les technologies de l'information et de la communication

- ★6 Français langue (voir Classification des cours)
- ★12 en sciences biologiques (niveau 300) (voir 5)
- ★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)

#### Année 5

~~EDU F 434 - L'enseignant professionnel~~

EDU M 452 - Enseignement du français au niveau secondaire

EDU M 456 - L'enseignement des mathématiques au niveau secondaire

EDU M 457 - L'enseignement des sciences au niveau secondaire

~~EDU P 433 - La communication et la gestion en salle de classe~~

~~EDU P 442 - Inclusion scolaire et modèles d'intervention~~

EDU S 470 - Enseignement pratique: niveau secondaire

EDU S 471 - Enseignement pratique: niveau secondaire

#### Majeure : Sciences mathématique

##### Année 1

BIOLE 107 - Introduction à la biologie cellulaire

BIOLE 108 - Introduction à la diversité biologique

OU

PHYSQ 124 - Particules et ondes

PHYSQ 126 - Fluides, champs et radiation <sup>2</sup>

MATHQ 114 - Calcul élémentaire

OU

MATHQ 115 - Calcul élémentaire II

★6 à ★9 Option

★9 à ★12 Français langue (voir Classification des cours)

##### Année 2

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

MATHQ 125 - Algèbre linéaire I OU

MATHQ 241 - Géométrie OU

MATHQ 243

★9 mineure en sciences (voir Classification des cours)

★0 à ★3 Français langue (voir Classification des cours)

★0 à ★3 Option

#### Année 4

EDU M 341 - Les technologies de l'information et de la communication

EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire

EDU P 342 - Évaluation des apprentissages

★3 Français langue (voir Classification des cours)

★9 en sciences biologiques (niveau 300) (voir Exigences du programme)

★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)

#### Année 5

EDU F 435 - Cadre légal et professionnel de l'enseignement

EDU M 452 - Enseignement du français au secondaire

EDU M 456 - Enseignement des mathématiques au secondaire

EDU M 457 - Enseignement des sciences au secondaire

EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement

EDU S 470 - Stage d'initiation : niveau secondaire

EDU S 471 - Stage de responsabilisation : niveau secondaire

★Option libre (cours intensif)

#### Majeure : Sciences mathématique

##### Année 1

BIOLE 107 - Introduction à la biologie cellulaire

\*3 from:

BIOLE 108 - Introduction à la diversité biologique

PHYSQ 124 - Particules et ondes

PHYSQ 126 - Fluides, champs et radiation <sup>2</sup>

\*3 from:

MATHQ 114 - Calcul élémentaire

MATHQ 115 - Calcul élémentaire II

★6 à ★9 Option

★9 à ★12 Français langue (voir Classification des cours)

##### Année 2

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

\*3 from:

MATHQ 125 - Algèbre linéaire I

MATHQ 241 - Géométrie

MATHQ 243

★9 mineure en sciences (voir Classification des cours)

★0 à ★3 Français langue (voir Classification des cours)

### Année 3

EDU F 200 - Introduction à la pratique de l'enseignement  
EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde  
EDU F 235 - École et société  
EDU F 238 - Histoire de la pensée en éducation  
EDU F 244 - Fondements et théories de l'apprentissage scolaire  
EDU M 232 - Introduction aux stratégies d'enseignement  
EDU P 243 - Introduction au développement de l'adolescent  
STATQ 151 - Introduction à la statistique appliquée I **OU**  
SCI 151 - InSciTE: Scientific Inquiry and Data Analysis  
★3 en sciences mathématiques (voir Exigences du programme)  
★3 Francophonie ou Canadien (voir Classification of Courses)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication  
★6 Français langue (voir Classification des cours)  
★12 en sciences physiques (niveau 300) (voir Exigences du programme)  
★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)

### Année 5

EDU F 434 - L'enseignant professionnel  
EDU M 452 - Enseignement du français au niveau secondaire  
EDU M 456 - L'enseignement des mathématiques au niveau secondaire  
EDU M 457 - L'enseignement des sciences au niveau secondaire  
EDU P 433 - La communication et la gestion en salle de classe  
EDU P 442 - Inclusion scolaire et modèles d'intervention  
EDU S 470 - Enseignement pratique: niveau secondaire  
EDU S 471 - Enseignement pratique: niveau secondaire

★0 à ★3 Option

### Année 3

EDU F 245 - Histoire et fondements de l'apprentissage scolaire  
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée  
EDU P 243 - Introduction au développement de l'adolescent  
LINGQ 200 - Introduction à l'étude du langage  
\*3 from:  
STATQ 151 - Introduction à la statistique appliquée I  
SCI 151 - InSciTE: Scientific Inquiry and Data Analysis

EDU S 201 - Introduction à l'enseignement et stage d'orientation

ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques

★3 en sciences mathématiques (voir Exigences du programme)

★3 en sciences physiques (niveau 300) (voir Exigences du programme)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication  
EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire  
EDU P 342 - Évaluation des apprentissages  
★3 Français langue (voir Classification des cours)  
★9 en sciences physiques (niveau 300) (voir Exigences du programme)  
★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)

### Année 5

EDU F 435 - Cadre légal et professionnel de l'enseignement  
EDU M 456 - Enseignement des mathématiques au secondaire  
EDU M 457 - Enseignement des sciences au secondaire  
EDU M 452 - Enseignement du français au secondaire  
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement  
EDU S 470 - Stage d'initiation : niveau secondaire  
EDU S 471 - Stage de responsabilisation : niveau secondaire

## Majeure : Sciences physiques

### Année 1

CHIM 101 - Introduction à la chimie I

CHIM 102 - Introduction à la chimie II

MATHQ 114 - Calcul élémentaire

MATHQ 115 - Calcul élémentaire II

**OU**

BIOLE 107 - Introduction à la biologie cellulaire

BIOLE 108 - Introduction à la diversité biologique<sup>3</sup>

PHYSQ 124 - Particules et ondes

PHYSQ 126 - Fluides, champs et radiation

**OU**

PHYSQ 130 - Ondes, optique et son

PHYSQ 131 - Mécanique

★3 à ★6 Option sciences

★6 à ★9 Français langue (voir Classification des cours)

### Année 2

CHIM 261 - Chimie organique I

CHIM 263 - Chimie organique II

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★9 mineure en sciences (voir Exigences du programme)

★3 à ★6 Français langue (voir Classification des cours)

★0 à ★3 option sciences

★0 à ★3 Option

### Année 3

EDU F 200 - Introduction à la pratique de l'enseignement

EDU F 211 - Théories d'acquisition d'une langue première et d'une langue seconde

EDU F 235 - École et société

EDU F 238 - Histoire de la pensée en éducation

EDU F 244 - Fondements et théories de l'apprentissage scolaire

EDU M 232 - Introduction aux stratégies d'enseignement

EDU P 243 - Introduction au développement de l'adolescent

★6 en sciences physiques (voir Exigences du programme)

★3 Francophonie ou Canadien (voir Classification des cours)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication

★6 Français langue (voir Classification des cours)

★12 en sciences physiques (niveau 300) (voir Exigences du

## ★Option libre (cours intensif)

## Majeure : Sciences physiques

### Année 1

CHIM 101 - Introduction à la chimie I

CHIM 102 - Introduction à la chimie II

MATHQ 114 - Calcul élémentaire

**\*3 from:**

MATHQ 115 - Calcul élémentaire II

BIOLE 107 - Introduction à la biologie cellulaire

BIOLE 108 - Introduction à la diversité biologique<sup>3</sup>

PHYSQ 124 - Particules et ondes

**\*3 from:**

PHYSQ 126 - Fluides, champs et radiation

PHYSQ 130 - Ondes, optique et son

PHYSQ 131 - Mécanique

★3 à ★6 Option sciences

★6 à ★9 Français langue (voir Classification des cours)

### Année 2

CHIM 261 - Chimie organique I

CHIM 263 - Chimie organique II

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★9 mineure en sciences (voir Exigences du programme)

★3 à ★6 Français langue (voir Classification des cours)

★0 à ★3 option sciences

★0 à ★3 Option

### Année 3

EDU F 245 - Histoire et fondements de l'apprentissage scolaire

EDU M 332 - Théories de l'apprentissage des langues et approche intégrée

EDU P 243 - Introduction au développement de l'adolescent

LINGQ 200 - Introduction à l'étude du langage

EDU S 201 - Introduction à l'enseignement et stage d'orientation

ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques

★9 en sciences physiques (niveau 300) (voir Exigences du programme)

### Année 4

EDU M 341 - Les technologies de l'information et de la communication

programme)

★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)

#### Année 5

~~EDU F 434 - L'enseignant professionnel~~

EDU M 452 - Enseignement du français au niveau secondaire

EDU M 456 - L'enseignement des mathématiques au niveau secondaire

EDU M 457 - L'enseignement des sciences au niveau secondaire

~~EDU P 433 - La communication et la gestion en salle de classe~~

~~EDU P 442 - Inclusion scolaire et modèles d'intervention~~

EDU S 470 - Enseignement pratique: niveau secondaire

EDU S 471 - Enseignement pratique: niveau secondaire

#### Notes

<sup>1</sup> L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#). L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 (ou 113) et 115.

<sup>2</sup> L'étudiant qui a une mineure en Sciences biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#). L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#).

<sup>3</sup> L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 (ou 113) et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#).

#### Mineure: Français

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★3 Francophonies

★15 FRANC

#### Exigences du programme

1. Pour obtenir les deux diplômes, BEd et BSc, un étudiant doit obtenir ★150 répartis comme suit:

★72 en sciences, ★51 en pédagogie, ★24 en français et ★3 option libre.

Majeure (sciences) – ★36

EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire

EDU P 342 - Évaluation des apprentissages

★3 Français langue (voir Classification des cours)

★9 en sciences physiques (niveau 300) (voir Exigences du programme)

★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)

#### Année 5

EDU F 435 - Cadre légal et professionnel de l'enseignement

EDU M 452 - Enseignement du français au secondaire

EDU M 456 - Enseignement des mathématiques au secondaire

EDU M 457 - Enseignement des sciences au secondaire

EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement

EDU S 470 - Stage d'initiation: niveau secondaire

EDU S 471 - Stage de responsabilisation: niveau secondaire

★Option libre (cours intensif)

#### Notes

<sup>1</sup> L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#). L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115.

<sup>2</sup> L'étudiant qui a une mineure en Sciences biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#). L'étudiant qui a une mineure en Sciences physiques doit réussir [PHYSQ 124](#) et [PHYSQ 126](#).

<sup>3</sup> L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir [BIOLE 107](#) et [BIOLE 108](#).

#### Mineure: Français

LITT 135 - Survol de la littérature d'expression française

FRANC 236 - Pratique de la dissertation

★3 Francophonies

★15 FRANC

#### Exigences du programme

1. Pour obtenir les deux diplômes, BEd et BSc, un étudiant doit obtenir ★150 répartis comme suit:



Mineure (sciences) – ★24

Mineure (français) – ★24

Technologie ([EDU M 341](#))– ★3

Histoire ou philosophie de la science – ★3

Options (sciences) – ★6

Cours de pédagogie – ★51

Option libre – ★3

2. Normalement, un maximum de ★48 au niveau «junior» ou l'équivalent est autorisé dans le programme combiné.

3. Un étudiant doit réussir un minimum de ★12 de niveau 300 dans sa majeure et un minimum de ★6 de niveau 300 dans sa mineure en sciences.

4. Un étudiant doit réussir à l'intérieur de sa mineure en français: [FRANC 236](#), ★3 en

Francophonies (voir [Classification des cours](#)), et ★3 en littérature ([LITT 135](#)).

5. Un étudiant doit normalement réussir ★30 de niveau «junior» avant de pouvoir s'inscrire dans des cours de niveau «senior.»

6. Pour être admis avec équivalences universitaires dans le programme, un étudiant doit avoir obtenu une moyenne minimale de 2,0.

7. Pour être autorisé à poursuivre le programme, un étudiant doit conserver une moyenne minimale de 2,0. S'il n'a pas obtenu 2,0 de moyenne, l'étudiant devra se retirer du programme combiné et pourra transférer, si éligible, au programme du BEd ou du BSc.

8. Pour recevoir les diplômes du BEd et du BSc, l'étudiant devra maintenir une moyenne minimale de 2,0 dans tous les cours avec notes et dans tous les cours de la majeure en sciences.

9. Afin d'être recommandé pour un brevet d'enseignement temporaire, l'étudiant doit obtenir une moyenne d'au moins 2,0 dans tous les cours professionnels obligatoires.

10. Un étudiant qui échoue aux stages I ou II (EDU S) ne peut s'inscrire à aucun autre cours de stages à la Faculté Saint-Jean et doit se retirer du programme.

★72 en sciences, ★51 en pédagogie, ★24 en français et ★3 option libre.

Majeure (sciences) – ★36

Mineure (sciences) – ★24

Mineure (français) – ★24

Technologie ([EDU M 341](#))– ★3

Histoire ou philosophie de la science – ★3

Options (sciences) – ★6

Cours de pédagogie – ★51

Option libre – ★3

2. Normalement, un maximum de ★48 au niveau «junior» ou l'équivalent est autorisé dans le programme combiné.

3. Un étudiant doit réussir un minimum de ★12 de niveau 300 dans sa majeure et un minimum de ★6 de niveau 300 dans sa mineure en sciences.

4. Un étudiant doit réussir à l'intérieur de sa mineure en français: [FRANC 236](#), ★3 en

Francophonies (voir [Classification des cours](#)), et ★3 en littérature ([LITT 135](#)).

5. Un étudiant doit normalement réussir ★30 de niveau «junior» avant de pouvoir s'inscrire dans des cours de niveau «senior.»

6. Pour être admis avec équivalences universitaires dans le programme, un étudiant doit avoir obtenu une moyenne minimale de 2,0.

7. Pour être autorisé à poursuivre le programme, un étudiant doit conserver une moyenne minimale de 2,0. S'il n'a pas obtenu 2,0 de moyenne, l'étudiant devra se retirer du programme combiné et pourra transférer, si éligible, au programme du BEd ou du BSc.

8. Pour recevoir les diplômes du BEd et du BSc, l'étudiant devra maintenir une moyenne minimale de 2,0 dans tous les cours avec notes et dans tous les cours de la majeure en sciences.

9. Afin d'être recommandé pour un brevet d'enseignement temporaire, l'étudiant doit obtenir une moyenne d'au moins 2,0 dans tous les cours professionnels obligatoires.

11. Un étudiant qui abandonne les stages I ou II doit obtenir la permission du Vice-doyen **aux affaires académiques** avant de s'y réinscrire.

12. Lors de leur stage dans une école, les étudiants doivent se comporter conformément au code de déontologie de l'Alberta Teachers' Association et au University of Alberta Code of Student Behavior: Conduct and Discipline.

Les stagiaires doivent:

- a. reconnaître et accepter que le bien-être des élèves est de la plus haute importance et que l'enseignant coopérant a la responsabilité ultime en ce qui concerne la salle de classe;
- b. se comporter de façon éthique et professionnelle envers tous les membres de l'école et se familiariser avec le code de déontologie de l'ATA.

Les étudiants sont responsables de maintenir ces standards et, le cas échéant, doivent en rendre compte à **la responsable de la section Éducation et au Vice-doyen aux affaires académiques.**

10. Un étudiant qui échoue aux stages I ou II (EDU S) ne peut s'inscrire à aucun autre cours de stages à la Faculté Saint-Jean et doit se retirer du programme.

11. Un étudiant qui abandonne les stages I ou II doit obtenir la permission du Vice-doyen **principal** avant de s'y réinscrire.

12. Lors de leur stage dans une école, les étudiants doivent se comporter conformément au code de déontologie de l'Alberta Teachers' Association et au University of Alberta Code of Student Behavior: Conduct and Discipline.

Les stagiaires doivent:

- a. reconnaître et accepter que le bien-être des élèves est de la plus haute importance et que l'enseignant coopérant a la responsabilité ultime en ce qui concerne la salle de classe;
- b. se comporter de façon éthique et professionnelle envers tous les membres de l'école et se familiariser avec le code de déontologie de l'ATA.

Les étudiants sont responsables de maintenir ces standards et, le cas échéant, doivent en rendre compte **au Vice-doyen, Éducation et au Vice-doyen principal.**

**Faculté Saint-Jean**  
**CALENDAR CHANGE REQUEST**  
**For implementation in 2021-2022**

CURRENT	PROPOSED
<b>NEW</b>	<p><b>EDU S 101 – Stage de familiarisation avec la classe inclusive en contexte d’enseignement francophone et immersif</b>            ★3 (fi 6) (au semestre de printemps, 1-0-4)            Ce cours vise à familiariser les étudiants du B.Ed./Ad. avec la classe inclusive en contexte d’enseignement francophone et immersif. Les étudiants seront amenés à réfléchir à leurs propres modèles éducatifs en vue d’adopter une posture professionnelle inclusive adaptée à la diversité des écoles francophones et des programmes d’immersion en Alberta. Ce processus réflexif sera fondé sur des observations ciblées en milieu scolaire, suivies de discussions en séminaire. Note: Ce cours occasionne des frais additionnels.</p>
<b>NEW</b>	<p><b>EDU S 201 – Introduction à l’enseignement et stage d’orientation</b>            ★6 (fi 12) (l’un ou l’autre semestre, 4-0-4). Ce cours comprend un volet théorique et pratique. Le volet théorique comprend une introduction aux réalités du milieu scolaire et aux stratégies de planification, d’enseignement et d’évaluation. Le volet pratique consiste en un stage d’orientation durant lequel l’étudiant fera de l’observation participative et appliquera ses connaissances dans la situation authentique d’une classe. L’étudiant sera aussi amené à saisir l’importance de l’apprentissage continu pour son développement professionnel. Préalable : EDU S 101 pour BEd/AD. Note(s): (1) Ce cours occasionne des frais additionnels. (2) Ce cours n’est pas accessible aux étudiants ayant des crédits pour EDU F 200 et EDU M 232.</p>
<p><b>EDU S 420 - Enseignement pratique: niveau élémentaire</b>            *6 (fi 12) (l'un ou l'autre semestre, 7 semaines).            Stage pratique de 7 semaines dans un milieu scolaire (immersion française ou français en milieu minoritaire) à partir de la rentrée scolaire. Préalable: EDU F 200 ou l'équivalent. Note(s): (1) Ce cours occasionne des frais additionnels. (2) Ce cours n'est pas accessible aux étudiants ayant des crédits pour ENPRQ 300.</p>	<p><b>EDU S 420: Stage d’initiation: niveau primaire</b>            ★6 (fi 12) (l’un ou l’autre semestre, 8 semaines). Stage d’initiation à l’enseignement pratique de 8 semaines dans un milieu scolaire (immersion française ou francophone). Pendant la session d’automne, le stage comprend une semaine dans une école à la rentrée scolaire. Préalable(s): EDU S 201(ou EDU F 200 et EDU M 232). Note: Ce cours occasionne des frais additionnels.</p>
<p><b>EDU S 421 - Enseignement pratique: niveau élémentaire</b>            *6 (fi 12) (l'un ou l'autre semestre, 7 semaines). (Semestre d'hiver) Stage pratique de 7 semaines dans un milieu scolaire (immersion française ou français en milieu minoritaire).</p>	<p><b>EDU S 421: Stage de responsabilisation: niveau primaire</b>            ★6 (fi 12) (l’un ou l’autre semestre, 8 semaines)            Stage de responsabilisation à l’enseignement pratique de 8 semaines dans un milieu scolaire (immersion française</p>

<p>Préalable(s): EDU S 420. Note(s): Ce cours occasionne des frais additionnels. Ce cours n'est pas accessible aux étudiants ayant des crédits pour ENPRQ 350.</p>	<p>ou francophone). Pendant la session d'automne, le stage comprend une semaine dans une école à la rentrée scolaire. Préalable(s): EDU S 420. Note: Ce cours occasionne des frais additionnels.</p>
<p><b>EDU S 470 - Enseignement pratique: niveau secondaire</b> ★6 (fi 12) (l'un ou l'autre semestre, 7 semaines) Stage pratique de 7 semaines dans un milieu scolaire (immersion française ou français en milieu minoritaire) à partir de la rentrée scolaire. Préalable(s): EDU E 331 ou l'équivalent. Note(s): Ce cours occasionne des frais additionnels. Ce cours n'est pas accessible aux étudiants ayant des crédits pour ENPRQ 310.</p>	<p><b>EDU S 470: Stage d'initiation: niveau secondaire</b> ★6 (fi 12) (l'un ou l'autre semestre, 8 semaines) Stage d'initiation à l'enseignement pratique de 8 semaines dans un milieu scolaire (immersion française ou francophone). Pendant la session d'automne, le stage comprend une semaine dans une école à la rentrée scolaire. Préalable(s): Préalable(s): EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours occasionne des frais additionnels.</p>
<p><b>EDU S 471 - Enseignement pratique: niveau secondaire</b> ★6 (fi 12) (l'un ou l'autre semestre, 7 semaines) Stage pratique de 7 semaines dans un milieu scolaire (immersion française ou français en milieu minoritaire). Préalable(s): EDU S 470. Note(s): Ce cours occasionne des frais additionnels. Ce cours n'est pas accessible aux étudiants ayant des crédits pour ENPRQ 360.</p>	<p><b>EDU S 471: Stage de responsabilisation: niveau secondaire</b> ★6 (fi 12) (l'un ou l'autre semestre, 8 semaines) Stage de responsabilisation à l'enseignement pratique de 8 semaines dans un milieu scolaire (immersion française ou francophone). Pendant la session d'automne, le stage comprend une semaine dans une école à la rentrée scolaire. Préalable(s): EDU S 470. Note: Ce cours occasionne des frais additionnels.</p>
<p><b>EDU F 200 — Introduction à la pratique de l'enseignement</b> *3 (fi 6) (l'un ou l'autre semestre, 1-0-4) Ce cours se présente en deux volets et vise à offrir à l'étudiant un aperçu de la pratique de l'enseignement dans le milieu scolaire. La première partie est centrée sur l'étude de thèmes tels que le rôle de l'enseignant, la réalité de la salle de classe, les responsabilités de la profession, et l'enseignant comme modèle linguistique. L'autre partie du cours consiste en une série d'observations participantes vécues dans une variété de contextes scolaires. Le cours permettra à l'étudiant de saisir l'importance de l'engagement personnel et professionnel associé à la carrière d'enseignant. Note : Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU E 331, EDU E 231 et EDUC 200. Ce cours est réservé aux étudiant(e)s du programme BEd.</p>	<p><b>DELETE</b></p>
<p><b>EDU F 211 — Théories d'acquisition d'une langue première et d'une langue seconde</b> *3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Le cours abordera les principales théories relatives à l'acquisition des langues maternelles, secondes et étrangères, tout en ayant une résonance pratique. Les situations de plurilinguisme/pluriculturalisme et leurs impacts sur l'apprentissage seront également au cœur de ce cours. Note : Ce cours est susceptible d'offrir l'option CSL en partenariat</p>	<p><b>DELETE</b></p>

<p>avec le programme « Community Service Learning ». Dans ce cas, les étudiants auront la possibilité d'effectuer un stage de bénévolat de 20 heures avec un organisme communautaire à but non lucratif et/ou avec un organisme éducatif.</p>	
<p><b>NEW</b></p>	<p><b>EDU F 237- Enjeux de l'équité et de la diversité en milieu scolaire</b>  <b>★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)</b>  Ce cours vise à sensibiliser les étudiants aux enjeux de l'équité et à mieux comprendre les processus d'inclusion et d'exclusion en milieu scolaire. Il s'intéressera d'une part à l'inclusion de la diversité des élèves à l'école (par ex.: ethnoculturelle, socioculturelle, de genre et de religion) et d'autre part, à la question de la réconciliation avec les peuples autochtones et au concept de décolonisation en contexte éducatif. Certaines sections de ce cours offrent aux étudiants l'option du programme « Community Service-Learning ». Note(s) : (1) ce cours s'adresse uniquement aux étudiants du BED/AD et du B. Ed. B.Sc. (2) Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU F 235.</p>
<p><b>EDU F 238 – Histoire de la pensée en éducation</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Revue des grandes écoles de pensée qui ont influencé l'éducation en Occident. Les étudiants seront appelés à réfléchir sur chacune de ces écoles de pensée et à se situer par rapport aux implications éducatives de chacune de ces écoles de pensée. Chaque thème sera accompagné de ses implications dans la salle de classe et dans l'acte éducatif.  Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour FO-ED-302.</p>	<p><b>DELETE</b></p>
<p><b>EDU F 244 – Fondements et théories de l'apprentissage scolaire</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Étude des principaux courants théoriques de l'apprentissage scolaire (behavioriste, cognitif, socioconstructiviste, etc.). L'accent sera notamment mis sur les principes d'apprentissage découlant des approches cognitives, constructivistes et socioconstructivistes, principes qui sont à la base des programmes d'études albertains. Note : Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU P-240 ou pour PS-ED-201.</p>	<p><b>DELETE</b></p>
<p><b>NEW</b></p>	<p><b>EDU F 245 - Histoire et fondements de l'apprentissage scolaire</b>  <b>★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)</b></p>

	<p><u>Étude des écoles de pensée et des principaux courants théoriques qui ont influencé l'éducation.</u>  <u>Les étudiants seront invités à réfléchir aux divers courants pédagogiques issus de ces écoles et à explorer leurs implications pédagogiques dans le contexte de l'enseignement en Alberta.</u>  <u>Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU F 244 et EDU F 238</u></p>
<p><b>EDU F 434 – L'enseignant professionnel</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Ce cours comprend deux parties. Une partie est centrée sur un projet synthèse découlant du développement d'un portfolio professionnel. L'autre partie traite de la structure du système d'éducation en Alberta, de la responsabilité des enseignants devant les lois et envers la communauté scolaire, ainsi que des obligations professionnelles. Préalable(s): EDU F 200 et EDU M 232. Concomitant : EDU S. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU E 434.</p>	<p><b>DELETE</b></p>
<p><b>NEW</b></p>	<p><b>EDU F 435 : Cadre légal et professionnel de l'enseignement</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Analyse des droits et responsabilités des enseignants en relation avec le système éducatif albertain. L'étudiant sera appelé à développer son professionnalisme à travers un processus de délibération éthique fondé sur les cadres juridiques et professionnels qui régissent la profession enseignante.  Préalable(s): EDU S 201(ou EDU F 200 et EDU M 232).  Concomitant : EDU S. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU F 434.</p>
<p><b>EDU M 232 – Introduction aux stratégies d'enseignement</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-2)  Dans ce cours, les étudiants seront initiés à diverses stratégies d'enseignement, de planification et d'évaluation formative. Ce cours comprend des ateliers pratiques d'enseignement. Préalable : EDU F 200. Note : Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU E 232 ou 332 ou EDUC 201.</p>	<p><b>DELETE</b></p>
<p><b>EDU M 315 – Initiation – Enseignement de l'éducation physique au niveau élémentaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Étude du programme d'études, des stratégies d'enseignement et d'évaluation et de l'utilisation des</p>	<p><b>DELETE</b></p>

