

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, December 10, 2020 meeting:

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

- Agricultural, Life and Environmental Sciences
- Augustana
- Business
- Engineering
- Medicine and Dentistry
- Nursing

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course and minor program change submissions from the Faculties of Agricultural, Life and Environmental Sciences, Augustana, Business, Engineering, Medicine and Dentistry, and Nursing.

FINAL Item 4 *(Page 51 was revised to correct an error on August 27, 2021)*

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

A. Proposal to Allow for Supplemental Exams in the MBA Program

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to academic standing regulations to allow for supplemental exams in the MBA program for the Faculty of Business and the Faculty of Graduate Studies and Research.

FINAL Item 5

Agenda Title: **Proposed Changes to Admissions Requirements and Academic Standing Regulations for the BSc in Nutrition and Food Science, Dietetics Specialization**

CARRIED MOTION:

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the proposed admission and academic standing changes for the BSc in Nutrition and Food Science, Dietetics Specialization as set forth in attachment 1, to take effect for Fall 2021 admission and for publication in 2021-2022 University Calendar.

FINAL Item 6

Agenda Title: **Proposed Changes to Admissions Requirements for Direct Entry to the BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science, and the BSc Honors in Nutrition**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed admission changes including direct entry from High School into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science, and the BSc Honors in Nutrition as set forth in attachment 1, to take effect for Fall 2021 admission and for publication in 2021-2022 University Calendar.

FINAL Item 7

Agenda Title: **Proposed Changes to Admission Requirements to include a Situational Judgement Test, for Undergraduate Programs in the Faculty of Education**

CARRIED MOTION:

THAT the GFC Programs Committee approve the proposed changes to the Bachelor of Education program entrance requirements, as set forth in Attachment 1, to take effect for Fall 2022 Admissions and to be reviewed for final approval in advance of the 2026 admissions cycle.

FINAL Item 8

[Click here to enter text.](#)

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FINAL Item No. 4

**Governance Executive Summary
Action Item**

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| Agenda Title | Course and Minor Program Changes - Agricultural, Life and Environmental Sciences - Augustana - Business - Engineering - Medicine and Dentistry - Nursing |
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Item

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| 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

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| 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 | <i><This section is for use by University Governance only to outline governance process.></i> |

Engagement and Routing (Include meeting dates)

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| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) | <u>Those who are actively participating:</u> <ul style="list-style-type: none"> Vice-Provost (Programs) and Chair, GFC Academic Standards Committee Faculty Councils Representatives of the Office of the Registrar |
| <For information on the protocol see the Governance Resources section Student Participation Protocol > | <u>Those who have been consulted:</u> <ul style="list-style-type: none"> Undergraduate Program Support Team |
| | <u>Those who have been informed:</u> <ul style="list-style-type: none"> Items have been posted on the University Governance website for information |
| Approval Route (Governance) (including meeting dates) | See individual item for Faculty approval information GFC PC December 10, 2020 |

Strategic Alignment

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| Alignment with <i>For the Public Good</i> | Objective 21 |
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Item No. 4

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| Legislative Compliance and jurisdiction | <i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference |
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Attachments

1. Agricultural, Life and Environmental Sciences
2. Augustana
3. Business
4. Engineering
5. Medicine and Dentistry
6. Nursing
7. Undergraduate PST Terms of Reference
8. Undergraduate PST Membership
9. Graduate PST Terms of Reference
10. Graduate PST Membership

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

**Faculty of Agricultural, Life & Environmental Science
2021-2022 Calendar Changes**

| Current Calendar Entry | Proposed Calendar Entry |
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| COURSES | |
| <p>NU FS 461 - Foodservice Systems Management ★3 (fi 6) (first term, 3-0-3) Operational techniques and special problems encountered during the preparation and service of food in quantity, in both commercial operations and foodservice establishments. This course uses a blended learning format to explore real-world foodservice issues. Prerequisites: NU FS 223 and 374. AREC 323 recommended. May contain alternate delivery sections: refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>NU FS 461 - Foodservice Systems Management ★3 (fi 6) (first term, 3-0-3) Operational techniques and special problems encountered during the preparation and service of food in quantity, in both commercial operations and foodservice establishments. This course uses a blended learning format to explore real-world foodservice issues. Prerequisites: NU FS 223, NU FS 250, and NU FS 374. May contain alternate delivery sections: refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>Proposed by: Heidi Bates (Instructor) and Donna Vine (NUFS Program Chair) Rationale for Change: Students who do not complete the appropriate pre-requisites do not have the required academic knowledge to complete NU FS 461. Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>NUTR 468 - Clinical Nutrition ★3 (fi 6) (first term, 3-0-3) Basic principles of nutrition in clinical situations. The role of diet in the management of various diseases. The laboratory sessions include practical experience in providing individualized nutritional care for client from various cultural backgrounds. Pre- or corequisite: NUTR 301. May contain alternative delivery sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>NUTR 468 - Clinical Nutrition ★3 (fi 6) (first term, 3-0-3) Basic principles of nutrition in clinical situations. The role of diet in the management of various diseases. The laboratory sessions include practical experience in providing individualized nutritional care for client from various cultural backgrounds. Prerequisites: NUTR 201 and PHSYL 210. Pre- or corequisites: BIOCH 310 and NUTR 301. May contain alternative delivery sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>Proposed by: Vera Mazurak (Division Director Human Nutrition), Diana Mager (Instructor) and Donna Vine (NUFS Program Chair) Rationale for Change: Students who do not complete the appropriate pre-requisites do not have the required academic knowledge to complete NUTR 468. Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>NUTR 476 - Advanced Clinical Nutrition ★3 (fi 6) (second term, 3-0-3) The principles of diet therapy in selected areas of current interest. Emphasis on case studies, research, and practical problems in clinical dietetics. Prerequisites: NUTR 302 and NUTR 468. May contain alternative delivery sections: refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>NUTR 476 - Advanced Clinical Nutrition ★3 (fi 6) (second term, 3-0-3) The principles of diet therapy in selected areas of current interest. Emphasis on case studies, research, and practical problems in clinical dietetics. Prerequisites: NU FS 356, NU FS 377, NUTR 302, NUTR 468, NUTR 482, and NUTR 483. May contain alternative delivery sections: refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>Proposed by: Vera Mazurak (Division Director Human Nutrition), Diana Mager (Instructor) and Donna Vine (NUFS Program Chair) Rationale for Change: Students who do not complete the appropriate pre-requisites do not have the required academic knowledge and training to commence and complete NUTR 476. This is an advanced clinical course that precedes further professional practice courses and training, therefore all pre-requisite academic and professional practice knowledge must be completed before NUTR 476. Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |

**Faculty of Agricultural, Life & Environmental Science
2021-2022 Calendar Changes**

| Current Calendar Entry | Proposed Calendar Entry |
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| <p>NUTR 482 - Introduction to Dietetic Practice ★3 (fi 6) (either term, 3-0-0) Lectures and discussion to improve readiness of students to work independently in the development of professional practice skills in dietetics. Required before placement in NUTR 483, 484, 485, 486, 487 and 488. Prerequisites: NU FS 223 and NUTR 468.</p> | <p>NUTR 482 - Introduction to Dietetic Practice ★3 (fi 6) (either term, 3-0-0) Lectures and discussion to improve readiness of students to work independently in the development of professional practice skills in dietetics. Required before placement in NUTR 483, 484, 485, 486, 487 and 488. Prerequisites: NU FS 223, NU FS 250, NU FS 373, NUTR 301, and NUTR 468. Corequisites: NU FS 356, NU FS 377, and NUTR 302.</p> |
| <p>Proposed by: Vera Mazurak (Division Director Human Nutrition), Carla Prado (Instructor), Heidi Bates (Director DS Internship), Anna Farmer (Academic Lead DS program) and Donna Vine (NUFS Program Chair) Rationale for Change: Students who do not complete the appropriate pre-requisites or the co-requisites do not have the required academic knowledge and training to complete NUTR 482. Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>NUTR 483 - Introductory Professional Practice In Clinical Dietetics ★3 (fi 6) (either term, 4 weeks) Practical experience in provision of nutrition care, focusing on basic skills of assessment, planning, implementation and evaluation. Continuing care agencies, rural health centres and acute care hospitals. Students may take this course simultaneously with INT D 411. Prerequisite: NUTR 482.</p> | <p>NUTR 483 - Introductory Professional Practice In Clinical Dietetics ★3 (fi 6) (either term, 4 weeks) Practical experience in provision of nutrition care, focusing on basic skills of assessment, planning, implementation and evaluation. Continuing care agencies, rural health centres and acute care hospitals. Prerequisite: NUTR 482.</p> |
| <p>Proposed by: Vera Mazurak (Division Director Human Nutrition), Carla Prado (Instructor), Heidi Bates (Director DS Internship), Anna Farmer (Academic Lead DS program) and Donna Vine (NUFS Program Chair) Rationale for Change: INT D 411 is no longer offered, and the revised HSERC INT D offerings may be taken in either term. Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| PROGRAMS | |
| <p>BSc in Agriculture Crop Science Major [ALES] ... Major Requirements (★78)</p> <ul style="list-style-type: none"> • ★3 ENGL • ★6 from Organic Chemistry, Inorganic Chemistry, or Physics • ★24 Approved Program Electives • ★6 Free Electives • AREC 214 • BOT 340 • PL SC 324 • PL SC 355 • PL SC 365 • PL SC 495 • REN R 445 | <p>BSc in Agriculture Crop Science Major [ALES] ... Major Requirements (★78)</p> <ul style="list-style-type: none"> • ★3 ENGL • ★6 from Organic Chemistry, Inorganic Chemistry, or Physics • ★18 Approved Program Electives • ★6 Free Electives • AREC 214 • BOT 340 • PL SC 210 • PL SC 310 • PL SC 324 • PL SC 352 • PL SC 355 • PL SC 365 • PL SC 380 |

**Faculty of Agricultural, Life & Environmental Science
2021-2022 Calendar Changes**

| Current Calendar Entry | Proposed Calendar Entry |
|--|---|
| <p>★3 selected from</p> <ul style="list-style-type: none"> • AREC 323 • SMO 301 <p>★3 selected from</p> <ul style="list-style-type: none"> • ENCS 356 • PL SC 354 <p>★6 selected from</p> <ul style="list-style-type: none"> • BIOL 107 • BIOL 108 • BIOL 207 • BIOL 208 • BIOCH 200 • BIOCH 310 • EAS 100 • EAS 105 • PL SC 331 <p>★6 from</p> <ul style="list-style-type: none"> • ENT 222 • PL SC 352 • PL SC 380 <p>Capstone Requirement (★3)</p> <ul style="list-style-type: none"> • PL SC 499 | <ul style="list-style-type: none"> • PL SC 495 • REN R 445 <p>★3 selected from</p> <ul style="list-style-type: none"> • AREC 323 • SMO 301 <p>★3 selected from</p> <ul style="list-style-type: none"> • ENCS 356 • PL SC 354 <p>★6 selected from</p> <ul style="list-style-type: none"> • BIOL 107 • BIOL 108 • BIOL 207 • BIOL 208 • BIOCH 200 • BIOCH 310 • EAS 100 • EAS 105 <p>Capstone Requirement (★3)</p> <ul style="list-style-type: none"> • PL SC 499 |
| <p>Proposed by: Clover Bench (Ag/AH Program Chair), Jocelyn Ozga (Plant Biosystems Division Director) and Ruurd Zijlstra (AFNS Dept Chair).</p> <p>Rationale for Change: These changes to the Crop Science major are being made in order to address learning outcome gaps identified during a recent Ag Program Review (July 2019) and reflect the addition of two new faculty members specializing in Crop Science. Changes are being requested for implementation starting 2021/2022.</p> <p>Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>BSc Nutrition and Food Science, General Program</p> <p>....</p> <p>Minor in Food Policy</p> <ul style="list-style-type: none"> • ★3 Approved Program Electives • AREC 200 • AREC 471 • AREC 473 • ECON 101 • HECOL 300 • NU FS 201 • NU FS 311 • NU FS 374 • R SOC 271 | <p>BSc Nutrition and Food Science, General Program</p> <p>....</p> <p>Minor in Food Policy</p> <ul style="list-style-type: none"> • ★3 Approved Program Electives • AREC 200 • AREC 471 • AREC 473 • ECON 101 • HECOL 300 • NU FS 311 • NU FS 374 • R SOC 271 <p>★3 selected from</p> <ul style="list-style-type: none"> • NU FS 201 • NU FS 312 |

**Faculty of Agricultural, Life & Environmental Science
2021-2022 Calendar Changes**

| Current Calendar Entry | Proposed Calendar Entry |
|--|---|
| <p>Minor in Food Safety and Quality</p> <ul style="list-style-type: none"> • NU FS 201 • NU FS 311 • NU FS 312 • NU FS 374 • NU FS 427 • NU FS 430 • NU FS 480 <p>★3 selected from</p> <ul style="list-style-type: none"> • AN SC 100 • ANTHR 101 • AREC 173 • ECON 101 • HE ED 110 • HECOL 100 • MATH 134 • MATH 144 • MATH 154 • PSYCO 104 • SOC 100 <p>★6 selected from</p> <ul style="list-style-type: none"> • NU FS 402 • NU FS 403 • NU FS 404 • NU FS 406 • NU FS 428 • NU FS 481 <p>Minor in Food Service Management</p> <ul style="list-style-type: none"> • ★3 Approved Program Electives • ACCTG 300 • AREC 484 • NU FS 311 • NU FS 312 • NU FS 374 • NU FS 377 • NU FS 461 <p>★3 selected from</p> <ul style="list-style-type: none"> • AN SC 100 • ANTHR 101 • AREC 173 • ECON 101 • HE ED 110 • HECOL 100 • MATH 134 | <ul style="list-style-type: none"> • NU FS 427 • NU FS 442 <p>Minor in Food Safety and Quality</p> <ul style="list-style-type: none"> • ★3 Approved Program Electives • NU FS 201 • NU FS 311 • NU FS 312 • NU FS 374 • NU FS 427 • NU FS 430 • NU FS 480 <p>★6 selected from</p> <ul style="list-style-type: none"> • AN SC 420 • NU FS 402 • NU FS 403 • NU FS 406 • NU FS 428 • NU FS 442 • NU FS 481 • NU FS 490 <p>Minor in Food Service Management</p> <ul style="list-style-type: none"> • ★3 Approved Program Electives • ACCTG 300 • AREC 484 • NU FS 311 • NU FS 312 • NU FS 374 • NU FS 377 • NU FS 461 <p>★3 selected from</p> <ul style="list-style-type: none"> • NU FS 427 • NU FS 430 • NU FS 442 • NU FS 480 |

**Faculty of Agricultural, Life & Environmental Science
2021-2022 Calendar Changes**

| Current Calendar Entry | Proposed Calendar Entry |
|--|-------------------------|
| <ul style="list-style-type: none"> ● MATH 144 ● MATH 154 ● PSYCO 104 ● SOC 100 <p>...</p> | |
| <p>Proposed by: Michael Gänzle, Division of Food Science and Bioresource Technology</p> <p>Rationale for Change: Update in course requirements for three of the minors for improved alignment of course requirements to program outcomes, and to reflect changes in course offerings.</p> <p>Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |

**Augustana Faculty
Course Changes
For Implementation in Fall 2021**

| Current | Proposed |
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| <p>AUART 111 - Studio Foundation I ★ 3 (fi 6) (either term, 0-6L-0) Art making is explored with basic techniques in drawing and color media. The visual language of perception and expression is introduced using principles of composition. Aesthetic and psychological principles of visual organization are applied to elements of line, shape, colour, and texture.</p> | <p>AUART 111 – Making Art: First Steps ★ 3 (fi 6) (either term, 0-6L-0) An introduction to the practice of visual art. Basic drawing, composition, colour and creative principles are explored. Historical and contemporary artists are introduced in relation to studio projects.</p> |
| <p>New</p> | <p>AUART 230 Special Topics in Drawing *3 (fi 6) (either term 0-6L-0) An introductory drawing course that explores contemporary themes germane to other disciplines. Prerequisite: Second year standing or consent of the instructor (based on portfolio submission).</p> |
| <p>AUART 231 - Drawing I ★ 3 (fi 6) (either term, 0-6L-0) Introductory course that develops basic skills of perception and recording as they apply to the practice of drawing. Historical and contemporary practices are explored primarily on the basis of direct observation of still life, landscape, and architecture. Issues in composition, expression, critical analysis, and technique using monochromatic media are included. Prerequisite: Second year standing, or Art 30, or consent of the instructor (based on portfolio submission). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUART 231 - Drawing I: A Basic Toolkit ★ 3 (fi 6) (either term, 0-6L-0) An introductory course focused exclusively on the practice of drawing. Historical and contemporary techniques are used to explore a balance of directly observed, and photography-based subject matter. Prerequisite: Second year standing, or consent of the instructor (based on portfolio submission). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUART 232 - Drawing II ★ 3 (fi 6) (either term, 0-6L-0) Further exploration of drawing practice with the application of observational and conceptual skills to issues of expression and composition. Figure drawing, including anatomy, perceptual considerations, and the expressive potential of the human figure, is introduced. The use of colour media, the development of a personal aesthetic response, as well as critical analysis are included. Prerequisite: Second year standing. Note: AUART 111 or AUART 231 are recommended prior to enrolling. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUART 232 - Drawing II: The Figure ★ 3 (fi 6) (either term, 0-6L-0) Further exploration of drawing practice with the application of observational and conceptual skills that focuses on the figure. Includes an examination of anatomy, the portrait and the expressive potential of the human form. Prerequisite: Second year standing and one of AUART 111, 230, 231 or consent of the instructor. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>New</p> | <p>AUART 270 Special Topics in Painting *3 (fi 6) (either term 0-6L-0) An introductory painting course that explores contemporary themes germane to other disciplines. This is a water-based media course: primarily acrylic with the possibility for some use of watercolour.</p> |

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| | <p>Prerequisite: Second year standing or consent of the instructor (based on portfolio submission). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUART 271 - Painting I ★ 3 (fi 6) (either term, 0-6L-0) Painting from the ground up. The course introduces painting technique and colour usage in acrylic and/or oil media. Perceptual and conceptual problems are based on historical and contemporary practices with an emphasis on personal creativity. Critical analysis of art is a component. Prerequisites: Second year standing. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUART 271 - Painting I: A Basic Toolkit (Oil) ★ 3 (fi 6) (either term, 0-6L-0) Painting from the ground up. The course introduces painting techniques in oil media. Perceptual and conceptual problems are based on historical and contemporary practices with an emphasis on personal creativity. Critical analysis of art is a component. Prerequisites: Second year standing. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUART 272 - Painting II ★ 3 (fi 6) (either term, 0-6L-0) Further exploration of painting practice using oil and acrylic painting techniques. Critical analysis is included. Varieties of conceptual contexts and individual expressive directions are investigated. Prerequisite: AUART 271 or consent of the instructor (based on portfolio submission). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUART 272 - Painting II: Concepts and Approaches ★ 3 (fi 6) (either term, 0-6L-0) Further exploration of painting practice using oil and/or acrylic painting techniques based on historical and contemporary resources. Critical analysis is included. Varieties of conceptual contexts and individual expressive directions are investigated. Prerequisite: AUART 271 or 270, or consent of the instructor (based on portfolio submission). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUART 331 - Drawing III ★ 3 (fi 6) (either term, 0-6L-0) Intermediate drawing further develops techniques and concepts of drawing with a focus on contemporary practices leading to self-initiated projects. Prerequisite: AUART 231. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUART 331 - Drawing III: Contemporary Ideas in Drawing ★ 3 (fi 6) (either term, 0-6L-0) Senior drawing course that further develops techniques and concepts with a focus on contemporary practices leading to self-initiated projects. Prerequisite: AUART 230, 231 or 232. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUART 371 - Painting III ★ 3 (fi 6) (either term, 0-6L-0) Intermediate painting further develops techniques and concepts of painting with a focus on contemporary practices leading to self-initiated projects. Prerequisite: AUART 272. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUART 371 - Painting III: Contemporary Ideas in Painting ★ 3 (fi 6) (either term, 0-6L-0) Senior painting course that further develops techniques and concepts with a focus on contemporary practices leading to self-initiated projects. Prerequisite: AUART 272 or approval of instructor (based on a portfolio submission). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUART 411 - Visual Explorations ★ 3 (fi 6) (either term, 0-6s-0) Advanced studies in a studio discipline with individualized programs</p> | <p>AUART 411 – Interdisciplinary Exploration: Studio ★ 3 (fi 6) (either term, 0-6s-0) Advanced studies in a studio discipline with individualized programs</p> |

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| designed in collaboration with the instructor. Direction is guided by issues in contemporary practice and thought. Prerequisites: AUART 331 and <u>one of 215, 371.</u> | designed in collaboration with the instructor. Direction is guided by issues in contemporary practice and thought. Prerequisites: AUART 331 and 371 <u>or approval of instructor (based on a portfolio submission).</u> |
| AUBIO 111 - <u>Integrative Biology I</u> ★ 3 (fi 6) (either term, 3-0- <u>3/2</u>) An introduction to functional <u>and developmental</u> biology from molecules to systems, focusing on how organisms integrate different levels of organization in order to live <u>and reproduce</u> . This course covers key topics of biochemistry (metabolism, respiration, photosynthesis), <u>molecular biology (replication, transcription, translation)</u> , cell biology (organelles, membranes, cell cycle), physiology (gas exchange, circulation, <u>locomotion</u>) and development (<u>fertilisation, gastrulation, differentiation</u>). Prerequisites: Biology 30 and Chemistry 30. | AUBIO 111 - <u>Functional Biology</u> ★ 3 (fi 6) (either term, 3-0- <u>0</u>) An introduction to functional and from molecules to systems, focusing on how organisms integrate different levels of organization in order to live. This course covers key topics of biochemistry (metabolism, respiration, photosynthesis), cell biology (organelles, membranes, cell cycle), <u>and physiology (gas exchange, circulation, osmoregulation, excretion)</u> . Prerequisites: Biology 30 and Chemistry 30. |
| AUBIO 112 – <u>Integrative Biology II</u> ★ 3 (fi 6) (either term, 3 0 <u>3/2</u>) An introduction to the biology of organisms, focusing on the evolution of biological diversity, including the mechanisms responsible for evolutionary change and the adaptations associated with the evolution of the major groups of organisms. Prerequisites: AUBIO 111. | Delete |
| New | <u>AUBIO 212 – Evolution and Biodiversity</u> ★ 3 (fi 6) (either term, 3-0- <u>0</u>) An introduction to the biology of organisms, focusing on the evolution of biological diversity, including the mechanisms responsible for evolutionary change and the adaptations associated with the evolution of the major groups of organisms. Prerequisites: AUBIO 111 and <u>AUSCI 115. Note: Credit may be obtained for only one of AUBIO 112 (2012) and AUBIO 212.</u> |
| AUBIO 219 - <u>Research Experience in Biology</u> ★ 1.5 (fi 3) (variable, 0-0-3) Research experience in a faculty research project. Normally taken in addition to a full course load after the successful completion of at least *24 but not more than *60 in a program in the Augustana Faculty. Prerequisites: AUBIO 111 and 112 and consent of the Department. Notes: This course is offered on a pass/fail (credit/no-credit) basis. An “Application for Individual Study”, normally requiring a minimum GPA of 2.5 in Biology, must be completed and approved before registration in the course. Credit may be obtained twice. | AUBIO 219 - <u>Research Experience in Biology</u> ★ 1.5 (fi 3) (variable, 0-0-3) Research experience in a faculty research project. Normally taken in addition to a full course load after the successful completion of at least *24 but not more than *60 in a program in the Augustana Faculty. Prerequisites: AUBIO 111 and 112 <u>2021) or 212</u> and consent of the Department. Notes: This course is offered on a pass/fail (credit/no-credit) basis. An “Application for Individual Study”, normally requiring a minimum GPA of 2.5 in Biology, must be completed and approved before registration in the course. Credit may be obtained twice. |
| AUBIO 230 - <u>Molecular Cell Biology</u> ★ 3 (fi 6) (<u>first</u> term, 3-0-0) The composition, structure and function of cell membranes including membrane transport, cell signalling and cell-cell interactions. Protein sorting and cytoskeletal function is integrated with their membrane interactions. The social context of cells is also considered. Prerequisite: AUBIO 111. <u>Corequisites: AUBIO 260; AUCHE 250.</u> | AUBIO 230 - <u>Molecular Cell Biology</u> ★ 3 (fi 6) (<u>either</u> term, 3-0-0) The composition, structure and function of cell membranes including membrane transport, cell signalling and cell-cell interactions. Protein sorting and cytoskeletal function is integrated with their membrane interactions. The social context of cells is also considered. Prerequisite: AUBIO 111 <u>and</u> AUBIO 260. |
| AUBIO 253 - <u>Ecological Interactions</u> | AUBIO 253 - <u>Ecological Interactions</u> |