<p>technologies pour appuyer l'enseignement de l'éducation physique à l'élémentaire. Préalable : EDU F 200.</p>	
<p>EDU M 317 Initiation à la création artistique  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Découverte du langage de l'art, de sa spécificité et de son esthétique. Introduction par atelier aux principes fondamentaux des programmes d'études concernés.  Préalable</p>	<p>EDU M 317 Initiation aux arts visuels  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Exploration de l'utilisation de techniques propres au domaine des arts visuels. En s'appuyant sur le programme d'études, les étudiants apprendront à planifier des projets d'arts visuels qui permettront aux élèves du primaire et du secondaire de se familiariser avec un ensemble de techniques des arts visuels. L'intégration des perspectives autochtones à l'enseignement des arts visuels et les méthodes d'évaluation de projets d'arts visuels seront également abordées.</p>
<p><b>EDU M 319 – Littératie pour la petite enfance</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Ce cours vise l'éveil aux facettes de la littératie dans le monde de la petite enfance. L'apport linguistique, culturel et familial servira de base pour explorer les enjeux pédagogiques à considérer dans les propos d'enseignement pour les jeunes enfants. Préalable : EDU F 200 ou EDU M 232.</p>	<p><b>DELETE</b></p>
<p><b>EDU M 331 – Intégration du contenu et de la langue dans l'enseignement en milieu francophone et immersif</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-2)  Introduction au développement de programmes visant à intégrer l'enseignement du contenu et de la langue/littératie avancée de manière optimale. Les principes de l'approche des langues axés sur le contenu ainsi que les méthodes d'enseignement propices au développement et à l'implantation de ce type de programme (p. ex., stratégies d'instruction et d'évaluation) seront étudiés. Préalables : EDU F 200 et EDU M 232.</p>	<p><b>DELETE</b></p>
<p><b>NEW</b></p>	<p><b>EDU M 332 - Théorie de l'apprentissage des langues et approche intégrée</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Ce cours aborde les principales théories relatives à l'acquisition des langues qui sont au cœur des approches pour planifier et enseigner en contexte immersif et francophone minoritaire. Le volet pratique du cours propose une introduction au développement de séquences pédagogiques visant à intégrer l'enseignement de la langue et de la littératie dans le contexte de l'enseignement des matières. Préalable (s) : EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas</p>

	<u>accessible aux étudiants ayant des crédits pour EDU F 211 et EDU M 331.</u>
<p><b>EDU M 341 - Les technologies de l'information et de la communication</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-2)  Ce cours propose un regard critique sur le rôle et la place de la technologie dans un contexte d'enseignement du français en immersion et en milieu francophone minoritaire. Les étudiants se familiariseront avec l'utilisation des technologies actuelles et émergentes en salle de classe et exploreront le potentiel pédagogique des technologies nouvelles comme support à l'instruction et à l'apprentissage. Le cours mettra l'accent sur les théories ainsi que les stratégies d'instruction et les méthodes d'évaluation considérées optimales pour l'intégration de la technologie dans le contexte de l'éducation au 21e siècle. Le cours sensibilisera aussi les étudiants à l'utilisation des technologies au service d'un enseignement inclusif. <u>Préalables: EDU F 200 et EDU M 232.</u></p>	<p><b>EDU M 341 - Les technologies de l'information et de la communication</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-2)  Ce cours propose un regard critique sur le rôle et la place de la technologie en éducation. Les étudiants se familiariseront avec l'utilisation des technologies actuelles et émergentes en salle de classe et exploreront leur potentiel pédagogique. Il mettra l'accent sur les théories ainsi que les stratégies d'enseignement et les méthodes d'évaluation. Il sensibilisera aussi les étudiants à l'utilisation des technologies au service d'un enseignement inclusif. <u>Préalable (s) : EDU S 201(ou EDU F 200 et EDU M 232).</u></p>
<p><b>EDU M 342 - L'enseignement moral et religieux</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Fondements de l'enseignement moral et religieux dans une société libérale-démocratique. Perspectives de l'enseignement moral et religieux dans les écoles confessionnelles et non-confessionnelles. Implications pratiques dans la salle de classe et dans l'acte éducatif. <u>Préalables: EDU F 200 et EDU M 232.</u></p>	<p><b>EDU M 342 - L'enseignement moral et religieux</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Fondements de l'enseignement moral et religieux dans une société libérale-démocratique. Perspectives de l'enseignement moral et religieux dans les écoles confessionnelles et non-confessionnelles. Implications pratiques dans la salle de classe et dans l'acte éducatif.</p>
<p><b>EDU M 343 – Littératie maternelle à 3e année</b>  *3 (fi 6) (l'un ou l'autre semestre, 3-0-2)  Dans ce cours les étudiants développeront leur compréhension du concept de littératie précoce. Ils se familiariseront avec les différentes composantes de l'oral, de la lecture et de l'écriture et prendront conscience des liens qui existent entre ces trois habiletés. Ils se familiariseront avec plusieurs stratégies d'enseignement et d'évaluation basées sur les principes de l'enseignement stratégique et de la construction des connaissances. Ils apprendront également à adapter ces stratégies et à utiliser la technologie pour répondre aux besoins variés des élèves. Ils se serviront du programme d'études pour concevoir des mini-leçons qu'ils enseigneront dans des situations authentiques en salle de classe. <u>Préalables: EDU F 200, EDU M 232, EDU F 244. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 311.</u></p>	<b>DELETE</b>
<p><b>EDU M 344 – Littératie 4e à 6e année</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-2)</p>	<b>DELETE</b>



<p>Cours de méthodologie pour l'enseignement du français en immersion et en milieu francophone minoritaire de la 4<sup>e</sup> à la 6<sup>e</sup> année du primaire. Les étudiants se familiariseront avec plusieurs stratégies d'enseignement et d'évaluation de la lecture et de l'écriture et se sensibiliseront à l'importance de l'oral dans l'acquisition de ces habiletés. Ils apprendront à adapter ces stratégies et à utiliser la technologie pour répondre aux besoins variés des élèves. Ils se serviront du programme d'études pour concevoir une séquence didactique basée sur les principes de l'enseignement stratégique et de la construction des connaissances. L'enseignement de la grammaire en contexte sera également abordé. Préalable(s) : EDU F 200 et 244, EDU M 232. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 311.</p>	
<p><b>NEW</b></p>	<p><b>EDU M 345 Littératie au préscolaire et au premier cycle du primaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Introduction aux stratégies d'enseignement, de différenciation et d'évaluation en lien avec les différentes étapes du développement de la littératie chez l'élève. Les étudiants découvriront les liens entre l'oral, la lecture et l'écriture. Ils s'appuieront sur le programme d'études pour planifier des activités visant le développement de ces habiletés tout en intégrant l'utilisation de diverses ressources numériques afin d'optimiser les apprentissages. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 319 et EDU M 343.</p>
<p><b>NEW</b></p>	<p><b>EDU M 346 : Littératie au deuxième cycle du primaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Consolidation des habiletés en littératie chez l'élève du deuxième cycle du primaire. Les étudiants approfondiront leurs connaissances des processus et des stratégies liés à la lecture, à l'écriture et à l'oral. A l'aide du programme d'études, ils apprendront à planifier une séquence pédagogique en mettant en place des stratégies d'enseignement, de différenciation et d'évaluation appropriées. La correction des erreurs et l'enseignement de la nouvelle grammaire en contexte ainsi que l'utilisation des ressources numériques seront également abordés. Préalable(s) : EDU M 345 et EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 344.</p>
<p><b>EDU M 358- Enseignement de la musique au niveau secondaire I</b></p>	<p><b>EDU M 358- Enseignement de la musique au secondaire I</b></p>

<p>*3 (fi 6) (l'un ou l'autre semestre,3-0-0)  L'enseignement du chant choral et l'administration d'un ensemble vocal à l'école secondaire. Les sujets tels que le recrutement et les auditions des choristes, l'échauffement vocal, le choix de répertoire, les techniques de répétition et la planification de concerts seront tous abordés. Préalable(s) ou concomitant(s) : *9 dans la spécialisation, incluant MUSIQ 140 et 315, <u>EDU F 200 et EDU M 232.</u></p>	<p>*3 (fi 6) (l'un ou l'autre semestre,3-0-0)  <u>Exploration des théories et des stratégies de direction du chant choral dans le cadre d'un programme de musique au secondaire. En tenant compte du programme d'études, les étudiants apprendront à planifier des activités de chant choral et à évaluer les apprentissages en fonction des besoins variés des élèves. L'intégration de la langue dans l'enseignement de la musique ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement de la musique.</u> Préalables: *9 crédits dans la spécialisation, incluant MUSIQ 140 et 315, <u>EDU S 201 (ou EDU F 200 et EDU M 232).</u></p>
<p><b>EDU M 359- Enseignement de la musique au niveau secondaire II</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  L'enseignement d'une fanfare et l'administration d'un ensemble instrumental à l'école secondaire. Les sujets tels que la création d'une fanfare, le recrutement et les auditions de musiciens, le choix d'instrument, les techniques de répétition, le choix de répertoire et la planification de concerts seront tous abordés. Préalable(s)ou concomitant(s): *9 dans la spécialisation incluant MUSIC 141 et un de MUSIC 209, 211 ou 216, et <u>EDU F 200 et EDU M 232.</u></p>	<p><b>EDU M 359- Enseignement de la musique au secondaire II</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  <u>Exploration des théories et des stratégies de direction d'une fanfare au niveau secondaire. En tenant compte du programme d'études, les étudiants apprendront à planifier des activités liées à la mise en place et à la gestion d'une fanfare et à évaluer les apprentissages en fonction des besoins variés des élèves. L'intégration de la langue dans l'enseignement de la musique ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement de la musique.</u> Préalables: *9 crédits dans la spécialisation incluant MUSIC 141 et un de MUSIC 209, 211 ou 216, et <u>EDU S 201 (ou EDU F 200 et EDU M 232).</u></p>
<p><b>EDU M 360- L'art dramatique comme outil pédagogique</b>  3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Ce cours portera sur les pratiques théâtrales et leur utilisation en tenant compte des résultats d'apprentissage des programmes d'études à l'élémentaire et au secondaire; par exemple: jeux de rôles, marionnettes, improvisation. Préalable : <u>EDU F 200 ou EDU M 232.</u></p>	<p><b>EDU M 360- L'art dramatique comme outil pédagogique</b>  3 (fi 6) (l'un ou l'autre semestre,3-0-0)  <u>Exploration de l'utilisation des pratiques théâtrales comme outil pédagogique au primaire et au secondaire. En se servant des programmes d'études, les étudiants apprendront à planifier, à animer et à évaluer des jeux dramatiques visant à soutenir l'apprentissage des matières de manière vivante et imaginative. Le cours intégrera aussi l'utilisation ludique de diverses ressources numériques.</u></p>
<p><b>EDU M 361– Enseignement de l'éducation physique au niveau secondaire</b>  *3 (fi 6) (l'un ou l'autre semestre,3 0 0)  Initiation à l'enseignement de l'éducation physique. Sujets étudiés: les programmes du ministère de l'Éducation, les stratégies d'enseignement et leur adaptation pour répondre aux besoins variés des élèves, l'utilisation des technologies et</p>	<p><b>DELETE</b></p>

<p>des méthodes d'évaluation pour soutenir l'apprentissage. Préalable : EDU F 200 ou EDU M 232.</p>	
<p><b>EDU M 362- Enseignement de l'anglais au niveau secondaire</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Initiation à l'enseignement de l'anglais au secondaire. Sujets étudiés: les programmes du ministère de l'Éducation, les stratégies d'enseignement et leur adaptation pour répondre aux besoins variés des élèves, l'utilisation des technologies et des méthodes d'évaluation pour soutenir l'apprentissage. Préalables : EDU F 200 et EDU M 232.</p>	<p><b>EDU M 362- Enseignement de l'anglais au secondaire</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Introduction à l'enseignement des arts langagiers en anglais afin de soutenir l'apprentissage de tous les élèves d'immersion française et de français langue première. En tenant compte du programme d'études, les étudiants planifieront des activités visant le développement des arts langagiers au secondaire. Dans le cadre de leur planification, ils apprendront à utiliser des stratégies d'enseignement, d'évaluation et de différenciation ainsi que diverses ressources numériques. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement de l'anglais. Préalable(s): EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>NEW</b></p>	<p><b>EDU M 348- Enseignement de l'anglais au primaire</b> ★3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Introduction aux stratégies d'enseignement, de différenciation et d'évaluation en lien avec les différentes étapes du développement de la littératie et des arts langagiers en anglais (English Language Arts). Les étudiants découvriront les liens entre l'écoute, la production orale, la lecture, l'écriture, le visionnement et la représentation. Ils exploreront les possibilités d'intégrer des perspectives autochtones dans l'enseignement de l'anglais. À l'aide du programme d'études, ils apprendront à planifier une séquence pédagogique en utilisant divers médias et ressources. Préalable(s): EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>NEW</b></p>	<p><b>EDU M 363 - Enseignement de l'éducation physique et du programme de santé</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Initiation à l'enseignement de l'éducation physique et du programme de santé au primaire et au secondaire. À travers une série d'activités pratiques, les étudiants développeront une compréhension des diverses stratégies d'enseignement, de différenciation et d'évaluation en fonction des programmes d'études en cours. L'intégration de la langue et de la littératie dans l'enseignement de ces matières ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones en santé et</p>

	<p>bien être. Préalable(s): EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 412 - Didactique des mathématiques au niveau élémentaire</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Initiation à l'enseignement des mathématiques à l'élémentaire. Sujets étudiés: les programmes d'études, stratégies et techniques d'enseignement et d'évaluation, les calculatrices, les ordinateurs, la communication, la pensée et la compréhension mathématique, les influences sur l'enseignement/l'apprentissage des mathématiques, les techniques d'évaluation. Préalable: EDU F 200 et 244 et EDU M 232.</p>	<p><b>EDU M 412 – Enseignement des mathématiques au primaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Introduction à l'enseignement des mathématiques au primaire. Les étudiants développeront leurs compétences à analyser les raisonnements des élèves dans le contexte de l'apprentissage des concepts mathématiques. Ils apprendront à utiliser diverses stratégies d'enseignement, d'évaluation et de différenciation. L'intégration de la langue et de la littératie dans l'enseignement en mathématiques ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement des mathématiques. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 413 - Didactiques des sciences au niveau élémentaire</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Initiation à l'enseignement des sciences à l'élémentaire. Sujets étudiés : les programmes du ministère de l'Éducation, les stratégies et techniques d'enseignement et d'évaluation, le lien entre science/ technologie/société. Préalables: EDU F 200 et 244, EDU M 232.</p>	<p><b>EDU M 413 Enseignement des sciences au primaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Introduction à l'enseignement des sciences au primaire. A l'aide du programme d'études, les étudiants apprendront à planifier des activités en utilisant une variété de stratégies d'enseignement, de différenciation et d'évaluation. L'intégration de la langue et de la littératie dans l'enseignement des sciences ainsi que l'utilisation de diverses ressources numériques seront également abordées. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement des études sociales. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 414 - Didactiques des études sociales à l'élémentaire</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Initiation à l'enseignement des études sociales à l'élémentaire. Étude et interprétation des exigences du programme du ministère de l'Éducation et des ressources prescrites pour enseigner les études sociales en milieu francophone et en milieu d'immersion française. Sensibilisation au rôle que jouent les études sociales dans le développement du citoyen et l'éveil à la conscience identitaire. Planification de l'enseignement des études sociales et stratégies d'enseignement. Préalables : EDU F 200 et 244, EDU M 232.</p>	<p><b>EDU M 414 Enseignement des études sociales au primaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Exploration de l'enseignement des études sociales au primaire. Les étudiants seront amenés à maîtriser les processus de planification, d'évaluation et de différenciation en lien avec le programme d'études des études sociales au primaire. Pour optimiser l'apprentissage des élèves, ils apprendront aussi à intégrer l'enseignement de la langue et de la littératie dans leur planification et à utiliser diverses ressources numériques. Une attention particulière sera portée à la question identitaire et aux perspectives autochtones et francophones. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>

<p><b>EDU M 452- Enseignement du français au niveau secondaire</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Cours de méthodologie pour l'enseignement du français en immersion et en milieu francophone minoritaire. Étude des nouvelles tendances dans la didactique de l'écriture. Principes et démarche pour la planification d'une séquence d'apprentissage basée sur les stratégies d'écriture dans le contexte d'un type de texte spécifique. Intégration de la grammaire à la production écrite. Méthodes d'évaluation des textes. Préalables : EDU F 200 et 244, EDU M 232.</p>	<p><b>EDU M 452- Enseignement du français au secondaire</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Exploration de l'enseignement du français au secondaire afin de se familiariser avec les stratégies d'enseignement, de différenciation et d'évaluation propres à soutenir le développement de la compétence à lire et à écrire différents genres de texte. La compétence orale sera également abordée. Les étudiants planifieront des leçons et une séquence pédagogique tout en respectant les exigences du programme d'études du français dans les écoles francophones ou d'immersion. Une attention sera portée aux ressources numériques disponibles afin de soutenir l'apprentissage du français. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement du français. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 453-Enseignement de la littérature au niveau secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Pédagogie générale et pratique de la littérature: méthode d'enseignement du roman, de la pièce de théâtre et de la poésie. Étude des moyens de favoriser la pratique de la lecture libre en français. Étude des processus et des stratégies de lecture. Préalables : EDU F 200 et 244, EDU M 232.</p>	<p><b>EDU M 453-Enseignement de la littérature au secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Exploration de la pédagogie générale et pratique de la littérature afin de se familiariser avec les méthodes d'enseignement de différents genres littéraires (romans, théâtre, poésie) en favorisant la lecture et l'application de stratégies de lecture. Les étudiants planifieront des leçons et une séquence pédagogique tout en respectant les exigences du programme d'études du français dans les écoles francophones ou d'immersion. Une attention sera portée aux ressources numériques disponibles afin de soutenir l'apprentissage de la littérature. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement de la littérature. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 456- Enseignement des mathématiques au niveau secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Ce cours a pour but de préparer les étudiants à enseigner les mathématiques à tous les niveaux du secondaire; d'acquérir quelques principes fondamentaux nécessaires à une conception adéquate des mathématiques et de leur didactique. Ce cours propose diverses stratégies pour encourager l'apprentissage des mathématiques d'une façon concrète. Préalables : EDU F 200 et 244, EDU M 232.</p>	<p><b>EDU M 456- Enseignement des mathématiques au secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Exploration de l'enseignement des mathématiques au secondaire afin d'acquérir les principes fondamentaux nécessaires à une conception adéquate des mathématiques et de leur enseignement. A l'aide du programme d'études, les étudiants apprendront à planifier des leçons de mathématiques en utilisant des stratégies d'enseignement, de différenciation et d'évaluation appropriées. Pour optimiser l'apprentissage des élèves, ils apprendront aussi à intégrer la langue et la littératie dans l'enseignement des mathématiques et à</p>

	<p>utiliser diverses ressources numériques. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement des mathématiques. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 457 - Enseignement des sciences au niveau secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Ce cours permettra à l'étudiant de connaître à fond le contenu et les objectifs du curriculum de sciences à tous les niveaux du secondaire; les différentes méthodes de présenter un concept en sciences; les nouvelles applications technologiques dans l'enseignement de la science; et l'équipement existant pour faciliter l'enseignement de la science. Préalables : EDU F 200, et 244, EDU M 232.</p>	<p><b>EDU M 457- Enseignement des sciences au secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Exploration de l'enseignement des sciences au secondaire. A l'aide du programme d'études, les étudiants apprendront à planifier des leçons de sciences en utilisant des stratégies d'enseignement axées sur la méthode scientifique et la résolution de problèmes. Ils découvriront des stratégies de différenciation et d'évaluation. Pour optimiser l'apprentissage des élèves, ils apprendront à intégrer la langue et la littératie dans l'enseignement des sciences et à utiliser diverses ressources numériques. C'est dans ce cadre que les étudiants seront amenés à apprécier la nature des sciences et des technologies dans la société. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement des sciences. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU M 458- Enseignement des études sociales au secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Étude des programmes et des objectifs d'apprentissage prescrits à chacun des deux cycles du secondaire. Examen des méthodes et des stratégies d'enseignement et d'évaluation adaptées aux diverses clientèles scolaires. Exploration tant des ressources prescrites que de celles mises à disposition par les réseaux des technologies de l'information. Préalables : EDU F 200 et EDU M 232. Note : ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 454 ou EDU M 455.</p>	<p><b>EDU M 458- Enseignement des études sociales au secondaire</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)  Exploration de l'enseignement des études sociales au secondaire. Les étudiants seront amenés à maîtriser les processus de planification, d'évaluation et de différenciation en lien avec le programme d'études. Pour optimiser l'apprentissage des élèves, ils apprendront aussi à intégrer dans leur planification l'enseignement de la langue et de la littératie et à utiliser diverses ressources numériques. Une attention particulière sera portée à la mission éducative propre à la formation des citoyens qui devront faire face aux défis contemporains de notre société. C'est dans ce cadre que la question identitaire et les perspectives autochtones et francophones seront explorées. Le cours abordera enfin la question de l'intégration des perspectives autochtones dans l'enseignement des études sociales. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</p>
<p><b>EDU P 242 - Introduction au développement de l'enfant</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)</p>	<p><b>EDU P 242 Introduction au développement de l'enfant</b>  ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0)</p>

<p>Étude du développement de l'enfant de 6 à 12 ans en tenant compte des plans physiques, cognitifs, affectifs, conatifs et sociaux comme fondement de l'enseignement au primaire. Interrelation entre ces dimensions dans une optique d'intervention scolaire. Processus et étapes de développement en lien avec l'approche écologique. Rôle de l'adulte et des pairs dans l'acquisition des savoirs des élèves de cette tranche d'âge. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour PS ED 200 ou EDU P 239.</p>	<p>Étude des processus du développement physique, affectif, social et cognitif de l'enfant de 0 à 12 ans. Les étudiants développeront une compréhension des influences mutuelles des différents aspects du développement, dans une perspective historico-culturelle et d'intervention scolaire. Ce cours inclut également un aperçu de la transition de l'enfant vers la puberté et l'adolescence.</p>
<p><b>EDU P 243 - Introduction au développement de l'adolescent</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Étude du développement de l'adolescent de 13 à 18 ans en tenant compte des plans physiques, psychosexuels, cognitifs, affectifs, conatifs, identitaires et sociaux comme fondement de l'enseignement au secondaire. Interrelation entre ces dimensions dans une optique d'intervention scolaire. Processus et étapes de développement en lien avec l'approche écologique. Exploration de certaines problématiques comme l'anorexie, le décrochage scolaire et la cyber intimidation en lien avec les élèves de cette tranche d'âge. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour PS ED 200 ou EDU P 239.</p>	<p><b>EDU P 243 Introduction au développement de l'adolescent</b> ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Étude des processus du développement physique, cognitif, affectif, social et identitaire de l'adolescent de 12 à 18 ans, de même que des problématiques spécifiques à l'adolescence dans une perspective historico-culturelle et d'intervention scolaire. Un survol du développement de l'enfant d'âge primaire est également proposé.</p>
<p><b>EDU P 245— Interactions sociales et communication</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Ce cours offre une introduction aux principaux paradigmes de la communication et des relations interpersonnelles. Il vise l'appropriation et l'approfondissement des modèles théoriques, des méthodes d'analyse et de communication et des stratégies pour comprendre la dynamique relationnelle afin d'intervenir sur celle-ci. Cette dynamique relationnelle renvoie à différentes situations de communication et relations interpersonnelles quotidiennes propres au milieu scolaire actuel (élèves, enseignants, parents, administrateurs, etc.). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour PS ED 250 et EDU P 241</p>	<p><b>DELETE</b></p>
<p><b>EDU P 342 - Évaluation des apprentissages</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Ce cours fait l'étude de l'évaluation des apprentissages ancrée dans les principes de validité, fidélité et équité. Différentes méthodes d'évaluation de l'apprentissage et pour l'apprentissage seront abordées tout en traitant de la dichotomie entre l'évaluation critériée et normative. Ce cours fait la mise au point de l'évaluation diagnostique, formative et sommative. L'accent sera mis sur l'application et le développement de divers instruments de mesure (examens, grille d'observation et de notations, barèmes de corrections,</p>	<p><b>EDU P 342 - Évaluation des apprentissages</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Étude des fondements de l'évaluation des apprentissages afin de développer et analyser différentes méthodes d'évaluation au service de l'apprentissage et du rendement scolaire. Les étudiants apprendront à planifier l'évaluation pour soutenir l'apprentissage de tous les élèves. L'accent sera mis sur l'application et le développement de divers instruments de mesure en contexte d'une matière particulière en lien avec le</p>