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| <p>★ 3 (fi 6) (either term, 3-0-3/2) An exploration of basic concepts and methods in ecology and of the relevance of ecological thinking in the life sciences. Emphasis is on interactions at the level of the organism, including physiological and evolutionary perspectives, and on their consequences on the composition and diversity of populations and communities within ecosystems. Prerequisite: AUBIO 112.</p> | <p>★ 3 (fi 6) (either term, 3-0-3/2) An exploration of basic concepts and methods in ecology and of the relevance of ecological thinking in the life sciences. Emphasis is on interactions at the level of the organism, including physiological and evolutionary perspectives, and on their consequences on the composition and diversity of populations and communities within ecosystems. Prerequisite: AUBIO 112, (2021) or AUBIO 212.</p> |
| <p>AUBIO 260 - Principles of Genetics ★ 3 (fi 6) (either term, 3-0-3/2) Mendelian inheritance and its cytological features including the molecular and cellular basis for the transmission of hereditary characteristics. Topics that are emphasized include microbial genetics, cytoplasmic inheritance, linkage and genetic mapping, DNA as genetic material, gene action, and the genetic code. Prerequisite: AUBIO 111.</p> | <p>AUBIO 260 - Principles of Genetics ★ 3 (fi 6) (either term, 3-0-3/2) Mendelian inheritance and its cytological features including the molecular and cellular basis for the transmission of hereditary characteristics. Topics that are emphasized include microbial genetics, cytoplasmic inheritance, linkage and genetic mapping, DNA as genetic material, gene action, and the genetic code. Prerequisites: AUBIO 111 and AUSCI 115.</p> |
| <p>AUBIO 274 - Microbiology ★ 3 (fi 6) (either term, 3 0 3) Introduction to the prokaryotic and eukaryotic members of the microbial world. Microbiological diversity will be examined by comparing cellular morphology, structure and metabolism. Topics include how to grow and study microbes, classification approaches and problems, control of microbial growth, pathogenesis and microbial ecology. Prerequisite: AUBIO 111 and 112.</p> | <p><u>Delete</u></p> |
| <p>AUBIO 280 - Biochemistry: Proteins, Enzymes and Energy ★ 3 (fi 6) (either term, 3 0 0) The structure and function of proteins and enzymes and the structure, function and metabolism of carbohydrates. The structure and function of lipids, nucleic acids, and amino acids are introduced. The course focuses on how enzymes catalyze the oxidation of carbohydrates and how the cell conserves this energy in a useful chemical form. Prerequisites: AUBIO 111 and AUCHE 250. Notes: Formerly part of AUBIO 380. Credit may be obtained for only one of AUBIO 280 and AUCHE 280.</p> | <p><u>Delete</u></p> |
| <p>AUBIO 323 - Plant Biology ★ 3 (fi 6) (either term, 3-0-3) Comparative survey of the anatomy, morphology, function, life cycles, and evolutionary features of algae and non-vascular and vascular plants. Taxonomic and environmental considerations are also presented. Prerequisite: AUBIO 112.</p> | <p>AUBIO 323 - Plant Biology ★ 3 (fi 6) (either term, 3-0-1.5) Comparative survey of the anatomy, morphology, function, life cycles, and evolutionary features of algae and non-vascular and vascular plants. Taxonomic and ecological considerations are also presented. Prerequisite: AUBIO 112 (2021) or AUBIO 212.</p> |
| <p>AUBIO 334 - Field Studies in Environmental Science and Ecology ★ 3 (fi 6) (either term, variable) A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will live in a field camp to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies.</p> | <p>AUBIO 334 - Field Studies in Environmental Science and Ecology ★ 3 (fi 6) (either term, variable) A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will live in a field camp to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies.</p> |

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| <p>Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: AUSTA 215 and AUENV 120 or AUGEO 120 and one of AUGEO 218, AUGEO 230, AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334.</p> | <p>Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: AUSTA 215 and AUENV 120 or AUGEO 120 (2021) and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).</p> |
| <p>AUBIO 338 - Developmental Biology ★ 3 (fi 6) (either term, 3-0-3) Development of complex organisms. Emphasis is on the interactions between cells and their environment that determine cell survival, gene activation and deactivation; and how specific cell and tissue structures and functions are selected. Developmental processes common to plants and animals are identified. Prerequisites: AUBIO 230 and 260.</p> | <p>AUBIO 338 - Developmental Biology ★ 3 (fi 6) (either term, 3-0-3²) Development of complex organisms. Emphasis is on the interactions between cells and their environment that determine cell survival, gene activation and deactivation; and how specific cell and tissue structures and functions are selected. Developmental processes common to plants and animals are identified. Prerequisites: AUBIO 230 and 260.</p> |
| <p>AUBIO 351 - Biogeography ★ 3 (fi 6) (either term, 3-0-3) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUBIO 351 and AUGEO 351. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUBIO 351 - Biogeography ★ 3 (fi 6) (either term, 3-0-3) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUBIO 351, AUENV 351, and AUGEO 351 (2021). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUBIO 354 - Freshwater Ecology and Management ★ 3 (fi 6) (first term, 3-0-3) Introduction to the biological, chemical and physical features of freshwater ecosystems, and how they relate to ecological processes in and adjacent to aquatic systems. The course will examine the role of ecological patterns in lakes, ponds, rivers and streams, with an emphasis on freshwater systems and their management in western Canada. Prerequisite: AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 354, AUENV 354, and AUGEO 354. The course requires participation in a field trip. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUBIO 354 - Freshwater Ecology and Management ★ 3 (fi 6) (first term, 3-0-3) Introduction to the biological, chemical and physical features of freshwater ecosystems, and how they relate to ecological processes in and adjacent to aquatic systems. The course will examine the role of ecological patterns in lakes, ponds, rivers and streams, with an emphasis on freshwater systems and their management in western Canada. Prerequisite: AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 354, AUENV 354, and AUGEO 354 (2021). The course requires participation in a field trip. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUBIO 371 - Immunology ★ 3 (fi 6) (either term, 3 0 3) An introduction to the structure and function of the immune system. Topics will include the generation of B and T cell receptor diversity, antigens and antibodies, clonal selection and expansion, MHC restriction, self tolerance, cytokines and leukocyte trafficking. Discussion of infectious disease, vaccines, and immunity will be used to</p> | <p>Delete</p> |

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| <p>synthesize these topics into a unified conceptual framework. Prerequisites: AUBIO 274.</p> | |
| <p>New</p> | <p>AUBIO 374 - Microbiology ★ 3 (fi 6) (either term, 3-0-3/2) Introduction to the prokaryotic members of the microbial world. Microbiological diversity will be examined by comparing cellular morphology, structure and metabolism. Topics include how to grow and study microbes, classification approaches and problems, control of microbial growth, pathogenesis and microbial ecology. Prerequisite: AUBIO 260. Note: Credit may be obtained for only one of AUBIO 274 (2021) and AUBIO 374.</p> |
| <p>New</p> | <p>AUBIO 380 - Biochemistry: Proteins, Enzymes and Energy ★ 3 (fi 6) (either term, 3-0-0) The structure and function of proteins and enzymes and the structure, function and metabolism of carbohydrates. The structure and function of lipids, nucleic acids, and amino acids are introduced. The course focuses on how enzymes catalyze the oxidation of carbohydrates and how the cell conserves this energy in a useful chemical form. Prerequisites: AUBIO 111 and AUCHE 250. Note: Formerly part of AUBIO 280 (2021).</p> |
| <p>AUBIO 381 - Biochemistry: Intermediary Metabolism ★ 3 (fi 6) (either term, 3-0-0) Structure, function, and metabolism of carbohydrates, lipids, amino acids, and nucleic acids at the level of the cell and organs. Prerequisites: AUBIO 280 or AUCHE 280. Note: Credit may be obtained for only one of AUBIO 381 and AUCHE 381.</p> | <p>AUBIO 381 - Biochemistry: Intermediary Metabolism ★ 3 (fi 6) (either term, 3-0-0) Structure, function, and metabolism of carbohydrates, lipids, amino acids, and nucleic acids at the level of the cell and organs. Prerequisites: AUBIO 380.</p> |
| <p>AUBIO 388 - Biochemistry Laboratory ★ 3 (fi 6) (either term, 1-0-3) Laboratory course in biochemical techniques. Prerequisites: AUBIO 280 or AUCHE 280.</p> | <p>AUBIO 388 - Biochemistry Laboratory ★ 3 (fi 6) (either term, 1-0-3) Laboratory course in biochemical techniques. Prerequisites: AUBIO 380 and AUCHE 213.</p> |
| <p>AUBIO 390 - Animal Behaviour ★ 3 (fi 6) (either term, 3-0-3) Introduction to key concepts and methods in animal behaviour. Both mechanistic and evolutionary points of view are considered. Topics include genetics, developmental processes, learning, neurophysiological aspects, orientation, communication, foraging and habitat use, social behaviour, parental care and mating. Prerequisite: AUBIO 112, 260 and AUSTA 215.</p> | <p>AUBIO 390 - Animal Behaviour ★ 3 (fi 6) (either term, 3-0-3/2) Introduction to key concepts and methods in animal behaviour. Both mechanistic and evolutionary points of view are considered. Topics include genetics, developmental processes, learning, neurophysiological aspects, orientation, communication, foraging and habitat use, social behaviour, parental care and mating. Prerequisite: AUBIO 112 (2021) or 212; AUBIO 260 and AUSTA 215.</p> |
| <p>AUBIO 394 - Comparative Invertebrate Zoology ★ 3 (fi 6) (either term, 3-0-3) Functional anatomy and life cycles of the major invertebrate taxa. Prerequisite: AUBIO 112.</p> | <p>AUBIO 394 - Comparative Invertebrate Zoology ★ 3 (fi 6) (either term, 3-0-3/2) Functional anatomy and life cycles of the major invertebrate taxa. Emphasis is on the comparative approach to understanding of phylogenetic relations between invertebrate taxa and their respective positions on the tree of life. Rich invertebrate biodiversity will be observed and placed into environmental context. Prerequisite: AUBIO 112 (2021) or AUBIO 212.</p> |

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| <p>AUBIO 395 - Vertebrate Form and Function ★ 3 (fi 6) (either term, 3-0-3) Study of the structure, function, and diversity of vertebrates. Prerequisite: AUBIO 112.</p> | <p>AUBIO 395 - Vertebrate Form and Function ★ 3 (fi 6) (either term, 3-0-1.5) Study of the structure, function, and diversity of vertebrates. Prerequisite: AUBIO 112 (2021) or AUBIO 212.</p> |
| <p>AUBIO 411 - History and Theory of Biology ★ 3 (fi 6) (either term, 3-0-0) Overview of historical progression in the biological sciences and their associated development in relation to prevailing philosophical, social, and cultural contexts. Prerequisites: AUBIO 260; one of AUBIO 338, 438; one of AUBIO 323, 394, 395; fourth-year standing.</p> | <p>AUBIO 411 - History and Theory of Biology ★ 3 (fi 6) (either term, 3-0-0) This is the capstone course for the Augustana Biology degree program and as such is designed to foster students' reflection on their biology degree program. An overview of historical progression in the biological sciences and their associated development in relation to prevailing philosophical, social, and cultural contexts act as the prompt for student reflection. Prerequisites: AUBIO 338, one of AUBIO 323, 374, 394, 395; fourth-year standing.</p> |
| <p>New</p> | <p>AUBIO 471 - Immunology ★ 3 (fi 6) (either term, 3-0-3/2) An introduction to the structure and function of the immune system. Topics include the ontogeny of immune structures and cells, the generation of B and T cell receptor diversity, antigens and antibodies, clonal selection and expansion, MHC restriction, self tolerance and cytokines. Discussion of infectious disease, vaccines, and immunity will be used to synthesize these topics into a unified conceptual framework. Prerequisites: AUBIO 374. Note: Credit may be obtained for only one of AUBIO 371 (2021) and AUBIO 471.</p> |
| <p>AUBIO 475 - Pathogenic Mechanisms of Microorganisms ★ 3 (fi 6) (either term, 3-0-3) Examination of the pathogenic mechanisms used by bacteria, fungi, and protists that cause human diseases. Pathogens will be compared with a focus on the method of entry, colonization and invasion of host tissue used by various microbes and the microbial factors required to cause infection and disease. Epidemiological approaches, antimicrobials and antibiotic resistance will also be presented. Prerequisites: AUBIO 274.</p> | <p>AUBIO 475 - Pathogenic Mechanisms of Microorganisms ★ 3 (fi 6) (either term, 3-0-3) Examination of the pathogenic mechanisms used by selected bacteria, and protists that cause human diseases. Pathogens will be compared with a focus on the method of entry, colonization and invasion of host tissue used by various microbes and the microbial factors required to cause infection and disease. Epidemiological approaches, antimicrobials and antibiotic resistance will also be presented. Prerequisites: AUBIO 274 (2021) or 374.</p> |
| <p>AUBIO 485 – Selected Topics in Biochemistry ★ 3 (fi 6) (either term, 3-0-0) In-depth examination of biochemistry. Prerequisites: Fourth-year standing in the Biology program; AUBIO 381 or AUCHE 381; and an additional *3 of AUBIO at the 300-level. Note: Credit may only be obtained for one of AUBIO 485 and AUCHE 485.</p> | <p>AUBIO 485 – Selected Topics in Biochemistry ★ 3 (fi 6) (either term, 3-0-0) In-depth examination of biochemistry. Prerequisites: Fourth-year standing; AUBIO 381 or AUCHE 381 (2021); and an additional *3 of AUBIO at the 300-level. Note: Credit may only be obtained for one of AUBIO 485 and AUCHE 485 (2021).</p> |
| <p>AUCHE 280 – Biochemistry: Proteins, Enzymes and Energy ★ 3 (fi 6) (either term, 3 0 0) The structure and function of proteins and enzymes and the structure, function and metabolism of carbohydrates. The structure and function of lipids, nucleic acids, and amino acids are introduced. The course focuses on how enzymes catalyze the oxidation of carbohydrates and how the cell conserves this energy in a useful chemical</p> | <p>Delete</p> |

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| <p>form. Prerequisites: AUBIO 111 and AUCHE 250. Notes: Formerly part of AUCHE 380. Credit may be obtained for only one of AUBIO 280 and AUCHE 280.</p> | |
| <p>AUCHE 381 – Biochemistry: Intermediary Metabolism ★ 3 (fi 6) (either term, 3 0 0) Structure, function, and metabolism of carbohydrates, lipids, amino acids, and nucleic acids at the level of cells and organs. Prerequisites: AUBIO 280 or AUCHE 280. Note: Credit may be obtained for only one of AUCHE 381 and AUBIO 381.</p> | Delete |
| <p>AUCHE 485 – Selected Topics in Biochemistry ★ 3 (fi 6) (either term, 3 0 0) In-depth examination of biochemistry. Prerequisites: Fourth-year standing in the Chemistry program; AUBIO 381 or AUCHE 381; and an additional *3 of AUBIO at the 300 level. Note: Credit may only be obtained for one of AUBIO 485 and AUCHE 485.</p> | Delete |
| <p>AUCLA 220 – Classical Foundations of Western Literature ★ 3 (fi 6) (either term, 3 0 0) A survey of classical Greek and Latin literature in translation from the pre-Homeric period up to late antiquity. This course is designed to provide students with a comprehensive overview of major classical texts that shaped European and British literature from the Middle Ages to the present. Close attention will be paid to the evolution of genres, such as the epic, the lyric, satire, and tragedy. Prerequisites: AUCLA 100 or 102. Note: Credit may be obtained for only one of AUENG 220, 320, AUCLA 220, 320.</p> | Delete |
| <p>AUCLA 320 – Classical Foundations of Western Literature ★ 3 (fi 6) (either term, 3 0 0) A survey of classical Greek and Latin literature in translation from the pre-Homeric period up to late antiquity. This course is designed to provide students with a comprehensive overview of major classical texts that shaped European and British literature from the Middle Ages to the present. Close attention will be paid to the evolution of genres, such as the epic, the lyric, satire, and tragedy. Prerequisites: AUCLA 100 or 102. Note: Credit may be obtained for only one of AUENG 220, 320, AUCLA 220, 320.</p> | Delete |
| <p>AUCSC 111 – Introduction to Computational Thinking and Problem Solving ★ 3 (fi 6) (either term, 3 0 3) An introduction to computational thinking, problem-solving, and the fundamental ideas of computing science through programming in a scripting language (such as Python or Ruby). Topics include algorithms, abstraction, and modelling; the syntax and semantics of a high-level language; fundamental programming concepts and data structures, including simple containers (arrays, lists, strings, dictionaries); basic software development</p> | Delete |

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| <p>methods and tools; documentation and style; introduction to object-oriented programming; exceptions and error handling; graphical user interfaces and event-driven programming; recursion; introduction to algorithm analysis and run-time efficiency. Prerequisite: Mathematics 30-1. Note: Credit may be obtained for only one of AUCSC 111 and AUCSC 120 (2019).</p> | |
| <p>New</p> | <p>AUCSC 113 – Foundational Introduction to Computational Thinking and Problem Solving ★ 3 (fi 6) (either term, 3-0-0) An introduction to computational thinking, problem solving, and the fundamental ideas of computing. Topics include algorithms, abstraction, and modelling; the syntax and semantics of a high-level language (e.g. Python); fundamental programming concepts and data structures, including simple containers (variables, arrays, lists, strings, dictionaries); sequencing, conditionals and repetition; documentation and style; object-oriented programming; exceptions and error handling; recursion; simple algorithm analysis and run-time efficiency. Prerequisite: Mathematics 30-1. Note: Credit may be obtained for only one of AUCSC 111 (2021), AUCSC 113 and AUCSC 120 (2019).</p> |
| <p>AUDRA 384 - Playwriting ★ 3 (fi 6) (either term, 0-3s-0) Study of the theory of, and practice in, writing for the stage. Prerequisites: AUDRA 230, or consent of the instructor. Note: Credit may be obtained for only one of AUDRA 384 and AUENG 319.</p> | <p>AUDRA 384 - Playwriting ★ 3 (fi 6) (either term, 0-3s-0) Study of the theory of, and practice in, writing for the stage. Prerequisites: AUDRA 230, or consent of the instructor. Note: Credit may be obtained for only one of AUDRA 384 and AUENG 319 (2021).</p> |
| <p>AUENG 103 – English Literature from the Romantic Period to the Present ★ 3 (fi 6) (either term, 3-0-0) Familiarizes students with works of literature written in English from the Romantic period (c. 1780) to the present. While this survey is chronological, equal attention will be paid to exploring the major genres in which authors wrote. Class time will be spent developing students' communication and critical thinking skills through a range of assignments and in-class workshops. Prerequisite: ELA 30-1 or AUENG 101.</p> | <p>Delete</p> |
| <p>AUENG 104 – English Literature from the Middle Ages to the Romantic Period ★ 3 (fi 6) (either term, 3-0-0) Familiarizes students with works of literature written in English from the Middle Ages to the end of the eighteenth century. While this survey is chronological, equal attention will be paid to exploring the major genres in which authors wrote. Class time will be spent developing students' communication and critical thinking skills through a range of assignments and in-class workshops. Prerequisite: AUENG 102 or 103.</p> | <p>Delete</p> |
| <p>AUENG 205 - Children's Literature ★ 3 (fi 6) (either term, 3-0-0) Offers a critical study of literature written for or appropriated by children. The</p> | <p>AUENG 205 - Children's Literature ★ 3 (fi 6) (either term, 3-0-0) Offers a critical study of literature written for or appropriated by children. The</p> |

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| <p>course considers the historical development of children’s literature and examines prevailing and changing attitudes toward children. It addresses major themes and issues in children’s literature, and studies significant texts representative of important genres and trends in the field. Critical analysis of the literature will be stressed. Prerequisites: *3 in English at the 100-level. Note: Not to be taken by students with credit in AUENG 305.</p> | <p>course considers the historical development of children’s literature and examines prevailing and changing attitudes toward children. It addresses major themes and issues in children’s literature, and studies significant texts representative of important genres and trends in the field. Critical analysis of the literature will be stressed. Prerequisites: AUENG 102.</p> |
| <p>New</p> | <p>AUENG 214 - Advanced Creative Writing: Poetry ★ 3 (fi 6) (either term, 3-0-0) Continuation of the poetry instruction begun in AUENG 215. The completion of at least a draft of a chapbook-length collection of poems (20 to 48 pages) is required. Prerequisite: AUENG 215 or consent of the instructor. Note: Credit may be obtained for only one of AUENG 314 (2021) and AUENG 214.</p> |
| <p>AUENG 220 - Classic Foundations of Western Literature ★ 3 (fi 6) (either term, 3-0-0) Offers a survey of Classical Greek and Latin literature in translation from the preHomeric period up to late antiquity. This course is designed to provide students with a comprehensive overview of major classical texts that shaped European and British literature from the Middle Ages to the present. Close attention will be paid to the evolution of genres, such as the epic, the lyric, satire, and tragedy. Prerequisites: *3 in English at the 100-level. Note: Credit may be obtained for only one of AUENG 220, 320, AUCLA 220, 320.</p> | <p>AUENG 220 - Classical Foundations of Western Literature ★ 3 (fi 6) (either term, 3-0-0) Offers a survey of Classical Greek and Latin literature in translation from the preHomeric period up to late antiquity. This course is designed to provide students with a comprehensive overview of major classical texts that shaped European and British literature from the Middle Ages to the present. Close attention will be paid to the evolution of genres, such as the epic, the lyric, satire, and tragedy. Prerequisites: AUENG 102. Note: Credit may be obtained for only one of AUENG 220, 320 (2021), AUCLA 220 (2021), 320 (2021).</p> |
| <p>AUENG 221 - Chaucer ★ 3 (fi 6) (either term, 3-0-0) Selected works by Chaucer, with emphasis on <i>The Canterbury Tales</i>. Prerequisites: *3 in English at the 100-level. Note: Not to be taken by students with credit in AUENG 321</p> | <p>AUENG 221 – Chaucer and Premodern Society ★ 3 (fi 6) (either term, 3-0-0) A survey of major works by Geoffrey Chaucer, including <i>The Book of the Duchess</i>, <i>The House of Fame</i> and selections from <i>The Canterbury Tales</i>. This course places these texts within the framework of Chaucer’s literary inheritance and cultural milieu and explores the poet’s depictions of human psychology, complex representations of gender and misogynist stereotypes, notions of justice, and uneasy relationship with textual authority, whether classical or biblical. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 321 (2021).</p> |
| <p>AUENG 225 - Middle Ages ★ 3 (fi 6) (either term, 3-0-0) Old and Middle English literature (excluding Chaucer) in its social and cultural contexts. Some works are read in translation and some in the original. Prerequisites: *3 in English at the 100-level. Note: Not to be taken by students with credit in AUENG 325.</p> | <p>AUENG 225 – The World of the Middle Ages ★ 3 (fi 6) (either term, 3-0-0) A survey of texts written between the eighth and fifteenth centuries that explores a variety of social issues and the emergence of national identities. Major themes discussed include notions of the monstrous in medieval literature, female identity within chivalric culture, the nature of late medieval subjectivity, female authority, the evolution of private religious devotion, and European identity in the face of a growing awareness of the wider world. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 325 (2021).</p> |