<p>instructions, etc.) dans le champ disciplinaire de l'étudiant. Un exposé sera fait sur les tests à grande échelle (les tests de rendement scolaire et de diplôme) et sur l'interprétation des résultats. Préalables : EDU F 200 ou EDU F 244 et EDU M 232. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU P 340.</p>	<p><u>programme d'étude. La rédaction des bulletins scolaires et la dissémination des résultats seront abordées.</u> <u>Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232).</u></p>
<p><b>EDU P 433 – La communication et la gestion en salle de classe</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Étude approfondie des modèles théoriques et pratiques de gestion en salle de classe. L'application de certaines stratégies de gestion sera aussi abordée. Nous nous pencherons aussi sur la communication avec les parents ayant des enfants manifestant des comportements inadaptés. Préalable(s) : EDU F 200 et EDU M 232. Concomitant : EDU S. Note : Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU E 433 ou EDUC 300.</p>	<p><b>DELETE</b></p>
<p><b>NEW</b></p>	<p><b>EDU P 436 Gestion de classe et dynamique relationnelle</b> ★3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Étude appliquée de la gestion de classe fondée sur les techniques de planification, la perspective socio-culturelle et les principes de gestion de la communication entre les parents, enseignants, administration et élèves. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU P 245 et EDU P 433.</p>
<p><b>EDU P 442 – Inclusion scolaire et modèles d'intervention</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Études des politiques, des normes et du système de codification en vigueur pour les élèves albertains ayant des besoins particuliers. Analyse des modèles courants d'inclusion scolaire. Étude des attitudes et croyances des enseignants envers l'inclusion scolaire. Modalité d'application du plan d'intervention et adaptation de l'enseignant en fonction du profil spécifique de ces élèves. Pratiques novatrices de la gestion des différences dans le but de favoriser l'inclusion scolaire totale de tous les élèves. Préalable(s): EDU F 200 et EDU M 232. Concomitant: EDU S. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour PS ED 300.</p>	<p><b>DELETE</b></p>
<p><b>EDU P 444 - Interventions auprès des élèves ayant de difficultés d'apprentissage</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Étude portant sur l'adaptation de l'enseignement et le soutien aux élèves du primaire et du secondaire ayant des</p>	<p><b>EDU P 444 - Interventions auprès des élèves ayant de difficultés d'apprentissage</b> *3 (fi 6) (l'un ou l'autre semestre,3-0-0) Étude de l'évolution des modalités de soutien et d'organisation des services aux élèves ayant des besoins</p>



<p>difficultés d'apprentissage. Problématiques liées aux élèves ayant des difficultés d'apprentissage (éléments contextuels, manifestations des difficultés, etc.). Cadre théorique et état des connaissances sur la nature des difficultés, de leurs effets et de leur étiologie. Apprentissage d'interventions visant à soutenir l'élève en difficulté dans le développement de stratégies d'apprentissage cognitives, métacognitives, motivationnelles en contexte d'analyse de tâche, de préparation aux examens, d'étude et de rédaction de travaux. Préalables : EDU F 200 et EDU M 232. Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU P 443 ou PS-ED 482.</p>	<p>éducatifs particuliers, des conditions de réussite associées à l'inclusion scolaire nécessaires à l'accès au curriculum général pour tous. Les étudiants feront l'étude des causes des difficultés d'apprentissage, de même que des interventions visant à soutenir l'élève en difficulté à l'aide de stratégies d'apprentissage. Ils apprendront également à intégrer ces connaissances à l'intérieur du cadre législatif sous-tendant l'éducation inclusive en Alberta. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232), EDU P 242 ou 243. Concomitant: EDU S</p>
<p><b>EDU P 445 - Interventions auprès des élèves ayant des difficultés de comportement</b>  *3 (fi 6) (l'un ou l'autre semestre,3-0-0)  Étude de l'étiologie et de la taxonomie des difficultés comportementales chez les élèves du primaire et du secondaire. Initiation des étudiants à l'utilisation des différentes théories afin d'analyser et de comprendre les troubles du comportement extériorisés et intériorisés selon une perspective développementale. Sensibilisation des étudiants aux méthodes d'évaluation et de modification de comportement en contexte scolaire. Préalables : EDU F 200 et EDU M 232. Note : Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU P 443 ou PS-ED 482.</p>	<p><b>EDU P 445-Interventions auprès des élèves ayant des difficultés de comportement</b>  3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Ce cours fait suite au cours EDU P 444 (Interventions auprès des élèves ayant des difficultés d'apprentissage). Les étudiants seront initiés à l'utilisation des différentes théories afin d'analyser et de comprendre les difficultés comportementales. Les étudiants seront également sensibilisés aux méthodes d'évaluation et de modification de comportement en milieu scolaire. Ils apprendront aussi à intégrer ces connaissances dans le cadre législatif sous-tendant l'éducation inclusive en Alberta. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232), EDU P 242 ou 243 (ou concomitant), EDU P 444. Concomitant : EDU S.</p>

Submitted by: Dr. P. Mulatris

Date: August 31, 2020

Approved by: FSJ Council Committee

Date: August 28, 2020

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Name Changes and Associated Substantive Program Changes to the Bachelor of Arts Majors in Psychology and Mental Health, and Sustainability Studies, and the Bachelor of Science Majors in Chemical and Physical Sciences, Computing Science and Mathematics, and Integrative Biology, Augustana Faculty</b>
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**Motion I**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Arts major in Psychology, to Psychology and Mental Health, and associated program changes, as set forth in Attachments 2 and 3, to take effect in Fall 2021.

**Motion II**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Arts major in Environmental Studies, to Sustainability Studies, and associated program changes, as set forth in Attachments 4 and 5, to take effect in Fall 2021.

**Motion III**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Science major in Chemistry, to Chemical and Physical Sciences, and associated program changes, as set forth in Attachments 6 and 7, to take effect in Fall 2021.

**Motion IV**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Science major in Computing Science, to Computing Science and Mathematics, and associated program changes, as set forth in Attachments 8 and 9, to take effect in Fall 2021.

**Motion V**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change to the Bachelor of Arts major in Biology, to Integrative Biology, and associated program changes, as set forth in Attachments 10 and 11, to take effect in Fall 2021.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Karsten Mündel, Associate Dean – Academic, Augustana Faculty

**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 rename the Majors in 'Environmental Studies' and 'Psychology' in the Bachelor of Arts program and the Majors in 'Biology', 'Chemistry', and 'Computing Science' in the Bachelor of Science program offered through Augustana Faculty, to the 'Sustainability Studies major', and 'Psychology and Mental Health major' in the Bachelor of Arts program and 'Integrative Biology major', 'Chemical and Physical Sciences major', and

Item No. 10

	<p>‘Computing Science and Mathematics major’ in the Bachelor of Science program, and to approve substantive associated program changes.</p>
<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<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 worked to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences Project-based Core. Initial efforts focused primarily in the Fine Arts, Humanities, and Social Sciences, resulting in the creation of three new BA Interdisciplinary Studies specializations with implementation in Fall 2020. This latest set of proposals continues Augustana’s curriculum revitalization, focused primarily in the Bachelor of Science program, as well as further revisions to Social Sciences in the Bachelor of Arts program.</p> <p><u>Name Changes</u></p> <p>To facilitate the realization of a new and dynamic curriculum at Augustana, the Faculty proposes the following renaming of majors in the BA and BSc programs:</p> <p>In the Bachelor of Arts:</p> <ul style="list-style-type: none"> <li>• The ‘Environmental Studies’ major will be renamed to the ‘Sustainability Studies’ major;</li> <li>• The ‘Psychology’ major will be renamed to the ‘Psychology and Mental Health’ major</li> </ul> <p>In the Bachelor of Science:</p> <ul style="list-style-type: none"> <li>• The ‘Biology’ major will be renamed to the ‘Integrative Biology’ major;</li> <li>• The ‘Chemistry’ major will be renamed to the ‘Chemical and Physical Sciences’ major;</li> <li>• The ‘Computing Science’ major will be renamed to the ‘Computing Science and Mathematics’ major;</li> </ul> <p><u>Significant Program Changes</u></p> <p>The renaming of these 5 majors, along with significant revisions to the programs, continues the initiative within Augustana Faculty of developing programs with a greater multi-disciplinary focus. All of these programs retain the requirement the new Augustana Liberal Arts and</p>

Item No. 10

	<p>Sciences Project-Based Core, and embed the previous Core Knowledge requirements within the major, often drawing on broader disciplinary subjects which can complement and enhance the particular major. Greater opportunities for experiential and community-based learning have also been built into the major requirements where possible, in order to broaden the undergraduate experience.</p> <p>Ultimately these changes will continue to facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance 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>• Faculty members in Biology, Chemistry, Computing Science, Economics, Environmental Studies, Mathematics, Physics, Psychology, and Sociology in Augustana Faculty</li> <li>• Augustana Departments of Science and Social Sciences (Department Council includes 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, Andrea Patrick)</li> <li>• University Governance</li> <li>• Office of the Registrar</li> <li>• Undergraduate Program Support Team</li> <li>• Angela Bayduza, Associate Dean (Undergraduate Programs) – Faculty of Kinesiology, Sport and Recreation</li> <li>• Eddy Kent, Associate Dean (Student Programs) – Faculty of Arts</li> <li>• Gerda de Vries, Associate Dean (Undergraduate) – Faculty of Science</li> <li>• Scott Jeffrey, Associate Dean (Academic); Robert Summers, Academic Director Sustainability – Faculty of Agriculture, Life and Environmental Sciences</li> <li>• Lars Hallstrom – Director, Alberta Centre for Sustainable Rural Communities</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>• These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced</li> </ul>

Item No. 10

	and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Academic Planning Committee, and General Faculties Council from 2018-2020.
Approval Route (Governance) (including meeting dates)	Augustana Faculty Council (May 20, 2020; August 18, 2020) GFC Programs Committee (for approval): October 15, 2020

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p><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:          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>
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Item No. 10

	<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.  <b>Objective 17:</b>  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>		
<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="570 730 1541 940"> <tr> <td data-bbox="570 730 1089 940"> <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 </td> <td data-bbox="1089 730 1541 940"> <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 </td> </tr> </table>	<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
<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		
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act  GFC Programs Committee Terms of Reference</p>		

Attachments (each to be numbered 1 - <>)

1. Overview of Augustana Curricular Reform (8 pages)
2. BA Psychology and Mental Health Name Change Template (4 pages)
3. BA Psychology and Mental Health proposed Program Changes and Calendar copy (7 pages)
4. BA Sustainability Studies Name Change Template (4 pages)
5. BA Sustainability Studies proposed Calendar Program Changes and copy (10 pages)
6. BSc Chemical and Physical Sciences Name Change Template (4 pages)
7. BSc Chemical and Physical Sciences proposed Program Changes and Calendar copy (4 pages)
8. BSc Computing Science and Mathematics Name Change Template (4 pages)
9. BSc Computing Science and Mathematics proposed Program Changes and Calendar copy (4 pages)
10. BSc Integrative Biology Name Change Template (4 pages)
11. BSc Integrative Biology proposed Program Changes and Calendar copy (5 pages)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

## **Overview of Curricular Renewal in Augustana Faculty**

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its Core and majors 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 as well as other institutions within the province. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the formation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC). CICC was given two central mandates: 1) oversee the creation of a new Augustana 'Project-based Core', and 2) facilitate the development of innovative new programs that would address the issues raised by Augustana Faculty Council in 2017.

### **THE PROJECT-BASED CORE:**

After a great deal of study and consultation within and beyond the Faculty, the new Augustana Project-based Core was presented to Augustana Faculty Council by CICC on May 9, 2019.

The Project-based Core facilitates the integration of skills students acquired by pursuing degrees in different areas of study. In developing a suite of Project-based Core courses at the 100-, 200-, 300-, and 400-level, students work together to tackle real-world issues, preparing graduates for the constantly changing workplaces of the future. The new Core encourages students to be critical thinkers, competent researchers, persuasive communicators, and effective collaborators across a wide spectrum of disciplines. Completing projects tied to real-world issues in partnership with community organizations are designed to equip students with the skills not just to thrive as learners but as valuable employees and citizens.

There are several key differences between the previous Core and the renewed Core. The renewed Core:

- consists of fewer course credits than the previous Core (i.e., 18 credits compared to 36 credits),
- follows a project-based learning model,
- is multidisciplinary,
- is intended to develop students' collaborative skills, and
- is designed to apply to every Augustana degree program.

The new Core consists of four Interdisciplinary (AUIDS) courses intended for completion over the span of a typical 4-year undergraduate degree program:

#### **AUIDS 101 - Topics in Liberal Studies**

★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is a key aspect of the Augustana First

Year Experience. The focus and content of each course are determined by faculty interests, and vary from year to year.

### **AUIDS 201 - Collaborative Learning**

★ 3 (fi 6) (variable, variable) The course allows students to learn about approaches, methodologies and/or analytic techniques specific to a discipline, while offering an opportunity to practice working collaboratively in groups on a large project. Prerequisite: AUIDS 101.

### **AUIDS 301 - Community Partnership Project**

★ 6 (fi 12) (variable, variable) A project-based non-disciplinary course that allows students to work in small groups on a specific problem posed by a real stakeholder under the guidance of a faculty advisor. Prerequisite: AUIDS 201.

### **AUIDS 401 - Advanced Integration Project**

★ 6 (fi 12) (variable, variable) A project-based course which allows students to work in small interdisciplinary teams to propose a solution to a real-world issue with the support of a faculty advisor. Prerequisite: AUIDS 301.

The Project-based Core was overwhelming approved by Faculty Council, and subsequently received final approval for inclusion in all Augustana Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs by the GFC Academic Planning Committee on September 11, 2019.

## **PROGRAM INNOVATION:**

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs. Initially described as ‘concentrations’ to distinguish the programs from current majors, discussions have evolved to consider this framework as a way to re-imagine current majors in accordance with the guidelines provided for concentrations. In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like. The framework included the provisions that a concentration should consist of:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., embed the current 21-credit ‘Knowledge’ component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)
- a scaffolded approach

In addition, each concentration required indications of how students would demonstrate the following proficiencies that correspond to competencies currently taught as Core Skills at Augustana:



- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

Faculty members who developed a new program were given the opportunity to offer a rationale to depart from any of these guidelines if necessary (particularly in respect to the 60-69 credit guideline). CICC also provided *Concentration Design Guidelines* and a *Concentration Development Worksheet* to assist in the program creation process [attached below as an Appendix].

With these guidelines in place, CICC coordinated wide-ranging discussions at Augustana Faculty regarding Core and program innovation. CICC presented an initial report on its progress to Augustana Faculty Council on May 9, 2019, and its final report was adopted by Augustana Faculty Council on October 4, 2019.

### **CURRICULAR RENEWAL:**

The pathway to curricular renewal superintended by CICC proceeded with variations in pace from program to program.

#### **Bachelor of Management:**

Even prior to the creation of CICC, faculty members in the ‘Bachelor of Management in Business Economics’ program had been exploring significant changes to that degree, in order to incorporate alternate components of Management education and develop of other areas of Management-related interest, especially as the new Augustana 3-11 Calendar created opportunities for creative program and exploration of interdisciplinary learning.

The change in name to simply ‘Bachelor of Management’, with the designation of a common set of Management and Economics Foundation courses, maintained the desire for a solid Management and Economics experience, but allowed for the introduction of other Management elements within the degree for students with a greater interest in Management through the creation of various streams of study within the Management degree/major.

Much of the discussion on these changes had occurred prior to CICC, but the opportunity offered by the new Project-based Core to enhance the knowledge and skills developed in the Management program by introducing multi-disciplinary opportunities for students to develop collaborative abilities in large and small group project-based studies was eagerly embraced. As such, the revised Bachelor of Management degree fully incorporated the new Project-based Core when it was approved by the GFC Academic Planning Committee on June 19, 2019, with the Core being reaffirmed by the GFC Academic Planning Committee on September 11, 2019.

#### **Bachelor of Arts Suspensions and BA Interdisciplinary Studies programs:**

Much of the discussion fostered by CICC in the 2018-2019 academic year centred on programs offered in the Bachelor of Arts degree at Augustana, particularly among faculty members who

shared similar teaching and/or research interests, where a new ‘concentration’ could draw upon the collective resources of that group. The enthusiasm and potential synergies emerging from these explorations resulted in the determination that best way to proceed was to suspend a number of current majors and create three new programs as second-level specializations under Augustana’s Bachelor of Arts Interdisciplinary Studies major.

As part of the CICC initial report on May 9, 2019, it recommended the development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime and Justice Studies

To facilitate the creation of these new programs, Faculty Council considered suspending admission into nine of its current BA majors:

- Visual Art
- Drama
- Economics
- English
- History
- Modern Languages
- Music
- Philosophy & Religion
- Political Studies

After much deliberation, all the recommendations were strongly endorsed by Augustana Faculty Council. In summary, Creativity and Culture incorporated many of the elements of Visual Art, Drama, English, Modern Languages, and Music; Ethics and Global Studies drew on History, Philosophy and Religion, Political Studies and the IDS – Global and Development Studies program (a previous second-level specialization in Augustana’s BA-IDS program, which was also suspended with the creation of Ethics and Global Studies); and Law, Crime and Justice Studies brought together expertise in History, Political Studies, Psychology, and Sociology.

This collection of curricular changes was reviewed by the GFC Academic Standards Committee on June 20, 2019, and received final approval by the GFC Academic Planning Committee on September 11, 2019. Augustana registered its first cohort of students into these three programs in the Fall 2020 term.

### **Bachelor of Music:**

The conversations that culminated in the development of the Creativity and Culture program coincided with the desires of faculty in Music at Augustana to revitalize the Bachelor of Music program. This resulted in a proposal to Augustana Faculty Council in December 2019 to suspend the Piano and Voice majors in the Augustana Bachelor of Music program, and rename the Comprehensive major to create a Bachelor of Music in Performance-Based Pedagogy.

Enhancing the pedagogical elements of the Bachelor of Music degree, the proposal also increased ensemble participation, incorporated opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir (a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers), and required new music education courses that included elements of Indigenous perspectives in response to the TRC Calls for Action. Notably, the proposal also included full participation in the Project-based Core; the previous Bachelor of Music program had never included the Augustana Core as part of its program.

The proposal was overwhelmingly approved by Augustana Faculty Council on December 6, 2019, and subsequently endorsed by the GFC Academic Standards Committee on February 13, 2020, receiving approval by the GFC Academic Planning Committee on March 18, 2020.

### **Program Renaming and Further Suspensions:**

In the 2019-2020 academic year, Augustana Faculty continued to build on the work of CICC by reviewing programs in the Bachelor of Science degree and majors in the Bachelor of Arts degree that had not been included in the package of changes approved in May 2019. This latest set of proposals includes most of Augustana's largest and strongest programs, meaning additional time and consideration was desired before initiating significant changes in these areas. Nevertheless, on May 20, 2020, Augustana Faculty Council authorized the suspension of admission into another 7 majors, and approved the learning objectives of 8 new program changes.

The suspensions included:

- Bachelor of Arts majors in:
  - Biology
  - Chemistry
  - Computing Science
  - Mathematics and Physics
  - Sociology
- Bachelor of Science majors in:
  - Mathematics and Physics
  - Psychology

These suspensions were subsequently reviewed by the GFC Academic Standards Committee on June 25, 2020 and the GFC Academic Planning Committee on September 9, 2020, and continue to move forward through the governance approval process.

Work continued over the summer of 2020 to finalize details for the revised programs, including name changes for several current majors summarized as follows:

- In the Bachelor of Arts:
  - The 'Environmental Studies' major will be renamed to the 'Sustainability Studies' major

- The 'Psychology' major will be renamed to the 'Psychology and Mental Health' major
- In the Bachelor of Science:
  - The 'Biology' major will be renamed to the 'Integrative Biology' major
  - The 'Chemistry' major will be renamed to the 'Chemical and Physical Sciences' major
  - The 'Computing Science' major will be renamed to the 'Computing Science and Mathematics' major
  - The 'Physical Education' major will be renamed to the 'Kinesiology' major

The current Bachelor Science in Environmental Science is proposed to undergo significant changes within its program structure, but will continue under its current name.

The presentation of these changes represents the near-completion of the Augustana Curriculum Renewal project, encompassing every Augustana program and major offered at the start of the 2018-2019 academic year, with the only exception being the majors offered jointly with the Faculty of Education in the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program – review of those majors is contingent upon the result of the changes currently under consider in the Bachelor of Science majors noted above.

## **APPENDIX:**

### **Augustana Concentration Design Guidelines**

This document provides some guidance for those interested in developing a new concentration. In contrast to a disciplinary major, the goal of a concentration is to create a new area of study that is interdisciplinary.

#### **Concentration Design Guidelines**

For faculty interested in developing a new concentration, we have provided a set of guidelines to facilitate those efforts. In contrast to a disciplinary major, the goal of a concentration is to create a new area of study that is multidisciplinary. That is, we would like to avoid creating a concentration that simply reproduces existing majors as streams.

The following are nine guiding principles that outline the key components each concentration should include. Each concentration should contain:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., 9cr of FA/Hum, 6cr of Soc Sci, 6cr Sci)
- a scaffolded approach

In addition, each concentration must indicate how students will demonstrate proficiency in the following:

- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

It is important to note that these guiding principles are guidelines only. If faculty members who are developing a concentration think there is a reason to deviate from these guidelines, they need to provide a rationale.

#### **Concentration Development Process**

There are various ways to develop a new concentration. From the collective experiences of our faculty who developed a concentration to date, here are some of their recommendations:

- Connect with faculty who have similar teaching and/or research interests and discuss ideas about building a concentration that draws on your collective resources.
- A concentration is most easily developed when there are at least four faculty members who are the main contributors. However, there may be more faculty members who contribute one or more courses to the concentration.
- When thinking about the breadth component of a concentration, talk to faculty members who could contribute a course to your concentration as they know best what courses they can offer; the course calendar may not reflect current course offerings.

#### **Concentration Approval Process**

Once you have drafted a concentration, it is time for it to be approved. The review and approval process is similar to those we currently follow for all curriculum revisions. The process includes the following steps:

- The proposed concentration is shared with the Department Chair(s) for feedback. In the case that a concentration includes faculty members from two or more departments, chairs in those departments need to be consulted.
- The proposed concentration is reviewed and approved with colleagues at a Department Council meeting. Again, if the concentration includes faculty members from two or more departments, the proposed concentration needs to be presented at those meetings.
- The proposed concentration goes to the Curriculum Committee for approval.
- The proposed concentration is presented at Faculty Council for approval.

## Concentration Development Worksheet

Tentative name of concentration:

Provide a brief description of the concentration.

Specify the faculty members who will take the lead on this concentration and the faculty members who will be contributing to this concentration.

Which disciplines can contribute to this concentration?

How does this concentration improve Augustana's curriculum?

How does this concentration demonstrate distinctiveness from other programs at the North Campus?

What unifies this concentration in terms of topic and teaching?

	Concentration Objectives	Possible Courses
Year 1		
Year 2		
Year 3		
Year 4		

\* One way to think about the number of courses that can be taught in a given year is to take the number of faculty members whose primary contribution would be to this concentration and then multiply that number by 4 courses. This assumes that most faculty will teach 2 courses/year in the core or other concentrations.

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

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

<b>Institution</b>	<b>University of Alberta</b>
<b>Current program/specialization name</b>	<b>Psychology</b>
<b>Credential awarded</b>	<b>Bachelor of Arts</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

**1.2.1** *Specify the new name that is being proposed.*

Psychology and Mental Health

**1.2.2** *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

**1.3.1** *Describe the rationale for the proposed name change.*

The goal of the proposed change is to create a program that offers a flexible and diverse opportunity for study in Psychology, by integrating the psychological, sociological, and philosophical study of human behaviour with an emphasis on the personal and social underpinnings of psychology in the fast-developing Mental Health field, while also offering students the option to study psychological, philosophical, and biological aspects of human behaviour with ground-breaking brain and cognition research. The program aims to offer an expanded knowledge and awareness of a wide range of topics within Psychology, to increase students' disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of diverse experiences and educational opportunities.

**1.3.2** *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

An undergraduate program in Psychology is a standard program in Campus Alberta. The Psychology and Mental Health program offers a broader learning experience encompassing multiple disciplines, while being grounded within a liberal arts and sciences perspective and offering a diversity of experiential opportunities, particularly in connection with the Augustana project-based core curriculum.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners *(Answer the following questions)*

**2.1.1** *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

The Psychology and Mental Health program has been in development for several months, and students currently studying in Psychology (one of the largest programs currently offered by Augustana Faculty) have particularly been updated regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

**2.1.2** *Describe benefits for students of proposed new name.*

The Psychology and Mental Health framework offers a greater multi-disciplinary experience for students, as well as incorporating a variety of opportunities to develop analytical and experiential skills. This broader scope of education adds much more diversity to the student learning experience, and provides a significantly more flexible skill set for future career opportunities upon graduation.

**2.1.3** *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
- b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

a) Many of the elements of the current Psychology program will continue as requirements in the proposed Psychology and Mental Health program, meaning there will be little difficulty in accommodating students who are already enrolled in the Psychology program at Augustana who desire to graduate in their current program.



b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

**2.2 Potential Risks** (*Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.*)

No risks are anticipated.

**2.3 Consultation/Collaboration** (*Answer the following questions*)

**2.3.1** *Identify which stakeholder groups, if any, were consulted:*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Faculty                          | <input type="checkbox"/> Employers              |
| <input checked="" type="checkbox"/> Advisory committee               | <input type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Regulatory bodies/professional associations |   |

Aside from a variety of faculty committees and Councils in Augustana Faculty, the proposed change was also presented to representatives of other Faculties at the University of Alberta as part of Augustana's ongoing curricular renewal process, seeking feedback and any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified and representatives from other Faculties were strongly supportive of the proposal and the rationale behind it.

**2.3.2** *Summarize feedback received including anticipated impacts on stakeholders.*

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

**2.4 Communication** (*Describe how information about the name change will be communicated to students and applicants.*)

Current students have already been informed of the proposal to change the name. Applicants will be informed of this change over the course of the current admission cycle by the appropriate units in Augustana Faculty.

Augustana Faculty is also developing strategies to further market the change to this program and explore the greater flexibility for student learning that the change will offer.

**3.1** *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Augustana Faculty Department of Social Sciences (February 14, 2020) (Department Councils include an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (March 25, 2020) (includes undergraduate students comprising one-third of the voting membership.)
- Augustana Faculty Council (May 20, 2020; August 18, 2020) (includes four voting undergraduate representatives)
- GFC Programs Committee – TBD, 2020

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

NA

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## **Augustana Faculty Program Changes and Proposed Calendar Copy for BA in Psychology and Mental Health**

### **Summary:**

The proposed Bachelor of Arts in Psychology and Mental Health is a revision to the previous Bachelor of Arts in Psychology. The new program challenges students through a unique set of course offerings across two newly-developed streams: 'Mental Health and Well-being' and 'Brain and Behaviour', with the goal of questioning deeply and thinking broadly about the nature of human thought and action. This program integrates the study of psychological, philosophical, and biological aspects of human behaviour with an emphasis on the personal, biological, and social underpinnings of psychology. This program is designed to prepare students for future careers in social services, human resources, neurosciences, clinical and counselling studies and rehabilitation programs. Finally, it offers a further enhancement of the experiential learning skills developed within the required Augustana Project-based Core, and it builds the former 'Augustana Core: Knowledge' breadth requirements directly into the major, thus tying them more directly to the major structure and content.

### **Learning Objectives:**

A graduate of the BA in Psychology and Mental Health will be able to:

- Understand major psychological theories, concepts, and language and apply them to mental health concerns addressing a broad array of individual, social, political, and cultural issues.
- Demonstrate critical thinking that includes careful deliberation, openness to alternative perspectives, and a tolerance for ambiguity.
- Evaluate the quality and credibility of information in academic and popular media reports of psychological research.
- Read, understand, use, and evaluate psychological research.
- Communicate effectively and professionally in writing and public presentations that are appropriate to the audience.
- Design, execute, and analyse a scientifically-sound investigation.
- Gain practical knowledge of psychology and mental health through experiential learning opportunities.

**Summary of changes:**

<p align="center"><b>Current BA in Psychology</b></p>	<p align="center"><b>Proposed BA in Psychology and Mental Health</b></p>
<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUPSY: ★42</li> <li>● Non AUPSY: ★0</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● General major requirements: ★9</li> <li>● AUPSY Social, Personality, Developmental: ★6</li> <li>● AUPSY Cognition, Perception, Physiological: ★6</li> <li>● AUPSY History and Systems of Psychology: ★3</li> <li>● Additional requirements: <ul style="list-style-type: none"> <li>● AUPSY at a senior level: ★12</li> <li>● AUPSY at a 400-level: ★6</li> </ul> </li> </ul>	<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUPSY (including stream requirements): ★36</li> <li>● Non AUPSY (including stream requirements): ★33</li> <li>● Co-curricular certification</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● General major requirements: ★21</li> <li>● Ethics and Philosophy: ★6</li> <li>● Embodied Expressions: ★3</li> <li>● Scientific and Performance Perspectives: ★9</li> <li>● Co-curriculum certification</li> <li>● One of Mental Health and Well-Being Stream, or Brain and Behaviour Stream: ★39 as follows</li> </ul> <p><b>Mental Health and Well-Being Stream:</b></p> <ul style="list-style-type: none"> <li>● General Requirements: ★12</li> <li>● AUPSY Social, Personality, Developmental: ★6</li> <li>● AUPSY Cognition, Learning, Physiological: ★6</li> <li>● AUPSY at a 300-or-400 level: ★6</li> <li>● Additional AUPSY at a 400-level: ★6</li> <li>● Youth, Diversity, and Society: ★3</li> </ul> <p><b>Brain and Behaviour Stream:</b></p> <ul style="list-style-type: none"> <li>● AUPSY Developmental, Cognition, Learning, Physiological: ★12</li> </ul>

	<ul style="list-style-type: none"> <li>• AUPSY Social, Personality: ★3</li> <li>• AUPSY Arts: ★3</li> <li>• AUPSY Science: ★9</li> <li>• Science and Society: ★3</li> <li>• Non AUPSY Science (including at least ★3 at a senior level): ★9</li> </ul>
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**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Psychology [Augustana]</b>            A student may choose a BA or BSc in Psychology. See Augustana Faculty for Admission Requirements.</p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• AUPSY 103 – Introduction to Psychology</li> <li>• AUPSY 313 – Advanced Research Design</li> <li>• AUSTA 213 – Statistical Methods</li> </ul> <p>★6 from social/personality/developmental.</p> <ul style="list-style-type: none"> <li>• AUPSY 220 – Personality</li> <li>• AUPSY 240 – Social Psychology</li> <li>• AUPSY 256 – Developmental Psychology</li> </ul> <p>★6 from cognition/perception/physiological.</p> <ul style="list-style-type: none"> <li>• AUPSY 263 – Memory and Cognition</li> <li>• AUPSY 267 – Sensory Processes and Perception</li> <li>• AUPSY 275 – An Introduction to the Brain and Nervous System</li> </ul> <p>★3 from history and systems of Psychology.</p> <ul style="list-style-type: none"> <li>• AUPSY 408 – History and Systems of Psychology</li> <li>• AUPSY 409 – History and Systems of Psychology</li> </ul>	<p><b>BA Major in Psychology and Mental Health [Augustana]</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• AUPSY 103 – Introduction to Psychology</li> <li>• AUPSY 408 – History and Systems of Psychology</li> <li>• AUPSY 483 – Psychological Disorders</li> <li>• AUIND 300 – special topics course addressing intergenerational trauma</li> <li>• AUSTA 153 – Introductory Applied Statistics</li> <li>• AUSTA 217 – Statistical Methods for Psychological Research</li> <li>• AUSTA 313 – Advanced Research Design</li> </ul> <p><b>★6 in Ethics and Philosophy from:</b></p> <ul style="list-style-type: none"> <li>• AUART 260 – Selected Topics in Art History, Contemporary Art and the Body</li> <li>• AUENG 299 – Creatures of Text: Literary Animal Studies</li> <li>• AUPHI 210 – Epistemology</li> <li>• AUPHI 260 – Ethics</li> <li>• AUREL 250 – Theories of Religion</li> <li>• AUREL 257 – Modern Ethics</li> <li>• AUREL 259 – Bioethics.</li> </ul>

### **Additional Requirements**

- ★12 additional at a senior level in Psychology.
- An additional ★6 Psychology at the 400-level.

### **Additional information for students**

- A student should take AUPSY 213 and the chosen/required 200-level courses, in the second year.
- AUPSY 313 should be taken in the third year.
- A student who is considering graduate studies in Psychology is advised to take AUPSY 313 in the third year and AUPSY 408/AUPSY 409, AUPSY 497, and AUPSY 499 in the fourth year.
- Many senior Psychology courses are offered in alternate years only.

### **Recommended first-year program**

- AUPSY 103 – Introduction to Psychology

### Suffering and the Soul

#### **★3 in Embodied Expressions from:**

- AUART 231 – Drawing I
- AUART 271 – Painting I
- AUDRA 149 – Introduction to the Dramatic Process
- AUDRA 250 – Applied Improvisation
- AUENG 215 – Introduction to Creative Writing
- AUMUS 246 – Choral Ensemble (SingAble)
- AUMUS 250 – Intro to Music Education
- AUMUS 356 – Music and Wellness
- AUREL 291 – The Spirituality of DIY

#### **Co-curricular Certification (choose at least 1)**

- CESL certificate
- Mental Health First Aid course
- Brain Story certification (required for for Brain and Behaviour Stream) (Alberta Family Wellness Initiative)

#### **★39 in one of the following Streams:**

##### **Mental Health and Well-Being Stream**

###### **★12 from:**

- AUSOC 101 – Introductory Sociology: Principles and Practice
- AUSOC 105 – Social Anthropology
- AUSSC 300 – Selected Topic: Social Determinants of Health
- AUPSY 342 – Health Psychology

###### **★6 from:**

- AUPSY 220 – Personality
- AUPSY 240 – Social Psychology
- AUPSY 256 – Developmental Psychology

**★6 from:**

- AUPSY 263 – Memory and Cognition
- AUPSY 269 – Learning
- AUPSY 275 – Introduction to the Brain and Nervous System

**★6 at a 300-level or 400-level in Psychology**

**★6 additional at a 400-level in Psychology**

**★3 in Youth, Diversity, and Society from:**

- AUART 281– Sex, Gender, and Art
- AUART 382 – Word and Image
- AUCRI 200 – Young Offenders and the Law
- AUCRI 224 – Studies in Deviant Behaviour
- AUENG 205 – Children’s Literature
- AUENG 206 – Indigenous Theory & Children’s Literature
- AUSOC 275 – Sex, Gender, and Society
- AUPOL 355 - Gender, Law, and Politics

**Brain and Behaviour Stream**

**★12 from:**

- AUPSY 256 – Developmental Psychology
- AUPSY 263 – Memory and Cognition
- AUPSY 269 – Learning
- AUPSY 275 – Introduction to the Brain and Nervous System

**★3 from:**

- AUPSY 220 – Personality
- AUPSY 240 – Social Psychology

**★3 from AUPSY arts:**

- AUPSY 338 – Intimate Relationships

- AUPSY 342 – Health Psychology
- AUPSY 346 – Community Psychology
- AUPSY 344 – Environmental Psychology
- AUPSY 414 – Program Evaluation
- AUPSY 442 – Cultural
- AUPSY 486 – Clinical and Counselling
- AUPSY 488 – Forensic Psychology

**★9 from AUPSY science:**

- AUPSY 305 – Neuroplasticity
- AUPSY 361 – Cognitive Development
- AUPSY 373 – Psychology of Language
- AUPSY 377 – Human Neuropsychology
- AUPSY 407 – Brain Injury
- AUPSY 441 – Emotion
- AUPSY 471 – Language Acquisition
- AUPSY 477 – Neurobiology of Learning, Memory, and Addiction

**★ 3 in Science and Society:**

- AUART 381 – Visual Cultures of Sciences
- AUPHI 210 – Epistemology: Theories of Knowledge
- AUPHI 350 – Philosophy of Science
- AUPHI 351 – Thinking about Sex: Philosophy, Science and the Construction of Sex

**★9 in Science from (including at least ★3 at the senior level):**

- AUBIO 111 – Functional Biology
- AUSCI 115 – Biology Lab
- AUBIO 260 – Principles of Genetics
- AUBIO 380 – Biochemistry: Proteins, Enzymes, and Energy
- AUBIO 390 – Animal Behaviour
- AUCSC 113 – Foundational Introduction to Computational



Thinking and Problem Solving

- AUCSC 135 – Practical Introduction to Computational Thinking and Problem Solving
- AUCSC 204 – Computing Technology in Modern Society
- AUCSC 460 – Artificial Intelligence

**Note for students in the Brain and Behaviour stream:**

The following courses would be advantageous for students taking this stream:

- AUCHE 111 – General Chemistry I
- AUCHE 212 – General Chemistry II
- AUCHE 201 – Synthesis I
- AUPED 112 – Human Anatomy
- AUPED 215 – Human Physiology I
- AUPED 216 – Human Physiology II

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

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

<b>Institution</b>	<b>University of Alberta</b>
<b>Current program/specialization name</b>	<b>Environmental Studies</b>
<b>Credential awarded</b>	<b>Bachelor of Arts</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

**1.2.1** *Specify the new name that is being proposed.*

Sustainability Studies

**1.2.2** *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

**1.3.1** *Describe the rationale for the proposed name change.*

The goal of the proposed change is to create a program that moves beyond the standard focus on Environmental Studies by providing a more holistic examination of economic, environmental and social sustainability. Economic, environmental and social systems are interconnected and all are required for sustainability. For example, environmental sustainability is not possible without economic and social sustainability. The program aims to increase awareness of the complexity of sustainability issues, to increase students' disciplinary and interdisciplinary analytical skills, as well as to promote active citizenship for social change through the provision of diverse experiences and educational opportunities.

**1.3.2** *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

This will be a fairly unique undergraduate credential within Campus Alberta, as this nomenclature tends to be a secondary element of a broader ‘environmental studies’ program at other institutions in the province. The situation is similar elsewhere in Canada, although there is a Masters-level program specifically in Sustainability Studies offered at Trent University in Ontario.

## **SECTION 2: SYSTEM IMPACT**

### **2.1 Impact on Learners** *(Answer the following questions)*

**2.1.1** *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

The Sustainability Studies program has been in development for several months, and students currently studying in Economics, Environmental Studies, and Sociology have particularly been updated regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

**2.1.2** *Describe benefits for students of proposed new name.*

The Sustainability Studies framework offers a much greater multi-disciplinary experience for students, as well as incorporating a variety of opportunities to develop analytical and experiential skills. This broader scope of education adds much more diversity to the student learning experience, and provides a significantly more flexible skill set for future career opportunities upon graduation.

**2.1.3** *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
- b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

a) Many of the elements of the current Environmental Studies program will continue as requirements in the proposed Sustainability studies program, meaning there will be little difficulty in accommodating students who are already enrolled in the Environmental Studies program at Augustana who desire to graduate in their current program. Students also have the option to switch into the BSc in Environmental Science major, which continues to have a more specialized focus.

b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

**2.2 Potential Risks** (*Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.*)

No risks are anticipated.

**2.3 Consultation/Collaboration** (*Answer the following questions*)

**2.3.1** *Identify which stakeholder groups, if any, were consulted:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input type="checkbox"/> Employers                       |
| <input checked="" type="checkbox"/> Advisory committee               | <input type="checkbox"/> Other ( <i>identify below</i> ) |
| <input type="checkbox"/> Regulatory bodies/professional associations |  |

Aside from a variety of faculty committees and Councils in Augustana Faculty, the proposed change was also presented to representatives of other Faculties at the University of Alberta as part of Augustana's ongoing curricular renewal process, seeking feedback and any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified and representatives from other Faculties were strongly supportive of the proposal and the rationale behind it.

**2.3.2** *Summarize feedback received including anticipated impacts on stakeholders.*

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

**2.4 Communication** (*Describe how information about the name change will be communicated to students and applicants.*)

Current students have already been informed of the proposal to change the name. Applicants will be informed of this change over the course of the current admission cycle by the appropriate units in Augustana Faculty.

Augustana Faculty is also developing strategies to further market the change to this program and explore the greater flexibility for student learning that the change will offer.

**SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Augustana Faculty Departments of Science and Social Sciences (February 14, 2020) (both Department Councils include an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (March 25, 2020) (includes undergraduate students comprising one-third of the voting membership.)
- Augustana Faculty Council (May 20, 2020; August 18, 2020) (includes four voting undergraduate representatives)
- GFC Programs Committee – TBD, 2020

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

NA

#### RECOMMENDATION (FOR DEPARTMENT USE)

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**Augustana Faculty  
Program Changes and Proposed Calendar Copy for BA in Sustainability  
Studies**

**Summary:**

The proposed Bachelor of Arts in Sustainability Studies is primarily a revision to the previous Bachelor of Arts in Environmental Studies, while providing a holistic examination of economic, environmental and social sustainability. Economic, environmental and social systems are interconnected and all are required for sustainability. For example, environmental sustainability is not possible without economic and social sustainability. The program aims to increase awareness of the complexity of sustainability issues, to increase students’ disciplinary and interdisciplinary analytical skills, as well as to promote active citizenship for social change through the provision of diverse experiences and educational opportunities. Finally, it offers a further enhancement of the experiential learning skills developed within the required Augustana Project-based Core, and it builds the former ‘Augustana Core: Knowledge’ breadth requirements directly into the major, thus tying them more directly to the major structure and content.

**Learning Objectives:**

A graduate of the BA in Sustainability Studies will be able to:

- Understand and analyze sustainability, employing and integrating economic, social and environmental perspectives.
- Explain the causes and consequences of economic, environmental and social sustainability issues at local to global scales.
- Evaluate and analyze research using qualitative and quantitative methods.
- Communicate effectively in written and oral formats to a variety of audiences about issues relating to sustainability
- Develop and articulate diverse approaches towards achieving sustainability.

**Summary of changes:**

<b>Current BA in Environmental Studies</b>	<b>Proposed BA in Sustainability Studies</b>
<b>Required credits in:</b> <ul style="list-style-type: none"> <li>● AUENV: ★12-36</li> <li>● Non AUENV: ★15-39</li> </ul>	<b>Required credits in:</b> <ul style="list-style-type: none"> <li>● AUENV: ★6-9</li> <li>● AUECO: ★6</li> <li>● AUSOC: ★6-9</li> <li>● Non AUECO/AUENV/AUSOC: ★9-12</li> </ul>

<p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● General Environmental requirements: ★12</li> <li>● Ecology: ★3</li> <li>● Earth Science: ★3</li> <li>● Environmental Perspectives: ★6</li> <li>● Applied Environmental Studies: ★3</li> <li>● Additional Environmental Perspective: ★6</li> <li>● Additional Environmental Applied: ★6</li> <li>● Outdoor Experience or practica: ★3</li> <li>● ‘Supporting courses’ (complimentary courses required to complete major but not considered part of the major GPA): ★9</li> </ul>	<ul style="list-style-type: none"> <li>● Sustainability pathways: ★24, mostly from AUECO/AUENV/AUSOC depending on pathways chosen</li> <li>● Additional requirements: ★15 mostly from Non AUECO/AUENV/AUSOC depending on options chosen</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● Disciplinary Foundations: ★18</li> <li>● Sustainability Foundation and Capstone: ★6</li> <li>● Research Methods and Communications: ★6</li> <li>● Sustainability Pathways: ★24 -students will complete ★12 from a chosen Primary Pathway and ★6 from each of their Secondary Pathways, with the 3 pathway selections being Economic, Environmental, and Social.</li> <li>● Experience and Engagement: ★6</li> <li>● Fine Arts and Humanities: ★9 (students must complete at least ★3 in each of Fine Arts and Humanities)</li> </ul>
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**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Environmental Science/Studies [Augustana]</b></p> <p>A student may choose a BSc in Environmental Science or a BA in Environmental Studies. See Augustana Faculty for Admission Requirements.</p> <p><b>Requirements</b></p> <p>★12 in environmental studies</p> <ul style="list-style-type: none"> <li>● AUENV 120 – Human Activities and</li> </ul>	<p><b>BA in Sustainability Studies Requirements</b></p> <p><b>★18 Disciplinary Foundations</b></p> <ul style="list-style-type: none"> <li>● AUECO 101 - Introduction to Microeconomics</li> <li>● AUECO 102 - Introduction to Macroeconomics</li> <li>● AUENV 120 - Human Activities and the Natural Environment</li> </ul>

the Natural Environment

- AUENV 324 – Resource and Environmental Management
- AUENV 341 – Environmental Economics
- AUENV 421 – Environmental Science: History and Impacts

★3 in ecology

- AUBIO 253 – Ecological Interactions

★3 in earth science

- AUGEO 230 – Geomorphology
- AUGEO 231 – Climatology
- AUENV 233 – Soil Science and Soil Resources

★6 in environmental perspectives

- AUENG 268 – Women and Environmental Literature
- AUENG 368 – Women and Environmental Literature
- AUENV 268 – Women and Environmental Literature
- AUENV 327 – Environmental Education and Heritage Interpretation
- AUENV 328 – Environmental Politics
- AUENV 344 – Environmental Psychology
- AUENV 345 – Religion and Ecology
- AUENV 355 – Philosophy, Technology, and the Environment
- AUENV 358 – Environmental Sociology
- AUENV 365 – Storied Landscapes
- AUENV 368 – Women and Environmental Literature
- AUENV 375 – Canadian Environmental History
- AUENV 475 – Canadian Environmental History
- AUHIS 375 – Canadian Environmental History
- AUHIS 475 – Canadian Environmental History
- AUPHI 355 – Philosophy and the Environment

- AUENV 220 - Applications in Sustainability

- AUSOC 232 - Theoretical Developments in Sociology I

★3 from:

- AUSOC 103 – Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology

★6 Foundations and Capstone:

- AUIDS 250 – Foundations of Sustainability
- AUIDS 450 – Sustainability Studies Capstone

★6 Research Methods and Communications:

★3 from:

- AUSTA 153 – Introductory Applied Statistics
- AUSTA 215 – Statistical Methods for the Natural Sciences

★3 from:

- AUCHE 211 – Communicating Chemistry
- AUDRA 123 - Introduction to Communications
- AUDRA 144 - Improvisation I
- AUENV 327 - Environmental Education & Interpretation
- AUIND 370 - Oral History
- AUIND 470 – Oral History
- AUSOC 236 - Qualitative Research Methods

★24 Sustainability Pathways

(students will complete ★12 from a chosen Primary Pathway and ★6 from each of their Secondary Pathways):



- AUPOL 328— Environmental Politics
- AUPSY 344— Environmental Psychology
- AUREL 345— Religion and Ecology
- AUREL 365— Storied Landscapes
- AUSOC 358— Environmental Sociology
- Other selected topics courses on a case by case basis.

★3 in applied environmental studies

- AUBIO 334— Field Studies in Environmental Science and Ecology
- AUBIO 350— Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 354— Freshwater Ecology and Management
- AUBIO 459— Field Studies in Tropical Ecology and Conservation
- AUECO 449— Economic Methods of Project Evaluation
- AUENV 220
- AUENV 252— Wildlife Diversity of Alberta
- AUENV 320— Parks and Wilderness
- AUENV 334— Field Studies in Environmental Science and Ecology
- AUENV 335— Wildlife Ecology and Management
- AUENV 350— Conservation Theory and Biodiversity in Tropical Systems
- AUENV 354— Freshwater Ecology and Management
- AUENV 420— Parks and Wilderness
- AUENV 425— Environmental Impact Assessment
- AUENV 434— Advanced Field Studies in Environmental Science and Ecology
- AUENV 459— Field Studies in Tropical Ecology and Conservation
- AUGEO 218— Introduction to Geographic Information Systems

**For the BSc in Environmental Science:**

- ★6 additional in applied

• **Economic Pathway:**

- AUECO 203 - Intermediate Microeconomic Analysis I
- AUECO 251 - History of Canadian Economic Development
- AUECO 257 - The International Economy in Historical Perspective I
- AUECO 258 - The International Economy in Historical Perspective II
- AUECO 341 - Environmental Economics
- AUECO 346 - Agricultural Economics
- AUECO 360 - International Economics
- AUECO 363 - International Finance
- AUECO 364 - Development Economics

• **Environmental Pathway:**

- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 324 - Resource and Environmental Management
- AUENV 320 - Parks and Wilderness
- AUENV 420 – Parks and Wilderness
- AUENV 421 - Environmental Science: History and Impacts
- AUGEO 218 - Introduction to GIS
- AUGEO 230 – Geomorphology
- AUGEO 231 - Climatology
- AUGEO 233 - Soil Science and Soil Resources

• **Social Pathway:**

environmental studies from ★3 in applied environmental studies above

- ★3 in outdoor experience or practical
  - AUBIO 334 – Field Studies in Environmental Science and Ecology
  - AUBIO 459 – Field Studies in Tropical Ecology and Conservation
  - AUCSL 360 – Community Service Learning Practicum (based on approved project)
  - AUCSL 361 – Community Service Learning Practicum (based on approved project)
  - AUENV 334 – Field Studies in Environmental Science and Ecology
  - AUENV 459 – Field Studies in Tropical Ecology and Conservation
  - AUGEO 343 – Expedition in the Canadian North
  - AUPED 184 – Introduction to Outdoor Education – Snowshoeing
  - AUPED 285 – Introduction to Ski Touring
  - AUPED 286 – Outdoor Education and Leadership
  - AUPED 388 – Arctic Canoe Expedition
- ★6 from the following:
  - AUBIO 323 – Plant Biology
  - AUBIO 274 – Microbiology
  - AUBIO 334 – Field Studies in Environmental Science and Ecology
  - AUBIO 351 – Biogeography
  - AUBIO 355 – Ecological Dynamics
  - AUBIO 390 – Animal Behaviour
  - AUBIO 394 – Comparative

- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUIND 201 - Introduction to Indigenous Studies
- AUPOL 328 - Environmental Politics
- AUSOC 218 - Global and Development Issues
- AUSOC 222 - Canadian Social Issues
- AUSOC 233 - Theoretical Developments in Sociology II
- AUSOC 263 – Social Theory of Community
- AUSOC 275 – Sex, Gender and Society
- AUSOC 341 - Sociology of Food
- AUSOC 358 - Environmental Sociology
- AUSOC 377 – Contemporary Theories of Gender
- AUSOC 391 - Social Change: From Development to Globalization

**★6 Experience and Engagement from:**

- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 100 - An Introduction to Community Engagement
- AUCSL 300 - Theory and Practice of Community Service-Learning
- AUCSL 350 - Selected Topics in Community Service-Learning
- AUCSL 360 - Community Service-Learning Practicum (based on approved project)

Invertebrate Zoology

- AUBIO 395 – Vertebrate Form and Function
- AUBIO 397 – Vertebrate Physiology
- AUBIO 495
- AUBIO 413 – Advanced Topics in Evolutionary Ecology
- AUCHE 220 – Analytical Chemistry
- AUENV 201
- AUENV 252 – Wildlife Diversity of Alberta
- AUENV 301 – Directed Studies
- AUENV 327 – Environmental Education and Heritage Interpretation
- AUENV 334 – Field Studies in Environmental Science and Ecology
- AUENV 401 – Directed Studies
- AUGEO 218 – Introduction to Geographic Information Systems
- AUGEO 230 – Geomorphology
- AUGEO 231 – Climatology
- AUGEO 351 – Biogeography
- AUMAT 332 – Mathematical Ecology and Dynamical Systems

**For the BA in Environmental Studies (General stream):**

★6 additional in environmental perspectives from above

★6 additional in applied environmental studies from above and/or from the following:

- AUBIO 274 – Microbiology
- AUBIO 323 – Plant Biology
- AUBIO 334 – Field Studies in Environmental Science and Ecology

- AUCSL 361 - Community Service-Learning Practicum (based on approved project)
- AUECO 254 - India Tour
- AUECO 356 - China Tour: Experiencing Development and Change
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Winter Ecology Field Course
- AUGDS 223 - Global and Development Studies Practicum (Cuba Program)
- AUGEO 343 - Expedition in the Canadian North
- AUIDS 286 - Selected Topics in Place-Based Studies
- AUIDS 292 - Integrative Studies (Cuba Program)
- AUIDS 382 – Selected Topics in Place-Based Studies
- AUIDS 387 - Topics in Place-Based Learning
- AUPED 184 - Introduction to Outdoor Education – Snowshoeing
- AUPED 281 – Explorations of the Canada North
- AUPED 283 – Introduction to Outdoor Education – Backpacking
- AUPED 284 – Introduction to Outdoor Education – Canoeing
- AUPED 286 - Outdoor Education and Leadership –
- AUPED 388 - Arctic Canoe Expedition
- AUPOL 239 - Cuban Government and Politics
- AUSOC 279 - Women in Contemporary Cuba

**Additional Requirements**

- AUBIO 351 – Biogeography
- AUBIO 355 – Ecological Dynamics
- AUBIO 390 – Animal Behaviour
- AUBIO 394 – Comparative Invertebrate Zoology
- AUBIO 395 – Vertebrate Form and Function
- AUBIO 397 – Vertebrate Physiology
- AUBIO 413 – Advanced Topics in Evolutionary Ecology
- AUBIO 495
- AUCHE 220 – Analytical Chemistry
- AUENV 201
- AUENV 202
- AUENV 301 – Directed Studies
- AUENV 302 – Directed Reading
- AUENV 327 – Environmental Education and Heritage Interpretation
- AUENV 334 – Field Studies in Environmental Science and Ecology
- AUENV 401 – Directed Studies
- AUENV 402 – Directed Reading
- AUGEO 230 – Geomorphology
- AUGEO 231 – Climatology
- AUGEO 351 – Biogeography
- AUMAT 332 – Mathematical Ecology and Dynamical Systems

★3 in outdoor experience or practical

- AUBIO 334 – Field Studies in Environmental Science and Ecology
- AUBIO 459 – Field Studies in Tropical Ecology and Conservation
- AUCSL 360 – Community Service-Learning Practicum (based on approved project)
- AUCSL 361 – Community Service-Learning Practicum (based on approved project)
- AUENV 334 – Field Studies in Environmental Science and Ecology
- AUENV 459 – Field Studies in Tropical Ecology and Conservation
- AUGEO 343 – Expedition in the Canadian North

**★9 in Fine Arts and Humanities:**

• ★3 Fine Arts from:

- AUART 223 - Canadian Art
- AUART 231 - Drawing I
- AUART 260 - Selected Topics in Art History: An Introduction to Cuban Film
- AUART 262 - Indigenous Art
- AUART 271 - Painting I
- AUART 366 - Representations of Place and Space
- AUIND 240 - Introduction to Indigenous Cultural Production
- AUMUS 170 - Tuning In: An Introduction to Music

• ★3 Humanities from:

- AUART 365 - Aesthetics and Visual Culture
- AUENG 206 - Native Children's Literature
- AUENG 207 - Aboriginal/Indigenous Literature
- AUENG 268 - Women and Environmental Literature
- AUENG 306 - Native Children's Literature
- AUENG 307 - Aboriginal/Indigenous Literature
- AUENG 368 - Women and Environmental Literature
- AUENV 268 - Women and Environmental Literature
- AUENV 345 - Religion and Ecology
- AUENV 355 - Philosophy and the Environment
- AUENV 368 - Women and Environmental Literature
- AUPHI 260 - Ethics

- AUPED 184 – Introduction to Outdoor Education – Snowshoeing
- AUPED 285 – Introduction to Ski Touring
- AUPED 286 – Outdoor Education and Leadership
- AUPED 388 – Arctic Canoe Expedition

**For the BA in Environmental Studies (Outdoor Education stream):**

- AUPED 184 – Introduction to Outdoor Education – Snowshoeing **OR**
- AUPED 285 – Introduction to Ski Touring
- AUGEO 343 – Expedition in the Canadian North **OR**
- AUPED 286 – Outdoor Education and Leadership **OR**
- AUPED 388 – Arctic Canoe Expedition
- AUPED 383 – Programming and Processing the Adventure Experience
- AUPED 389 – Foundations of Outdoor, Adventure, and Experiential Education
- Certification in wilderness emergency care; and instructor-level certification in two outdoor education activities such as skiing, canoeing, or orienteering (these certifications must be current on the date of graduation).