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| <p>AUENG 268 – Women and Environmental Literature</p> <p>★ 3 (fi 6) (either term, 3-0-0) Study of women’s writing about nature and environment focusing on various themes relevant to environmental literature, primarily the various ways that the natural world is represented in literature, and the relationship between cultural constructions of nature and cultural constructions of gender, class, race, and sexuality. Works include fiction, poetry, and/or nonfiction. An introduction to several ecofeminist theorists provides a critical framework for exploring images and themes in women’s environmental literature. Prerequisites: *3 in English at the 100 level. Note: Credit may be obtained for only one of AUENG 268, 368, AUENV 268, 368.</p> | <p>Delete</p> |
| <p>AUENG 270 - United States Literature and Culture to 1865</p> <p>★ 3 (fi 6) (either term, 3-0-0) Representative works of American literature from discovery and the Puritan migration in the 16th and 17th centuries through the American Civil War (1861- 1865). Genres will include poetry, personal narrative, speeches and essays, short stories and novels. Authors will include lesser known writers alongside Hawthorne, Melville, Poe, Stowe, Dickinson and Whitman. Prerequisites: *3 in English at the 100 level. Note: Not to be taken by students with credit in AUENG 370.</p> | <p>AUENG 270 – America, Exceptionalism and Empire</p> <p>★ 3 (fi 6) (either term, 3-0-0) Representative works of American literature from discovery and the Puritan migration in the 16th and 17th centuries through the American Civil War (1861- 1865). The course focuses on texts and contexts that explain Canada’s nearest neighbour, with a particular focus on how theocratic beginnings gave way to a democratic republic, and how laissez faire became the capitalist enterprise we know today. Slavery and racism, American exceptionalism and westward expansion are key topics. Prerequisites: <u>AUENG 102</u>. Note: Not to be taken by students with credit in AUENG 370 (2021).</p> |
| <p>AUENG 271 - United States Literature since 1865</p> <p>★ 3 (fi 6) (either term, 3-0-0) Representative works of American literature since the American Civil War (1861-1865). Genres will include poetry, personal narrative, speeches and essays, short stories and novels. Authors will include lesser known writers alongside Howells, Wharton, Faulkner, Plath, Pynchon, Morrison, Pinsky, Erdrich, Chabon and DeLillo. Prerequisites: *3 in English at the 100 level. Note: Not to be taken by students with credit in AUENG 371.</p> | <p>AUENG 271 – American Law, Literature and Justice</p> <p>★ 3 (fi 6) (either term, 3-0-0) Representative works of American literature since the American Civil War (1861-1865). The course will focus on themes of law and justice in works by canonical and lesser known American writers. Prerequisites: <u>AUENG 102</u>. Note: Not to be taken by students with credit in AUENG 371 (2021).</p> |
| <p>AUENG 292 – Feminist Critical Theory and Women’s Writing</p> <p>★ 3 (fi 6) (either term, 3-0-0) Several contemporary feminist critical approaches will be used to analyze writings by women from various historical periods and areas of the Englishspeaking world. Prerequisites: *3 in English at the 100 level. Note: Not to be taken by students with credit in AUENG 392.</p> | <p>Delete</p> |
| <p>AUENG 299 - Selected Topics in English Studies</p> <p>★ 3 (fi 6) (either term, 3-0-0) Studies of selected authors, works, periods, topics, and critical approaches. Focus and content of each course are determined by student and instructor interests, and vary from year to year. Prerequisites: *3 in English at the 100 level. Note: Credit may be obtained for only one of AUENG 299 and AUENG 399.</p> | <p>AUENG 299 - Selected Topics in English Studies</p> <p>★ 3 (fi 6) (either term, 3-0-0) Studies of selected authors, works, periods, topics, and critical approaches. Focus and content of each course are determined by student and instructor interests, and vary from year to year. Prerequisites: <u>AUENG 102</u>.</p> |

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| <p>AUENG 305 – Children’s Literature ★ 3 (fi 6) (either term, 3-0-0) Offers a critical study of literature written for or appropriated by children. The course considers the historical development of children’s literature and examines prevailing and changing attitudes toward children. It addresses major themes and issues in children’s literature, and studies significant texts representative of important genres and trends in the field. Critical analysis of the literature will be stressed. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Not to be taken by students with credit in AUENG 205.</p> | <p>Delete</p> |
| <p>AUENG 306 - Native Children’s Literature ★ 3 (fi 6) (either term, 3-0-0) Students in this course will study a diverse body of literature for children and young adults written by North American First Nations authors. The work of leading Native theorists will be included so that analysis of these picture books and novels for young people will be informed by and rooted in Indigenous ways of understanding the world. In crafting a method of reading that is grounded in the traditions and concerns of North American First Nations people, students will attend to the ways in which these texts present the oral tradition, locate themselves in specific tribal territories and cultural practices, connect their narratives to the environment, and re-present Indigenous histories. Prerequisites: Two of AUENG 102, 103, 104, and *6 in English at the 200 level (excluding AUENG 215).</p> | <p>AUENG 306 - Indigenous Children’s Literature & Theory ★ 3 (fi 6) (either term, 3-0-0) Students in this course will study a diverse body of literature for children and young adults written by North American First Nations authors. The work of leading Native theorists will be included so that analysis of these picture books and novels for young people will be informed by and rooted in Indigenous ways of understanding the world. In crafting a method of reading that is grounded in the traditions and concerns of North American First Nations people, students will attend to the ways in which these texts present the oral tradition, locate themselves in specific tribal territories and cultural practices, connect their narratives to the environment, and re-present Indigenous histories. Prerequisites: AUENG 102.</p> |
| <p>AUENG 313 - The English Language ★ 3 (fi 6) (either term, 3-0-0) Introduction to the structures, varieties and uses of contemporary English, and a survey of its historical development. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level [excluding AUENG 204, 215, 291]. Note: Not to be taken by students with credit in AUENG 211 (2018), 212 (2018), 213, 311 (2018), or 312 (2018).</p> | <p>AUENG 313 - The English Language ★ 3 (fi 6) (either term, 3-0-0) Introduction to the structures, varieties and uses of contemporary English, and a survey of its historical development. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 211 (2018), 212 (2018), 213, 311 (2018), or 312 (2018).</p> |
| <p>AUENG 314 – Advanced Creative Writing: Poetry ★ 3 (fi 6) (either term, 3-0-0) Continuation of the poetry instruction begun in AUENG 215. The completion of at least a draft of a chapbook-length collection of poems (20 to 48 pages) is required. Prerequisite: AUENG 215 or consent of the instructor.</p> | <p>Delete</p> |
| <p>AUENG 318 - Creative Writing Long Manuscript, Novel ★ 3 (fi 6) (variable, 1.5-0-0) Advanced study of fiction, toward a publishable end. Students will devise and complete a long manuscript project over the course of the year, and will take part in an intensive workshop process. Prerequisite: AUENG 215 and one of AUENG 314, AUENG 316 or AUENG 319.</p> | <p>AUENG 318 - Creative Writing Memoir ★ 3 (fi 6) (variable, 1.5-0-0) Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir. Students will also take part in an intensive workshop process. Prerequisite: AUENG 215.</p> |
| <p>AUENG 319 – Playwriting</p> | <p>Delete</p> |

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| <p>★ 3 (fi 6) (either term, 0-4L-0) Study of the theory of, and practice in, writing for the stage. Prerequisites: AUENG 215, or consent of the instructor. Notes: Credit may be obtained for only one of AUENG 319 and AUDRA 384</p> | |
| <p>AUENG 320 – Classical Foundations of Western Literature ★ 3 (fi 6) (either term, 3-0-0) Offers a survey of Classical Greek and Latin literature in translation from the preHomeric period up to late antiquity. This course is designed to provide students with a comprehensive overview of major classical texts that shaped European and British literature from the Middle Ages to the present. Close attention will be paid to the evolution of genres, such as the epic, the lyric, satire, and tragedy. Prerequisites: *6 of AUENG 102, 103 or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Credit may be obtained for only one of AUENG 220, 320, AUCLA 220, 320.</p> | Delete |
| <p>AUENG 321 – Chaucer ★ 3 (fi 6) (either term, 3-0-0) Selected works by Chaucer, with emphasis on The Canterbury Tales. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level [excluding AUENG 215]. Note: Not to be taken by students with credit in AUENG 221.</p> | Delete |
| <p>AUENG 325 – Middle Ages ★ 3 (fi 6) (either term, 3-0-0) Old and Middle English literature (excluding Chaucer) in its social and cultural contexts. Some works are read in translation and some in the original. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level [excluding AUENG 215]. Note: Not to be taken by students with credit in AUENG 225.</p> | Delete |
| <p>AUENG 330 - The Early English Renaissance ★ 3 (fi 6) (either term, 3-0-0) Literature of sixteenth-century England, including Shakespeare, showing the influence of renaissance ideas and literary forms. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Not to be taken by students with credit in AUENG 230.</p> | <p>AUENG 330 - The Early English Renaissance ★ 3 (fi 6) (either term, 3-0-0) Literature of sixteenth-century England, including Shakespeare, showing the influence of renaissance ideas and literary forms. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 230.</p> |
| <p>AUENG 331 - The Later English Renaissance ★ 3 (fi 6) (either term, 3-0-0) Literature of the early seventeenth century (excluding Milton) in relation to the intellectual and historical developments of the period. Representative writers include Donne, Jonson, Herbert, Herrick, Marvell, Bacon, Burton, and Wroth. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Not to be taken by students with credit in AUENG 231.</p> | <p>AUENG 331 - The Later English Renaissance ★ 3 (fi 6) (either term, 3-0-0) Literature of the early seventeenth century (excluding Milton) in relation to the intellectual and historical developments of the period. Representative writers include Donne, Jonson, Herbert, Herrick, Marvell, Bacon, Burton, and Wroth. Prerequisites AUENG 102. Note: Not to be taken by students with credit in AUENG 231.</p> |
| AUENG 333 - Shakespeare | AUENG 333 - Shakespeare |

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| <p>★ 3 (fi 6) (either term, 3-2L-0) Selected works of Shakespeare. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Credit may be obtained for only one of AUENG 333, 233, AUDRA 312 (2019).</p> | <p>★ 3 (fi 6) (either term, 3-2L-0) Selected works of Shakespeare. Prerequisites: AUENG 102. Note: Credit may be obtained for only one of AUENG 333, 233, AUDRA 312 (2019).</p> |
| <p>AUENG 368 - Women and Environmental Literature</p> <p>★ 3 (fi 6) (either term, 3-0-0) Study of women’s writing about nature and environment focusing on various themes relevant to environmental literature, primarily the various ways that the natural world is represented in literature, and the relationship between cultural constructions of nature and cultural constructions of gender, class, race, and sexuality. Works include fiction, poetry, and/or nonfiction. An introduction to several ecofeminist theorists provides a critical framework for exploring images and themes in women’s environmental literature. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Credit may be obtained for only one of AUENG 268, 368, AUENV 268, 368.</p> | <p>AUENG 368 – Ecofeminist Theory & Women’s Writing</p> <p>★ 3 (fi 6) (either term, 3-0-0) Study of women’s writing about nature and environment focusing on various themes relevant to environmental literature, primarily the various ways that the natural world is represented in literature, and the relationship between cultural constructions of nature and cultural constructions of gender, class, race, and sexuality. Works include fiction, poetry, and/or nonfiction. An introduction to several ecofeminist theorists provides a critical framework for exploring images and themes in women’s environmental literature. Prerequisites: AUENG 102. Note: Credit may be obtained for only one of AUENG 268 (2021), 368, AUENV 268 (2021), 368.</p> |
| <p>AUENG 370 – United States Literature and Culture to 1865</p> <p>★ 3 (fi 6) (either term, 3 0 0) Representative works of American literature from discovery and the Puritan migration in the 16th and 17th centuries through the American Civil War (1861-1865). Genres will include poetry, personal narrative, speeches and essays, short stories and novels. Authors will include lesser known writers alongside Hawthorne, Melville, Poe, Stowe, Dickinson and Whitman. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Not to be taken by students with credit in AUENG 270.</p> | <p>Delete</p> |
| <p>AUENG 371 – United States Literature since 1865</p> <p>★ 3 (fi 6) (either term, 3 0 0) Representative works of American literature since the American Civil War (1861-1865). Genres will include poetry, personal narrative, speeches and essays, short stories and novels. Authors will include lesser known writers alongside Howells, Wharton, Faulkner, Plath, Pynchon, Morrison, Pinsky, Erdrich, Chabon and DeLillo. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level [excluding AUENG 215]. Note: Not to be taken by students with credit in AUENG 271.</p> | <p>Delete</p> |
| <p>AUENG 380 - Canadian Literature to 1950</p> <p>★ 3 (fi 6) (either term, 3-0-0) As well as giving a broad sweep of the development of Canadian literature from colonial times to the middle of the twentieth century, the course focuses on three movements: the Confederation poets such as Roberts, Carman, Lampman, and D.C. Scott; the emergence of fictional realism in the works of Grove, Callaghan, MacLennan,</p> | <p>AUENG 380 - Canadian Literature to 1950</p> <p>★ 3 (fi 6) (either term, 3-0-0) As well as giving a broad sweep of the development of Canadian literature from colonial times to the middle of the twentieth century, the course focuses on three movements: the Confederation poets such as Roberts, Carman, Lampman, and D.C. Scott; the emergence of fictional realism in the works of Grove, Callaghan, MacLennan,</p> |

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| <p>and Wilson; and the revolt of the poets of the 1920s, F. R. Scott, Smith, Pratt, Klein, and Livesay. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Not to be taken by students with credit in AUENG 280.</p> | <p>and Wilson; and the revolt of the poets of the 1920s, F. R. Scott, Smith, Pratt, Klein, and Livesay. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 280.</p> |
| <p>AUENG 381 - Canadian Literature since 1950 ★ 3 (fi 6) (either term, 3-0-0) Development of literature in English in Canada from the middle of the twentieth century to the present, an age that some have termed postmodernist. The course focuses on the rise and fall of realism in fiction and also the emergence of distinctively Canadian voices among our poets. Included are works by Laurence, Atwood, Wiebe, Munro, Davies, Birney, Page, Purdy, and Layton. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Not to be taken by students with credit in AUENG 281.</p> | <p>AUENG 381 - Canadian Literature since 1950 ★ 3 (fi 6) (either term, 3-0-0) Development of literature in English in Canada from the middle of the twentieth century to the present, an age that some have termed postmodernist. The course focuses on the rise and fall of realism in fiction and also the emergence of distinctively Canadian voices among our poets. Included are works by Laurence, Atwood, Wiebe, Munro, Davies, Birney, Page, Purdy, and Layton. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 281.</p> |
| <p>AUENG 382 - Postcolonial Literature and Theory ★ 3 (fi 6) (either term, 3-0-0) This course explores the key themes, debates and movements in post colonial literature and theory. Attending to the depth and diversity of postcolonial literatures written in or translated into English, we will read authors from a range of regions, perspectives, cultures and traditions. Topics will include (post)colonialism, imperialism, power, knowledge, subjectivity, language, race, sexuality, gender, representation, decolonization, diaspora and indigeneity. Prerequisites: Two of AUENG 102, 103 or 104, and *6 in English at the 200 level [excluding AUENG 215].</p> | <p>AUENG 382 - Postcolonial Literature and Theory ★ 3 (fi 6) (either term, 3-0-0) This course explores the key themes, debates and movements in post colonial literature and theory. Attending to the depth and diversity of postcolonial literatures written in or translated into English, we will read authors from a range of regions, perspectives, cultures and traditions. Topics will include (post)colonialism, imperialism, power, knowledge, subjectivity, language, race, sexuality, gender, representation, decolonization, diaspora and indigeneity. Prerequisites: AUENG 102.</p> |
| <p>AUENG 392 - Feminist Critical Theory and Women's Writing ★ 3 (fi 6) (either term, 3-0-0) Several contemporary feminist critical approaches will be used to analyze writings by women from various historical periods and areas of the Englishspeaking world. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level [excluding AUENG 215]. Note: Not to be taken by students with credit in AUENG 292.</p> | <p>AUENG 392 - Feminist Theory and Women's Writing ★ 3 (fi 6) (either term, 3-0-0) Several contemporary feminist critical approaches will be used to analyze writings by women from various historical periods and areas of the English speaking world. Prerequisites: AUENG 102. Note: Not to be taken by students with credit in AUENG 292. (2021).</p> |
| <p>AUENG 398 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Studies of selected authors, works, periods, topics, and critical approaches. Focus and content of each course are determined by student and instructor interests, and vary from year to year. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215).</p> | <p>AUENG 398 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Studies of selected authors, works, periods, topics, and critical approaches. Focus and content of each course are determined by student and instructor interests, and vary from year to year. Prerequisites: AUENG 102.</p> |
| <p>AUENG 399 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Studies of selected authors, works, periods, topics, and critical approaches. Focus and content of each course are determined by student and instructor interests, and vary from year to year. Prerequisites: Two of AUENG 102, 103, or 104,</p> | <p>AUENG 399 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Studies of selected authors, works, periods, topics, and critical approaches. Focus and content of each course are determined by student and instructor interests, and vary from year to year. Prerequisites: AUENG 102.</p> |

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| and *6 in English at the 200 level (excluding AUENG 215). Note: Credit may be obtained for only one of AUENG 299 and AUENG 399. | |
| <p>AUENV 120 - Human Activities and the Natural Environment</p> <p>★ 3 (fi 6) (either term, 3-0-0) Introductory analysis of the interrelationships between society and the natural world, environmental consequences, and human perceptions. The characteristics and interactions of physical environmental systems and various facets of resource management (including forestry, agriculture, fisheries, protected areas, endangered species, and pollution) are described and analyzed. Note: Credit may be obtained for only one of AUENV 120 and AUGEO 120.</p> | <p>AUENV 120 - Human Activities and the Natural Environment</p> <p>★ 3 (fi 6) (either term, 3-0-0) Introductory analysis of the interrelationships between society and the natural world, environmental consequences, and human perceptions. The characteristics and interactions of physical environmental systems and various facets of resource management (including forestry, agriculture, fisheries, protected areas, endangered species, and pollution) are described and analyzed. Note: Credit may be obtained for only one of AUENV 120 and AUGEO 120 (2021).</p> |
| New | <p>AUENV 218 - Introduction to Geographic Information Systems</p> <p>★ 3 (fi 6) (either term, 3-0-3) Introduction to fundamentals and applications of Geographic Information Systems. Topics include the nature of geographic data, geo-referencing systems, geographic modelling, data collection and management, and spatial analysis. Practical applications of GIS will be emphasized with the use of appropriate computer software. Prerequisite: Any 100-level science course. Note: Credit may be obtained for only one of AUGEO 218 (2021) and AUENV 218.</p> |
| New | <p>AUENV 230 - Geomorphology</p> <p>★ 3 (fi 6) (either term, 3-0-3) Analysis of (1) geomorphological processes and agents (such as movement of the earth's crust, volcanism, water, glaciers, waves, currents, wind, and gravity) that create and modify the earth's surface and (2) landforms. Note: Credit may be obtained for only one of AUGEO 230 (2021) and AUENV 230. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| New | <p>AUENV 231 - Climatology</p> <p>★ 3 (fi 6) (either term, 3-0-3) Study of (1) elements and processes of climate and weather; (2) distributions and regional patterns of climates; and (3) interrelationships among climates, plants, animals, and people. Note: AUENV 230 need not precede AUENV 231. Credit may be obtained for only one of AUGEO 231 (2021) and AUENV 231 Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUENV 233 - Soil Science and Soil Resources</p> <p>★ 3 (fi 6) (either term, 3-0-3/2) Soil characteristics, formation, processes, occurrence, classification, and management in the natural and modified environment. Prerequisites: *3 course in AUBIO, AUCHE, AUENV, or AUPHY. Notes: Credit may be obtained for only</p> | <p>AUENV 233 - Soil Science and Soil Resources</p> <p>★ 3 (fi 6) (either term, 3-0-3/2) Soil characteristics, formation, processes, occurrence, classification, and management in the natural and modified environment. Prerequisites: *3 course in AUBIO, AUCHE, AUENV, or AUPHY. Notes: Credit may be obtained</p> |

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| one of AUENV 233 and AUGEO 233. | for only one of AUENV 233 and AUGEO 233 (2021). |
| New | AUENV 234 – Research and Field Skills in Environmental Science ★ 3 (fi 6) (either term, 3-0-0) An introductory methods-based course to establish and develop methods and skills of the environmental science discipline while applying the scientific method in various ecosystems of Alberta. Prerequisite: AUENV 120. |
| AUENV 252 - Wildlife Diversity of Alberta ★ 3 (fi 6) (either term, 3-0-0) Ecology, conservation, and identification of Alberta’s common wildlife species, with a focus on mammals, birds, amphibians, reptiles, fish, and invertebrates. A mandatory field trip will be included. Prerequisites: AUENV 120, AUGEO 120, or AUBIO 112. | AUENV 252 - Wildlife Diversity of Alberta ★ 3 (fi 6) (either term, 3-0-0) Ecology, conservation, and identification of Alberta’s common wildlife species, with a focus on mammals, birds, amphibians, reptiles, fish, and invertebrates. A mandatory field trip will be included. Prerequisites: AUENV 120, AUGEO 120 (2021), AUBIO 112 (2021) or AUBIO 212. |
| AUENV 260 - Environmental Studies Practicum ★ 3 (fi 6) (either term, 1-3s-0) Practicum placement in a government, industry, or non-governmental organization to gain awareness and experience in an environmental field. Prerequisite: AUENV 120 or AUGEO 120. Notes: Open only to a student with a major in Environmental Studies/Science. AUENV 260 is classified as an arts course. Credit may be obtained for only one of AUENV 260, 261, and AUIDS 260 (2019). | AUENV 260 - Environmental Studies Practicum ★ 3 (fi 6) (either term, 1-3s-0) Practicum placement in a government, industry, or non-governmental organization to gain awareness and experience in an environmental field. Prerequisite: AUENV 120 or AUGEO 120 (2021). Notes: Open only to a student with a major in Environmental Studies/Science. AUENV 260 is classified as an arts course. Credit may be obtained for only one of AUENV 260, 261, and AUIDS 260 (2019). |
| AUENV 261 - Environmental Science Practicum ★ 3 (fi 6) (either term, 1-3s-0) Practicum placement in a government, industry, or non-governmental organization to gain awareness and experience in an environmental field. Prerequisites: AUENV 120 or AUGEO 120. Notes: Open only to a student with a major in Environmental Science/Studies. AUENV 261 is classified as a science course. Credit may be obtained for only one of AUENV 260, 261 and AUIDS 260 (2019). | AUENV 261 - Environmental Science Practicum ★ 3 (fi 6) (either term, 1-3s-0) Practicum placement in a government, industry, or non-governmental organization to gain awareness and experience in an environmental field. Prerequisites: AUENV 120 or AUGEO 120 (2021). Notes: Open only to a student with a major in Environmental Science/Studies. AUENV 261 is classified as a science course. Credit may be obtained for only one of AUENV 260, 261 and AUIDS 260 (2019). |
| AUENV 268 – Women and Environmental Literature ★ 3 (fi 6) (either term, 3-0-0) Study of women’s writing about nature and environment focusing on various themes relevant to environmental literature, primarily the various ways that the natural world is represented in literature, and the relationship between cultural constructions of nature and cultural constructions of gender, class, race, and sexuality. Works include fiction, poetry, and/or nonfiction. An introduction to several ecofeminist theorists provides a critical framework for exploring images and themes in women’s environmental literature. Prerequisites: Two of AUENG 102, 103 or 104. Note: Credit may be obtained for only one of AUENV 268, 368, AUENG 268, 368. | Delete |
| AUENV 320 - Parks and Wilderness ★ 3 (fi 6) (either term, 3-0-0) Examination of scientific principles and concepts underlying parks, wilderness | AUENV 320 - Parks and Wilderness ★ 3 (fi 6) (either term, 3-0-0) Examination of scientific principles and concepts underlying parks, wilderness |

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| <p>and other protected area systems with emphasis on Canada. Topics include history, philosophy, conceptual frameworks, roles in sustainability, and types of biological and geographic designations. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120, consent of the instructor. Note: Credit may be obtained for only one of AUENV 320, 420, AUGEO 320, 420.</p> | <p>and other protected area systems with emphasis on Canada. Topics include history, philosophy, conceptual frameworks, roles in sustainability, and types of biological and geographic designations. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120 (2021), consent of the instructor. Note: Credit may be obtained for only one of AUENV 320, 420, AUGEO 320 (2021), 420 (2021).</p> |
| <p>AUENV 324 - Resource and Environmental Management</p> <p>★ 3 (fi 6) (either term, 3-0-0) Integration of both physical and human phenomena in understanding natural resources, their dimensions and boundaries. Basic concepts in resource analysis and management: the decision-making process, management frameworks and strategies, legislation and regulation, impact assessment, the role of perceptions, attitudes and behaviour, and the impact of public participation/interest groups in the development of natural resources. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120, 230, 231, consent of the instructor. Note: Credit may be obtained for only one of AUENV 324 and AUGEO 324. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUENV 324 - Resource and Environmental Management</p> <p>★ 3 (fi 6) (either term, 3-0-0) Integration of both physical and human phenomena in understanding natural resources, their dimensions and boundaries. Basic concepts in resource analysis and management: the decision-making process, management frameworks and strategies, legislation and regulation, impact assessment, the role of perceptions, attitudes and behaviour, and the impact of public participation/interest groups in the development of natural resources. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120 (2021), 230, 231, consent of the instructor. Note: Credit may be obtained for only one of AUENV 324 and AUGEO 324 (2021). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUENV 327 - Environmental Education and Heritage Interpretation</p> <p>★ 3 (fi 6) (either term, 3-0-0) Theory and methods of communicating environmental and heritage subject matter to a broad audience. Includes discussion of the history, theory, planning, management, implementation, and evaluation of environmental programs. The course will address a variety of personal and non-personal techniques. Prerequisites: AUENV 120 or AUGEO 120.</p> | <p>AUENV 327 - Environmental Education and Heritage Interpretation</p> <p>★ 3 (fi 6) (either term, 3-0-0) Theory and methods of communicating environmental and heritage subject matter to a broad audience. Includes discussion of the history, theory, planning, management, implementation, and evaluation of environmental programs. The course will address a variety of personal and non-personal techniques. Prerequisites: AUENV 120 or AUGEO 120 (2021).</p> |
| <p>AUENV 334 - Field Studies in Environmental Science and Ecology</p> <p>★ 3 (fi 6) (either term, variable) A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will live in a field camp to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: AUSTA 215 and AUENV 120 or AUGEO 120 and one of AUGEO 218, AUGEO 230, AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334.</p> | <p>AUENV 334 - Field Studies in Environmental Science and Ecology</p> <p>★ 3 (fi 6) (either term, variable) A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will live in a field camp to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: AUSTA 215 and AUENV 120 or AUGEO 120 (2021) and one of AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).</p> |
| <p>AUENV 344 - Environmental Psychology</p> | <p>AUENV 344 - Environmental Psychology</p> |

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| <p>★ 3 (fi 6) (either term, 3-0-0) Systematic study of the dynamic interchange between people and their social and physical environmental contexts. Topics include theories of environmental perception, the effects of crowding, the impact of natural/urban settings, the effects of building design and colours, and managing limited resources. Prerequisites: AUPSY 102 (2016) or AUPSY 103; third-year standing. Note: Credit may be obtained for only one of AUENV 344 and AUPSY 344.</p> | <p>★ 3 (fi 6) (either term, 3-0-0) Systematic study of the dynamic interchange between people and their social and physical environmental contexts. Topics include theories of environmental perception, the effects of crowding, the impact of natural/urban settings, the effects of building design and colours, and managing limited resources. Prerequisites: AUPSY 103; third-year standing. Note: Credit may be obtained for only one of AUENV 344 and AUPSY 344.</p> |
| <p>New</p> | <p>AUENV351 - Biogeography ★ 3 (fi 6) (either term, 3-0-3) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUGEO 351 (2021), AUENV 351 and AUBIO 351. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUENV 354 - Freshwater Ecology and Management ★ 3 (fi 6) (first term, 3-0-3) Introduction to the biological, chemical and physical features of freshwater ecosystems, and how they relate to ecological processes in and adjacent to aquatic systems. The course will examine the role of ecological patterns in lakes, ponds, rivers and streams, with an emphasis on freshwater systems and their management in western Canada. Prerequisite: AUBIO 253. Notes: Credit may be obtained for only one of AUENV 354, AUBIO 354, and AUGEO 354. The course requires participation in a field trip. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUENV 354 - Freshwater Ecology and Management ★ 3 (fi 6) (first term, 3-0-3) Introduction to the biological, chemical and physical features of freshwater ecosystems, and how they relate to ecological processes in and adjacent to aquatic systems. The course will examine the role of ecological patterns in lakes, ponds, rivers and streams, with an emphasis on freshwater systems and their management in western Canada. Prerequisite: AUBIO 253. Notes: Credit may be obtained for only one of AUENV 354, AUBIO 354, and AUGEO 354 (2021). The course requires participation in a field trip. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUENV 368 - Women and Environmental Literature ★ 3 (fi 6) (either term, 3-0-0) Study of women’s writing about nature and environment focusing on various themes relevant to environmental literature, primarily the various ways that the natural world is represented in literature, and the relationship between cultural constructions of nature and cultural constructions of gender, class, race, and sexuality. Works include fiction, poetry, and/or nonfiction. An introduction to several ecofeminist theorists provides a critical framework for exploring images and themes in women’s environmental literature. Prerequisites: Two of AUENG 102, 103, or 104, and *6 in English at the 200 level (excluding AUENG 215). Note: Credit may</p> | <p>AUENV 368 – Ecofeminist Theory & Women’s Writing ★ 3 (fi 6) (either term, 3-0-0) Study of women’s writing about nature and environment focusing on various themes relevant to environmental literature, primarily the various ways that the natural world is represented in literature, and the relationship between cultural constructions of nature and cultural constructions of gender, class, race, and sexuality. Works include fiction, poetry, and/or nonfiction. An introduction to several ecofeminist theorists provides a critical framework for exploring images and themes in women’s environmental literature. Prerequisites: AUENG 102. Note: Credit may be obtained for only one of AUENG 268 (2021), 368, AUENV 268 (2021).</p> |

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| <p>be obtained for only one of AUENG 268, 368, AUENV 268, 368.</p> | <p>368.</p> |
| <p>AUENV 420 - Parks and Wilderness ★ 3 (fi 6) (either term, 3-0-0) Examination of scientific principles and concepts underlying parks, wilderness, and other protected area systems with emphasis on Canada. Topics include history, philosophy, conceptual frameworks, roles in sustainability, and types of biological and geographical designations. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120; and one of AUBIO 350, 351, 459, AUENV 324, 350, 459, AUGEO 324, 351. Note: Credit may be obtained for only one of AUENV 320, 420, AUGEO 320, 420.</p> | <p>AUENV 420 - Parks and Wilderness ★ 3 (fi 6) (either term, 3-0-0) Examination of scientific principles and concepts underlying parks, wilderness, and other protected area systems with emphasis on Canada. Topics include history, philosophy, conceptual frameworks, roles in sustainability, and types of biological and geographical designations. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120 (2021); and one of AUBIO 350, 351, 459, AUENV 324, 350, 459, AUGEO 324 (2021), 351 (2021). Note: Credit may be obtained for only one of AUENV 320, 420, AUGEO 320 (2021), 420 (2021).</p> |
| <p>AUENV 421 - Environmental Science: History and Impacts ★ 3 (fi 6) (either term, 3-0-0) Overview of the historical developments, past and current impacts, and changing roles of the field of environmental science. Prerequisites: One of AUBIO 350, AUENV 320, 324, 350, 420, AUGEO 320, 324, 420 and at least fourth-year standing. Note: Credit may be obtained for only one of AUENV 421 and AUGEO 421.</p> | <p>AUENV 421 - Environmental Science: History and Impacts ★ 3 (fi 6) (either term, 3-0-0) Overview of the historical developments, past and current impacts, and changing roles of the field of environmental science. Prerequisites: One of AUBIO 350, AUENV 320, 324, 350, 420, AUGEO 320 (2021), 324 (2021), 420 (2021) and at least fourth-year standing. Note: Credit may be obtained for only one of AUENV 421 and AUGEO 421 (2021).</p> |
| <p>AUENV 425 - Environmental Impact Assessment ★ 3 (fi 6) (either term, 3-0-0) History and theory of environmental impact assessment; legislative and policy frameworks; role in resource planning; methods and techniques for the assessment of impacts; future directions. Prerequisites: One of AUENV 324, AUGEO 324, and AUBIO 253. Note: Credit may be obtained for only one of AUENV 425, AUGEO 425. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>AUENV 425 - Environmental Impact Assessment ★ 3 (fi 6) (either term, 3-0-0) History and theory of environmental impact assessment; legislative and policy frameworks; role in resource planning; methods and techniques for the assessment of impacts; future directions. Prerequisites: One of AUENV 324, AUGEO 324 (2021), and AUBIO 253. Note: Credit may be obtained for only one of AUENV 425, AUGEO 425 (2021). Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> |
| <p>AUEPS 258 - Educational Psychology for Teaching ★ 3 (fi 6) (either term, 2-0-1) Introduction to the fundamental concepts and issues in educational psychology. The focus is on the child from preschool to adolescence through examination of learning and instruction, individual differences, motivation, assessment, and classroom management. Prerequisite: AUPSY 102 (2016) or AUPSY 103.</p> | <p>AUEPS 258 - Educational Psychology for Teaching ★ 3 (fi 6) (either term, 2-0-1) Introduction to the fundamental concepts and issues in educational psychology. The focus is on the child from preschool to adolescence through examination of learning and instruction, individual differences, motivation, assessment, and classroom management. Prerequisite: AUPSY 103.</p> |
| <p>AUGEO 120— Human Activities and the Natural Environment ★ 3 (fi 6) (either term, 3-0-0) Introductory analysis of the interrelationships between society and the natural world, environmental consequences, and human perceptions. The characteristics and interactions of physical environmental systems and various facets of resource management (including forestry, agriculture, fisheries, protected areas, endangered species, and pollution) are described and analyzed. Note: Credit may be obtained for only one of AUENV 120 and</p> | <p>Delete</p> |

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| AUGEO 120. | |
| <p>AUGEO 218 – Introduction to Geographic Information Systems</p> <p>★ 3 (fi 6) (either term, 3-0-3) Introduction to fundamentals and applications of Geographic Information Systems. Topics include the nature of geographic data, geo-referencing systems, geographic modelling, data collection and management, and spatial analysis. Practical applications of GIS will be emphasized with the use of appropriate computer software. Prerequisite: Any 100-level science course.</p> | Delete |
| <p>AUGEO 230 – Geomorphology</p> <p>★ 3 (fi 6) (either term, 3-0-3) Analysis of (1) geomorphological processes and agents (such as movement of the earth's crust, volcanism, water, glaciers, waves, currents, wind, and gravity) that create and modify the earth's surface and (2) landforms. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | Delete |
| <p>AUGEO 231 – Climatology</p> <p>★ 3 (fi 6) (either term, 3-0-3) Study of (1) elements and processes of climate and weather; (2) distributions and regional patterns of climates; and (3) interrelationships among climates, plants, animals, and people. Note: AUGEO 230 need not precede AUGEO 231. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | Delete |
| <p>AUGEO 233 – Soil Science and Soil Resources</p> <p>★ 3 (fi 6) (either term, 3-0-3/2) Soil characteristics, formation, processes, occurrence, classification, and management in the natural and modified environment. Prerequisites: *3 course in AUBIO, AUCHE, AUENV, or AUPHY. Notes: Credit may be obtained for only one of AUENV 233 and AUGEO 233.</p> | Delete |
| <p>AUGEO 320 – Parks and Wilderness</p> <p>★ 3 (fi 6) (either term, 3-0-0) Examination of scientific principles and concepts underlying parks, wilderness, and other protected area systems with emphasis on Canada. Topics include history, philosophy, conceptual frameworks, roles in sustainability, and types of biological and geographical designations. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120, consent of the instructor. Note: Credit may be obtained for only one of AUGEO 320, 420, AUENV 320, 420.</p> | Delete |
| <p>AUGEO 324 – Resource and Environmental Management</p> <p>★ 3 (fi 6) (either term, 3-0-0) Integration of both physical and human phenomena in understanding natural resources, their dimensions and boundaries. Basic concepts in resource analysis and management are explored: the decision-making process;</p> | Delete |

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| <p>management frameworks and strategies, legislation and regulation, impact assessment, the role of perceptions, attitudes and behaviour, and the impact of public participation/interest groups in the development of natural resources. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120, 230, 231, consent of the instructor. Note: Credit may be obtained for only one of AUGEO 324 and AUENV 324. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | |
| <p>AUGEO 334 – Field Studies in Environmental Science and Ecology ★ 3 (fi 6) (Spring/Summer, variable) A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will live in a field camp to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: AUSTA 215 and AUENV 120 or AUGEO 120 and one of AUGEO 218, AUGEO 230, AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334.</p> | Delete |
| <p>AUGEO 351 – Biogeography ★ 3 (fi 6) (either term, 3 0 3) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUGEO 351 and AUBIO 351. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | Delete |
| <p>AUGEO 354 – Freshwater Ecology and Management ★ 3 (fi 6) (first term, 3 0 3) Introduction to the biological, chemical and physical features of freshwater ecosystems, and how they relate to ecological processes in and adjacent to aquatic systems. The course will examine the role of ecological patterns in lakes, ponds, rivers and streams, with an emphasis on freshwater systems and their management in western Canada. Prerequisite: AUBIO 253. Notes: Credit may be obtained for only one of AUENV 354, AUBIO 354, and AUGEO 354. The course requires participation in a field trip. Requires payment of</p> | Delete |

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| <p>additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | |
| <p>AUGEO 420 – Parks and Wilderness ★ 3 (fi 6) (either term, 3-0-0) Examination of scientific principles and concepts underlying parks, wilderness, and other protected area systems with emphasis on Canada. Topics include history, philosophy, conceptual frameworks, roles in sustainability, and types of biological and geographical designations. Prerequisite: One of AUBIO 253, AUENV 120, AUGEO 120; and one of AUBIO 350, 351, 353, 359, 450, 459, AUENV 324, 350, 351, 353, 359, 450, 459, AUGEO 324, 351. Note: Credit may be obtained for only one of AUGEO 320, 420, AUENV 320, 420.</p> | <p>Delete</p> |
| <p>AUGEO 421 – Environmental Science: History and Impacts ★ 3 (fi 6) (either term, 3-0-0) Overview of the historical developments, past and current impacts, and changing roles of the field of environmental science. Prerequisites: One of AUBIO 350, 353, 450; AUENV 320, 324, 350, 353, 420, 450; AUGEO 320, 324, 420 and at least fourth-year standing. Note: Credit may be obtained for only one of AUGEO 421 and AUENV 421.</p> | <p>Delete</p> |
| <p>AUGEO 425 – Environmental Impact Assessment ★ 3 (fi 6) (either term, 3-0-0) History and theory of environmental impact assessment; legislative and policy frameworks; role in resource planning; methods and techniques for the assessment of impacts; future directions. Prerequisites: One of AUENV 324, AUGEO 324, and AUBIO 253. Note: Credit may be obtained for only one of AUENV 425, AUGEO 425. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> | <p>Delete</p> |
| <p>New</p> | <p>AUIDS 250 – Foundations of Sustainability ★ 3 (fi 6) (either term, 3-0-0) Students will use their introductory knowledge of economics, sociology and environmental studies to learn interdisciplinary analysis skills. Economic, environmental and social systems are interconnected, and all are required for sustainability. Interdisciplinary skills are critical for gaining a better understanding of the complex and holistic nature of sustainability. Prerequisites: One of AUECO 101 or 102; and one of AUSOC 103 or 105; and AUENV 120.</p> |
| <p>New</p> | <p>AUIDS 450 –Sustainability Studies Capstone ★ 3 (fi 6) (either term, 3-0-0) This course serves as a capstone course enabling students the opportunity to further integrate the knowledge and skills developed through the Sustainability Studies program. In this course, students will integrate the interdisciplinary knowledge and skills developed through the program's</p> |

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| | <p><u>economic, environmental and social pathways towards addressing the complex and holistic issues associated with achieving sustainability. Prerequisites: AUIDS 250; ★6 at a senior level in Economics; ★6 at a senior level in Environmental Studies; ★6 at a senior level in Sociology; and 4th year standing in the Sustainability Studies program.</u></p> |
| <p>AUMAT 116 - Elementary Calculus I (Enriched) ★ 3 (fi 6) (either term, 3-0-1) <u>Limits; differentiation and integration of algebraic, trigonometric, exponential, logarithmic, and inverse trigonometric functions; Fundamental Theorem; linear approximation, Taylor polynomials and series; applications.</u> Prerequisite: Mathematics 30-1 and <u>Mathematics 31.</u> Note: Credit may be obtained for only one of AUMAT 116 or 110. <u>Students who score less than 80% on the Calculus Placement Test should take AUMAT 110 instead of AUMAT 116.</u></p> | <p>AUMAT 116 – Calculus Concepts and Modelling ★ 3 (fi 6) (either term, 3-0-1) <u>Foundational topic of calculus (including differentiation and integration of algebraic, trigonometric, exponential and logarithmic functions; Fundamental Theorem) with a focus on modelling and elementary differential equations.</u> Prerequisite: Mathematics 30-1. Note: Credit may be obtained for only one of AUMAT 116 or 110.</p> |
| <p>AUPHY 491 - Advanced Laboratory II ★ 3 (fi 6) (either term, 0-0-3) Experiments in classical mechanics, quantum mechanics, optics, and other senior physics topics. Prerequisite: AUPHY <u>291 (2016)</u> or 391; consent of the instructor.</p> | <p>AUPHY 491 - Advanced Laboratory II ★ 3 (fi 6) (either term, 0-0-3) Experiments in classical mechanics, quantum mechanics, optics, and other senior physics topics. Prerequisite: AUPHY 391; consent of the instructor.</p> |
| <p>AUPOL 494 - Political Psychology ★ 3 (fi 6) (either term, 3-0-0) An examination of psychological theory and research applied to the political realm. Topics covered may include psychological methods applied to political thought/action, political attitudes, political values and orientations, voter behaviour, effects of political campaigning, intergroup relations, motivating collective political movements, and the psychology of terrorism. Prerequisite: AUPSY <u>102 (2016)</u> or 103; third year standing; One of AUPSY 240 or AUPSY 220 is highly recommended. Note: Credit may be obtained for only one of AUPSY 448 and AUPOL 494.</p> | <p>AUPOL 494 - Political Psychology ★ 3 (fi 6) (either term, 3-0-0) An examination of psychological theory and research applied to the political realm. Topics covered may include psychological methods applied to political thought/action, political attitudes, political values and orientations, voter behaviour, effects of political campaigning, intergroup relations, motivating collective political movements, and the psychology of terrorism. Prerequisite: AUPSY 103; third year standing; One of AUPSY 240 or AUPSY 220 is highly recommended. Note: Credit may be obtained for only one of AUPSY 448 and AUPOL 494.</p> |
| <p>AUPSY 103 - Introduction to Psychology ★ 3 (fi 6) (either term, 3-0-0) The course focuses on the basic principles underlying human behaviour. Topics include the central nervous system, cognition, development, social, and personality, and mental health. AUPSY 103 is classified as a science course. <u>Note: Credit may be obtained for only one of AUPSY 103 and either of AUPSY 101 (2016) or AUPSY 102 (2016).</u></p> | <p>AUPSY 103 - Introduction to Psychology ★ 3 (fi 6) (either term, 3-0-0) The course focuses on the basic principles underlying human behaviour. Topics include the central nervous system, cognition, development, social, and personality, and mental health. AUPSY 103 is classified as a science course.</p> |
| <p>AUPSY 220 - Personality ★ 3 (fi 6) (either term, 3-0-0) Introductory survey including representative theoretical points of view and research relevant to the major problems of the study of personality. Prerequisite: AUPSY <u>102 (2016)</u> or 103.</p> | <p>AUPSY 220 - Personality ★ 3 (fi 6) (either term, 3-0-0) Introductory survey including representative theoretical points of view and research relevant to the major problems of the study of personality. Prerequisite: AUPSY 103.</p> |
| <p>AUPSY 240 - Social Psychology ★ 3 (fi 6) (either term, 3-0-0) Survey of theories and research on the individual in a social context. Topics may include self presentation, values/attitudes/beliefs,</p> | <p>AUPSY 240 - Social Psychology ★ 3 (fi 6) (either term, 3-0-0) Survey of theories and research on the individual in a social context. Topics may include self presentation, values/attitudes/beliefs,</p> |