**★3 from:**

- AUPAC 109 – Cross-Country Skiing
- AUPAC 125 – Canoeing
- AUPAC 134 – Indoor Climbing
- AUPAC 270 – Adventure Games
- AUPAC 326 – Moving Water Canoeing: Skill and Instructional Development

- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPHI 390 - Indigenous Thought: First Nations Thought and Knowledge
- AUREL 263 - Spirituality and Globalization
- AUREL 345 - Religion and Ecology
- Any Modern Language course (AUFRE, AUGER, AUSCA, AUSPA) to a maximum of \*3
- ★3 Additional from Fine Arts or Humanities from the above categories

★6 overlapping credits at the 400-level are required in both BA streams and the BSe

Supporting courses:

- AUBIO 112—Integrative Biology II
- AUECO 101—Introduction to Microeconomics
- AUSTA 215—Statistical Methods for the Natural Sciences

The BSe in Environmental Science requires additional supporting courses:

- ★6 Chemistry.
- ★3 Mathematics (excluding AUMAT 107).

Note: Students interested in pursuing graduate studies in a natural or physical science program are advised to take ★6 AUPHY.

#### **Additional information for students**

1. Students considering graduate studies should take a directed reading, directed studies, or directed project in the field.
2. A student in the BA Environmental Studies (Outdoor Education stream) is strongly advised to take one of AUBIO 395 and AUBIO 397; or AUPED 112, AUPED 215 and AUPED 216.
3. A student interested in a career in environmental health and safety, air quality, water quality, and land management is encouraged to take additional credits from AUCHE 220, AUCHE 230, AUCHE 232, AUCHE 250, AUCHE 252, and AUCHE 330. A student interested in air quality should also take AUGEO 231. A student interested in land management should also take AUGEO 230.
4. A student interested in a career in vertebrate ecology is encouraged to take additional credits from AUBIO 350, AUBIO 390, AUBIO 393,

AUBIO 395, AUBIO 459, AUENV 350, AUENV 459.

5. A student interested in a career in plant ecology is encouraged to take additional credits from AUBIO 323 and AUENV 322.
6. AUPHI 350 is highly recommended.
7. Plans for taking AUENV 301, AUENV 302, AUENV 401, or AUENV 402 should be discussed with the Department Chair and supervising instructor in the year preceding registration in the course.
8. Many senior courses are offered only in alternate years; some of these require additional prerequisites.

### **Recommended first-year program**

#### **Required courses for all streams**

- AUBIO 112 – Integrative Biology II
- AUECO 101 – Introduction to Microeconomics
- AUENV 120 – Human Activities and the Natural Environment

#### **For the BSc stream, additional required courses:**

- ★3 Mathematics
- AUCHE 110 – General Chemistry I
- AUCHE 112 – General Chemistry II

#### **For the BA general stream, additional recommended course:**

- AUPSY 103 – Introduction to Psychology

#### **For the BA outdoor education stream, additional required course:**

- AUPED 184 – Introduction to Outdoor Education – Snowshoeing

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

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

<b>Institution</b>	<b>University of Alberta</b>
<b>Current program/specialization name</b>	<b>Chemistry</b>
<b>Credential awarded</b>	<b>Bachelor of Science</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

##### 1.2.1 *Specify the new name that is being proposed.*

Chemical and Physical Sciences

##### 1.2.2 *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

##### 1.3.1 *Describe the rationale for the proposed name change.*

The goal of the proposed change is to create a program that offers a flexible and diverse opportunity for study in Chemical and Physical Sciences, by integrating a mixture of technical and theoretical learning of Chemistry, Biochemistry, and Physics in both the classroom and laboratory to develop observation and experimentation skills along with enhanced interpretation abilities. The program aims to offer an expanded knowledge and awareness of a wide range of topics within these sciences to increase students' disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of diverse experiences and educational opportunities.



**1.3.2** *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

Undergraduate programs in Chemistry, Physics, and Biochemistry are fairly standard individual offerings within Campus Alberta. The Chemical and Physical Sciences program offers a broader learning experience encompassing multiple disciplines, while being grounded within a liberal arts and sciences perspective and offering a diversity of experiential opportunities, particularly in connection with the Augustana project-based core curriculum.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners *(Answer the following questions)*

**2.1.1** *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

The Chemical and Physical Sciences program has been in development for several months, and students currently studying in Chemistry and Physics have particularly been updated regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

**2.1.2** *Describe benefits for students of proposed new name.*

The Chemical and Physical Sciences framework offers a greater multi-disciplinary experience for students, as well as incorporating a variety of opportunities to develop analytical and experiential skills. This broader scope of education adds much more diversity to the student learning experience, and provides a significantly more flexible skill set for future career opportunities upon graduation.

**2.1.3** *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
- b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

a) Many of the elements of the current Chemistry program and the recently suspended Mathematics and Physics program, will continue as requirements in the proposed Chemical and Physical Sciences program, meaning there will be little difficulty in accommodating students who are already enrolled at Augustana who desire to graduate in their current program.

b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

**2.2 Potential Risks** (*Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.*)

No risks are anticipated.

**2.3 Consultation/Collaboration** (*Answer the following questions*)

**2.3.1** *Identify which stakeholder groups, if any, were consulted:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input type="checkbox"/> Employers                       |
| <input checked="" type="checkbox"/> Advisory committee               | <input type="checkbox"/> Other ( <i>identify below</i> ) |
| <input type="checkbox"/> Regulatory bodies/professional associations |  |

Aside from a variety of faculty committees and Councils in Augustana Faculty, the proposed change was also presented to representatives of other Faculties at the University of Alberta as part of Augustana's ongoing curricular renewal process, seeking feedback and any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified and representatives from other Faculties were strongly supportive of the proposal and the rationale behind it.

**2.3.2** *Summarize feedback received including anticipated impacts on stakeholders.*

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

**2.4 Communication** (*Describe how information about the name change will be communicated to students and applicants.*)

Current students have already been informed of the proposal to change the name. Applicants will be informed of this change over the course of the current admission cycle by the appropriate units in Augustana Faculty.

Augustana Faculty is also developing strategies to further market the change to this program and explore the greater flexibility for student learning that the change will offer.

**SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Augustana Faculty Department of Science (February 14, 2020) (Department Councils include an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (March 25, 2020) (includes undergraduate students comprising one-third of the voting membership.)
- Augustana Faculty Council (May 20, 2020; August 18, 2020) (includes four voting undergraduate representatives)
- GFC Programs Committee – TBD, 2020

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

NA

#### RECOMMENDATION (FOR DEPARTMENT USE)

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**Augustana Faculty**  
**Program Changes and Proposed Calendar Copy for a BSc in Chemical and Physical Sciences**

**Summary:**

The proposed Bachelor of Science in Chemical and Physical Sciences is presented as a significant revision of the current Bachelor of Science in Chemistry major. The revised Chemical and Physical Sciences major engages with the following fundamental questions: 1) What are matter and energy? 2) How can matter and energy be transformed? 3) How do scientists study and measure matter and energy in complex systems? Drawing upon knowledge from Biochemistry, Chemistry and Physics, students will encounter a mixture of technical and theoretical learning in both the classroom and laboratory to help them unravel how the universe is put together and understand the impact of science on our everyday lives. The proposed program also leverages the flexible nature of new Augustana Science Foundations structure to prepare students to a wider variety of advanced scientific discovery after their introductory year, with streams in Chemistry (presented below), Biochemistry, and Physics (both forthcoming). The proposed revisions further enhance these strengths in the program, increase the variety and quantity of science experiences, significantly clarify program expectations for students, and builds the former 'Augustana Core: Knowledge' breadth requirements directly into the major, thus tying them more directly to the major structure and content.

**Learning Objectives:**

A graduate of the Bachelor of Science in Chemical and Physical Sciences will be able to:

- Describe/embody/understand the significance of and apply atomic theory to the physical world.
- Develop a theory through observation and experimentation and testing that theory using an experiment and analyzing and interpreting evidence, while recognizing the limits of each step of the process.
- Communicate scientific ideas and their importance to society effectively in written and oral formats to a variety of audiences using appropriate references and technologies.
- Identify safe and ethical uses of chemical reagents and technology.

**Summary of changes:**

<b>Current BSc in Chemistry</b>	<b>Proposed BSc in Chemical and Physical Sciences</b>
<b>Required credits in:</b> <ul style="list-style-type: none"><li>• AUCHE: ★42</li><li>• Non AUCHE Science: ★12</li></ul>	<b>Required credits in:</b> <ul style="list-style-type: none"><li>• AUCHE: ★42</li><li>• Non AUCHE Science: ★18</li></ul>

<ul style="list-style-type: none"> <li>• Non Science: ★0</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>• General Chemistry requirements: ★21</li> <li>• AUCHE 400-level course: ★3</li> <li>• Additional AUCHE at the senior level: ★18</li> <li>• ‘Supporting courses’ (complimentary courses required to complete major but not considered part of the major GPA): ★12</li> </ul>	<ul style="list-style-type: none"> <li>• Non Science: ★15</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>• Science Foundation: ★18</li> <li>• Chemical Sciences: ★24</li> <li>• Chemistry Specialization: ★18 in one of two specialization options</li> <li>• Fine Arts and Humanities: ★9 with at least ★3 in each</li> <li>• Social Sciences: ★6</li> </ul>
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**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Chemistry [Augustana]</b> A student may choose a BA or BSe in Chemistry. See Augustana Faculty for Admission Requirements.</p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• AUCHE 110 – General Chemistry I</li> <li>• AUCHE 112 – General Chemistry II</li> <li>• AUCHE 211 – Communicating Chemistry</li> <li>• AUCHE 220 – Analytical Chemistry</li> <li>• AUCHE 230 – Inorganic Chemistry I</li> <li>• AUCHE 250 – Organic Chemistry I</li> <li>• AUCHE 279 – Physical Chemistry</li> </ul> <p><b>★3 from</b></p> <ul style="list-style-type: none"> <li>• AUCHE 405 – Selected Topics in Chemistry</li> <li>• AUCHE 450 – Enzymes and Enzyme Mechanisms</li> <li>• AUCHE 485</li> </ul> <p><b>Additional Requirements</b> 18 senior credits in AUCHE, at least ★6 of which must be at the 300- or 400-level. <b>The BSe in Chemistry requires that</b></p>	<p><b>Major in Chemical and Physical Sciences [Augustana]</b></p> <p><b>Requirements</b></p> <p><b>★18 Science Foundations for Chemical and Physical Sciences</b></p> <ul style="list-style-type: none"> <li>• AUCHE 110 - General Chemistry</li> <li>• AUPHY 120 – Waves, Thermodynamics, and Optics</li> <li>• AUMAT 116 – Elementary Calculus I (Enriched)</li> </ul> <p><b>★3 from:</b></p> <ul style="list-style-type: none"> <li>• AUBIO 111 - Functional Biology</li> <li>• AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving</li> <li>• AUENV 120 - Human Activities and the Natural Environment</li> </ul> <p><b>★6 from AUSCI foundations laboratory courses:</b></p> <ul style="list-style-type: none"> <li>• AUSCI 125</li> <li>• 3 from any other science discipline lab foundation</li> </ul>

**AUCHE 277 be taken to satisfy ★3 of this requirement.**

**Supporting courses:**

- AUMAT 110 – Elementary Calculus I **OR**
- AUMAT 116 – Elementary Calculus I (Enriched)

**The BSc in Chemistry requires additional supporting courses:**

- AUMAT 112 – Elementary Calculus II

- AUPHY 102 – Introductory General Physics I (Mechanics) **OR**
- AUPHY 104 – Introductory General Physics I (Mechanics) **OR**
- AUPHY 110 – Mechanics

- AUPHY 120 – Waves, Thermodynamics, and Optics

**Additional information for students**

1. Students interested in a graduate degree in Chemistry (i.e., MSc, PhD) should enrol in the BSc program and take more than the minimum required credits (in total and at the 400-level).
2. ★3 in Statistics are recommended. Some senior courses are offered in alternate years.
3. Plans for taking a Chemistry project course should be discussed with the Department Chair in the year prior to registering in the course.
4. A student is advised to take the Mathematics supporting courses early in the program. Note that AUMAT 110, or AUMAT 116 is a recommended corequisite for AUCHE 220 and AUCHE 222 is required for AUCHE 279; that AUMAT 211 is a recommended corequisite for AUCHE 277 and a required prerequisite for

course

**★24 Chemical Sciences:**

- AUCHE 212 - General Chemistry II
- AUCHE 213 - General Chemistry II
- AUCHE 220 - Analysis I
- AUCHE 221 - Analysis I
- AUCHE 230 - Structure and Bonding
- AUCHE 250 - Synthesis I
- AUCHE 251 - Synthesis I
- AUSCI 405 - Chemistry and Physical Sciences Capstone

**★18 Chemical Sciences Specialization:**

Students must complete one of the following specializations in Chemical Sciences:

**Synthesis specialization:**

**★12 from:**

- AUCHE 350 - Synthesis II
- AUCHE 351 - Synthesis II
- AUCHE 352 - Synthesis III
- AUCHE 353 - Synthesis III

**★6 from:**

- AUCHE 320 - Analysis II
- AUCHE 321 - Analysis II
- AUCHE 322 - Analysis III
- AUCHE 341 - Introduction to Environmental Chemistry
- AUCHE 450 - Enzymes

**Analysis Specialization**

**★9 from:**

- AUCHE 320 - Analysis II
- AUCHE 321 - Analysis II
- AUCHE 322 - Analysis III

**★9 from:**

- AUCHE 341 - Introduction to Environmental Chemistry
- AUCHE 350 - Synthesis II
- AUCHE 351 - Synthesis II
- AUCHE 352 - Synthesis III
- AUCHE 353 - Synthesis III

AUCHE 377; and that AUMAT 120 is a required prerequisite for AUCHE 430.

### **Recommended first-year program**

#### **Required courses:**

- AUCHE 110 – General Chemistry I
- AUCHE 112 – General Chemistry II

#### **Recommended courses:**

- AUMAT 110 – Elementary Calculus I **OR**
- AUMAT 116 – Elementary Calculus I (Enriched)
- AND**
- AUMAT 112 – Elementary Calculus II

- AUPHY 110 – Mechanics
- AUPHY 120 – Waves, Thermodynamics, and Optics

- AUCHE 450 - Enzymes

### **Additional Requirements**

- ★9 from Fine Arts and Humanities with at least ★3 in each
- ★6 from Social Sciences

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

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

<b>Institution</b>	<b>University of Alberta</b>
<b>Current program/specialization name</b>	<b>Computing Science</b>
<b>Credential awarded</b>	<b>Bachelor of Science</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

**1.2.1** *Specify the new name that is being proposed.*

Computing Science and Mathematics

**1.2.2** *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

**1.3.1** *Describe the rationale for the proposed name change.*

The goal of the proposed change is to create a program with a focus on problem solving to provide students with knowledge and skills in information systems, technology, industry and finance, which are in high demand in the 21st century. The program aims to offer an expanded knowledge and awareness of a wide range of topics within Mathematics and Computing Science to increase students' disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of diverse experiences and educational opportunities.



**1.3.2** *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

Undergraduate programs in Computer Science, and Mathematics, are fairly standard individual offerings within Campus Alberta. The Computing Science and Mathematics program offers an emphasis on underlying principles, theory and ethics within a broader learning experience encompassing multiple disciplines, while being grounded within a liberal arts and sciences perspective and offering a diversity of experiential opportunities, particularly in connection with the Augustana project-based core curriculum.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners *(Answer the following questions)*

**2.1.1** *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

The Computing Science and Mathematics program has been in development for several months, and students currently studying in Computing Science, and Mathematics, have particularly been updated regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

**2.1.2** *Describe benefits for students of proposed new name.*

The Computing Science and Mathematics framework offers a greater multi-disciplinary experience for students, as well as incorporating a variety of opportunities to develop analytical and experiential skills. This broader scope of education adds much more diversity to the student learning experience, and provides a significantly more flexible skill set for future career opportunities upon graduation.

**2.1.3** *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
- b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

a) Many of the elements of the current Computing Science program and the recently suspended Mathematics and Physics program, will continue as requirements in the proposed Computing Science and Mathematics program, meaning there will be little difficulty in accommodating students who are already enrolled at Augustana who desire to graduate in their current program.

b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

**2.2 Potential Risks** (*Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.*)

No risks are anticipated.

**2.3 Consultation/Collaboration** (*Answer the following questions*)

**2.3.1** *Identify which stakeholder groups, if any, were consulted:*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Faculty                          | <input type="checkbox"/> Employers              |
| <input checked="" type="checkbox"/> Advisory committee               | <input type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Regulatory bodies/professional associations |   |

Aside from a variety of faculty committees and Councils in Augustana Faculty, the proposed change was also presented to representatives of other Faculties at the University of Alberta as part of Augustana's ongoing curricular renewal process, seeking feedback and any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified and representatives from other Faculties were strongly supportive of the proposal and the rationale behind it.

**2.3.2** *Summarize feedback received including anticipated impacts on stakeholders.*

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

**2.4 Communication** (*Describe how information about the name change will be communicated to students and applicants.*)

Current students have already been informed of the proposal to change the name. Applicants will be informed of this change over the course of the current admission cycle by the appropriate units in Augustana Faculty.

Augustana Faculty is also developing strategies to further market the change to this program and explore the greater flexibility for student learning that the change will offer.

**3.1** *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Augustana Faculty Department of Science (February 14, 2020) (Department Councils include an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (March 25, 2020) (includes undergraduate students comprising one-third of the voting membership.)
- Augustana Faculty Council (May 20, 2020; August 18, 2020) (includes four voting undergraduate representatives)
- GFC Programs Committee – TBD, 2020

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

NA

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**Augustana Faculty**  
**Program Changes and Proposed Calendar Copy for a BSc in Computing  
Science and Mathematics**

**Summary:**

The proposed Bachelor of Science in Computing Science and Mathematics is presented as a significant revision of the current Bachelor of Science in Computing Science major. This is an interdisciplinary Science major with a focus on problem solving to provide students with knowledge and skills for careers in information systems, technology, industry and finance, which are in high demand in the 21st century. Beginning from the Augustana Science Foundation, the program encourages students to become independent thinkers with strong skills in modeling and abstraction, to reason with peers and other members of society, to collaborate on projects within the Camrose community, and to research new approaches in the dynamic area of computation. This degree brings together one of the oldest “liberal arts” with one of the newest “sciences”. It intentionally uses the term “Computing Science” versus “Computer Science”, because the association of this degree with a specific machine (a computer) is limiting and the emphasis is on the underlying principles, theory and ethics which carry on in spite of changes within the specific technology. Studying in Computing Science and Mathematics leads to careers that cross many borders, with almost every academic discipline these days requiring some application of computational resources. This is further reflected by building the former ‘Augustana Core: Knowledge’ breadth requirements directly into the major, thus tying them more directly to the major structure and content.

**Learning Objectives:**

A graduate of the Bachelor of Science in Computing Science and Mathematics will be able to:

- Embrace computing and mathematical thinking skills to:
  - Decompose problems
  - Recognize patterns and design abstract frameworks to describe them
  - Analyze and design algorithms
  - Model real world challenges as computational problems
- Create robust and efficient software that follows standard design principles to meet specified needs
- Develop communication and interpersonal skills which are key to successful team work, leadership, and project management
- Contextualize working knowledge and theory of computing science and mathematics, and apply these capabilities within society at large
- Recognize ethical and professional practices in computational sciences, and integrate these into other fields

**Summary of changes:**

Current BSc in Computing Science	Proposed BSc in Computing Science and Mathematics
<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUCSC: ★42</li> <li>● AUMAT: ★12</li> <li>● Non AUCSC/AUMAT Science: ★0</li> <li>● Non Science: ★0</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● General Computing Science requirements: ★21</li> <li>● Additional AUCSC at the senior level: ★21</li> <li>● ‘Supporting courses’ (complimentary courses required to complete major but not considered part of the major GPA): ★12 – all AUMAT</li> </ul>	<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUCSC: ★12 + ★24 if Computing Science stream is selected</li> <li>● AUMAT: ★12 + ★12 if Computational and Applied Mathematics stream is selected</li> <li>● Non AUCSC/AUMAT Science: ★24</li> <li>● Non Science: ★15</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● Common requirements: ★39</li> <li>● Statistics: ★3</li> <li>● Non AUCSC/AUMAT Science Foundations: ★6</li> <li>● Fine Arts and Humanities: ★9 with at least ★3 in each</li> <li>● Social Sciences: ★6</li> <li>● 1 of 2 streams, in Computing Science (★24 as noted above) or Computational and Applied Mathematics (★12 as noted above)</li> </ul>

**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Computing Science [Augustana]</b>            A student may choose a BA or BSc in Computing Science. See Augustana Faculty for Admission Requirements.</p> <p><b>Requirements</b>  <b>General Stream</b></p> <ul style="list-style-type: none"> <li>● AUCSC 111 – Introduction to Computational Thinking and Problem</li> </ul>	<p><b>B.Sc. Major in Computing Science and Mathematics [Augustana]</b>            A student may choose either the Computing Science stream or the Computational and Applied Mathematics stream.</p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>● AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving</li> </ul>

### Solving

- AUCSC 112 - Data Structures and Algorithms
- AUCSC 220 - Software Engineering I
- AUCSC 250 - Computer Organization and Architecture I
- AUCSC 310 - Algorithm Design and Analysis
- AUCSC 370 - Programming Languages
- AUCSC 490 - Social and Ethical Issues for Computing Professionals

### **Additional Requirements**

- ★15 additional senior credits in Computing Science, including at least an additional ★3 at the 400-level (other than AUCSC 401 and AUCSC 402).

#### **★6 from:**

- AUCSC 320 - Software Engineering II
- AUCSC 330 - Database Management Systems I
- AUCSC 350 - Computer Organization and Architecture II
- AUCSC 380 - Operating Systems Concepts

### **Supporting courses: ★12 AUMAT including:**

- AUMAT 110 - Elementary Calculus I
- OR**
- AUMAT 116 - Elementary Calculus I (Enriched)

- AUMAT 120 - Linear Algebra I
- AUMAT 250 - Discrete Mathematics
- ★3 AUSTA

### **Practicum Stream:**

- AUCSC 401 and AUCSC 402, plus all the requirements of the General Stream as listed above.