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| leadership, group dynamics, interpersonal attraction, and aggression. Prerequisite: AUPSY 102 (2016) or 103. | leadership, group dynamics, interpersonal attraction, and aggression. Prerequisite: AUPSY 103. |
| AUPSY 256 - Developmental Psychology ★ 3 (fi 6) (either term, 3-0-0) Biological, cognitive, and social aspects of psychological development, with special emphasis on infancy, childhood, and adolescence. Prerequisite: AUPSY 102 (2016) or 103. | AUPSY 256 - Developmental Psychology ★ 3 (fi 6) (either term, 3-0-0) Biological, cognitive, and social aspects of psychological development, with special emphasis on infancy, childhood, and adolescence. Prerequisite: AUPSY 103. |
| AUPSY 263 - Memory and Cognition ★ 3 (fi 6) (either term, 3-0-0) Introduction to the study of mental processes in memory and cognition. Topics include short- and long-term memory phenomenon, visual attention, consciousness, problem solving and decision making. Prerequisite: AUPSY 101 (2016) or 103. | AUPSY 263 - Memory and Cognition ★ 3 (fi 6) (either term, 3-0-0) Introduction to the study of mental processes in memory and cognition. Topics include short- and long-term memory phenomenon, visual attention, consciousness, problem solving and decision making. Prerequisite: AUPSY 103. |
| AUPSY 267 - Sensory Processes and Perception ★ 3 (fi 6) (either term, 3-0-0) An introduction to the theoretical and experimental issues associated with sensory processes and perceptual experience. Prerequisite: AUPSY 101 (2016) or 103. | AUPSY 267 - Sensory Processes and Perception ★ 3 (fi 6) (either term, 3-0-0) An introduction to the theoretical and experimental issues associated with sensory processes and perceptual experience. Prerequisite: AUPSY 103. |
| New | AUPSY 269 - Principles of Learning ★ 3 (fi 6) (either term, 3-0-0) In-depth examination of classical and operant conditioning and social learning theory. This course provides an in-depth examination of conditioning principles and discusses how those principles can be used to modify behaviour. Topics covered may include reinforcement, extinction, punishment, schedules of reinforcement, stimulus discrimination, fading, stimulus-response chaining, generalization, modelling, Pavlovian conditioning, forgetting and concept learning. Prerequisites: AUPSY 103. Note: Credit may be obtained for only one of AUPSY 269 and 369 (2021). |
| AUPSY 275 - An Introduction to the Brain and Nervous System ★ 3 (fi 6) (either term, 3-0-0) Introduction to the structure and function of the nervous system, with a special emphasis on the brain. Prerequisite: AUPSY 101 (2016) or 103. | AUPSY 275 - An Introduction to the Brain and Nervous System ★ 3 (fi 6) (either term, 3-0-0) Introduction to the structure and function of the nervous system, with a special emphasis on the brain. Prerequisite: AUPSY 103. |
| AUPSY 305 - Selected Topics in Psychology ★ 3 (fi 6) (either term, 3-0-0) Content of each course in this series varies from year to year, but in general it entails either a specific topic of prominent interest in psychology, or a review and discussion of a novel or emerging research area in contemporary psychology. Prerequisite: AUPSY 101 (2016) or AUPSY 103, previous course(s) in Psychology as determined by instructor. Note: AUPSY 305 is classified as a science course. | AUPSY 305 - Selected Topics in Psychology ★ 3 (fi 6) (either term, 3-0-0) Content of each course in this series varies from year to year, but in general it entails either a specific topic of prominent interest in psychology, or a review and discussion of a novel or emerging research area in contemporary psychology. Prerequisite: AUPSY 103, previous course(s) in Psychology as determined by instructor. Note: AUPSY 305 is classified as a science course. |
| AUPSY 344 - Environmental Psychology ★ 3 (fi 6) (either term, 3-0-0) Systematic study of the dynamic interchange between people and their social and physical environmental contexts. Topics include theories of environmental perception, the effects of | AUPSY 344 - Environmental Psychology ★ 3 (fi 6) (either term, 3-0-0) Systematic study of the dynamic interchange between people and their social and physical environmental contexts. Topics include theories of environmental perception, the effects of |

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| crowding, the impact of natural/urban settings, the effects of building design and colours, and managing limited resources. Prerequisite: AUPSY 102 (2016) or 103; third-year standing. Note: Credit may be obtained for only one of AUENV 344 and AUPSY 344. | crowding, the impact of natural/urban settings, the effects of building design and colours, and managing limited resources. Prerequisite: AUPSY 103; third-year standing. Note: Credit may be obtained for only one of AUENV 344 and AUPSY 344. |
| AUPSY 346 - Community Psychology ★ 3 (fi 6) (either term, 3-0-0) Examination of the theories, approaches, and values behind social intervention intended to ameliorate, or prevent, psychological difficulty. Examples of community change are drawn from a Canadian context whenever possible. Prerequisites: AUPSY 102 (2016) or 103; AUPSY 213. | AUPSY 346 - Community Psychology ★ 3 (fi 6) (either term, 3-0-0) Examination of the theories, approaches, and values behind social intervention intended to ameliorate, or prevent, psychological difficulty. Examples of community change are drawn from a Canadian context whenever possible. Prerequisites: AUPSY 103 <u>and</u> AUPSY 213. |
| AUPSY 369 – Principles of Learning ★ 3 (fi 6) (second term, 3 0 0) In depth examination of classical and operant conditioning. Prerequisites: AUPSY 101 (2016) or 103, and *3 at a senior level in Psychology. | Delete |
| AUPSY 407 - Selected Topics in Psychology ★ 3 (fi 6) (either term, 3-0-0) Content of each course in this series varies from year to year, but in general it entails either a specific topic of prominent interest in psychology, or a review and discussion of a novel or emerging research area in contemporary psychology. Prerequisites: AUPSY 102 (2016) or 103, 3rd year standing, and previous course(s) in psychology as determined by instructor. Note AUPSY 407 is classified as a Science course. | AUPSY 407 - Selected Topics in Psychology ★ 3 (fi 6) (either term, 3-0-0) Content of each course in this series varies from year to year, but in general it entails either a specific topic of prominent interest in psychology, or a review and discussion of a novel or emerging research area in contemporary psychology. Prerequisites: AUPSY 103, 3rd year standing, and previous course(s) in psychology as determined by instructor. Note AUPSY 407 is classified as a Science course. |
| AUPSY 408 - History and Systems of Psychology ★ 3 (fi 6) (either term, 3-0-0) Survey of major theoretical approaches to psychology, especially in the last two centuries, emphasizing the historical antecedents and contemporary significance of each. Prerequisites: One of AUPSY 101 (2016), 102 (2016), or 103; and fourth year standing. Notes: Open only to a student with a major in Psychology. AUPSY 408 is classified as an arts course. Credit may be obtained for only one of AUPSY 408 or AUPSY 409. | AUPSY 408 - History and Systems of Psychology ★ 3 (fi 6) (either term, 3-0-0) Survey of major theoretical approaches to psychology, especially in the last two centuries, emphasizing the historical antecedents and contemporary significance of each. Prerequisites: AUPSY 103 and fourth year standing. Notes: Open only to a student with a major in Psychology. AUPSY 408 is classified as an arts course. Credit may be obtained for only one of AUPSY 408 or AUPSY 409. |
| AUPSY 409 - History and Systems of Psychology ★ 3 (fi 6) (either term, 3-0-0) Survey of major theoretical approaches to psychology, especially in the last two centuries, emphasizing the historical antecedents and contemporary significance of each. Prerequisites: One of AUPSY 101 (2016), 102 (2016), or 103; and fourth year standing. Notes: Open only to a student with a major in Psychology. AUPSY 409 is classified as a science course. Credit may be obtained for only one of AUPSY 408 or AUPSY 409. | AUPSY 409 - History and Systems of Psychology ★ 3 (fi 6) (either term, 3-0-0) Survey of major theoretical approaches to psychology, especially in the last two centuries, emphasizing the historical antecedents and contemporary significance of each. Prerequisites: AUPSY 103 and fourth year standing. Notes: Open only to a student with a major in Psychology. AUPSY 409 is classified as a science course. Credit may be obtained for only one of AUPSY 408 or AUPSY 409. |
| AUPSY 448 - Political Psychology ★ 3 (fi 6) (either term, 3-0-0) An examination of psychological theory and research applied to the political realm. Topics covered may include psychological methods applied to political thought/action, political attitudes, political values and orientations, voter behavior, effects of political | AUPSY 448 - Political Psychology ★ 3 (fi 6) (either term, 3-0-0) An examination of psychological theory and research applied to the political realm. Topics covered may include psychological methods applied to political thought/action, political attitudes, political values and orientations, voter behavior, effects of political |

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| <p>campaigning, intergroup relations, motivating collective political movements, and the psychology of terrorism. Prerequisite: AUPSY 102 (2016) or 103; third year standing; one of AUPSY 240 or AUPSY 220 is highly recommended. Note: Credit may be obtained for only one of AUPSY 448 and AUPOL 494.</p> | <p>campaigning, intergroup relations, motivating collective political movements, and the psychology of terrorism. Prerequisite: AUPSY 103; third year standing; one of AUPSY 240 or AUPSY 220 is highly recommended. Note: Credit may be obtained for only one of AUPSY 448 and AUPOL 494.</p> |
| <p>New</p> | <p>AUSCI 115 Scientific Inquiry in Biological Sciences ★ 3 (fi 6) (either term, 1-0-3) Introduction to the scientific process and methods in biological sciences. Hands-on, project-based introduction to the scope of biology, diversity of life, levels of organization of biological systems and essential laboratory and field techniques.</p> |
| <p>New</p> | <p>AUSCI 135 Practical Introduction to Computational Thinking and Problem Solving ★ 3 (fi 6) (either term, 3-0-0) Through teamwork and programming in a scripting language (such as Python or Ruby), this course introduces computational thinking, problem solving, and the fundamental ideas of computing science. Driven by building a computer application, students will use algorithms, abstraction and modelling, learning the syntax and semantics of a high-level language, investigate fundamental programming concepts and data structures, and use basic software development methods and tools. Documentation standards, object-orientated programming, and exception handling will be required in the computer application. Geographical user interfaces and event-driven programming may also be included. Prerequisite: Mathematics 30-1. Note: Credit may be obtained for only one of AUCSC 111 (2021) and AUSCI 135.</p> |

Faculty Approval:
Augustana Faculty Council, October 2, 2020

**Augustana Faculty
Program Changes
For Implementation in Fall 2021**

| Current | Proposed |
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| <p>Minor in Biology [Augustana] Requirements</p> <ul style="list-style-type: none"> • ★9 in senior level AUBIO • ★3 in AUBIO at the 300- or 400-level • 3 additional credits in AUBIO • AUBIO 111 - Integrative Biology I OR AUBIO 112 - Integrative Biology II | <p>Minor in Biology [Augustana] Requirements</p> <ul style="list-style-type: none"> • AUBIO 111 - Integrative Biology I • ★9 in senior level AUBIO • ★3 in AUBIO at the 300- or 400-level • 3 additional credits in AUBIO |
| <p>Minor in English [Augustana] Requirements</p> <p>★6 AUENG from</p> <ul style="list-style-type: none"> • AUENG 102 - Critical Reading, Critical Writing • AUENG 103 - English Literature from the Romantic Period to the Present • AUENG 104 - English Literature from the Middle Ages to the Romantic Period <p>★12 senior credits in English, no more than ★9 of which can be writing courses from</p> <ul style="list-style-type: none"> • AUENG 215 - Creative Writing • AUENG 314 - Advanced Creative Writing: Poetry • AUENG 316 - Advanced Creative Writing: Fiction • AUENG 318 - Creative Writing Long Manuscript, Novel • AUENG 319 - Playwriting | <p>Minor in English [Augustana] Requirements</p> <ul style="list-style-type: none"> • AUENG 102 - Critical Reading, Critical Writing • ★15 senior credits in English, no more than ★9 of which can be writing courses from <ul style="list-style-type: none"> • AUENG 214 - Advanced Creative Writing: Poetry • AUENG 215 - Creative Writing • AUENG 316 - Advanced Creative Writing: Fiction • AUENG 318 - Creative Writing <u>Memoir</u> |
| <p>Minor in Environmental Studies [Augustana] Requirements</p> <ul style="list-style-type: none"> • AUENV 120 - Human Activities and the Natural Environment <p>★3 in environmental analysis</p> <ul style="list-style-type: none"> • AUENV 324 - Resource and Environmental Management • AUENV 341 - Environmental Economics • AUENV 421 - Environmental Science: History and Impacts <p>★3 in earth science</p> | <p>Minor in Environmental Studies [Augustana] Requirements</p> <ul style="list-style-type: none"> • AUENV 120 - Human Activities and the Natural Environment <p>★3 in environmental analysis</p> <ul style="list-style-type: none"> • AUENV 324 - Resource and Environmental Management • AUENV 341 - Environmental Economics • AUENV 421 - Environmental Science: History and Impacts <p>★3 in earth science</p> |

• ~~AUGEO 230 - Geomorphology~~

• ~~AUGEO 231 - Climatology~~

- AUENV 233 - Soil Science and Soil Resources

★6 of applied environmental studies

- 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 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~~

or 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

• AUENV 230 - Geomorphology

• AUENV 231 - Climatology

- AUENV 233 - Soil Science and Soil Resources

★6 of applied environmental studies

- 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 218 - Introduction to Geographic Information Systems
- AUENV 220
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 320 - Parks and Wilderness
- 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

or 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

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| <ul style="list-style-type: none"> • AUPED 184 - Introduction to Outdoor Education - Snowshoeing • AUPED 285 - Introduction to Ski Touring • AUPED 286 - Outdoor Education and Leadership • AUPED 388 - Arctic Canoe Expedition <p>★3 in environmental perspectives</p> <ul style="list-style-type: none"> • 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 • 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 | <ul style="list-style-type: none"> • AUPED 184 - Introduction to Outdoor Education - Snowshoeing • AUPED 285 - Introduction to Ski Touring • AUPED 286 - Outdoor Education and Leadership • AUPED 388 - Arctic Canoe Expedition <p>★3 in environmental perspectives</p> <ul style="list-style-type: none"> • AUENG 368 - 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 • 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 |
| <p>Minor in Interdisciplinary Studies in the area of Canadian Studies [Augustana] Canadian Studies is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines. Courses that</p> | <p>Minor in Interdisciplinary Studies in the area of Canadian Studies [Augustana] Canadian Studies is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines. Courses that</p> |

are eligible to be taken as part of a Canadian Studies minor are listed below. A student should consult an Augustana Faculty Academic Adviser for assistance in planning a Canadian Studies program. Further details about individual courses may be found in Course Listings under the respective disciplines.

Requirements

1. ★12 in Canadian Studies, including ★6 from each of two different disciplines.
2. 6 additional credits in Canadian Studies from any discipline.
3. Within the (1) and (2) course selection above, at least 12 senior credits in Canadian Studies.

Additional information for students

Augustana Faculty courses eligible for inclusion in a Canadian Studies minor:

- AUART 223 - Canadian Art
- AUCRI 200 - Young Offenders and the Law
- AUCRI 225 - Criminology: A Canadian Perspective
- AUCRI 353 - Law, Politics, and the Judicial Process
- AUECO 251 - History of Canadian Economic Development
- AUECO 346 - Agricultural Economics
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENV 320 - Parks and Wilderness
- AUENV 375 - Canadian Environmental History
- AUENV 420 - Parks and Wilderness
- AUENV 475 - Canadian Environmental History
- ~~AUGEO 320~~
- AUGEO 341 - Geography of the

are eligible to be taken as part of a Canadian Studies minor are listed below. A student should consult an Augustana Faculty Academic Adviser for assistance in planning a Canadian Studies program. Further details about individual courses may be found in Course Listings under the respective disciplines.

Requirements

4. ★12 in Canadian Studies, including ★6 from each of two different disciplines.
5. 6 additional credits in Canadian Studies from any discipline.
6. Within the (1) and (2) course selection above, at least 12 senior credits in Canadian Studies.

Additional information for students

Augustana Faculty courses eligible for inclusion in a Canadian Studies minor:

- AUART 223 - Canadian Art
- AUCRI 200 - Young Offenders and the Law
- AUCRI 225 - Criminology: A Canadian Perspective
- AUCRI 353 - Law, Politics, and the Judicial Process
- AUECO 251 - History of Canadian Economic Development
- AUECO 346 - Agricultural Economics
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENV 320 - Parks and Wilderness
- AUENV 375 - Canadian Environmental History
- AUENV 420 - Parks and Wilderness
- AUENV 475 - Canadian Environmental History
- AUGEO 341 - Geography of the Canadian North

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| <p>Canadian North</p> <ul style="list-style-type: none"> • AUGEO 420 • AUHIS 260 - An Introduction to the Study of Canadian History to 1867 • AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present • AUHIS 262 - History of Canadian Economic Development • AUHIS 271 - The History of Women in Canadian Society • AUHIS 369 - History of Canada's Aboriginal Peoples • AUHIS 372 - History of Quebec • AUHIS 375 - Canadian Environmental History • AUHIS 475 - Canadian Environmental History • AUPED 368 - History of Sport in Canada • AUPED 469 - Sport and Canadian Popular Culture • AUPOL 221 • AUPSY 346 - Community Psychology • AUSOC 103 - Introducing Sociology: Institutions and Insight • AUSOC 105 - Social Anthropology • AUSOC 222 - Canadian Social Issues | <ul style="list-style-type: none"> • AUHIS 260 - An Introduction to the Study of Canadian History to 1867 • AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present • AUHIS 262 - History of Canadian Economic Development • AUHIS 271 - The History of Women in Canadian Society • AUHIS 369 - History of Canada's Aboriginal Peoples • AUHIS 372 - History of Quebec • AUHIS 375 - Canadian Environmental History • AUHIS 475 - Canadian Environmental History • AUPED 368 - History of Sport in Canada • AUPED 469 - Sport and Canadian Popular Culture • AUPOL 221 • AUPSY 346 - Community Psychology • AUSOC 103 - Introducing Sociology: Institutions and Insight • AUSOC 105 - Social Anthropology • AUSOC 222 - Canadian Social Issues |
| <p>Minor in Interdisciplinary Studies in the area of Gender and Women's Studies [Augustana]</p> <p>Gender and Women's Studies is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines. Courses that are eligible to be taken as part of a Gender and Women's Studies minor are listed below. A student should consult an Augustana Faculty Academic Adviser for assistance in planning a Gender and Women's Studies program. Further details about individual courses may be found in Course Listings under the respective disciplines.</p> <p>Requirements</p> <ul style="list-style-type: none"> • 15 additional senior credits in Gender and Women's Studies • AIDS 230 - Introduction to Gender and Women's Studies | <p>Minor in Interdisciplinary Studies in the area of Gender and Women's Studies [Augustana]</p> <p>Gender and Women's Studies is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines. Courses that are eligible to be taken as part of a Gender and Women's Studies minor are listed below. A student should consult an Augustana Faculty Academic Adviser for assistance in planning a Gender and Women's Studies program. Further details about individual courses may be found in Course Listings under the respective disciplines.</p> <p>Requirements</p> <ul style="list-style-type: none"> • 15 additional senior credits in Gender and Women's Studies • AIDS 230 - Introduction to Gender and Women's Studies |

Additional information for students

Selected Topics and Directed Readings courses may be offered each year that will be appropriate for this minor. Consult an Augustana Academic Adviser for information.

Augustana Faculty courses eligible for inclusion in a Gender and Women’s Studies minor:

- AUART 281 - Sex, Gender and Art
- AUCRI 453 - Women and the Law
- AUENG 207
- ~~AUENG 268 - Women and Environmental Literature~~
- AUENG 307
- AUENG 368 - ~~Women and Environmental Literature~~
- AUENG 392 - Feminist Critical Theory and Women’s Writing
- AUENG 420
- AUGER 293
- AUHIS 271 - The History of Women in Canadian Society
- AUIDS 230 - Introduction to Gender and Women’s Studies
- AUIDS 302 - Exploring Body Issues
- AUPED 266 - Gender in Sport and Physical Activity
- AUPOL 355 - Gender and Politics
- AUPOL 453 - Women and the Law
- AUPSY 338 - Intimate Relationships and Human Sexuality
- AUSOC 275 - Sex, Gender, and Society
- AUSOC 377 - Theoretical Approaches to Gender
- (others may be available each year, check with an Augustana Academic Adviser).

Additional information for students

Selected Topics and Directed Readings courses may be offered each year that will be appropriate for this minor. Consult an Augustana Academic Adviser for information.

Augustana Faculty courses eligible for inclusion in a Gender and Women’s Studies minor:

- AUART 281 - Sex, Gender and Art
- AUCRI 453 - Women and the Law
- AUENG 207
- AUENG 307
- AUENG 368 - Ecofeminist Theory & Women’s Writing
- AUENG 392 - Feminist Critical Theory and Women’s Writing
- AUENG 420
- AUGER 293
- AUHIS 271 - The History of Women in Canadian Society
- AUIDS 230 - Introduction to Gender and Women’s Studies
- AUIDS 302 - Exploring Body Issues
- AUPED 266 - Gender in Sport and Physical Activity
- AUPOL 355 - Gender and Politics
- AUPOL 453 - Women and the Law
- AUPSY 338 - Intimate Relationships and Human Sexuality
- AUSOC 275 - Sex, Gender, and Society
- AUSOC 377 - Theoretical Approaches to Gender
- (others may be available each year, check with an Augustana Academic Adviser).

Classification of Courses

In the determination of eligibility for an Augustana Faculty degree, courses are classified as follows:

1. The following are classified as Science courses:
 - a. all Biology (AUBIO).
 - b. all Chemistry (AUCHE).
 - c. Community Service-Learning (AUCSL) 361.

Classification of Courses

In the determination of eligibility for an Augustana Faculty degree, courses are classified as follows:

1. The following are classified as Science courses:
 - a. all Biology (AUBIO).
 - b. all Chemistry (AUCHE).
 - c. Community Service-Learning (AUCSL) 361.