- AUCSC 211 - Data Structures and Algorithms
- AUCSC 250 - Computer Organization and Architecture I
- AUCSC 310 - Algorithm Design and Analysis
- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I
- AUMAT 216 - Intermediate Calculus
- AUMAT 250 - Discrete Mathematics
- AUSCI 135 - Practical Introduction to Computational Thinking and Problem Solving
- AUSCI 235 - Implementing Data Structures and Algorithms
- AUSCI 250 - Introduction to Computational Methods
- AUSCI 330 - History and Theory of Computing
- AUSCI 430 - Ethical Issues in Computing and Mathematics

#### **★3 from**

- AUSTA 153 - Introductory Applied Statistics
- AUSTA 215 - Statistical Methods for the Natural Sciences

#### **★3 from**

- AUSCI 115
- AUSCI 125
- AUSCI 145
- AUSCI 165

### **Additional Requirements**

- ★3 in AUBIO, AUCHE, AUENV, or AUPHY at the 100-level.
- ★9 in Fine Arts and Humanities, with at least 3 credits in each.
- ★6 in Social Sciences.

### **Computing Science Stream**

Students in the Computing Science stream

### **Additional information for students**

1. AUCSC 112 requires AUMAT 110 or AUMAT 116 and AUMAT 120 as corequisites.
2. AUCSC 340 requires AUMAT 211 as a prerequisite, which in turn requires AUMAT 112 as a prerequisite.
3. At least ★3 in Physics is recommended.
4. Many senior Computing Science courses are offered in alternate years only. Some 300- and 400-level Computing Science courses are offered only if there is sufficient student demand.
5. AUCSC 401 and AUCSC 402 are practicum courses available to a limited number of senior Computing Science majors. Each of these courses provides four months of practical experience either through employment in an information systems context with an external organization, or through a directed self-study (possibly leading to a professional certification).

### **Recommended first-year program**

#### **Required courses**

- AUCSC 111 – Introduction to Computational Thinking and Problem Solving
  - AUCSC 112 – Data Structures and Algorithms
- ★6 from
- AUMAT 110 – Elementary Calculus I
  - **OR**
  - AUMAT 116 – Elementary Calculus I (Enriched)
- 
- AUMAT 120 – Linear Algebra I

must also complete the following:

- AUCSC 220 - Software Engineering I
- AUCSC 370 - Programming Languages

#### **★18 from**

- AUCSC 204 - Computing Technology in Modern Society
- AUCSC 218 - Web Design, Development and Scripting
- AUCSC 320 - Software Engineering II
- AUCSC 330 - Database Management Systems I
- AUCSC 355 - Networks and Security
- AUCSC 380 - Operating Systems Concepts
- AUCSC 395 - Directed Study I
- AUCSC 401 - Professional Practicum I
- AUCSC 402 - Professional Practicum II
- AUCSC 450 - Parallel and Distributed Computing
- AUCSC 460 - Artificial Intelligence
- AUCSC 495 - Directed Study II

### **Computational and Applied Mathematics stream**

Students in the Computational and Applied Mathematics stream must also complete the following:

- AUMAT 332 - Dynamical Systems

#### **★9 from**

- AUMAT 320 - Numerical Linear Algebra
- AUMAT 328 - Cryptography
- AUMAT 350 - Optimization
- AUMAT 353 - Applied Probability

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

Name change proposals for degree programs and applied degree programs are typically subject to review by the Campus Alberta Quality Council.

### SECTION 1: PROPOSAL INFORMATION

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

<b>Institution</b>	<b>University of Alberta</b>
<b>Current program/specialization name</b>	<b>Biology</b>
<b>Credential awarded</b>	<b>Bachelor of Science</b>
<b>Proposed implementation date</b>	<b>July 1, 2021</b>

#### 1.2 Proposed New Name *(Answer the following questions)*

##### 1.2.1 *Specify the new name that is being proposed.*

Integrative Biology

##### 1.2.2 *Specify if the new name is for a program or a specialization within a program?*

*Program*

*Specialization*

#### 1.3 Rationale for Proposed New Name *(Answer the following questions)*

##### 1.3.1 *Describe the rationale for the proposed name change.*

The goal of the proposed change is to create a program with a focus on developing the ability for students to inquire from a scientific perspective and acquire transferable skills through scientific practice focused on integrating the biological foundations of evolution, development, and function across several levels of biological study. The program aims to offer an expanded knowledge and awareness of a wide range of topics within Biology to increase students' disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of diverse experiences and educational opportunities.



**1.3.2** *Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?*

Undergraduate programs in Biology are fairly standard individual offerings within Campus Alberta. The Integrative Biology program offers a broader learning experience encompassing multiple elements within discipline as well as exploring the relevance of biological concepts to health and environmental sciences, while being grounded within a liberal arts and sciences perspective and offering a diversity of experiential opportunities, particularly in connection with the Augustana project-based core curriculum.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners *(Answer the following questions)*

**2.1.1** *Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?*

The Integrative Biology program has been in development for several months, and students currently studying in Biology, one of the larger programs offered by Augustana Faculty, have particularly been updated regarding the proposed changes, including the name change, with responses generally being understanding of the need for change and excited about the new possibilities. The name change proposal went through several levels of review and discussion at Augustana, with student representatives having both voice and vote in the process.

**2.1.2** *Describe benefits for students of proposed new name.*

The Integrative Biology framework offers a greater multi-disciplinary experience for students, as well as incorporating a variety of opportunities to develop analytical and experiential skills. This broader scope of education adds much more diversity to the student learning experience, and provides a significantly more flexible skill set for future career opportunities upon graduation.

**2.1.3** *Describe plans to accommodate:*

- a) *active students who may wish to graduate with the established credential; and*
- b) *previous graduates who may request to exchange their parchment for one with the new program or specialization name.*

a) Many of the elements of the current Biology program will continue as requirements in the proposed Integrative Biology program, meaning there will be little difficulty in accommodating students who are already enrolled at Augustana who desire to graduate in their current program.

b) The name change to the specialization does not have an impact on the requirements and skills that were completed by previous graduates.

**2.2 Potential Risks** (*Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.*)

No risks are anticipated.

**2.3 Consultation/Collaboration** (*Answer the following questions*)

**2.3.1** *Identify which stakeholder groups, if any, were consulted:*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input type="checkbox"/> Employers                       |
| <input checked="" type="checkbox"/> Advisory committee               | <input type="checkbox"/> Other ( <i>identify below</i> ) |
| <input type="checkbox"/> Regulatory bodies/professional associations |  |

Aside from a variety of faculty committees and Councils in Augustana Faculty, the proposed change was also presented to representatives of other Faculties at the University of Alberta as part of Augustana's ongoing curricular renewal process, seeking feedback and any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified and representatives from other Faculties were strongly supportive of the proposal and the rationale behind it.

**2.3.2** *Summarize feedback received including anticipated impacts on stakeholders.*

See above in 2.3.1. Feedback from faculty at Augustana, governance units within Augustana Faculty and at the wider University of Alberta level, and from other University of Alberta Faculties offering similar programs has been strongly supportive and encouraging of the proposal.

**2.4 Communication** (*Describe how information about the name change will be communicated to students and applicants.*)

Current students have already been informed of the proposal to change the name. Applicants will be informed of this change over the course of the current admission cycle by the appropriate units in Augustana Faculty.

Augustana Faculty is also developing strategies to further market the change to this program and explore the greater flexibility for student learning that the change will offer.

**SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** *Provide specific information about which internal governance body approved this proposed name change and the date of approval.*

- Augustana Faculty Department of Science (February 14, 2020) (Department Councils include an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (March 25, 2020) (includes undergraduate students comprising one-third of the voting membership.)
- Augustana Faculty Council (May 20, 2020; August 18, 2020) (includes four voting undergraduate representatives)
- GFC Programs Committee – TBD, 2020

**3.2** *If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.*

NA

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**Augustana Faculty**  
**Program Changes and Proposed Calendar Copy for a BSc in Integrative**  
**Biology**

**Summary:**

The proposed Bachelor of Science in Integrative Biology is presented as a significant revision of the current Bachelor of Science in Biology major. The Integrative Biology major will develop in students the ability to inquire from a scientific perspective and acquire transferable skills through scientific practice focused on integrating the biological foundations of evolution, development, and function across three levels of biological organization: cells, organisms, and ecosystems. This integrative major will provide students with transferable skills (e.g., research, data analysis, communication, collaboration) that will prepare them for graduate studies, professional programs and a broad range of careers as they nurture their appreciation for the diversity of life on earth. The program also leverages the flexible nature of new Augustana Science Foundations structure to prepare students to a wider variety of advanced scientific discovery after their introductory year. Overall, the proposed revision draws upon the diversity of strengths in the current program, increases the variety and quantity of science experiences in the major, clarifies program expectations for students, and builds the former 'Augustana Core: Knowledge' breadth requirements directly into the major, thus tying them more directly to the major structure and content.

**Learning Objectives:**

A graduate of the Bachelor of Science in Integrative Biology will be able to:

- Explain the mechanisms of evolution and the evolutionary history of organisms.
  
- Articulate the evolution of development and how development produces the traits that are subject to evolution.
  
- Analyze how biological structures relate to biological functions that help organisms solve different survival problems (i.e., their adaptations).
  
- Evaluate the relevance of biological concepts in applied disciplines of the life sciences such as health and environmental sciences along with their broader societal significance.
  
- Apply the process of scientific inquiry to develop testable hypotheses, create and implement study design, interpret and communicate research findings orally and in writing, both individually and collaboratively.

**Summary of changes:**

Current BSc in Biology	Proposed BSc in Integrative Biology
<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUBIO: ★42</li> <li>● Non AUBIO Science: ★15</li> <li>● Non Science: ★0</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● General Biology requirements: ★30</li> <li>● Additional Biology options: ★12</li> <li>● ‘Supporting courses’ (complimentary courses required to complete major but not considered part of the major GPA): ★15</li> </ul>	<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUBIO: ★36-42</li> <li>● Non AUBIO Science: ★24-30</li> <li>● Non Science: ★15</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● Science Foundation: ★18</li> <li>● Integrative Biology: ★39 -this includes clearly delineated requirements in the study of cells, organisms, and ecosystems, as well as reinforcing the requirement for senior-level laboratory or field work experience.</li> <li>● Non AUBIO Scientific Perspectives: ★9</li> <li>● Fine Arts and Humanities: ★9 with at least ★3 in each</li> <li>● Social Sciences: ★6</li> </ul>

**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Biology [Augustana]</b></p> <p>A student may choose a BA or BSc in Biology. See Augustana Faculty for Admission Requirements.</p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>● <del>AUBIO 111 Integrative Biology I</del></li> <li>● <del>AUBIO 112 Integrative Biology II</del></li> <li>● <del>AUBIO 230 Molecular Cell Biology</del></li> <li>● <del>AUBIO 253 Ecological Interactions</del></li> <li>● <del>AUBIO 260 Principles of Genetics</del></li> <li>● <del>AUBIO 280 Biochemistry: Proteins, Enzymes and Energy</del></li> </ul>	<p><b>BSc Major in <u>Integrative</u> Biology [Augustana]</b></p> <p><b>Requirements:</b></p> <p><b>★18 Science Foundations for Biology</b></p> <ul style="list-style-type: none"> <li>● <u>AUBIO 111 Functional Biology</u></li> <li>● <u>AUCHE 110 General Chemistry I</u></li> <li>● <u>AUPHY 120 Introductory Physics</u></li> <li>● <u>★3 from</u> <ul style="list-style-type: none"> <li>● <u>AUMAT 116 Calculus Concepts and Modelling</u></li> <li>● <u>AUMAT 120 Linear Algebra I</u></li> </ul> </li> <li>● <u>★6 from AUSCI foundations laboratory courses, including</u></li> </ul>

- AUBIO 338—Developmental Biology
- AUBIO 411—History and Theory of Biology

**★3 from**

- AUBIO 323—Plant Biology
- AUBIO 336—Integrative Histology
- AUBIO 337—Histology of Reproduction and Sensation
- AUBIO 371—Immunology
- AUBIO 381—Biochemistry: Intermediary Metabolism
- AUBIO 394—Comparative Invertebrate Zoology
- AUBIO 395—Vertebrate Form and Function

**★3 from**

- AUBIO 390—Animal Behaviour
- AUBIO 413—Advanced Topics in Evolutionary Ecology
- AUBIO 438—Evolutionary Development Biology

**Additional Requirements**

- ★12 additional AUBIO
- ★6 overlapping at the 400-level.

**Supporting courses:★9 in chemistry:**

- AUCHE 110—General Chemistry I
- AUCHE 112—General Chemistry II
- AUCHE 250—Organic Chemistry I

**The BSc in Biology requires the following additional supporting courses:**

- ★3 AUMAT (excluding AUMAT 107)
- ★3 AUSTA 215—Statistical Methods for the Natural Sciences

**Note:**

At least ★3 AUPHY is recommended for students in the BSc program who do not have credit in Physics 30. Students interested in pursuing graduate studies in biochemistry, cell biology, or physiology are advised to complete ★6 AUPHY.

- AUSCI 115
- ★3 from any other science discipline lab foundation course

**★39 Integrative Biology:**

- AUBIO 212 Evolutionary Biology
- AUBIO 230 Molecular Cell Biology
- AUBIO 253 Ecological Interactions
- AUBIO 260 Principles of Genetics
- AUBIO 338 Developmental Biology
- AUBIO 380 Biochemistry: Proteins, Enzymes and Energy
- AUBIO 411 History and Theory of Biology
- ★6 in Cell Biology from:
  - AUBIO 336 Integrative Histology
  - AUBIO 337 Histology of Reproduction and Senses
  - AUBIO 374 Microbiology
  - AUBIO 381 Biochemistry: Intermediary Metabolism
  - AUBIO 388 Biochemistry Laboratory
  - AUBIO 389 Molecular Biology of the Gene
  - AUBIO 438 Evolutionary Developmental Biology
  - AUBIO 475 Pathogenesis of Microorganisms
  - AUBIO 485 Selected Topics in Biochemistry
- ★6 in Organisms from:
  - AUBIO 323 Plant Biology
  - AUBIO 390 Animal Behaviour
  - AUBIO 394 Comparative Zoology of Invertebrates
  - AUBIO 395 Vertebrate Form and Function
  - AUBIO 397 Vertebrate Physiology
  - AUBIO 413 Evolutionary Ecology
  - AUBIO 471 Immunology
- ★6 in Ecosystems from:
  - AUBIO 315 Advanced Biological Analysis
  - AUBIO 334 Field Studies in Environmental Science and Ecology

- AUBIO 350 Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 Biogeography
- AUBIO 354 Freshwater Ecology and Management
- AUBIO 355 Ecological Dynamics
- AUBIO 459 Field Studies in Tropical Ecology and Conservation
- AUENV 335 Wildlife Ecology and Management
- AUENV 434 Advanced Field Studies in Environmental Science and Ecology

**★9 Overlapping Requirements (may overlap with the Integrative Biology requirements):**

- ★3 AUBIO at the 400-level
- ★6 involving laboratory or field work from:
  - AUBIO 323 Plant Biology
  - AUBIO 334 Field Studies in Environmental Science and Ecology
  - AUBIO 351 Biogeography
  - AUBIO 354 Freshwater Ecology and Management
  - AUBIO 374 Microbiology
  - AUBIO 388 Biochemistry Laboratory
  - AUBIO 390 Animal Behaviour
  - AUBIO 394 Comparative Zoology of Invertebrates
  - AUBIO 395 Vertebrate Form and Function
  - AUBIO 459 Field Studies in Tropical Ecology and Conservation
  - AUBIO 471 Immunology
  - AUBIO 475 Pathogenesis of Microorganisms
  - AUENV 434 Advanced Field Studies in Environmental Science and Ecology

**★9 Scientific Perspectives**

- AUCHE 212 General Chemistry II
- AUCHE 250 Synthesis I

- AUSTA 215 Statistical Methods for the Natural Sciences

**★15 Additional Requirements**

- ★9 in Fine Arts and Humanities, with at least ★3 in each
- ★6 in Social Sciences



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

<b>Agenda Title</b>	<b>Proposed Substantive Program Changes to the Bachelor of Science and the Bachelor of Arts Majors in Physical Education, and the Bachelor of Science Major in Environmental Science, Augustana Faculty</b>
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**Motion I**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Science Major in Physical Education, as set forth in Attachment 2, to take effect in Fall 2021.

**Motion II**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Arts Major in Physical Education, as set forth in Attachment 3, to take effect in Fall 2021.

**Motion III**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Science Major in Environmental Science, as set forth in Attachment 4, to take effect in Fall 2021.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Karsten Mündel, Associate Dean – Academic, Augustana Faculty

**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 make significant program changes to the Majors Physical Education in the Bachelor of Arts and the Bachelor of Science program and to the Major in Environmental Science in the Bachelor of Science program, offered through Augustana Faculty.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	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).  Aided by the work of CICC, Augustana Faculty worked to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences Project-based Core. Initial efforts focused primarily in the Fine Arts, Humanities, and Social Sciences, resulting in the creation of three new BA Interdisciplinary Studies specializations

Item No. 11

	<p>with implementation in Fall 2020. This latest set of proposals continues Augustana’s curriculum revitalization, focused primarily in the Bachelor of Science program, as well as further revisions to Social Sciences in the Bachelor of Arts program.</p> <p>The significant revisions to these majors continues the initiative within Augustana Faculty of developing programs with a greater multi-disciplinary focus. The revised programs retain the requirement of the new Augustana Liberal Arts and Sciences Project-Based Core, and embed the previous Core Knowledge requirements within the major, often drawing on broader disciplinary subjects which can complement and enhance the particular major. Greater opportunities for experiential and community-based learning have also been built into the major requirements where possible, in order to broaden the undergraduate experience.</p> <p>Ultimately these changes will continue to facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance 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>• Faculty members in Physical Education in Augustana Faculty</li> <li>• Augustana Departments of Science and Social Sciences (Department Council includes 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, Andrea Patrick)</li> <li>• University Governance</li> <li>• Office of the Registrar</li> <li>• Undergraduate Program Support Team</li> <li>• Angela Bayduza, Associate Dean (Undergraduate Programs) – Faculty of Kinesiology, Sport and Recreation</li> <li>• Scott Jeffrey, Associate Dean (Academic); Robert Summers, Academic Director Sustainability – Faculty of Agriculture, Life and Environmental Sciences</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>• These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Academic Planning Committee, and General Faculties Council from 2018-2020.</li> </ul>
Approval Route (Governance)	Augustana Faculty Council (May 20, 2020; August 18, 2020)

(including meeting dates)	GFC Programs Committee (for approval): October 15, 2020
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**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i></p> <p><b>BUILD</b></p> <p><b>GOAL:</b> Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 4: 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></p> <p><b>GOAL:</b> Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <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></p> <p><b>GOAL:</b> Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p><b>ENGAGE</b></p> <p><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.</p>
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Item No. 11

	<p>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>	
Alignment with Core Risk Area	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	Post-Secondary Learning Act GFC Programs Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Overview of Augustana Curricular Reform (8 pages)
2. BSc Physical Education proposed Program Changes and Calendar copy (6 pages)
3. BA Physical Education proposed Program Changes and Calendar copy (7 pages)
4. BSc Environmental Science proposed Program Changes and Calendar copy (11 pages)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

## **Overview of Curricular Renewal in Augustana Faculty**

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its Core and majors 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 as well as other institutions within the province. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the formation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC). CICC was given two central mandates: 1) oversee the creation of a new Augustana 'Project-based Core', and 2) facilitate the development of innovative new programs that would address the issues raised by Augustana Faculty Council in 2017.

### **THE PROJECT-BASED CORE:**

After a great deal of study and consultation within and beyond the Faculty, the new Augustana Project-based Core was presented to Augustana Faculty Council by CICC on May 9, 2019.

The Project-based Core facilitates the integration of skills students acquired by pursuing degrees in different areas of study. In developing a suite of Project-based Core courses at the 100-, 200-, 300-, and 400-level, students work together to tackle real-world issues, preparing graduates for the constantly changing workplaces of the future. The new Core encourages students to be critical thinkers, competent researchers, persuasive communicators, and effective collaborators across a wide spectrum of disciplines. Completing projects tied to real-world issues in partnership with community organizations are designed to equip students with the skills not just to thrive as learners but as valuable employees and citizens.

There are several key differences between the previous Core and the renewed Core. The renewed Core:

- consists of fewer course credits than the previous Core (i.e., 18 credits compared to 36 credits),
- follows a project-based learning model,
- is multidisciplinary,
- is intended to develop students' collaborative skills, and
- is designed to apply to every Augustana degree program.

The new Core consists of four Interdisciplinary (AUIDS) courses intended for completion over the span of a typical 4-year undergraduate degree program:

#### **AUIDS 101 - Topics in Liberal Studies**

★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is a key aspect of the Augustana First

Year Experience. The focus and content of each course are determined by faculty interests, and vary from year to year.

### **AUIDS 201 - Collaborative Learning**

★ 3 (fi 6) (variable, variable) The course allows students to learn about approaches, methodologies and/or analytic techniques specific to a discipline, while offering an opportunity to practice working collaboratively in groups on a large project. Prerequisite: AUIDS 101.

### **AUIDS 301 - Community Partnership Project**

★ 6 (fi 12) (variable, variable) A project-based non-disciplinary course that allows students to work in small groups on a specific problem posed by a real stakeholder under the guidance of a faculty advisor. Prerequisite: AUIDS 201.

### **AUIDS 401 - Advanced Integration Project**

★ 6 (fi 12) (variable, variable) A project-based course which allows students to work in small interdisciplinary teams to propose a solution to a real-world issue with the support of a faculty advisor. Prerequisite: AUIDS 301.

The Project-based Core was overwhelming approved by Faculty Council, and subsequently received final approval for inclusion in all Augustana Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs by the GFC Academic Planning Committee on September 11, 2019.

## **PROGRAM INNOVATION:**

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs. Initially described as ‘concentrations’ to distinguish the programs from current majors, discussions have evolved to consider this framework as a way to re-imagine current majors in accordance with the guidelines provided for concentrations. In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like. The framework included the provisions that a concentration should consist of:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., embed the current 21-credit ‘Knowledge’ component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)
- a scaffolded approach

In addition, each concentration required indications of how students would demonstrate the following proficiencies that correspond to competencies currently taught as Core Skills at Augustana:

- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

Faculty members who developed a new program were given the opportunity to offer a rationale to depart from any of these guidelines if necessary (particularly in respect to the 60-69 credit guideline). CICC also provided *Concentration Design Guidelines* and a *Concentration Development Worksheet* to assist in the program creation process [attached below as an Appendix].

With these guidelines in place, CICC coordinated wide-ranging discussions at Augustana Faculty regarding Core and program innovation. CICC presented an initial report on its progress to Augustana Faculty Council on May 9, 2019, and its final report was adopted by Augustana Faculty Council on October 4, 2019.

### **CURRICULAR RENEWAL:**

The pathway to curricular renewal superintended by CICC proceeded with variations in pace from program to program.

#### **Bachelor of Management:**

Even prior to the creation of CICC, faculty members in the ‘Bachelor of Management in Business Economics’ program had been exploring significant changes to that degree, in order to incorporate alternate components of Management education and develop of other areas of Management-related interest, especially as the new Augustana 3-11 Calendar created opportunities for creative program and exploration of interdisciplinary learning.

The change in name to simply ‘Bachelor of Management’, with the designation of a common set of Management and Economics Foundation courses, maintained the desire for a solid Management and Economics experience, but allowed for the introduction of other Management elements within the degree for students with a greater interest in Management through the creation of various streams of study within the Management degree/major.

Much of the discussion on these changes had occurred prior to CICC, but the opportunity offered by the new Project-based Core to enhance the knowledge and skills developed in the Management program by introducing multi-disciplinary opportunities for students to develop collaborative abilities in large and small group project-based studies was eagerly embraced. As such, the revised Bachelor of Management degree fully incorporated the new Project-based Core when it was approved by the GFC Academic Planning Committee on June 19, 2019, with the Core being reaffirmed by the GFC Academic Planning Committee on September 11, 2019.

#### **Bachelor of Arts Suspensions and BA Interdisciplinary Studies programs:**

Much of the discussion fostered by CICC in the 2018-2019 academic year centred on programs offered in the Bachelor of Arts degree at Augustana, particularly among faculty members who

shared similar teaching and/or research interests, where a new ‘concentration’ could draw upon the collective resources of that group. The enthusiasm and potential synergies emerging from these explorations resulted in the determination that best way to proceed was to suspend a number of current majors and create three new programs as second-level specializations under Augustana’s Bachelor of Arts Interdisciplinary Studies major.

As part of the CICC initial report on May 9, 2019, it recommended the development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime and Justice Studies

To facilitate the creation of these new programs, Faculty Council considered suspending admission into nine of its current BA majors:

- Visual Art
- Drama
- Economics
- English
- History
- Modern Languages
- Music
- Philosophy & Religion
- Political Studies

After much deliberation, all the recommendations were strongly endorsed by Augustana Faculty Council. In summary, Creativity and Culture incorporated many of the elements of Visual Art, Drama, English, Modern Languages, and Music; Ethics and Global Studies drew on History, Philosophy and Religion, Political Studies and the IDS – Global and Development Studies program (a previous second-level specialization in Augustana’s BA-IDS program, which was also suspended with the creation of Ethics and Global Studies); and Law, Crime and Justice Studies brought together expertise in History, Political Studies, Psychology, and Sociology.

This collection of curricular changes was reviewed by the GFC Academic Standards Committee on June 20, 2019, and received final approval by the GFC Academic Planning Committee on September 11, 2019. Augustana registered its first cohort of students into these three programs in the Fall 2020 term.

### **Bachelor of Music:**

The conversations that culminated in the development of the Creativity and Culture program coincided with the desires of faculty in Music at Augustana to revitalize the Bachelor of Music program. This resulted in a proposal to Augustana Faculty Council in December 2019 to suspend the Piano and Voice majors in the Augustana Bachelor of Music program, and rename the Comprehensive major to create a Bachelor of Music in Performance-Based Pedagogy.



Enhancing the pedagogical elements of the Bachelor of Music degree, the proposal also increased ensemble participation, incorporated opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir (a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers), and required new music education courses that included elements of Indigenous perspectives in response to the TRC Calls for Action. Notably, the proposal also included full participation in the Project-based Core; the previous Bachelor of Music program had never included the Augustana Core as part of its program.

The proposal was overwhelmingly approved by Augustana Faculty Council on December 6, 2019, and subsequently endorsed by the GFC Academic Standards Committee on February 13, 2020, receiving approval by the GFC Academic Planning Committee on March 18, 2020.

### **Program Renaming and Further Suspensions:**

In the 2019-2020 academic year, Augustana Faculty continued to build on the work of CICC by reviewing programs in the Bachelor of Science degree and majors in the Bachelor of Arts degree that had not been included in the package of changes approved in May 2019. This latest set of proposals includes most of Augustana's largest and strongest programs, meaning additional time and consideration was desired before initiating significant changes in these areas. Nevertheless, on May 20, 2020, Augustana Faculty Council authorized the suspension of admission into another 7 majors, and approved the learning objectives of 8 new program changes.

The suspensions included:

- Bachelor of Arts majors in:
  - Biology
  - Chemistry
  - Computing Science
  - Mathematics and Physics
  - Sociology
- Bachelor of Science majors in:
  - Mathematics and Physics
  - Psychology

These suspensions were subsequently reviewed by the GFC Academic Standards Committee on June 25, 2020 and the GFC Academic Planning Committee on September 9, 2020, and continue to move forward through the governance approval process.

Work continued over the summer of 2020 to finalize details for the revised programs, including name changes for several current majors summarized as follows:

- In the Bachelor of Arts:
  - The 'Environmental Studies' major will be renamed to the 'Sustainability Studies' major

- The 'Psychology' major will be renamed to the 'Psychology and Mental Health' major
- In the Bachelor of Science:
  - The 'Biology' major will be renamed to the 'Integrative Biology' major
  - The 'Chemistry' major will be renamed to the 'Chemical and Physical Sciences' major
  - The 'Computing Science' major will be renamed to the 'Computing Science and Mathematics' major

The current Bachelor of Arts and Bachelor of Science majors in Physical Education and the Bachelor of Science in Environmental Science are proposed to undergo significant changes within its program structure, but will continue under its current name.

The presentation of these changes represents the near-completion of the Augustana Curriculum Renewal project, encompassing every Augustana program and major offered at the start of the 2018-2019 academic year, with the only exception being the majors offered jointly with the Faculty of Education in the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program – review of those majors is contingent upon the result of the changes currently under consideration in the Bachelor of Science majors noted above.

## **APPENDIX:**

### **Augustana Concentration Design Guidelines**

This document provides some guidance for those interested in developing a new concentration. In contrast to a disciplinary major, the goal of a concentration is to create a new area of study that is interdisciplinary.

#### **Concentration Design Guidelines**

For faculty interested in developing a new concentration, we have provided a set of guidelines to facilitate those efforts. In contrast to a disciplinary major, the goal of a concentration is to create a new area of study that is multidisciplinary. That is, we would like to avoid creating a concentration that simply reproduces existing majors as streams.

The following are nine guiding principles that outline the key components each concentration should include. Each concentration should contain:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., 9cr of FA/Hum, 6cr of Soc Sci, 6cr Sci)
- a scaffolded approach

In addition, each concentration must indicate how students will demonstrate proficiency in the following:

- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

It is important to note that these guiding principles are guidelines only. If faculty members who are developing a concentration think there is a reason to deviate from these guidelines, they need to provide a rationale.

#### **Concentration Development Process**

There are various ways to develop a new concentration. From the collective experiences of our faculty who developed a concentration to date, here are some of their recommendations:

- Connect with faculty who have similar teaching and/or research interests and discuss ideas about building a concentration that draws on your collective resources.
- A concentration is most easily developed when there are at least four faculty members who are the main contributors. However, there may be more faculty members who contribute one or more courses to the concentration.
- When thinking about the breadth component of a concentration, talk to faculty members who could contribute a course to your concentration as they know best what courses they can offer; the course calendar may not reflect current course offerings.

#### **Concentration Approval Process**

Once you have drafted a concentration, it is time for it to be approved. The review and approval process is similar to those we currently follow for all curriculum revisions. The process includes the following steps:

- The proposed concentration is shared with the Department Chair(s) for feedback. In the case that a concentration includes faculty members from two or more departments, chairs in those departments need to be consulted.
- The proposed concentration is reviewed and approved with colleagues at a Department Council meeting. Again, if the concentration includes faculty members from two or more departments, the proposed concentration needs to be presented at those meetings.
- The proposed concentration goes to the Curriculum Committee for approval.
- The proposed concentration is presented at Faculty Council for approval.

## Concentration Development Worksheet

Tentative name of concentration:

Provide a brief description of the concentration.

Specify the faculty members who will take the lead on this concentration and the faculty members who will be contributing to this concentration.

Which disciplines can contribute to this concentration?

How does this concentration improve Augustana's curriculum?

How does this concentration demonstrate distinctiveness from other programs at the North Campus?

What unifies this concentration in terms of topic and teaching?

	Concentration Objectives	Possible Courses
Year 1		
Year 2		
Year 3		
Year 4		

\* One way to think about the number of courses that can be taught in a given year is to take the number of faculty members whose primary contribution would be to this concentration and then multiply that number by 4 courses. This assumes that most faculty will teach 2 courses/year in the core or other concentrations.

**Augustana Faculty  
Program Changes and Proposed Calendar Copy for a BSc in Physical  
Education**

**Summary:**

The revised BSc in Physical Education is now differentiated more clearly from the Augustana Bachelor of Arts Physical Education program, while retaining a multidisciplinary approach through a combination of sociocultural and science-based courses, with categories that are much more clearly identified within the structure of the major. The program is also now more prescriptive in terms of science electives and involves fewer PAC credits than the previous major. Finally, it builds the former ‘Augustana Core: Knowledge’ breadth requirements directly into the major, thus tying them more directly to the major structure and content.

**Learning Objectives:**

A graduate of the Bachelor of Science in Physical Education will be able to:

- Explain the concepts and theories of human movement from a variety of scientific, social, and cultural perspectives that reflect the multidisciplinary nature of the program
- Communicate effectively and professionally in writing and public presentations that are appropriate to the audience in a way that promotes inquiry, collaboration, and engagement in physical education, sport, and health
- Demonstrate critical thinking that includes careful deliberation, openness to alternative perspectives, and an understanding of the complexity of problems in physical education, sport, and health
- Apply a broad base of scientific theories and knowledge to evaluate the quality and credibility of research and information related to physical education, sport, and health from a multidisciplinary perspective
- Apply both qualitative and quantitative analyses to propose solutions and interventions for problems and issues in physical education, sport, and health

**Summary of changes:**

<b>Current BSc in Physical Education</b>	<b>Proposed BSc in Physical Education</b>
<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUPED: ★36-39</li> <li>● AUPAC (Physical Activity): ★6</li> <li>● Non AUPED/AUPAC: ★3-6 plus undetermined Science credits</li> </ul>	<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>● AUPED: ★36-42</li> <li>● AUPAC (Physical Activity): ★3</li> <li>● Non AUPED/AUPAC: ★30-36</li> </ul>

<p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● General major requirements including AUPAC: ★27</li> <li>● Additional requirements including: <ul style="list-style-type: none"> <li>● AUPED ‘Science’ courses: ★6</li> <li>● AUPED ‘Non-Science’ courses: ★6</li> <li>● Additional non-defined AUPED courses: ★9</li> </ul> </li> </ul>	<p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>● Program Core: ★27</li> <li>● AUPED 216 – Introduction to Human Physiology II (★3)</li> <li>● AUPAC (Physical Activity): ★3</li> <li>● Historical and Cultural Perspectives: ★6</li> <li>● Scientific Perspectives: ★12</li> <li>● Scientific Perspectives (non-AUPED): ★15</li> <li>● Ethics and Philosophy: ★3</li> <li>● Fine Arts: ★3</li> <li>● Humanities: ★3</li> </ul>
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**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Physical Education [Augustana]</b>  A student chooses one of the following two streams:</p> <p><b><del>BA or BSc (Physical Education-Kinesiology and Sport Studies)</del></b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>● AUPED 112 - Structural Human Anatomy</li> <li>● AUPED 160 - Sociocultural Aspects of Sport and Physical Activity</li> <li>● AUPED 215 - Introduction to Human Physiology I</li> <li>● AUPED 293 - Introduction to Research in Physical Education</li> <li>● AUPED 314 - Exercise Physiology</li> <li>● AUPED 462 - Issues in Physical Education</li> <li>● <del>★6 in AUPAC (Physical Activity Courses).</del></li> <li>● AUSTA 153 - Introductory Applied Statistics</li> </ul> <p><b>Additional Requirements</b>  ★6 from</p> <ul style="list-style-type: none"> <li>● <del>AUPED 216 – Introduction to Human Physiology II</del></li> <li>● <del>AUPED 220 – Human Growth and Development</del></li> </ul>	<p><b><u>BSc Major in Physical Education [Augustana]</u></b></p> <p><b>Requirements</b></p> <p><b><u>★27 Core:</u></b></p> <ul style="list-style-type: none"> <li>● AUPED 112 - Structural Human Anatomy</li> <li>● AUPED 160 - Sociocultural Aspects of Sport and Physical Activity</li> <li>● AUPED 215 - Introduction to Human Physiology I</li> <li>● AUPED 293 - Introduction to Research in Physical Education</li> <li>● AUPED 314 - Exercise Physiology</li> <li>● <b><u>AUPED 393 - Tests and Measurements in Physical Education</u></b></li> <li>● AUPED 462 - Issues in Physical Education</li> <li>● AUSTA 153 - Introductory Applied Statistics</li> <li>● <b><u>AUPSY 103 - Introduction to Psychology</u></b></li> </ul> <p><b><u>★3 AUPED 216 - Introduction to Human Physiology II</u></b></p>

- AUPED 232 – Introduction to Biomechanics
- AUPED 251 – Prevention and Care of Athletic Injuries
- AUPED 317 – Exercise in Special Populations
- AUPED 343 – Training Methodologies and Athletic Performance
- AUPED 344 – Introduction to Human Nutrition
- AUPED 393 – Tests and Measurements in Physical Education

**★6 from**

- AIDS 302 - Exploring Body Issues
- AUPED 184 – Introduction to Outdoor Education – Snowshoeing **OR**
- AUPED 284 – Introduction to Outdoor Education – Canoeing
- AUPED 262 – Sport, Physical Activity, and the Body: Historical Perspectives
- AUPED 266 - Gender in Sport and Physical Activity
- AUPED 290 – Studies in Leadership Theory
- AUPED 360 – Hockey: Culture and Commerce
- AUPED 368 – History of Sport in Canada
- AUPED 369 – The Modern Olympic Games
- AUPED 469 - Sport and Canadian Popular Culture

**An additional ★9 at the senior level in Physical Education.**

**Additional information for students**

1. Not all senior courses are offered every year.
2. Although not required in the major, AUPED 216 is recommended for those Physical Education students who are seeking a BSc degree. AUPED 215 and AUPED 216 are recommended for other students who intend to complete a degree in Physical Therapy, Occupational Therapy, or an Advanced Certificate in Athletic Therapy.

**★3 in AUPAC (Physical Activity Courses)**

**★6 Historical and Cultural Perspectives from:**

- AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives
- AUHIS 312 - The Modern Olympic Games
- AUHIS 368 - History of Sport in Canada
- AIDS 302 - Exploring Body Issues
- AUMGT 360 - Hockey: Culture and Commerce
- AUPED 266 - Gender in Sport and Physical Activity
- AUPED 469 - Sport and Canadian Popular Culture

**★12 in Scientific Perspectives from:**

- AUPED 232 - Introduction to Biomechanics
- AUPED 251 - Prevention and Care of Athletic Injuries
- AUPED 317 - Exercise in Special Populations
- AUPED 343 - Training Methodologies and Athletic Performance
- AUPED 344 - Introduction to Human Nutrition
- AUPED 375 - Advanced Anatomy
- AUPED 414 - Advanced Exercise Physiology

**★15 in Broader Scientific Perspectives from:**

- AUBIO 111 - Integrative Biology I
- AUSCI 115 – Biology Lab

**★9 from:**

- AUBIO 212 - Evolutionary Biology
- AUBIO 230 - Molecular Cell Biology
- AUBIO 260 - Principles of

3. No more than 18 junior credits in Physical Activity courses and Physical Education courses combined may be counted towards the Physical Education—Kinesiology and Sports Studies major.

### Recommended first-year program

#### Required courses

- AUPED 112—Structural Human Anatomy
- AUPED 160—Sociocultural Aspects of Sport and Physical Activity

### BA or BSc (Physical Education—Outdoor Education)

#### Requirements

- AUPED 112—Structural Human Anatomy
- AUPED 215—Introduction to Human Physiology I
- AUPED 293—Introduction to Research in Physical Education
  
- AUPED 290—Studies in Leadership Theory **OR**
- AUIDS 206—Student Leadership: Theory and Practice
  
- AUPED 314—Exercise Physiology
- AUPED 383—Programming and Processing the Adventure Experience
- AUPED 389—Foundations of Outdoor, Adventure, and Experiential Education
- AUPED 462—Issues in Physical Education
- ★6 in AUPAC (Physical Activity Courses).
- AUSTA 153—Introductory Applied Statistics

#### Additional Requirements

- Outdoor education related certifications are required. Please consult Augustana Physical Education faculty for details.

#### ★3 from

- AUPED 216—Introduction to Human Physiology II
- AUPED 220—Human Growth and Development
- AUPED 232—Introduction to

#### Genetics

- AUCHE 110 – General Chemistry I
- AUENV 120 – Human Activities and the Natural Environment.
- AUMAT 116 – Calculus Concepts and Modelling
- AUMAT 120 – Linear Algebra I
- AUPHY 110 - Mechanics
- AUPHY 120 – Waves, Thermodynamics, and Optics
- AUPSY 263 - Memory and Cognition
- AUPSY 269 - Principles of Learning
- AUPSY 275 - An Introduction to the Brain and Nervous System

#### ★3 in Ethics and Philosophy from:

- AUREL 257 - Modern Ethics
- AUREL 259 - Bioethics, Suffering and the Soul
- AUPHI 260 - Ethics
- AUPHI 350 - Philosophy of Science

#### ★3 in Fine Arts

- Any Fine Arts course

#### ★3 in Humanities

- Any Humanities course



**Biomechanics**

- AUPED 251— Prevention and Care of Athletic Injuries
- AUPED 317— Exercise in Special Populations
- AUPED 343— Training Methodologies and Athletic Performance
- AUPED 344— Introduction to Human Nutrition
- AUPED 393— Tests and Measurements in Physical Education

**★3 from**

- AUPED 302— Exploring Body Issues
- AUPED 160— Sociocultural Aspects of Sport and Physical Activity
- AUPED 262— Sport, Physical Activity, and the Body: Historical Perspectives
- AUPED 266— Gender in Sport and Physical Activity
- AUPED 360— Hockey: Culture and Commerce
- AUPED 368— History of Sport in Canada
- AUPED 369— The Modern Olympic Games
- AUPED 469— Sport and Canadian Popular Culture

**★3 from**

- AUPED 184— Introduction to Outdoor Education— Snowshoeing
- AUPED 283— Introduction to Outdoor Education— Backpacking
- AUPED 284— Introduction to Outdoor Education— Canoeing
- AUPED 285— Introduction to Ski Touring

**★3 from**

- AUPED 281— Explorations of the Canadian North
- AUPED 286— Outdoor Education and Leadership
- AUPED 388— Arctic Canoe Expedition

**★3 from**

- additional senior level AUPED

**Additional information for students**

1. It is strongly recommended that a student take AUPAC 326 from ★6 in AUPAC

(Physical Activity Courses), above.

2. It is strongly recommended that a student take AUPED 383 and AUPED 389 in the third or fourth year.
3. Although not required in the major, AUPED 216 is recommended for those Physical Education students who are seeking a BSc degree. AUPED 215 and AUPED 216 are recommended for other students who intend to complete a degree in Physical Therapy, Occupational Therapy, or an Advanced Certificate in Athletic Therapy.
4. A student should consider including one or more of AUBIO 253, AUENV 120, AUGEO 230, AUGEO 231, AUGEO 320, AUGEO 324.
5. Some courses are offered in alternate years only.
6. No more than 18 junior credits in Physical Activity courses and Physical Education courses combined may be counted towards the Physical Education—Outdoor Education major.

#### **Recommended first-year program**

##### **Required courses**

- AUPED 112—Structural Human Anatomy
- AUPED 184—Introduction to Outdoor Education—Snowshoeing

**Augustana Faculty**  
**Program Changes and Proposed Calendar Copy for BA in Physical Education**

**Summary:**

This program retains a combination of sociocultural, science- and performance-based, and activity courses, while giving greater emphasis to historical and cultural approaches to physical education, sport, and health. The program also incorporates additional breadth outside of physical education through new requirements in such areas as psychology, ethics, and philosophy. Finally, it builds the former ‘Augustana Core: Knowledge’ breadth requirements directly into the major, thus tying them more directly to the major structure and content.

**Learning Objectives:**

A graduate of the BA in Physical Education will be able to:

- Explain the concepts and theories of human movement from a variety of scientific, social, and cultural perspectives that reflect the multidisciplinary nature of the program.
- Communicate effectively and professionally in writing and public presentations that are appropriate to the audience in a way that promotes inquiry, collaboration, and engagement in physical education, sport, and health-related issues.
- Demonstrate critical thinking that includes careful deliberation, openness to alternative perspectives, and an understanding of the complexity of problems in physical education, sport, and health.
- Evaluate the quality and credibility of research and information related to physical education, sport, and health from a multidisciplinary perspective.
- Apply both qualitative and quantitative analyses to propose solutions and interventions problems and issues in physical education, sport, and health.
- Describe and analyze how physical education, sport, and health are shaped by historical and contemporary social and cultural practices, meanings, institutions, and inequalities.

**Summary of changes:**

<b>Current BA in Physical Education</b>	<b>Proposed BA in Physical Education</b>
<b>Required credits in:</b> <ul style="list-style-type: none"> <li>● AUPED: ★36-39</li> <li>● AUPAC (Physical Activity): ★6</li> <li>● Non AUPED/AUPAC: ★3-6</li> </ul>	<b>Required credits in:</b> <ul style="list-style-type: none"> <li>● AUPED: ★30-36</li> <li>● AUPAC (Physical Activity): ★6</li> <li>● Non AUPED/AUPAC: ★24-30</li> </ul>
<b>Structure of major requirements:</b>	<b>Structure of major requirements:</b>

<ul style="list-style-type: none"> <li>• General major requirements including AUPAC: ★27</li> <li>• Additional requirements including: <ul style="list-style-type: none"> <li>• AUPED ‘Science’ courses: ★6</li> <li>• AUPED ‘Non-Science’ courses: ★6</li> <li>• Additional non-defined AUPED courses: ★9</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Major Core: ★27</li> <li>• AUPAC (Physical Activity): ★6</li> <li>• Historical and Cultural Perspectives: ★9</li> <li>• Scientific and Performance Perspectives: ★9</li> <li>• Additional Perspectives (non-AUPED): <ul style="list-style-type: none"> <li>• Social Sciences: ★6</li> <li>• Ethics and Philosophy: ★3</li> <li>• Fine Arts: ★3</li> <li>• Humanities: ★3</li> </ul> </li> </ul>
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**Proposed Calendar Copy:**

Current	Proposed
<p><b>Major in Physical Education [Augustana]</b> A student chooses one of the following two streams:</p> <p><b>BA or BSc (Physical Education- Kinesiology and Sport Studies)</b></p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• AUPED 112 - Structural Human Anatomy</li> <li>• AUPED 160 - Sociocultural Aspects of Sport and Physical Activity</li> <li>• AUPED 215 - Introduction to Human Physiology I</li> <li>• AUPED 293 - Introduction to Research in Physical Education</li> <li>• AUPED 314 - Exercise Physiology</li> <li>• AUPED 462 - Issues in Physical Education</li> <li>• ★6 in AUPAC (Physical Activity Courses).</li> <li>• AUSTA 153 - Introductory Applied Statistics</li> </ul> <p><b>Additional Requirements</b> ★6 from</p> <ul style="list-style-type: none"> <li>• AUPED 216 - Introduction to Human</li> </ul>	<p><b>BA Major in Physical Education</b></p> <p><b>Requirements</b></p> <p><b>★27 Core:</b></p> <ul style="list-style-type: none"> <li>• AUPED 112 - Structural Human Anatomy</li> <li>• AUPED 160 - Sociocultural Aspects of Sport and Physical Activity</li> <li>• AUPED 215 - Introduction to Human Physiology I</li> <li>• AUPED 293 - Introduction to Research in Physical Education</li> <li>• AUPED 314 - Exercise Physiology</li> <li>• <b>AUPED 393 - Tests and Measurements in Physical Education</b></li> <li>• AUPED 462 - Issues in Physical Education</li> <li>• AUSTA 153 - Introductory Applied Statistics</li> <li>• <b>AUPSY 103 - Introduction to Psychology</b></li> </ul> <p><b>★6 in AUPAC (Physical Activity Courses)</b> <b>★9 in Historical and Cultural Perspectives from:</b></p> <ul style="list-style-type: none"> <li>• <b>AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives</b></li> <li>• <b>AUHIS 312 - The Modern Olympic</b></li> </ul>

## Physiology II

- AUPED 220 - Human Growth and Development
- AUPED 232 - Introduction to Biomechanics
- AUPED 251 - Prevention and Care of Athletic Injuries
- AUPED 317 - Exercise in Special Populations
- AUPED 343 - Training Methodologies and Athletic Performance
- AUPED 344 - Introduction to Human Nutrition
- ~~AUPED 393 - Tests and Measurements in Physical Education~~

### ★6 from

- AUIDS 302 - Exploring Body Issues
- ~~AUPED 184 - Introduction to Outdoor Education - Snowshoeing~~ **OR**
- ~~AUPED 284 - Introduction to Outdoor Education - Canoeing~~
- ~~AUPED 262 - Sport, Physical Activity, and the Body: Historical Perspectives~~
- AUPED 266 - Gender in Sport and Physical Activity
- ~~AUPED 290 - Studies in Leadership Theory~~
- ~~AUPED 360 - Hockey: Culture and Commerce~~
- ~~AUPED 368 - History of Sport in Canada~~
- ~~AUPED 369 - The Modern Olympic Games~~
- AUPED 469 - Sport and Canadian Popular Culture

**An additional ★9 at the senior level in Physical Education:**

### Additional information for students

1. Not all senior courses are offered every year.
2. Although not required in the major,

## Games

- AUHIS 368 - History of Sport in Canada
- AUIDS 302 - Exploring Body Issues
- AUMGT 360 - Hockey: Culture and Commerce
- AUPED 266 - Gender in Sport and Physical Activity
- AUPED 469 - Sport and Canadian Popular Culture

### ★9 in Scientific and Performance

#### Perspectives from:

- AUPED 216 - Introduction to Human Physiology II
- AUPED 220 - Human Growth and Development
- AUPED 222 - Introduction to Movement Activities of Youth (Ages 5 - 12)
- AUPED 232 - Introduction to Biomechanics
- AUPED 251 - Prevention and Care of Athletic Injuries
- AUPED 261 - Psychology of Sport
- AUPED 275 - Introduction to Coaching Studies
- AUPED 317 - Exercise in Special Populations
- AUPED 343 - Training Methodologies and Athletic Performance
- AUPED 344 - Introduction to Human Nutrition
- AUPED 375 - Advanced Anatomy
- AUPED 414 - Advanced Exercise Physiology

### Additional Perspectives

#### ★6 in Social Sciences

- Any AUCRI, AUECO, AUHIS, AUIND, AUMGT, AUPOL, AUPSY (even-numbers), AUSSC, AUSOC

### ★3 in Ethics and Philosophy from:

AUPED 216 is recommended for those Physical Education students who are seeking a BSc degree. AUPED 215 and AUPED 216 are recommended for other students who intend to complete a degree in Physical Therapy, Occupational Therapy, or an Advanced Certificate in Athletic Therapy.

3. No more than 18 junior credits in Physical Activity courses and Physical Education courses combined may be counted towards the Physical Education – Kinesiology and Sports Studies major.

### **Recommended first-year program**

#### **Required courses**

- AUPED 112 – Structural Human Anatomy
- AUPED 160 – Sociocultural Aspects of Sport and Physical Activity

### **BA or BSc (Physical Education – Outdoor Education)**

#### **Requirements**

- AUPED 112 – Structural Human Anatomy
- AUPED 215 – Introduction to Human Physiology I
- AUPED 293 – Introduction to Research in Physical Education
  
- AUPED 290 – Studies in Leadership Theory **OR**
- AUIDS 206 – Student Leadership: Theory and Practice
  
- AUPED 314 – Exercise Physiology
- AUPED 383 – Programming and Processing the Adventure Experience
- AUPED 389 – Foundations of Outdoor, Adventure, and Experiential Education
- AUPED 462 – Issues in Physical

- AUREL 257 - Modern Ethics
- AUREL 259 - Bioethics, Suffering and the Soul
- AUPHI 260 - Ethics
- AUPHI 350 - Philosophy of Science

#### **★3 in Fine Arts**

- Any Fine Arts course

#### **★3 in Humanities**

- Any Humanities course

Education

- ★6 in AUPAC (Physical Activity Courses);
- AUSTA 153 – Introductory Applied Statistics

**Additional Requirements**

- Outdoor education-related certifications are required. Please consult Augustana Physical Education faculty for details.