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| <p>d. all Computing Science (AUCSC).</p> <p>e. Economics AUECO 206, AUECO 311, AUECO 449.</p> <p>f. Environmental Studies AUENV 120, AUENV 201, AUENV 220, AUENV 233, AUENV 252, AUENV 261, AUENV 301, AUENV 320, AUENV 324, AUENV 334, AUENV 335, AUENV 350, AUENV 354, AUENV 401, AUENV 420, AUENV 421, AUENV 425, AUENV 434, AUENV 459.</p> <p>g. Geography AUGEO 120, AUGEO 218, AUGEO 230, AUGEO 231, AUGEO 233, AUGEO 301, AUGEO 320, AUGEO 324, AUGEO 334, AUGEO 351, AUGEO 354, AUGEO 401, AUGEO 420, AUGEO 421, AUGEO 425.</p> <p>h. Interdisciplinary Studies AIDS 137, AIDS 211.</p> <p>i. Management AUMGT 206.</p> <p>j. all Mathematics (AUMAT).</p> <p>k. Physical Education AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497.</p> <p>l. all Physics (AUPHY).</p> <p>m. Psychology (AUPSY) courses having odd numbers (last digit is 1, 3, 5, 7, or 9).</p> <p>n. all Science (AUSCI)</p> <p>o. all Statistics (AUSTA).</p> <p>2. The following courses are designated as Social Science courses (and for the purposes of the BA are also categorized as Arts courses):</p> <p>a. Classics AUCLA 221, AUCLA 222, AUCLA 223, AUCLA 224.</p> <p>b. all Community Service-Learning (AUCSL), except AUCSL 361.</p> <p>c. all Crime and Community (AUCRI).</p> | <p>d. all Computing Science (AUCSC).</p> <p>e. Economics AUECO 206, AUECO 311, AUECO 449.</p> <p>f. Environmental Studies AUENV 120, AUENV 201, AUENV 218, AUENV 220, AUENV 230, AUENV 231, AUENV 233, AUENV 234, AUENV 252, AUENV 261, AUENV 301, AUENV 320, AUENV 324, AUENV 334, AUENV 335, AUENV 350, AUENV 351, AUENV 354, AUENV 401, AUENV 420, AUENV 421, AUENV 425, AUENV 434, AUENV 459.</p> <p>g. Geography AUGEO 301, AUGEO 401.</p> <p>h. Interdisciplinary Studies AIDS 137, AIDS 211.</p> <p>i. Management AUMGT 206.</p> <p>j. all Mathematics (AUMAT).</p> <p>k. Physical Education AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497.</p> <p>l. all Physics (AUPHY).</p> <p>m. Psychology (AUPSY) courses having odd numbers (last digit is 1, 3, 5, 7, or 9).</p> <p>n. all Science (AUSCI)</p> <p>o. all Statistics (AUSTA).</p> <p>2. The following courses are designated as Social Science courses (and for the purposes of the BA are also categorized as Arts courses):</p> <p>a. Classics AUCLA 221, AUCLA 222, AUCLA 223, AUCLA 224.</p> <p>b. all Community Service-Learning (AUCSL), except AUCSL 361.</p> <p>c. all Crime and Community (AUCRI).</p> <p>d. all Economics (AUECO) except</p> |
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| <p>d. all Economics (AUECO) except AUECO 206, AUECO 309, AUECO 311, AUECO 449.</p> <p>e. Environmental Studies AUENV 202, AUENV 260, AUENV 302, AUENV 327, AUENV 328, AUENV 341, AUENV 344, AUENV 358, AUENV 375, AUENV 402, AUENV 475.</p> <p>f. Geography AUGEO 242, AUGEO 302, AUGEO 341, AUGEO 402.</p> <p>g. all Global and Development Studies (AUGDS).</p> <p>h. all History (AUHIS).</p> <p>i. all Indigenous Studies (AUIND), except AUIND 240.</p> <p>j. Interdisciplinary Studies AUIDS 100, AUIDS 206, AUIDS 230, AUIDS 292, AUIDS 302, AUIDS 306.</p> <p>k. all Language Studies (AULAN).</p> <p>l. Management AUMGT 323, AUMGT 345, AUMGT 350, AUMGT 360, AUMGT 370.</p> <p>m. Philosophy AUPHI 240, AUPHI 241, AUPHI 340.</p> <p>n. all Physical Education (AUPED) except AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 275, AUPED 282, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497</p> <p>o. all Political Studies (AUPOL).</p> <p>p. all Psychology (AUPSY) courses having even numbers (last digit is 0, 2, 4, 6, or 8).</p> <p>q. Religion AUREL 260, AUREL 266.</p> <p>r. Scandinavian Studies AUSCA 231.</p> <p>s. Spanish AUSPA 241, AUSPA 250, AUSPA 252, AUSPA 253, AUSPA 341.</p> <p>t. all Social Sciences (AUSSC)</p> <p>u. all Sociology (AUSOC).</p> <p>3. The following courses are classified as</p> | <p>AUECO 206, AUECO 309, AUECO 311, AUECO 449.</p> <p>e. Environmental Studies AUENV 202, AUENV 260, AUENV 302, AUENV 327, AUENV 328, AUENV 341, AUENV 344, AUENV 358, AUENV 375, AUENV 402, AUENV 475.</p> <p>f. Geography AUGEO 242, AUGEO 302, AUGEO 341, AUGEO 402.</p> <p>g. all Global and Development Studies (AUGDS).</p> <p>h. all History (AUHIS).</p> <p>i. all Indigenous Studies (AUIND), except AUIND 240.</p> <p>j. Interdisciplinary Studies AUIDS 100, AUIDS 206, AUIDS 230, AUIDS 250, AUIDS 292, AUIDS 302, AUIDS 306, AUIDS 450.</p> <p>k. all Language Studies (AULAN).</p> <p>l. Management AUMGT 323, AUMGT 345, AUMGT 350, AUMGT 360, AUMGT 370.</p> <p>m. Philosophy AUPHI 240, AUPHI 241, AUPHI 340.</p> <p>n. all Physical Education (AUPED) except AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 275, AUPED 282, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497</p> <p>o. all Political Studies (AUPOL).</p> <p>p. all Psychology (AUPSY) courses having even numbers (last digit is 0, 2, 4, 6, or 8).</p> <p>q. Religion AUREL 260, AUREL 266.</p> <p>r. Scandinavian Studies AUSCA 231.</p> <p>s. Spanish AUSPA 241, AUSPA 250, AUSPA 252, AUSPA 253, AUSPA 341.</p> <p>t. all Social Sciences (AUSSC)</p> <p>u. all Sociology (AUSOC).</p> <p>3. The following courses are classified as Humanities courses (and for the purposes</p> |
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| <p>Humanities courses (and for the purposes of the BA are also categorized as Arts courses).</p> <ol style="list-style-type: none"> a. all Classics (AUCLA) except AUCLA 221, AUCLA 222, AUCLA 223, AUCLA 224. b. all English (AUENG) except AUENG 319. c. all English for Academic Purposes (AUEAP). d. Environmental Studies AUENV 268, AUENV 345, AUENV 355, AUENV 365, AUENV 368. e. all French (AUFRE). f. all German (AUGER). g. all Humanities (AUHUM). h. Indigenous Studies AUIND 240. i. Interdisciplinary Studies AUIDS 244. j. all Latin (AULAT). k. all Philosophy (AUPHI) except AUPHI 240, AUPHI 241, AUPHI 340. l. all Religion (AUREL) except AUREL 260, AUREL 266. m. all Scandinavian Studies (AUSCA) except AUSCA 231. n. all Spanish (AUSPA) except AUSPA 241, AUSPA 250, AUSPA 252, AUSPA 253, AUSPA 341. <p>4. The following courses are classified as Fine Arts courses (and for the purposes of the BA are also categorized as Arts courses).</p> <ol style="list-style-type: none"> a. all Art (AUART) b. all Drama (AUDRA) c. English AUENG 319. d. all Fine Arts (AUFAR). e. all Music (AUMUS). <p>5. Education courses (AUEDC, AUEFX, AUEPS), Management courses (all AUACC and AUMGT 310, AUMGT 320, AUMGT 399 and AUMGT 490) and AUPED 275 and AUPED 282 are classified as specialized professional</p> | <p>of the BA are also categorized as Arts courses).</p> <ol style="list-style-type: none"> a. all Classics (AUCLA) except AUCLA 221, AUCLA 222, AUCLA 223, AUCLA 224. b. all English (AUENG). c. all English for Academic Purposes (AUEAP). d. Environmental Studies AUENV 345, AUENV 355, AUENV 365, AUENV 368. e. all French (AUFRE). f. all German (AUGER). g. all Humanities (AUHUM). h. Indigenous Studies AUIND 240. i. Interdisciplinary Studies AUIDS 244. j. all Latin (AULAT). k. all Philosophy (AUPHI) except AUPHI 240, AUPHI 241, AUPHI 340. l. all Religion (AUREL) except AUREL 260, AUREL 266. m. all Scandinavian Studies (AUSCA) except AUSCA 231. n. all Spanish (AUSPA) except AUSPA 241, AUSPA 250, AUSPA 252, AUSPA 253, AUSPA 341. <p>4. The following courses are classified as Fine Arts courses (and for the purposes of the BA are also categorized as Arts courses).</p> <ol style="list-style-type: none"> a. all Art (AUART) b. all Drama (AUDRA) c. all Fine Arts (AUFAR). d. all Music (AUMUS). <p>5. Education courses (AUEDC, AUEFX, AUEPS), Management courses (all AUACC and AUMGT 310, AUMGT 320, AUMGT 399 and AUMGT 490) and AUPED 275 and AUPED 282 are classified as specialized professional courses [see General Regulations</p> |
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| <p>courses [see General Regulations Governing Course Selections Notes 3 & 4].</p> <p>6. All other courses not identified in (1) to (5) above are classified as Arts courses.</p> | <p>Governing Course Selections Notes 3 & 4].</p> <p>6. All other courses not identified in (1) to (5) above are classified as Arts courses.</p> |
| <p>Certificate in Writing Studies</p> <p>A Writing Studies Certificate indicates a high level of achievement in written communication. Writing is a fundamental aspect of education that crosses fields, disciplines, departments and programs, and the research-teaching divide. Writing helps develop critical thinking as it allows individuals to reflect upon, understand, and learn complex new ideas. Writing enables the growth of insight into knowledge, and good writing skills are at the heart of clear, concise, and cogent communication.</p> <p>Writing is, in fact, a cornerstone to nearly all postsecondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements for this Certificate are founded in both mentorship and peer-based learning, and will inspire students to a deeper engagement with personal development. Excellent writing skills are a necessary competency that stands out in an increasingly competitive job market.</p> <p>To qualify for the Certificate in Writing Studies, students accepted into the program must successfully complete ★30 credits as follows:</p> <p>★12 of writing instruction:</p> <ul style="list-style-type: none"> ★3 from <ul style="list-style-type: none"> • AUENG 102 – Critical Reading, Critical Writing • AUENG 103 – English Literature | <p>Certificate in Writing Studies</p> <p>A Writing Studies Certificate indicates a high level of achievement in written communication. Writing is a fundamental aspect of education that crosses fields, disciplines, departments and programs, and the research-teaching divide. Writing helps develop critical thinking as it allows individuals to reflect upon, understand, and learn complex new ideas. Writing enables the growth of insight into knowledge, and good writing skills are at the heart of clear, concise, and cogent communication.</p> <p>Writing is, in fact, a cornerstone to nearly all postsecondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements for this Certificate are founded in both mentorship and peer-based learning, and will inspire students to a deeper engagement with personal development. Excellent writing skills are a necessary competency that stands out in an increasingly competitive job market.</p> <p>To qualify for the Certificate in Writing Studies, students accepted into the program must successfully complete ★30 credits as follows:</p> <p>★12 of writing instruction:</p> <ul style="list-style-type: none"> • AUENG 102 – Critical Reading, Critical Writing <p>★3 from</p> |

from the Romantic Period to the Present

★3 from

- AUENG 213 - The English Language
- AUENG 215 - Creative Writing
- AUENG 221 - Chaucer
- AUIDS 244 - Introduction to Peer Tutoring and Second-Language Learning Practices in the Writing Centre

★6 in AUENG at the 400-level

★18 in additional courses designated as "writing intensive" according to the following criteria

- at least 3,000 words of assigned writing,
- at least 50% of the course grade based on writing assignment including but not limited to essays, journals, lab manuals, and exams/quizzes that are graded and returned to the student,
- substantial revision of writing/staged writing assignments through faculty and/or peer review,
- class time devoted to instruction in writing in the discipline.

Courses eligible for inclusion from a range of disciplines in this requirement are as follows:

- AUBIO 253 - Ecological Interactions
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 390 - Animal Behaviour
- AUBIO 413 - Advanced Topics in Evolutionary Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCRI 453 - Women and the Law
- AUDRA 384 - Playwriting
- AUENG 205 - Children's Literature
- AUENG 207 – Aboriginal/Indigenous Literature
- AUENG 220 – Classical Foundations of

- AUENG 213 - The English Language
- AUENG 215 - Creative Writing
- AUENG 221 - Chaucer
- AUIDS 244 - Introduction to Peer Tutoring and Second-Language Learning Practices in the Writing Centre

★6 in AUENG at the 400-level

★18 in additional courses designated as "writing intensive" according to the following criteria

- at least 3,000 words of assigned writing,
- at least 50% of the course grade based on writing assignment including but not limited to essays, journals, lab manuals, and exams/quizzes that are graded and returned to the student,
- substantial revision of writing/staged writing assignments through faculty and/or peer review,
- class time devoted to instruction in writing in the discipline.

Courses eligible for inclusion from a range of disciplines in this requirement are as follows:

- AUBIO 253 - Ecological Interactions
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 390 - Animal Behaviour
- AUBIO 413 - Advanced Topics in Evolutionary Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCRI 453 - Women and the Law
- AUDRA 384 - Playwriting
- AUENG 205 - Children's Literature
- AUENG 207 – Aboriginal/Indigenous Literature
- AUENG 214 – Advanced Creative

Western Literature

- AUENG 225 – The Middle Ages
- AUENG 230 - The Early English Renaissance
- AUENG 240 - Restoration and Eighteenth Century Literature and Culture
- ~~AUENG 268 – Women and Environmental Literature~~
- AUENG 270 - United States Literature and Culture to 1865
- AUENG 271 - United States Literature since 1865
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- ~~AUENG 292 – Feminist Critical Theory and Women's Writing~~
- AUENG 305 - Children's Literature
- AUENG 307 – Aboriginal/Indigenous Literature
- ~~AUENG 314 – Advanced Creative Writing: Poetry~~
- AUENG 316 – Advanced Creative Writing: Fiction
- AUENG 318 – Creative Writing Long Manuscript, Novel
- ~~AUENG 319 – Playwriting~~
- ~~AUENG 320 – Classical Foundations of Western Literature~~
- ~~AUENG 325 – The Middle Ages~~
- AUENG 330 - The Early English Renaissance
- AUENG 368 - Women and Environmental Literature
- ~~AUENG 370 – United States Literature and Culture to 1865~~
- ~~AUENG 371 – United States Literature since 1865~~
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENG 382 - Postcolonial Literature and Theory

Writing: Poetry

- AUENG 220 – Classical Foundations of Western Literature
- AUENG 225 – The Middle Ages
- AUENG 230 - The Early English Renaissance
- AUENG 240 - Restoration and Eighteenth Century Literature and Culture
- AUENG 270 - United States Literature and Culture to 1865
- AUENG 271 - United States Literature since 1865
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 305 - Children's Literature
- AUENG 307 – Aboriginal/Indigenous Literature
- AUENG 316 – Advanced Creative Writing: Fiction
- AUENG 318 – Creative Writing: Memoir
- AUENG 330 - The Early English Renaissance
- AUENG 368 - Women and Environmental Literature
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENG 382 - Postcolonial Literature and Theory
- AUENG 392 - Feminist Critical Theory and Women's Writing
- AUENV 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUENV 459 - Field Studies in Tropical Ecology and Conservation
- AUHIS 190 - The Historian's Craft: Research Skills and Tools
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present

- AUENG 392 - Feminist Critical Theory and Women's Writing
- AUENV 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUENV 459 - Field Studies in Tropical Ecology and Conservation
- AUHIS 190 - The Historian's Craft: Research Skills and Tools
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 361 - Selected Topics in Canadian History
- AUHIS 460 - Selected Topics in Canadian History
- AUHIS 467 - The Collaborative Research Seminar: Selected Topics in Canadian History
- AUHIS 480 - The Historian's Craft: Historiography
- AUIDS 270 - Topics in Integrative Studies
- AUMGT 330 - Introduction to Marketing
- AUPHI 102 - Introduction to Western Philosophy II: Modern Philosophy
- AUPHI 200 - Metaphysics: Theories of Reality
- AUPHI 210 - Epistemology: Theories of Knowledge
- AUPHI 277 - Women, Darkness and Crooked Things: Feminist Philosophy
- AUPHI 340 – Social and Political Philosophy
- AUPHI 350 - Philosophy of Science
- AUPHI 351 - Thinking About Sex: Philosophy, Science, and the Construction of Sex
- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPOL 310 - Contemporary Political Thought
- AUPSY 362 - Cognitive Development

- AUHIS 361 - Selected Topics in Canadian History
- AUHIS 460 - Selected Topics in Canadian History
- AUHIS 467 - The Collaborative Research Seminar: Selected Topics in Canadian History
- AUHIS 480 - The Historian's Craft: Historiography
- AUIDS 270 - Topics in Integrative Studies
- AUMGT 330 - Introduction to Marketing
- AUPHI 102 - Introduction to Western Philosophy II: Modern Philosophy
- AUPHI 200 - Metaphysics: Theories of Reality
- AUPHI 210 - Epistemology: Theories of Knowledge
- AUPHI 277 - Women, Darkness and Crooked Things: Feminist Philosophy
- AUPHI 340 – Social and Political Philosophy
- AUPHI 350 - Philosophy of Science
- AUPHI 351 - Thinking About Sex: Philosophy, Science, and the Construction of Sex
- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPOL 310 - Contemporary Political Thought
- AUPSY 362 - Cognitive Development
- AUPSY 471 - Language Acquisition
- AUPSY 497 - Individual Study I
- AUPSY 499 - Individual Study II
- AUSCA 237 - Selected Topics in Scandinavian Literature
- AUSCA 261 – Scandinavian Folk Literature
- AUSCA 271 - Personal Narratives of the North

Notes

Other courses may be approved by Augustana Faculty if they meet the requirements of this

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| <ul style="list-style-type: none"> • AUPSY 471 - Language Acquisition • AUPSY 497 - Individual Study I • AUPSY 499 - Individual Study II • AUSCA 237 - Selected Topics in Scandinavian Literature • AUSCA 261 – Scandinavian Folk Literature • AUSCA 271 - Personal Narratives of the North <p>Notes Other courses may be approved by Augustana Faculty if they meet the requirements of this certificate program. Students should consult with their Academic Advisor.</p> <p>Normally a student will make an application at the end of their second year. The latest point at which a student can apply for the certificate is the final term of their penultimate year before graduation. Interested students should consult with their Academic Advisor as early as possible. To be admitted, students must have a cumulative GPA of 2.7 or above. Once admitted, students must successfully complete the 30 credits stipulated above with a minimum 2.7 GPA.</p> <p>This certificate is awarded upon graduation.</p> | <p>certificate program. Students should consult with their Academic Advisor.</p> <p>Normally a student will make an application at the end of their second year. The latest point at which a student can apply for the certificate is the final term of their penultimate year before graduation. Interested students should consult with their Academic Advisor as early as possible. To be admitted, students must have a cumulative GPA of 2.7 or above. Once admitted, students must successfully complete the 30 credits stipulated above with a minimum 2.7 GPA.</p> <p>This certificate is awarded upon graduation.</p> |
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Faculty Approval:
Augustana Faculty Council, October 2, 2020

**Bachelor of Commerce Program
Course Changes
Faculty of Business
Effective January 2021**

| CURRENT Calendar entry: | PROPOSED Calendar entry: |
|--|--|
| <p>BUS 201 – Introduction to Canadian Business ★ 3 (fi 6) (first term, 2-0-1.5) Provides students with an introduction to the Canadian business environment, including the influence of global and other macroeconomic factors on Canadian business. Students learn how to analyze business cases and problems, how to develop tools for ethical decision making in business, and how to create a business plan. Students improve research, communications, presentation, leadership and group skills. Open only to students in the Faculty of Business. Students may take only one of BUS 201 or BUS 202.</p> | <p>BUS 201 – Introduction to Canadian Business ★ 3 (fi 6) (either term, 2-1.5-0) Provides students with an introduction to the Canadian business environment, including the influence of global and other macroeconomic factors on Canadian business. Students learn how to analyze business cases and problems, how to develop tools for ethical decision making in business, and how to create a business plan. Students improve research, communications, presentation, leadership and group skills. Open only to students in the Faculty of Business. Students may take only one of BUS 101, 201 or BUS 202.</p> |
| CURRENT | PROPOSED |
| <p>FIN 430 - Corporate Financial Planning ★ 3 (fi 6) (either term, 3-0-0)</p> <p>Advanced discussion of valuation and financial policies. Prerequisites: FIN 301, 412, and 422.</p> | <p>FIN 430 - Corporate Financial Planning ★ 3 (fi 6) (either term, 3-0-0)</p> <p>Advanced discussion of valuation and financial policies. Prerequisites: FIN 412. Restricted to 4th year students.</p> |
| CURRENT | PROPOSED |
| <p>FIN 434 – Advanced Corporate Finance ★ 3 (fi 6) (either term, 3-0-0) This course covers selected advanced topics in corporate finance, including corporate governance, mergers and acquisitions, capital structure, financial history, behavioral finance, and comparative financial system. The frontiers between finance and economics, history, political science, and psychology are explored. Topics may vary from year to year in response to current events. Prerequisite: FIN 301 and MGTSC 312.</p> | <p>FIN 434 – Advanced Topics in Finance ★ 3 (fi 6) (either term, 3-0-0) This course covers selected advanced topics in finance. Current topics on the frontiers of financial research and on the frontiers between finance and economics, history, political science, and psychology are explored. Topics may include finance and development, the political economy of finance, finance and institutional economics, inefficient markets, behavioral finance, macro- finance, fintech, corporate governance, mergers and acquisitions, and comparative financial systems, but may vary from year to year in response to recent developments. Prerequisite: FIN 301 and MGTSC 312.</p> |
| CURRENT | PROPOSED |
| <p>FIN 436 Investment Management ★ 3 (fi 6) (either term, 3-0-0) This course provides students with experience managing an institutional asset portfolio, the PRIME FUND. Students interact with investment professionals in making asset acquisition and divesture decisions within the institutional framework of the fund. This course draws on and unifies skills related to investment analysis and portfolio theory. It combines traditional academic objectives with the practical demands of hands-on investment analysis and portfolio management. The students learn by actually using the tools of the trade. These include printed materials, real-time computerized sources of information and, most importantly, access to practising</p> | <p>FIN 436 Investment Management ★ 3 (fi 6) (two term, 3-0-0) ★ 4.5 3 (fi 6) (two term, 3-0-0) This course provides students with experience managing an institutional asset portfolio, the PRIME FUND. Students interact with investment professionals in making asset acquisition and divesture decisions within the institutional framework of the fund. This course draws on and unifies skills related to investment analysis and portfolio theory. It combines traditional academic objectives with the practical demands of hands-on investment analysis and portfolio management. The students learn by actually using the tools of the trade. These include printed materials, real-time computerized sources of information and, most importantly, access to</p> |

**The change to the course weight for FIN 436 was made in error and was discovered by the Faculty and corrected in summer 2021.*

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| <p>analysts and managers. Students also learn about the differences between institutional and personal investment decisions, the mechanics of trading, the different providers of trading services, and cash management. Prerequisites: FIN 412, 416. Open only to students with the consent of the Department.</p> | <p>practising analysts and managers. Students also learn about the differences between institutional and personal investment decisions, the mechanics of trading, the different providers of trading services, and cash management. Pre- or co-requisite: FIN 412. Open only to students in the PRIME Program.</p> |
| CURRENT | PROPOSED |
| <p>SMO 310 - Introduction to Strategic Management, Organization and Entrepreneurship ★ 3 (fi 6) (either term, 3-0-0) Introduces students to the fundamentals of strategic management, including human resource management and strategy; organizational theory and entrepreneurship/innovation. Topics include: motivating employees, designing jobs, staffing, ethics and decision making, leadership and managing teams; developing and implementing an organization's strategy, structure, control systems, and change initiatives; and identifying and evaluating opportunities, launching and growing a business, establishing networks and legitimacy. Open only to students in the Faculty of Business. Not to be taken by students with credit in SMO 200 or 301.</p> | <p>SMO 310 - Introduction to Management, Organization and Entrepreneurship ★ 3 (fi 6) (either term, 1.5-1.5-0) Introduces students to the fundamentals of human resource management, strategy and organizational theory, and entrepreneurship/innovation. Topics include: motivating employees, designing jobs, staffing, ethics and decision making, leadership and managing teams; developing and implementing an organization's strategy, structure, control systems, and change initiatives; and identifying and evaluating opportunities, launching and growing a business, establishing networks and legitimacy. Pre-requisite ★3 junior level English. Open only to students in the Faculty of Business. Not to be taken by students with credit in SMO 200 or 301.</p> |
| CURRENT | PROPOSED |
| <p>SMO 435 - Managing International Business ★ 3 (fi 6) (either term, 3-0-0) This course explores issues related to managing businesses that operate in an international context. Prerequisite: SMO 201, 301 or 310. Open to third- and fourth-year students.</p> | <p>SMO 435 – Managing International Enterprises ★ 3 (fi 6) (either term, 3-0-0) This course explores issues related to managing enterprises that operate in an international context. Prerequisite: SMO 201, 301 or 310. Open to third- and fourth-year students.</p> |

NEW COURSES:

BUS 101 – Introduction to Canadian Business

★ 3 (fi 6) (either term, 2-1.5-0)

This course is designed for first year university students with an interest in business studies. It provides students with an introduction to the Canadian business environment along with exposure to the business environments of other countries and cultures. Students learn how to analyze business cases and problems. Students improve their decision making, communications, presentation, leadership and group skills. Restricted to First Year Students. Students may take only one of BUS 101, BUS 201, or BUS 202.