**★3 from**

- AUPED 216 – Introduction to Human Physiology II
- AUPED 220 – Human Growth and Development
- AUPED 232 – Introduction to Biomechanics
- AUPED 251 – Prevention and Care of Athletic Injuries
- AUPED 317 – Exercise in Special Populations
- AUPED 343 – Training Methodologies and Athletic Performance
- AUPED 344 – Introduction to Human Nutrition
- AUPED 393 – Tests and Measurements in Physical Education

**★3 from**

- AUIDS 302 – Exploring Body Issues
- AUPED 160 – Sociocultural Aspects of Sport and Physical Activity
- AUPED 262 – Sport, Physical Activity, and the Body: Historical Perspectives
- AUPED 266 – Gender in Sport and Physical Activity
- AUPED 360 – Hockey: Culture and Commerce
- AUPED 368 – History of Sport in Canada
- AUPED 369 – The Modern Olympic Games
- AUPED 469 – Sport and Canadian Popular Culture

**★3 from**

- AUPED 184— Introduction to Outdoor Education— Snowshoeing
- AUPED 283— Introduction to Outdoor Education— Backpacking
- AUPED 284— Introduction to Outdoor Education— Canoeing
- AUPED 285— Introduction to Ski Touring

**★3 from**

- AUPED 281— Explorations of the Canadian North
- AUPED 286— Outdoor Education and Leadership
- AUPED 388— Arctic Canoe Expedition

**★3 from**

- additional senior level AUPED

**Additional information for students**

1. It is strongly recommended that a student take AUPAC 326 from ★6 in AUPAC (Physical Activity Courses), above.
2. It is strongly recommended that a student take AUPED 383 and AUPED 389 in the third or fourth year.
3. Although not required in the major, AUPED 216 is recommended for those Physical Education students who are seeking a BSc degree. AUPED 215 and AUPED 216 are recommended for other students who intend to complete a degree in Physical Therapy, Occupational Therapy, or an Advanced Certificate in Athletic Therapy.
4. A student should consider including one or more of AUBIO 253, AUENV 120, AUGEO 230, AUGEO 231, AUGEO 320, AUGEO 324.
5. Some courses are offered in alternate years only.
6. No more than 18 junior credits in Physical Activity courses and Physical Education courses combined may be



counted towards the Physical Education  
— Outdoor Education major;

**Recommended first-year program**

**Required courses**

- AUPED 112— Structural Human Anatomy
- AUPED 184— Introduction to Outdoor Education— Snowshoeing

## **Augustana Faculty Program Changes and Proposed Calendar Copy for a BSc in Environmental Science**

### **Summary:**

The proposed Bachelor of Science in Environmental Science is presented as a significant revision of the current Bachelor of Science in Environmental Science major. Courses within this program regularly result in direct employment in the environment industry, and successful applications for graduate studies. The distinctive features of this program are interdisciplinary approaches, experiential learning, scientific applications in the field, and connection with a broader community. An Environmental Science degree prepares students for leadership and service, by emphasizing the knowledge of environmental science, techniques for critically analyzing environmental information and issues, and opportunities for action. Because of its complex nature, the Environmental Science program draws from a variety of perspectives essential to the understanding and resolution of environmental problems, including the natural sciences, social sciences, and humanities. The proposed revisions further enhance these strengths in the program, increase the variety and quantity of science experiences, significantly clarify program expectations for students, and builds the former 'Augustana Core: Knowledge' breadth requirements directly into the major, thus tying them more directly to the major structure and content.

### **Learning Objectives:**

A graduate of the Bachelor of Science in Environmental Science will be able to:

- Recognize and articulate environmental problems (both anthropocentric and natural), assess key drivers, evaluate problem-solving strategies, and develop multi- and interdisciplinary solutions.
- Identify and interpret the fundamental physical and biological principles that govern natural processes.
- Integrate information from across the natural sciences, social sciences, and the humanities in the context of complex environmental problems, through the use of contemporary tools, techniques, and experiential learning.
- Use appropriate methods of inquiry in environmental science in a manner that formulates testable scientific hypotheses based on existing theories, designs experiments to test such hypotheses, analyzes data accurately, recognizes limitations, and presents the results of such experiments in an effective and rigorous manner.
- Communicate effectively, both verbally and in writing, regarding knowledge of environmental science, its methodologies, key concepts, and issues to both professional audiences and the general public.

- Apply appropriate environmental ethics and respect for cultural differences as an environmental practitioner in the workplace, as a candidate for an advanced degree, and/or as an engaged citizen.

**Summary of changes:**

<b>Current BSc in Environmental Science</b>	<b>Proposed BSc in Environmental Science</b>
<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>• AUENV: ★12-33</li> <li>• Non AUENV Science: ★21</li> <li>• Non AUENV non-Science: ★3-24</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>• General Environmental requirements: ★12</li> <li>• Ecology: ★3</li> <li>• Earth Science: ★3</li> <li>• Environmental Perspectives: ★6</li> <li>• Applied Environmental Studies: ★3</li> <li>• Additional Environmental Studies: ★6</li> <li>• Outdoor Experience or practica: ★3</li> <li>• General Environmental Science: ★6</li> <li>• ‘Supporting courses’ (complimentary courses required to complete major but not considered part of the major GPA): ★18</li> </ul>	<p><b>Required credits in:</b></p> <ul style="list-style-type: none"> <li>• AUENV: ★18-36</li> <li>• Non AUENV Science: ★30-39</li> <li>• Non AUENV non-Science: ★9-18</li> </ul> <p><b>Structure of major requirements:</b></p> <ul style="list-style-type: none"> <li>• Environmental Science Core: ★12</li> <li>• Biology: ★12</li> <li>• Chemistry: ★12</li> <li>• Environmental Foundations: ★6</li> <li>• Environmental Social Sciences: ★6</li> <li>• Applied Environmental Studies: ★9</li> <li>• Fine Arts and Humanities: ★9 with at least ★3 in each</li> <li>• Statistics: ★3</li> <li>• Mathematics: ★3</li> <li>• Experiential Learning: ★3</li> </ul>

**Proposed Calendar Copy:**

<b>Current</b>	<b>Proposed</b>
<p><b>Major in Environmental Science/Studies [Augustana]</b>  A student may choose a BSc in Environmental Science or a BA in Environmental Studies. See Augustana Faculty for Admission Requirements.</p>	<p><b>BSc Major in Environmental Science [Augustana]</b></p> <p><b>Requirements</b></p> <p>★12 in Environmental Science <b>Core:</b></p> <ul style="list-style-type: none"> <li>• AUENV 120 - Human Activities and</li> </ul>

## Requirements

### ★12 in environmental studies

- AUENV 120 - Human Activities and the Natural Environment
- AUENV 324 - Resource and Environmental Management
- AUENV 341 - Environmental Economics
- AUENV 421 - Environmental Science: History and Impacts

### ★3 in ecology

- AUBIO 253 - Ecological Interactions

### ★3 in earth science

- AUGEO 230 - Geomorphology
- AUGEO 231 - Climatology
- AUENV 233 - Soil Science and Soil Resources

### ★6 in environmental perspectives

- AUENG 268 - Women and Environmental Literature
- AUENG 368 - Women and Environmental Literature
- AUENV 268 - Women and Environmental Literature
- AUENV 327 - Environmental Education and Heritage Interpretation
- AUENV 328 - Environmental Politics
- AUENV 344 - Environmental Psychology
- AUENV 345 - Religion and Ecology
- AUENV 355 - Philosophy, Technology, and the Environment
- AUENV 358 - Environmental Sociology
- AUENV 365 - Storied Landscapes
- AUENV 368 - Women and Environmental Literature
- AUENV 375 - Canadian Environmental History
- AUENV 475 - Canadian Environmental History

the Natural Environment

- AUENV 234 - Research Methods Field Course
- AUENV 324 - Resource and Environmental Management
- AUENV 421 - Environmental Science: History and Impacts

### ★12 in Biology:

- AUBIO 111 - Functional Biology
- AUSCI 115 - Intro Biology
- AUBIO 212 - Evolutionary Biology
- AUBIO 253 - Ecological Interactions

### ★12 in Chemistry:

- AUCHE 111 - General Chemistry I
- AUSCI 125 - Intro Chemistry
- AUCHE 212 - General Chemistry II

### ★3 from:

- AUCHE 341 - Environmental Chemistry
- AUCHE 220 - Analytical Chemistry

### ★6 from Environmental Foundations:

- AUENV 230 - Geomorphology
- AUENV 231 - Climatology
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta

### ★6 from Environmental Social Sciences:

- AUENV 341 - Environmental Economics
- AUENV 327 - Environmental Education and Heritage Interpretation
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPOL 328 - Environmental Politics
- AUPSY 344 - Environmental Psychology

- ~~AUHIS 375 – Canadian Environmental History~~
- ~~AUHIS 475 – Canadian Environmental History~~
- ~~AUPHI 355 – Philosophy and the Environment~~
- ~~AUPOL 328 – Environmental Politics~~
- ~~AUPSY 344 – Environmental Psychology~~
- ~~AUREL 345 – Religion and Ecology~~
- ~~AUREL 365 – Storied Landscapes~~
- ~~AUSOC 358 – Environmental Sociology~~
- ~~Other selected topics courses on a case by case basis.~~

**★3 in applied environmental studies**

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUECO 449 - Economic Methods of Project Evaluation
- ~~AUENV 220~~
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 320 - Parks and Wilderness
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 335 - Wildlife Ecology and Management
- ~~AUENV 350 – Conservation Theory and Biodiversity in Tropical Systems~~
- AUENV 354 - Freshwater Ecology and Management
- AUENV 420 - Parks and Wilderness
- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science

- AUSOC 358 - Environmental Sociology

**★9 from Applied Environmental Studies:**

- AUBIO 315 - Advanced Biological Analysis
- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 - Biogeography
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSC 113 (Foundational Introduction to Computational Thinking and Problem Solving)
- AUECO 449 - Economic Methods of Project Evaluation
- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 301 - Directed Studies
- AUENV 302 - Directed Readings
- AUENV 320 - Parks and Wilderness
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 335 - Wildlife Ecology and Management
- AUENV 351 - Biogeography
- AUENV 354 - Freshwater Ecology and Management
- AUENV 401 - Directed Studies
- AUENV 402 - Directed Readings
- AUENV 410 - Selected Topics in Environmental Science
- AUENV 420 - Parks and Wilderness
- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

and Ecology

- AUENV 459 - Field Studies in Tropical Ecology and Conservation
- AUGEO 218 - Introduction to Geographic Information Systems

**For the BSc in Environmental Science:**

- ★6 additional in applied environmental studies from ★3 in applied environmental studies above

**★3 in outdoor experience or practica**

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum (based on approved project)
- AUCSL 361 - Community Service-Learning Practicum (based on approved project)
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 459 - Field Studies in Tropical Ecology and Conservation
- AUGEO 343 - Expedition in the Canadian North
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 285 - Introduction to Ski Touring
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition

**★6 from the following:**

- AUBIO 323 - Plant Biology
- AUBIO 274 - Microbiology
- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 351 - Biogeography

**★9 credits in Fine Arts and Humanities:**

**★3-6 credits from Humanities**

- AUENG 268 - Women and Environmental Literature
- AUENG 299 - Creatures of Text: Literary Animal Studies
- AUENG 368 - Women and Environmental Literature
- AUENG 399 - Creatures of Text: Literary Animal Studies
- AUPHI 355 - Philosophy and the Environment
- AUREL 345 - Religion and Ecology
- AUREL 263 - Spirituality and Globalization
- AUSCA 271 - Personal Narratives of the North

**★3-6 credits of Fine Arts:**

- AUART 100 - Introduction to Art History and Visual Culture
- AUART 220 - Modern Life, Modern Art
- AUART 231 - Drawing I
- AUART 271 - Painting I
- AUART 289 - Studies in Visual Culture, Art & Environment
- AUDRA 123 - Introduction to Oral Communication
- AUDRA 144 - Improvisation I: Introduction
- AUMUS 170 - Tuning In: An Introduction to Music

**★3 in Statistics:**

- AUSTA 215 - Statistical Methods for Natural Sciences

**★3 from Mathematics:**

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

**★3 credits from Experiential Learning:**

- AUBIO 355 – Ecological Dynamics
- AUBIO 390 – Animal Behaviour
- AUBIO 394 – Comparative Invertebrate Zoology
- AUBIO 395 – Vertebrate Form and Function
- AUBIO 397 – Vertebrate Physiology
- AUBIO 495
- AUBIO 413 – Advanced Topics in Evolutionary Ecology
- AUCHE 220 – Analytical Chemistry
- AUENV 201
- AUENV 252 – Wildlife Diversity of Alberta
- AUENV 301 – Directed Studies
- AUENV 327 – Environmental Education and Heritage Interpretation
- AUENV 334 – Field Studies in Environmental Science and Ecology
- AUENV 401 – Directed Studies
- AUGEO 218 – Introduction to Geographic Information Systems
- AUGEO 230 – Geomorphology
- AUGEO 231 – Climatology
- AUGEO 351 – Biogeography
- AUMAT 332 – Mathematical Ecology and Dynamical Systems

**For the BA in Environmental Studies (General stream):**

★6 additional in environmental perspectives from above

★6 additional in applied environmental studies from above and/or from the following:

- AUBIO 274 – Microbiology
- AUBIO 323 – Plant Biology
- AUBIO 334 – Field Studies in Environmental Science and

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum (based on approved project)
- AUCSL 361 - Community Service-Learning Practicum (based on approved project)
- AUGEO 343 - Expedition in the Canadian North
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 285 - Introduction to Ski Touring
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition

★6 overlapping credits at the 400 level

Ecology

- AUBIO 351 Biogeography
- AUBIO 355 Ecological Dynamics
- AUBIO 390 Animal Behaviour
- AUBIO 394 Comparative Invertebrate Zoology
- AUBIO 395 Vertebrate Form and Function
- AUBIO 397 Vertebrate Physiology
- AUBIO 413 Advanced Topics in Evolutionary Ecology
- AUBIO 495
- AUCHE 220 Analytical Chemistry
- AUENV 201
- AUENV 202
- AUENV 301 Directed Studies
- AUENV 302 Directed Reading
- AUENV 327 Environmental Education and Heritage Interpretation
- AUENV 334 Field Studies in Environmental Science and Ecology
- AUENV 401 Directed Studies
- AUENV 402 Directed Reading
- AUGEO 230 Geomorphology
- AUGEO 231 Climatology
- AUGEO 351 Biogeography
- AUMAT 332 Mathematical Ecology and Dynamical Systems

**★3 in outdoor experience or practica**

- AUBIO 334 Field Studies in Environmental Science and Ecology
- AUBIO 459 Field Studies in Tropical Ecology and Conservation
- AUCSL 360 Community Service Learning Practicum (based on approved project)
- AUCSL 361 Community Service Learning Practicum (based on



approved project)

- AUENV 334 – Field Studies in Environmental Science and Ecology
- AUENV 459 – Field Studies in Tropical Ecology and Conservation
- AUGEO 343 – Expedition in the Canadian North
- AUPED 184 – Introduction to Outdoor Education – Snowshoeing
- AUPED 285 – Introduction to Ski Touring
- AUPED 286 – Outdoor Education and Leadership
- AUPED 388 – Arctic Canoe Expedition

**For the BA in Environmental Studies (Outdoor Education stream):**

- AUPED 184 – Introduction to Outdoor Education – Snowshoeing **OR**
- AUPED 285 – Introduction to Ski Touring
  
- AUGEO 343 – Expedition in the Canadian North **OR**
- AUPED 286 – Outdoor Education and Leadership **OR**
- AUPED 388 – Arctic Canoe Expedition
  
- AUPED 383 – Programming and Processing the Adventure Experience
- AUPED 389 – Foundations of Outdoor, Adventure, and Experiential Education
- Certification in wilderness emergency care; and instructor-level certification in two outdoor education activities such as skiing, canoeing, or orienteering (these certifications must be current on the date of graduation):

★3 from

- AUPAC 109—Cross-Country Skiing
- AUPAC 125—Canoeing
- AUPAC 134—Indoor Climbing
- AUPAC 270—Adventure Games
- AUPAC 326—Moving Water Canoeing: Skill and Instructional Development

★6 overlapping credits at the 400-level are required in both BA streams and the BSe

**Supporting courses:**

- AUBIO 112—Integrative Biology II
- AUECO 101—Introduction to Microeconomics
- AUSTA 215—Statistical Methods for the Natural Sciences

**The BSc in Environmental Science requires additional supporting courses:**

- ★6 Chemistry.
- ★3 Mathematics (excluding AUMAT 107).

**Note:** Students interested in pursuing graduate studies in a natural or physical science program are advised to take ★6 AUPHY.

**Additional information for students**

1. Students considering graduate studies should take a directed reading, directed studies, or directed project in the field.
2. A student in the BA Environmental Studies (Outdoor Education stream) is strongly advised to take one of AUBIO 395 and AUBIO 397; or AUPED 112, AUPED 215 and AUPED 216.
3. A student interested in a career in

environmental health and safety, air quality, water quality, and land management is encouraged to take additional credits from AUCHE 220, AUCHE 230, AUCHE 232, AUCHE 250, AUCHE 252, and AUCHE 330. A student interested in air quality should also take AUGEO 231. A student interested in land management should also take AUGEO 230.

4. A student interested in a career in vertebrate ecology is encouraged to take additional credits from AUBIO 350, AUBIO 390, AUBIO 393, AUBIO 395, AUBIO 459, AUENV 350, AUENV 459.
5. A student interested in a career in plant ecology is encouraged to take additional credits from AUBIO 323 and AUENV 322.
6. AUPHI 350 is highly recommended.
7. Plans for taking AUENV 301, AUENV 302, AUENV 401, or AUENV 402 should be discussed with the Department Chair and supervising instructor in the year preceding registration in the course.
8. Many senior courses are offered only in alternate years; some of these require additional prerequisites.

### **Recommended first-year program**

#### **Required courses for all streams**

- AUBIO 112— Integrative Biology II
- AUECO 101— Introduction to Microeconomics
- AUENV 120— Human Activities and the Natural Environment

#### **For the BSc stream, additional required courses:**

- ★3 Mathematics
- AUCHE 110— General Chemistry I
- AUCHE 112— General Chemistry II

**For the BA general stream, additional recommended course:**

- AUPSY 103 – Introduction to Psychology

**For the BA outdoor education stream, additional required course:**

- AUPED 184 – Introduction to Outdoor Education – Snowshoeing

FINAL Item No. 12

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

<b>Agenda Title</b>	<b>Proposed Adoption of SAT/ACT Test-Optional Approach for Applicants with US-Patterned Curriculum in Response to the COVID-19 Pandemic</b>
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**Motion**

THAT the GFC Programs Committee approve, with delegated authority from GFC, the proposed temporary change to undergraduate admission requirements as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admissions.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar Amy Dambrowitz, Associate Registrar Tim Tang, Assistant Registrar and Director, Admissions

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To adopt an SAT/ACT test optional admissions assessment for applicants presenting US-patterned curriculum from accredited institutions applying for Fall 2021 admission as a temporary measure in response to Covid-19 disruptions causing school and/or test centre closures.  The proposed change would apply to applicants for Spring 2021, Summer 2021, Fall 2021, and Winter 2022 admission.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	As a result of the ongoing challenges related to Covid-19, not all students will have an opportunity to take the SAT or ACT this year. Many schools and test centres will experience reduced capacity due to physical distancing guidelines and/or unexpected closures related to regional Covid-19 realities and policies. In response, a growing number of US colleges and universities and several Canadian institutions, including the University of Toronto and McGill, have temporarily adopted SAT/ACT Test-Optional admissions policies.  For Fall 2020 admission, approximately 808 high school applicants declared US curriculum and/or SAT subject tests in their application. Of these applicants 270 students were based in the US, while the remaining 538 applicants evaluated on the basis of American curriculum resided outside of the US (excluding Canada). By the end of the cycle, approximately 394 students presenting US-patterned curriculum were admitted to the University of Alberta.  While SAT/ACT results are currently a key component of a two-factor admission evaluation process for these applicants, the University of Alberta will need to adopt an approach that provides understanding, flexibility, and support to students who are unable to take the SAT/ACT

Item No. 12

	<p>due to limited availability and/or test centre closures and cancellations. Students who cannot submit test results should not be negatively impacted.</p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• <b>Accommodation:</b> There are fewer opportunities to take the SAT/ACT this year given the continued disruptions to in-person tests due to rolling test centre closures and cancellations.</li> <li>• <b>More diverse pool of applicants:</b> Critics of the SAT/ACT standardized tests argue that they aren't a true reflection of a student's academic ability. When you factor in a student's race or socioeconomic status, the disparities become even greater. This approach offers the potential for getting more applicants and a more diverse pool of applicants.</li> <li>• <b>Opportunity to assess long-term viability:</b> The urgent, short-term adoption of a test-optional approach will create an opportunity to evaluate whether to consider waiving the SAT/ACT requirement in the future, which is on the rise among US colleges/universities. Analysis of student academic performance would provide a basis for future decisions.</li> </ul> <p><b>Risks and Impacts:</b></p> <ul style="list-style-type: none"> <li>• This approach would only be applicable to applicants from accredited American-curriculum high schools onshore or offshore, which is consistent with comparator institutions. We are not prepared to adopt this approach for unaccredited schools or unaccredited private schools since we are unable to establish the quality of their school results without a recognized accreditation.</li> <li>• Colleges and universities in the US tend to have a multivariate and holistic admissions process that includes an evaluation of personal statements, references and/or interviews. In the absence of the SAT/ACT, the University of Alberta would be reliant on high school grades for US applicants.</li> </ul>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance</a></p>	<p><u><b>Those who are actively participating:</b></u></p> <ul style="list-style-type: none"> <li>• Office of the Registrar</li> </ul>
	<p><u><b>Those who have been consulted:</b></u></p> <ul style="list-style-type: none"> <li>• Administrative Committee on Enrolment Management [ACEM] (September 25, 2020)</li> <li>• David Draper, Vice President Academic   University of Alberta Students' Union (October 7, 2020)</li> </ul>

Item No. 12

<a href="#">Resources section Student Participation Protocol</a> >	<ul style="list-style-type: none"> <li>Upcoming: GFC Programs Committee (October 15, 2020)</li> </ul>
	<u><i>Those who have been informed:</i></u>
Approval Route (Governance) (including meeting dates)	GFC Programs Committee, October 15, 2020

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	GFC Programs Committee	

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - 2) Case for Action to Temporarily Adopt SAT/ACT Test-Optional Assessment

Prepared by: <Tim Tang, Assistant Registrar and Director, Admissions, tim.tang@ualberta.ca>

October 2020

## Case for Action to Adopt SAT/ACT Test-Optional Policy as a Temporary Measure for Applicants with US-Patterned Curriculum

### Background

As a result of the ongoing challenges related to Covid-19, it is becoming increasingly likely that not all students will have an opportunity to take standardized exams, such as the SAT or ACT, this coming year. The College Board has indicated that many schools and test centres will have reduced capacity as a result of physical distancing guidelines. Additionally, while they are working with all 3,000+ test centres internationally to keep as many open as possible, the College Board anticipates unexpected closures due to regional Covid-19 realities and policies<sup>1</sup>.

According to the International Association for College Admission Counselling (IACAC), a growing number of US-based colleges and universities (i.e., over 500 thus far) have adopted SAT/ACT Test-Optional admissions policies<sup>2</sup>. On September 1, a US superior court judge went a step further and ruled that the University of California system can no longer use SAT and ACT tests as a determinant for admissions<sup>3</sup>, which prohibits the consideration of SAT/ACT scores from students who still choose to submit them. In Canada, the University of Toronto and McGill, among others, have publicly announced that they are adopting SAT/ACT test-optional admissions policies for the Fall 2021 admission cycle. UBC is currently reviewing the requirement for the SAT/ACT and may make these tests optional for 2021 applicants.

For the Fall 2020 admission cycle, 808 high school applicants declared US curriculum and/or SAT subject tests in their application. Of these applicants, 270 students were based in the US, while the remaining 538 applicants evaluated on the basis of American curriculum resided outside of the US (excluding Canada). By the end of the Fall 2020 cycle, 394 students presenting US-patterned curriculum were admitted to the University of Alberta, and approximately 25-75 (or 5-20% of those admitted) attended an unaccredited high school.

Per the University Calendar<sup>4</sup>, if applicants from the US and other countries/schools that offer American-based curriculum present a high school course mark for admissions consideration, the applicant must also meet the minimum SAT or ACT requirement. While SAT/ACT results are a key component of this two-factor evaluation process for applicants presenting US-patterned curriculum, the University of Alberta will need to adopt an approach that provides understanding, flexibility and support to students who are unable to take the SAT/ACT due to limited availability and/or test centre closures and cancellations.

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<sup>1</sup> All test centre closures and cancellations are being kept up-to-date [here](#).

All updates for SAT can be found [here](#) and all updates for AP can be found [here](#)

<sup>2</sup> [List](#) of IACAC Test Optional colleges/universities in the US

<sup>3</sup> CNN: *University of California System can't use SAT and ACT tests for admissions, judge rules* ([link](#))

<sup>4</sup> University Calendar: Admission from US and other countries/schools that offer American curricula ([link](#))



## Recommendation

Adopt a test optional assessment for US-patterned students from accredited<sup>5</sup> institutions applying for Fall 2021 admission as a temporary measure in response to Covid-19 disruptions. Students who cannot or choose not to submit test results will not be disadvantaged from the admissions process. However, students who have written SAT/ACT tests previously, and wish to have these considered in their assessment, are encouraged to submit their scores.

### Rationale:

- **Accommodation:** There are fewer opportunities to take the SAT or ACT this year given the continued disruptions to in-person tests due to rolling test centre closures and cancellations. Adopting a test-optional policy provides understanding, flexibility, and support to students who are already experiencing heightened anxiety.
- **More diverse pool of applicants:** Critics of SAT/ACT standardized tests argue they aren't a true reflection of a student's academic ability. When you factor in a student's race or socioeconomic status, the disparities become even greater. This approach offers the potential for getting more applicants and a more diverse pool of applicants.
- **Opportunity to assess long-term viability:** The urgent, short-term adoption of a test-optional policy will create an opportunity to evaluate whether to consider waiving the SAT/ACT requirement in the future, which is on the rise among US colleges/universities. Analysis of student academic performance would provide a basis for future decisions.

### Risks and Impacts:

- This approach would only be applicable to applicants from accredited American-curriculum high schools onshore or offshore, which is consistent with comparator institutions, such as U of T and McGill. We are not prepared to adopt this approach for unaccredited schools or unaccredited private schools since we are unable to establish the quality of their school results without a recognized accreditation.
- Colleges and universities in the US tend to have a multivariate and holistic admissions process that includes an evaluation of personal statements, references and/or interviews. In the absence of the SAT/ACT, the University of Alberta would be reliant on high school grades for US applicants. According to a 2019 study of students enrolled at the University of California campuses<sup>6</sup>, high school average was found to be a stronger predictor of first-year collect GPA and second-year persistence than the SAT.

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<sup>5</sup> Students who attended unaccredited schools must continue to present SAT or ACT scores in order to be evaluated for admissions consideration

<sup>6</sup> Policy Analysis for California Education (PACE), 2019. *Predicting College Success: How Do Different High School Assessments Measure Up?* ([link](#))