FIN 440 Commodities Analytics and Trading

*3 (fi6) (either term, 3-0-0)

This course reflects the aspects of a trader development program in industry with a strong trading analytics base consistent with today's marketplace requirements. You are expected to learn analytical concepts using the R language and become proficient in your ability to implement them with real world data. The skills set is transferable to any analytically based job, such as risk management, trading analytics, and/or quantitative trading including fundamentals. Prerequisites: FIN 412 and FIN 413.

FIN 445 Sustainable Finance

*3 (fi 6) (either term, 3-0-0)

Capital market participants around the world are increasingly focusing on ESG (environmental, social, and governance) issues to manage risks and capitalize on new opportunities. This course provides a conceptual and theoretical framework of how ESG issues affect corporations, investors, governments, NGOs, society, and other stakeholders. The goal is to critically assess the motivations and actions of the various agents regarding ESG policies as well as the resulting consequences. This course will be useful for a wide range of finance (and other) professions. Prerequisite: FIN 301.

FIN 473 Mergers, Restructuring, and Corporate Control

*3 (fi 6) (either term, 3-0-0)

Financial and economic aspects of corporate mergers, asset restructuring, downsizing, and financial restructuring are examined. Particular attention is paid to valuation and shareholder wealth effects of mergers. Relations between corporate ownership and financial structure and performance are investigated. The course also examines anti-takeover devices and their effect on corporate performance. Finally, international mergers are examined from a strategic perspective. Prerequisite: FIN 412.

Faculty Approval:

Business Faculty Council, October 23, 2020

CALENDAR CHANGE REQUEST FORM

Submission Deadlines:
Two weeks before APC. Program changes are subject to governance deadlines found [here](#)

| Department: | Civil & Environmental Engineering |
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| Change Request: | Course Change |
| Why is this change being proposed and who was consulted? Rationale: The course is a capstone structural design course to integrate knowledge learned from courses earlier in the program, along with new knowledge acquired in the course on element designs, to analyse and design a structural system of either a bridge or a building. There are two reasons for the proposed change. First, the list of topics need to be updated to reflect the current offering. Second, the aspect of system analysis and design is not properly reflected in the current description. The Structures Group has been consulted on this change. | |
| Current Calendar URL: https://calendar.ualberta.ca/content.php?catoid=33&catoid=33&navoid=10000&filter%5Bitem_type%5D=3&filter%5Bonly_active%5D=1&filter%5B3%5D=1&filter%5Bcpage%5D=18#acalog_template_course_filter | |
| CURRENT | PROPOSED |
| Department of Civil and Environmental Engineering Faculty of Engineering [...] CIV E 479 – Structural Design III ★4.5 (fi 8) (second term, 3-0-3) <u>Design of prestressed concrete structures; masonry and reinforced masonry elements; timber structures; fatigue life of steel structures and cold formed steel elements. Students work in teams on a design project. Prerequisite: CIV E 474. Note: Restricted to fourth-year traditional and fifth-year co-op engineering students.</u> [...] | Department of Civil and Environmental Engineering Faculty of Engineering [...] CIV E 479 – Structural Design III ★4.5 (fi 8) (second term, 3-0-3) <u>Detailed design of a structure which requires students, working in teams, to exercise creativity, to make design assumptions and to complete the structural design based on a synthesis of technical knowledge acquired in this and other structural engineering courses. Course lectures focus on seismic load calculation; design of concrete, reinforced masonry and timber elements; bridge design; and advanced structural steel design. Prerequisite: CIV E 474. Note: Restricted to fourth-year traditional and fifth-year co-op engineering students.</u> [...] |
| In which academic year is this change required? 2021-2022 | |



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|---|-------------------------------|----------------------------------|-------------------------------|
| Department Contact | | Click or tap here to enter text. | |
| Name: | | Ying Hei Chui | |
| Email: | | yhc@ualberta.ca | |
| Department Chair or Designate | | | |
| Name: | | Samer Adeeb | |
| Date approved by Department Council: | Click or tap to enter a date. | Date submitted: | Click or tap to enter a date. |

Email an editable word version to adppengg@ualberta.ca and foedpp@ualberta.ca

Faculty Approval:

Engineering Executive Coordinating Committee October 26, 2020

CALENDAR CHANGE REQUEST FORM

Submission Deadlines:

Two weeks before APC or GPC, subject to faculty approval pathway. Program changes are subject to governance deadlines found [here](#)

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| Department: | Chemical & Materials Engineering | | |
| Change Request: | Course Change | | |
| Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)? | | | |
| <p>CME 483: Course deletion. It is proposed that CME 483 (Colloquium II) be eliminated from all programs in Chemical Engineering and Materials Engineering. Proposal was approved unanimously at Dept Council Meeting on Jun 09, 2020.</p> | | | |
| Current Calendar URL: | | | |
| <p>https://calendar.ualberta.ca/content.php?filter%5B27%5D=CME&filter%5B29%5D=483&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expanded=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter</p> | | | |
| Current | | Proposed | |
| <p>Currently, CME 483 (Colloquium II) appears in <u>Term 8</u> of <u>all eleven programs</u> in Chemical & Materials Engineering</p> | | <p>Eliminate CME 483 from Term 8 of all eleven programs. Details outlined below.</p> | |
| <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) | | <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) | |

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| <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical: Biomedical Option Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) | <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical: Biomedical Option Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) • |
| <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical: Computer Process Control Option Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CH E 573 – Digital Signal Processing for Chemical Engineers • CH E 576 – Intermediate Process Control • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession | <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical: Computer Process Control Option Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CH E 573 – Digital Signal Processing for Chemical Engineers • CH E 576 – Intermediate Process Control • ENGG 400 – The Practice of the Engineering Profession |
| <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical: Oil Sands Elective Term 8</p> <ul style="list-style-type: none"> • CH E 435 – Oilsands Engineering Design • CH E 454 – Chemical Engineering Project Laboratory • CH E 522 – Fundamentals of Oil Sands Upgrading • CH E 534 – Fundamentals of Oil Sands Extraction • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession | <p>Required Courses and Suggested Course Sequence for Traditional Programs</p> <p>Chemical: Oil Sands Elective Term 8</p> <ul style="list-style-type: none"> • CH E 435 – Oilsands Engineering Design • CH E 454 – Chemical Engineering Project Laboratory • CH E 522 – Fundamentals of Oil Sands Upgrading • CH E 534 – Fundamentals of Oil Sands Extraction • ENGG 400 – The Practice of the Engineering Profession |

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| <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical Plan I Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) | <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical Plan I Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) |
| <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical Plan II Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) | <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical Plan II Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) |
| <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical Plan II: Biomedical Option Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) | <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical Plan II: Biomedical Option Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory • CH E 465 – Chemical Engineering Design II • ENGG 400 – The Practice of the Engineering Profession • Program Elective (3-1s-0) • Program Elective (3-1s-0) |
| <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical: Computer Process Control Option (Co-op) Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory | <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical: Computer Process Control Option (Co-op) Term 8</p> <ul style="list-style-type: none"> • CH E 454 – Chemical Engineering Project Laboratory |

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| <ul style="list-style-type: none"> • CH E 465 – Chemical Engineering Design II • CH E 573 – Digital Signal Processing for Chemical Engineers • CH E 576 – Intermediate Process Control • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession | <ul style="list-style-type: none"> • CH E 465 – Chemical Engineering Design II • CH E 573 – Digital Signal Processing for Chemical Engineers • CH E 576 – Intermediate Process Control • ENGG 400 – The Practice of the Engineering Profession |
| <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical: Oil Sands Elective (Co-op) Term 8</p> <ul style="list-style-type: none"> • CH E 435 – Oilsands Engineering Design • CH E 454 – Chemical Engineering Project Laboratory • CH E 522 – Fundamentals of Oil Sands Upgrading • CH E 534 – Fundamentals of Oil Sands Extraction • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession | <p>Required Courses and Suggested Course Sequence for Co-op Programs</p> <p>Chemical: Oil Sands Elective (Co-op) Term 8</p> <ul style="list-style-type: none"> • CH E 435 – Oilsands Engineering Design • CH E 454 – Chemical Engineering Project Laboratory • CH E 522 – Fundamentals of Oil Sands Upgrading • CH E 534 – Fundamentals of Oil Sands Extraction • ENGG 400 – The Practice of the Engineering Profession |
| <p>Required Courses and Suggested Course Sequence for Traditional Program</p> <p>Materials Term 8</p> <ul style="list-style-type: none"> • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession • MAT E 461 – Materials Engineering Laboratory III • MAT E 465 – Materials Design Project • MAT E 474 – Performance of Materials • Program Elective (3-0-0) • Program Elective (3-0-0) | <p>Required Courses and Suggested Course Sequence for Traditional Program</p> <p>Materials Term 8</p> <ul style="list-style-type: none"> • ENGG 400 – The Practice of the Engineering Profession • MAT E 461 – Materials Engineering Laboratory III • MAT E 465 – Materials Design Project • MAT E 474 – Performance of Materials • Program Elective (3-0-0) • Program Elective (3-0-0) |
| <p>Required Courses and Suggested Course Sequence for Co-op Program</p> <p>Materials Term 8</p> <ul style="list-style-type: none"> • CME 483 – Colloquium II • ENGG 400 – The Practice of the Engineering Profession | <p>Required Courses and Suggested Course Sequence for Co-op Program</p> <p>Materials Term 8</p> <ul style="list-style-type: none"> • ENGG 400 – The Practice of the Engineering Profession • MAT E 461 – Materials Engineering Laboratory III |

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| <ul style="list-style-type: none"> • MAT E 461 – Materials Engineering Laboratory III • MAT E 465 – Materials Design Project • MAT E 474 – Performance of Materials • Program Elective (3-0-0) • Program Elective (3-0-0) | <ul style="list-style-type: none"> • MAT E 465 – Materials Design Project • MAT E 474 – Performance of Materials • Program Elective (3-0-0) • Program Elective (3-0-0) | | |
| In which academic year is this change required? 2021-2022 | | | |
| Department Contact | | | |
| Name: | Tony Yeung | | |
| Email: | tony.yeung@ualberta.ca | | |
| Department Chair or Designate | | | |
| Name: | Ken Cadien | | |
| Date approved by Department Council: | 6/9/2020 | Date submitted: | 10/5/2020 |
| Consultation process and dates | | | |
| <ul style="list-style-type: none"> • Faculty of Engineering Academic lead • Program Support Team committee | | | |
| Approval pathway and dates | | | |
| <ul style="list-style-type: none"> • Department (APC, GPC, Council) • Faculty GPC (if appropriate) • Faculty APC • Faculty ECC | | | |

Email an editable word version to adppengg@ualberta.ca and foedpp@ualberta.ca

Faculty Approval:

Engineering Executive Coordinating Committee October 26, 2020

CALENDAR CHANGE REQUEST FORM

Submission Deadlines:

Two weeks before APC or GPC, subject to faculty approval pathway. Program changes are subject to governance deadlines found [here](#)

| | | |
|--|--|--|
| Department: | Chemical & Materials Engineering | |
| Change Request: | Course Change | |
| Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)? | | |
| <p>ENGG 406: Course modification. Proposed changes to Calendar description serve to remove overlap between this course and ENGG 404 (its prerequisite). Team project will be eliminated (ENGG 406 is a Program Elective). New focus will be on process safety management and application of safety tools. Proposed changes approved unanimously at Dept Council Meeting on Jan 28, 2020.</p> | | |
| Current Calendar URL: | | |
| <p>https://calendar.ualberta.ca/content.php?filter%5B27%5D=ENGG&filter%5B29%5D=406&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter</p> | | |
| Current | Proposed | |
| <p>★ 3.8 (fi 8) (either term or Spring/Summer, 3-3s/2-0) Basic concepts of risk and consequences of loss incidents; risk review methodologies and tools; hazard and operability (HAZOP), failure modes and effects analysis (FMEA), fire and explosion indices (F and EI), chemical exposure index (CEI), layers of protection analysis (LOPA) including hazard identification, risk analysis, risk assessment, loss prevention and control; process safety management; specific occupational health and safety code compliance requirements for professional engineers. Case studies and industrial tour(s) demonstrate the application of specialized tools and methodologies in complex industrial operations across all engineering disciplines. Seminars and team projects develop competencies and proficiencies in applying these specialized methodologies and tools towards proactive risk management. Requires</p> | <p>★ 3.8 (fi 8) (either term or Spring/Summer, 3-3s/2-0) <u>Introduction to process safety. Basic concepts of fires, explosions and releases. Introduction to process hazards analysis, methodologies and tools. Overview of process safety management frameworks.</u> Case studies and industrial tour(s) demonstrate the application of specialized tools and methodologies in complex industrial operations across all engineering disciplines. Seminars develop competencies and proficiencies in applying these specialized methodologies and tools towards proactive risk management. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations</p> | |



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| payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: ENGG 404 or consent of the instructor. | | and Information for Students section of the Calendar. Prerequisite: ENGG 404 or consent of the instructor. | |
| In which academic year is this change required? 2021-2022 | | | |
| Department Contact | | Click or tap here to enter text. | |
| Name: | | Tony Yeung | |
| Email: | | tony.yeung@ualberta.ca | |
| Department Chair or Designate | | | |
| Name: | | Ken Cadien | |
| Date approved by Department Council: | 1/28/2020 | Date submitted: | 10/5/2020 |
| Consultation process and dates | | | |
| <ul style="list-style-type: none"> • Faculty of Engineering Academic lead • Program Support Team committee | | | |
| Approval pathway and dates | | | |
| <ul style="list-style-type: none"> • Department (APC, GPC, Council) • Faculty GPC (if appropriate) • Faculty APC • Faculty ECC | | | |

Email an editable word version to adppengg@ualberta.ca and foedpp@ualberta.ca

Faculty Approval:
Engineering Executive Coordinating Committee October 26, 2020

Faculty of Medicine & Dentistry

Proposed University Calendar Changes for 2021/2022

| CURRENT | PROPOSED |
|------------|--|
| NEW COURSE | <p>PHYSL 410 – Clinical & Translational Physiology *3 (fi 6) (Spring term, 3-0-0) Innovative online course featuring unique systems approach to learning fundamental concepts in physiology and biomedical research. Real-world cases in clinical medicine highlighting each major organ system are presented in a problem-based learning format. Essential themes in physiology and pathophysiology including complex inter-relationships between organ and control systems are used to unravel each clinical case. Gaps in clinical knowledge and practice are linked to current scientific and translational research strategies. Enriches preparation for careers in medicine, biomedical research and health- related fields. Prerequisites: PHYSL 212 and 214 (or 210) or equivalent and consent of Department. Note: this course is not open to students with credit in PHYSL 510.</p> |

Rationale:

A gap in fundamental preclinical integrative physiology education and research has emerged in recent decades due to emphasis on other integration levels in physiology such as cellular and molecular biology.

As a result, many basic scientists have no patient contact or robust physiology knowledge, yet continue to focus on these specialized disciplines without extrapolating their findings to a higher integration level. Similarly, many students entering medical professions have limited integrative physiology background, which may impair their utilization and application of systems physiology to the ultimate detriment of medical education, patient care, and research.

This course aims to address this gap in physiology education by facilitating an intellectual link between “real-world” clinical medical practice, fundamental physiology concepts and the progression of related scientific research, touching if necessary, on cellular and molecular biology, thereby using the whole spectrum of translation.

The addition of the scientific research component is essential to describe the transfer of knowledge and methods developed in physiology to clinical practice in healthcare as well as the identification of key limitations in clinical medicine that stimulate further scientific research.

Throughout presentation of course material, a solid comprehension of physiology and pathophysiology will be emphasized and harnessed to derive correct conclusions drawn from clinical case presentations. Students will be guided in an understanding of integrative physiology concepts underlying popular medical case presentations.

This course is designed to be complementary to the existing Physiology curriculum at the University of Alberta. Clinical case presentations and discussion of physiology concepts and research approaches are intended to reinforce and extend concepts presented in 300 and 400- level physiology courses. Incorporation of clinical medicine and biomedical research problems in the context of traditionally presented physiology concepts will aid student retention of course material. The problem-based learning approach with a well-defined clinical context aims to improve knowledge consolidation and ability of students to apply physiological principles.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): October 6, 2020

FoMD Faculty Council (Review) – October 20, 2020

| |
|---|
| Faculty: Medicine and Dentistry |
| Submitted by: |
| Type of change request: <input type="checkbox"/> Editorial <input checked="" type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input type="checkbox"/> Regulation |
| For which term will this change take effect? Fall 2020/Winter 2021, Fall 2021/Winter 2022 |
| Which Calendar will this change be published in? 2020/2021 [as addendum], 2021/2022 |

Calendar Copy

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|--|
| URL in current Calendar (or leave blank if it is a new page): https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37595 |
|--|

To indicate requested changes, you can use track changes or comparative table formats below

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

Rationale

These two components were missed in the version of the program change that was previously approved/submitted.

Reviewed/Approved by:

As per discussion with:

Joanne Rodger
Curriculum Specialist
MD Program
Faculty of Medicine & Dentistry

Notes:

- Multiple Calendar pages can be submitted on one form by copying the Calendar Copy (and Rationale) sections
- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

Faculty Approval:

Faculty Learning Committee, September 2, 2020 (electronic process)

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science
Proposed University Calendar Changes

2021-2022

| CURRENT | PROPOSED |
|--|---|
| BSc in Medical Laboratory Science Post-Professional Certification degree completion | |
| <p>General Information</p> <p>The Faculty of Medicine and Dentistry offers a program for degree completion for Canadian Society for Medical Laboratory Science general certificate holders. Because of the changing nature of the field, there is a practise requirement that must be met (see Admission).</p> <p>The program requires ★72 additional study post-diploma and ★60 must be completed through the University of Alberta.</p> <p>Program of Courses</p> <p>Year 1</p> <p>BIOL 107 - Introduction to Cell Biology BIOL 207 - Molecular Genetics and Heredity CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II</p> <p>CHEM 164 - Organic Chemistry I OR CHEM 261 - Organic Chemistry I MLSCI 280 - Introduction to Immunology MLSCI 290 - Foundations of Indigenous Health I MLSCI 295 - Foundations of Interprofessional Collaborative Practice MLSCI 320 - Analysis and Communication of Biomedical Information STAT 141 OR STAT 151 - Introduction to Applied Statistics I OR STAT 337 – Biostatistics Approved MLS option (★3)</p> | <p>General Information</p> <p>The Faculty of Medicine and Dentistry offers a program for degree completion for Canadian Society for Medical Laboratory Science general certificate holders. Because of the changing nature of the field, there is a practise requirement that must be met (see Admission).</p> <p>The program requires ★72 ★72.5 additional study post-diploma and ★60 ★60.5 must be completed through the University of Alberta.</p> <p>Program of Courses</p> <p>Year 1</p> <p>BIOL 107 - Introduction to Cell Biology BIOL 207 - Molecular Genetics and Heredity CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II</p> <p>CHEM 164 - Organic Chemistry I OR CHEM 261 - Organic Chemistry I MLSCI 280 - Introduction to Immunology MLSCI 290 - Foundations of Indigenous Health I MLSCI 295 - Foundations of Interprofessional Collaborative Practice MLSCI 320 - Analysis and Communication of Biomedical Information STAT 141 OR STAT 151 - Introduction to Applied Statistics I OR STAT 337 – Biostatistics Approved MLS options (★6)</p> |
| <p>Rationale: there was a miscalculation of total credit load in the 2020-21 calendar year for the BSc in Medical Laboratory Science Post-Professional Certification degree completion program. The credit load for Year 1 should be *30.5 (with ★6 of approved options). The miscalculation also increases credits completed at the UAlberta to 60.5 and 72.5 required post-diploma.</p> | |

| Degree of BSc in Medical Laboratory Science | |
|---|--|
| CURRENT | PROPOSED |
| <p>MLSCI 466 - Applied Toxicology ★ 3 (fi 6) (first term, 3-0-0) A consideration of the protocols and their rationale used in a large toxicology laboratory. Topics include analytical, environmental, regulatory, and inhalation toxicology; clinical and forensic toxicology; and doping related to sports. Prerequisites: BIOCH 200 and 330 or equivalents and consent of Division</p> | <p>MLSCI 466 - Applied Toxicology ★ 3 (fi 6) (first term, 3-0-0) A consideration of the protocols and their rationale used in a large toxicology laboratory. Topics include analytical, environmental, regulatory, and inhalation toxicology; clinical and forensic toxicology; and doping related to sports. Prerequisites: BIOCH 200 or equivalent and consent of Division</p> |
| <p>MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease ★ 3 (fi 6) (first term, 3-0-0) Emphasis on the application of techniques of molecular genetics to the practice of Medicine. General subject areas include: organization of the genome, techniques of molecular genetics and their application to medicine, molecular genetics and oncology, and ethical issues involving these techniques as applied to medicine. Prerequisites: Genetics and BIOCH 200 and 330 or equivalents and consent of Division.</p> | <p>MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease ★ 3 (fi 6) (first term, 3-0-0) Emphasis on the application of techniques of molecular genetics to the practice of Medicine. General subject areas include: organization of the genome, techniques of molecular genetics and their application to medicine, molecular genetics and oncology, and ethical issues involving these techniques as applied to medicine. Prerequisites: Genetics and BIOCH 200 or equivalent and consent of Division.</p> |
| BSc in Medical Laboratory Science Post-Professional Certification degree completion | |
| <p>MLSCI 466 - Applied Toxicology ★ 3 (fi 6) (first term, 3-0-0) A consideration of the protocols and their rationale used in a large toxicology laboratory. Topics include analytical, environmental, regulatory, and inhalation toxicology; clinical and forensic toxicology; and doping related to sports. Prerequisites: BIOCH 200 and 330 or equivalents and consent of Division</p> | <p>MLSCI 466 - Applied Toxicology ★ 3 (fi 6) (first term, 3-0-0) A consideration of the protocols and their rationale used in a large toxicology laboratory. Topics include analytical, environmental, regulatory, and inhalation toxicology; clinical and forensic toxicology; and doping related to sports. Prerequisites: BIOCH 200 or equivalent and consent of Division</p> |
| <p>MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease ★ 3 (fi 6) (first term, 3-0-0) Emphasis on the application of techniques of molecular genetics to the practice of Medicine. General subject areas include: organization of the genome, techniques of molecular genetics and their application to medicine, molecular genetics and oncology, and ethical issues involving these techniques as applied to medicine. Prerequisites: Genetics and BIOCH 200 and 330 or equivalents and consent of Division.</p> | <p>MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease ★ 3 (fi 6) (first term, 3-0-0) Emphasis on the application of techniques of molecular genetics to the practice of Medicine. General subject areas include: organization of the genome, techniques of molecular genetics and their application to medicine, molecular genetics and oncology, and ethical issues involving these techniques as applied to medicine. Prerequisites: Genetics and BIOCH 200 or equivalent and consent of Division.</p> |

Rationale: removal of BIOCHEM 330 as a prerequisite. In the MLS Program map BIOCHEM 330 is a course no longer required.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): October 19, 2020

**Faculty of Nursing
Calendar Change Request Form
For Early Implementation in 2020-2021**

| CURRENT | PROPOSED |
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| <p>SC INF 220⁹ - Les fondations des sciences infirmières I/II</p> <p>★ 6 (fi 12) (premier semestre, 6-0-0) Le cours explore les concepts de la santé et de la guérison. Il met en lumière la diversité des croyances, des valeurs et des perceptions de la santé. Le cours initie les étudiant(e)s au système de soins de santé canadien, aux cadres conceptuels de la promotion de la santé, aux déterminants de la santé, à la prévention des maladies et des blessures ainsi qu'aux soins de santé primaires. L'accent est mis sur la relation d'aide infirmière/client dans un contexte de pratique relationnelle, sur l'évaluation des données probantes, et sur la gestion des problèmes de santé épisodiques et chroniques, en particulier chez les communautés et les client(e)s francophones. Le cours s'aligne avec les activités d'apprentissage intentionnel en stage de SC INF 221 et NURS 216A. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables : NURS 125 (ou NURS 305) et PHYSE 152. Les étudiantes doivent obtenir une note de passage d'au moins C+ afin de pouvoir continuer dans le programme.</p> | <p>SC INF 220³ - Les fondations des sciences infirmières I/II</p> <p>★ 6 (fi 12) (premier semestre, 6-0-0) Le cours explore les concepts de la santé et de la guérison. Il met en lumière la diversité des croyances, des valeurs et des perceptions de la santé. Le cours initie les étudiant(e)s au système de soins de santé canadien, aux cadres conceptuels de la promotion de la santé, aux déterminants de la santé, à la prévention des maladies et des blessures ainsi qu'aux soins de santé primaires. L'accent est mis sur la relation d'aide infirmière/client dans un contexte de pratique relationnelle, sur l'évaluation des données probantes, et sur la gestion des problèmes de santé épisodiques et chroniques, en particulier chez les communautés et les client(e)s francophones. Le cours s'aligne avec les activités d'apprentissage intentionnel en stage de SC INF 221 et NURS 216A. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables : NURS 125 (ou NURS 305) et PHYSE 152. Les étudiantes doivent obtenir une note de passage d'au moins C+ afin de pouvoir continuer dans le programme.</p> |
| <p>NURS 216 - Pathophysiology and Pharmacology II</p> <p>★ 6 (fi 12) (two term, 3-0-0) The course explores selected episodic and chronic health alterations and the related pharmacological concepts. The focus is on applying foundational knowledge of pathophysiology and pharmacology to evidence-informed nursing practice. Aligns with concepts from NURS/SC INF 220 and NURS/SC INF 221 intentional clinical learning activities. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisite for Collaborative/Honors Program students: NURS 116 (or NURS 113). Prerequisite for Bilingual Program students: PHYSE 152. Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 216 or 215.</p> | <p>NURS 216 - Pathophysiology and Pharmacology II</p> <p>★ 6 (fi 12) (two term, 3-0-0) The course explores selected episodic and chronic health alterations and the related pharmacological concepts. The focus is on applying foundational knowledge of pathophysiology and pharmacology to evidence-informed nursing practice. Aligns with concepts from NURS 220/SC INF 223 (or SC INF 220) and NURS/SC INF 221 intentional clinical learning activities. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisite for Collaborative/Honors Program students: NURS 116 (or NURS 113). Prerequisite for Bilingual Program students: PHYSE 152. Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 216 or 215.</p> |
| <p>NURS 224 - Foundations of Nursing III</p> <p>★ 3 (fi 6) (second term, 3-0-0) The focus on evidence-informed assessment and management of health challenges in both episodic and chronic illness. Aligns with concepts from NURS 216 and</p> | <p>NURS 224 - Foundations of Nursing III</p> <p>★ 3 (fi 6) (second term, 3-0-0) The focus on evidence-informed assessment and management of health challenges in both episodic and chronic illness. Aligns with concepts from NURS 216 and</p> |

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| <p>NURS 225 intentional clinical learning activities. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisites for Collaborative/Honors Program students: NURS 220 (or NURS 201) and NURS 221 (or NURS 202). Prerequisites for Bilingual Program students: SC INF 220 (or SC INF 217) and SC INF 221 (or SC INF 218). Corequisites: NURS 216 and NURS 225 (or NURS 308). Credit may be obtained for only one of NURS 224 or 307.</p> | <p>NURS 225 intentional clinical learning activities. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisites for Collaborative/Honors Program students: NURS 220 (or NURS 201) and NURS 221 (or NURS 202). Prerequisites for Bilingual Program students: SC INF 223 (or SC INF 217 or SC INF 220) and SC INF 221 (or SC INF 218). Corequisites: NURS 216 and NURS 225 (or NURS 308). Credit may be obtained for only one of NURS 224 or 307.</p> |
| <p>NURS 225 - Introduction to Acute Care Nursing Practice ★ 6 (fi 12) (second term, 1-10c-2) This practicum in acute care settings further develops knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 224 and 216. The focus is on assessment, clinical reasoning, care planning, and documentation in paper and digital formats. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisites for Collaborative/Honors Program students: NURS 220 (or NURS 201) and NURS 221 (or NURS 202). Prerequisites for Bilingual Program students: SC INF 220 (or SC INF 217) and SC INF 221 (or SC INF 218). Corequisites: NURS 216 and NURS 224 (or NURS 307). Credit may be obtained for only one of NURS 225 or 308.</p> | <p>NURS 225 - Introduction to Acute Care Nursing Practice ★ 6 (fi 12) (second term, 1-10c-2) This practicum in acute care settings further develops knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 224 and 216. The focus is on assessment, clinical reasoning, care planning, and documentation in paper and digital formats. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisites for Collaborative/Honors Program students: NURS 220 (or NURS 201) and NURS 221 (or NURS 202). Prerequisites for Bilingual Program students: SC INF 223 (or SC INF 217 or SC INF 220) and SC INF 221 (or SC INF 218). Corequisites: NURS 216 and NURS 224 (or NURS 307). Credit may be obtained for only one of NURS 225 or 308.</p> |
| <p>SC INF 221 - Introduction à la pratique infirmière ★ 6 (fi 12) (premier semestre, 1-10c-2) Ce stage en soins aigus permet de développer des connaissances, des compétences et des capacités de prodiguer des soins infirmiers éthiques et sécuritaires à un niveau débutant auprès d'adultes ayant des problèmes de santé épisodiques et chroniques. Des activités d'apprentissage clinique intentionnel intègrent les connaissances à partir de données probantes apprises en SC INF 220 et NURS 216A. L'emphase est mise sur l'évaluation, le raisonnement clinique, la planification des soins et la documentation. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables : NURS 125 (ou NURS 305) et PHYSE 152. Concomitants : NURS 216 et SC INF 220 (ou SC INF 217).</p> | <p>SC INF 221 - Introduction à la pratique infirmière ★ 6 (fi 12) (premier semestre, 1-10c-2) Ce stage en soins aigus permet de développer des connaissances, des compétences et des capacités de prodiguer des soins infirmiers éthiques et sécuritaires à un niveau débutant auprès d'adultes ayant des problèmes de santé épisodiques et chroniques. Des activités d'apprentissage clinique intentionnel intègrent les connaissances à partir de données probantes apprises en SC INF 223 (ou SC INF 220) et NURS 216A. L'emphase est mise sur l'évaluation, le raisonnement clinique, la planification des soins et la documentation. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables : NURS 125 (ou NURS 305) et PHYSE 152. Concomitants : NURS 216 et SC INF 220 (ou SC INF 217).</p> |

Rationale:

The Faculty of Nursing is proposing a change in the course number for SC INF 220 to SC INF 223. This is because the English course NURS 220 is worth 3 credits, whereas SC INF 220 is worth 6 credits. We

would like to renumber the SC INF course in order to prevent any confusion for our students and other stakeholders as well as demonstrate that the two courses are, in fact, different courses.

Approval:

Undergraduate Curriculum Committee Approved – May 20,2020

Faculty Caucus Discussed – June 16, 2020

Faculty of Nursing Executive Committee Approved – July 13, 2020

Final Approval by University Governance –

**Faculty of Nursing
Calendar Change Request Form
For Early Implementation in 2020-2021**

Undergraduate Programs/BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)/Baccalauréat ès sciences infirmières (bilingue)

| CURRENT | PROPOSED |
|--|--|
| Séquence des cours | Séquence des cours |
| Année 1 | Année 1 |
| Automne | Automne |
| <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie | <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie |
| Automne/Hiver | Automne/Hiver |
| <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie | <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie |
| Hiver | Hiver |
| <ul style="list-style-type: none"> ● ANGL 126 - Exploring Writing Studies ● NURS 125 - Nursing Practice - Health Assessment and Nursing Process ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée I | <ul style="list-style-type: none"> ● ANGL 126 - Exploring Writing Studies ● NURS 125 - Nursing Practice - Health Assessment and Nursing Process ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée I |

| | |
|--|--|
| <p>Printemps/Été</p> | <p>Printemps/Été</p> |
| <ul style="list-style-type: none"> ● FRANC 232 - Techniques de rédaction OU ● ANGL 1XX (★3) OU ● Option libre (★3) (voir Notes 1) <p>Année 2 (voir Notes 2 et 3)</p> | <ul style="list-style-type: none"> ● FRANC 232 - Techniques de rédaction OU ● ANGL 1XX (★3) OU ● Option libre (★3) (voir Notes 1) <p>Année 2 (voir Notes 2 et 3)</p> |
| <p>Automne</p> | <p>Automne</p> |
| <ul style="list-style-type: none"> ● NURS 110 - Foundations for Success in Nursing ● SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes ● SC INF 220 - Les fondations des sciences infirmières I/II ● SC INF 221 - Introduction à la pratique infirmière <p>Deux trimestres</p> | <ul style="list-style-type: none"> ● SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes ● SC INF 223 - Les fondations des sciences infirmières I/II ● SC INF 221 - Introduction à la pratique infirmière <p>Deux trimestres</p> |
| <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> | <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> |
| <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières <p>Spring/Summer</p> | <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières <p>Spring/Summer</p> |

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| <ul style="list-style-type: none"> ● SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre <p>Année 3 (voir Notes 3, 4 et 5)</p> | <ul style="list-style-type: none"> ● SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre <p>Année 3 (voir Notes 3, 4 et 5)</p> |
| <p>Automne</p> | <p>Automne</p> |
| <ul style="list-style-type: none"> ● NURS 321 - Advanced Acute Care Nursing Practice I ● NURS 323 - Community Nursing through the Lifespan ● ● SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement OR ● SC PO 320 - La politique du système de santé au Canada (voir Note 6) <p>Hiver</p> | <ul style="list-style-type: none"> ● NURS 321 - Advanced Acute Care Nursing Practice I ● NURS 323 - Community Nursing through the Lifespan ● ● SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement OR ● SC PO 320 - La politique du système de santé au Canada (voir Note 6) <p>Hiver</p> |
| <ul style="list-style-type: none"> ● NURS 325 - Advanced Acute Care Nursing Practice II ● NURS 400 - Leadership in Nursing and Interprofessional Practice ● ● NURS 327 - Mental Health and Wellness in Nursing OR ● SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 7) <p>Année 4 (voir Notes 3, 4, et 8)</p> | <ul style="list-style-type: none"> ● NURS 325 - Advanced Acute Care Nursing Practice II ● NURS 400 - Leadership in Nursing and Interprofessional Practice ● ● NURS 327 - Mental Health and Wellness in Nursing OR ● SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 7) <p>Année 4 (voir Notes 3, 4, et 8)</p> |
| <p>Automne</p> | <p>Automne</p> |
| <ul style="list-style-type: none"> ● NURS 485 - Nursing Practice in a Focused Area (voir Note 9) | <ul style="list-style-type: none"> ● NURS 485 - Nursing Practice in a Focused Area (voir Note 9) |

| Hiver | Hiver |
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| <ul style="list-style-type: none"> ● SC INF 422 - Questions contemporaines en éthique et droit de la santé OU ● PHILE 386 - La bioéthique (voir Note 6) ● ● SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique | <ul style="list-style-type: none"> ● SC INF 422 - Questions contemporaines en éthique et droit de la santé OU ● PHILE 386 - La bioéthique (voir Note 6) ● ● SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique |

Rationale:

The Faculty of Nursing is proposing a change in the course number for SC INF 220 to SC INF 223. This is because the English course NURS 220 is worth 3 credits, whereas SC INF 220 is worth 6 credits. We would like to renumber the SC INF course in order to prevent any confusion for our students and other stakeholders as well as demonstrate that the two courses are, in fact, different courses.

Bilingual Program students do not take NURS 110. This was part of a previous Calendar change and must have been missed in this version of the Bilingual Program page in the Calendar.

Approval:

Undergraduate Curriculum Committee Approved – May 20,2020

Faculty Caucus Discussed – June 16, 2020

Faculty of Nursing Executive Committee Approved – July 13, 2020

Final Approval by University Governance –

**Faculty of Nursing
Calendar Change Request Form
For Early Implementation in 2020-2021**

Undergraduate Programs/BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)

| CURRENT | PROPOSED |
|---|---|
| Course sequence | Course sequence |
| Year 1 | Year 1 |
| Fall Term | Fall Term |
| <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANCO 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie | <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANCO 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie |
| Fall/Winter | Fall/Winter |
| <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie | <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie |
| Winter Term | Winter Term |

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| <ul style="list-style-type: none"> ● ANGL 126 - Exploring Writing Studies ● NURS 125 - Nursing Practice - Health Assessment and Nursing Process ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée I <p>Spring/Summer</p> | <ul style="list-style-type: none"> ● ANGL 126 - Exploring Writing Studies ● NURS 125 - Nursing Practice - Health Assessment and Nursing Process ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée I <p>Spring/Summer</p> |
| <ul style="list-style-type: none"> ● FRANÇ 232 - Techniques de rédaction OR ● ANGL 1XX (★3) OR ● Elective (★3) (see Note 1) <p>Year 2 (see Notes 2 and 3)</p> | <ul style="list-style-type: none"> ● FRANÇ 232 - Techniques de rédaction OR ● ANGL 1XX (★3) OR ● Elective (★3) (see Note 1) <p>Year 2 (see Notes 2 and 3)</p> |
| <p>Fall Term</p> | <p>Fall Term</p> |
| <ul style="list-style-type: none"> ● SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes ● SC INF 220 - Les fondations des sciences infirmières I/II ● SC INF 221 - Introduction à la pratique infirmière | <ul style="list-style-type: none"> ● SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes ● SC INF 223 - Les fondations des sciences infirmières I/II ● SC INF 221 - Introduction à la pratique infirmière |

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| Two Term | Two Term |
| <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II | <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II |
| Winter Term | Winter Term |
| <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières | <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières |
| Spring/Summer | Spring/Summer |
| <ul style="list-style-type: none"> ● SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre | <ul style="list-style-type: none"> ● SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre |
| Year 3 (see Notes 3, 4 and 5) | Year 3 (see Notes 3, 4 and 5) |
| Fall Term | Fall Term |
| <ul style="list-style-type: none"> ● NURS 321 - Advanced Acute Care Nursing Practice I ● NURS 323 - Community Nursing through the Lifespan | <ul style="list-style-type: none"> ● NURS 321 - Advanced Acute Care Nursing Practice I ● NURS 323 - Community Nursing through the Lifespan |

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| <ul style="list-style-type: none"> • • SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement OR • SC PO 320 - La politique du système de santé au Canada (see Note 6) <p>Winter Term</p> | <ul style="list-style-type: none"> • • SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement OR • SC PO 320 - La politique du système de santé au Canada (see Note 6) <p>Winter Term</p> |
| <ul style="list-style-type: none"> • NURS 325 - Advanced Acute Care Nursing Practice II • • NURS 327 - Mental Health and Wellness in Nursing (see Note 6) OR • SC INF 327 - Santé mentale et bien-être en soins infirmiers • • NURS 400 - Leadership in Nursing and Interprofessional Practice <p>Year 4 (see Notes 3, 4, and 8)</p> | <ul style="list-style-type: none"> • NURS 325 - Advanced Acute Care Nursing Practice II • • NURS 327 - Mental Health and Wellness in Nursing (see Note 6) OR • SC INF 327 - Santé mentale et bien-être en soins infirmiers • • NURS 400 - Leadership in Nursing and Interprofessional Practice <p>Year 4 (see Notes 3, 4, and 8)</p> |
| <p>Fall Term</p> | <p>Fall Term</p> |
| <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area <p>Winter Term</p> | <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area <p>Winter Term</p> |

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| <ul style="list-style-type: none"> ● PHILE 386 - La bioéthique (see Note 6) OR ● SC INF 422 - Questions contemporaines en éthique et droit de la santé ● ● SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique | <ul style="list-style-type: none"> ● PHILE 386 - La bioéthique (see Note 6) OR ● SC INF 422 - Questions contemporaines en éthique et droit de la santé ● ● SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique |
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Rationale:

The Faculty of Nursing is proposing a change in the course number for SC INF 220 to SC INF 223. This is because the English course NURS 220 is worth 3 credits, whereas SC INF 220 is worth 6 credits. We would like to renumber the SC INF course in order to prevent any confusion for our students and other stakeholders as well as demonstrate that the two courses are, in fact, different courses.

Approval:

Undergraduate Curriculum Committee Approved – May 20,2020

Faculty Caucus Discussed – June 16, 2020

Faculty of Nursing Executive Committee Approved – July 13, 2020

Final Approval by University Governance –

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2021-2022**

| CURRENT | PROPOSED |
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| <p>NURS 425 Nursing Leadership in a Focus Area ★9 (fi 18) (variable, 2-300c hours-0) This preceptored leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. The course culminates in a capstone leadership project. Clinical hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422.</p> | <p>NURS 425 - Nursing Leadership in a Focus Area ★ 9 (fi 18) (variable, 2-300c-0) This leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. Fieldwork hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422.</p> |
| <p>SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique ★9 (fi 18) (l'un ou l'autre semestre, 2-300c heures-0) Cette expérience de préceptorat axée sur le leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21e siècle. Le cours se termine par la réalisation d'un projet de synthèse sur le leadership. Les heures cliniques indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.</p> | <p>SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique ★9 (fi 18) (l'un ou l'autre semestre, 2-300c heures-0) Ce stage de leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21e siècle. Les heures du stage de leadership indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.</p> |

Rationale:

In Fall Term 2018, the Faculty of Nursing began a new curriculum. As planning for NURS 425 and SC INF 425 has progressed, the change in wording from 'clinical' to 'fieldwork' is important as placements are not in a clinical setting, but in a leadership setting. Students will not be completing a capstone project because it is beyond the scope of the requirements for this course and this level of student.

Approval:

Undergraduate Curriculum Committee Approved – September 10, 2020

Faculty Caucus Discussed – September 10, 2020

Faculty of Nursing Council Approved – October 26, 2020

Final Approval by University Governance –

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2021-2022**

| CURRENT | PROPOSED |
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| <p>NURS 120 - Foundations for Success in Nursing ★ 4 (fi 8) (first term, 2-6c hours -2) The course develops an understanding of self as a learner in a health professions context. It explores the foundations of professional nursing, relational practice and therapeutic communication. The course promotes reflection on personal perspectives and experiences to understand one's own attitudes, beliefs, and values. It fosters resilience and explores strategies for self-management and growth. Course includes 6 clinical hours total. Corequisites: MMI 133 and NURS 106 (or NURS 140 and 150). Note: Available only to nursing students in the Collaborative Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 120 or 103.</p> | <p>NURS 120 - Foundations for Success in Nursing ★ 4 (fi 8) (first term, 2-6c hours total -2) The course develops an understanding of self as a learner in a health professions context. It explores the foundations of professional nursing, relational practice and therapeutic communication. The course promotes reflection on personal perspectives and experiences to understand one's own attitudes, beliefs, and values. It fosters resilience and explores strategies for self-management and growth. Course includes 6 clinical hours total. Corequisites: MMI 133 and NURS 106 (or NURS 140 and 150). Note: Available only to nursing students in the Collaborative Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 120 or 103.</p> |
| <p>NURS 125 - Nursing Practice - Health Assessment and Nursing Process ★ 4 (fi 8) (second term, 2-15c hours-2) The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as a framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the Collaborative Program and Bilingual Program. Prerequisites for Collaborative Program students: MMI 133, NURS 106 (or NURS 140 and 150), and NURS 120 (or NURS 103); Corequisite: NURS 124 (or NURS 103). Prerequisites for Bilingual Program students: MICRE 133. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 125 if credit is granted for NURS 105 or 305.</p> | <p>NURS 125 - Nursing Practice - Health Assessment and Nursing Process ★ 4 (fi 8) (second term, 2-15c hours total-2) The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as a framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the Collaborative Program and Bilingual Program. Prerequisites for Collaborative Program students: MMI 133, NURS 106 (or NURS 140 and 150), and NURS 120 (or NURS 103); Corequisite: NURS 124 (or NURS 103). Prerequisites for Bilingual Program students: MICRE 133. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 125 if credit is granted for NURS 105 or 305.</p> |
| <p>NURS 221 - Introduction to Nursing Practice ★ 6 (fi 12) (first term, 1-10c-2) This practicum in acute care settings develops beginning knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 220 and 216. The focus is on assessment, clinical reasoning, care planning, and documentation in paper and digital formats.</p> | <p>NURS 221 - Introduction to Nursing Practice ★ 6 (fi 12) (first term, 1-130c hours total-2) This practicum in acute care settings develops beginning knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 220 and 216. The focus is on assessment, clinical reasoning, care planning, and documentation in</p> |

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| <p>Note: Available only to nursing students in the Collaborative/Honors Program. Prerequisite: NURS 116 (or NURS 113), NURS 124 (or NURS 103), and NURS 125 (or NURS 105). Corequisites: NURS 216 and NURS 220 (or NURS 201). Credit may be obtained for only one of NURS 221 or 202.</p> | <p>paper and digital formats. Course includes 130 clinical hours total. Note: Available only to nursing students in the Collaborative/Honors Program. Prerequisite: NURS 116 (or NURS 113), NURS 124 (or NURS 103), and NURS 125 (or NURS 105). Corequisites: NURS 216 and NURS 220 (or NURS 201). Credit may be obtained for only one of NURS 221 or 202.</p> |
| <p>SC INF 221 - Introduction à la pratique infirmière ★ 6 (fi 12) (premier semestre, 1-10c-2) Ce stage en soins aigus permet de développer des connaissances, des compétences et des capacités de prodiguer des soins infirmiers éthiques et sécuritaires à un niveau débutant auprès d'adultes ayant des problèmes de santé épisodiques et chroniques. Des activités d'apprentissage clinique intentionnel intègrent les connaissances à partir de données probantes apprises en SC INF 220 et NURS 216A. L'emphase est mise sur l'évaluation, le raisonnement clinique, la planification des soins et la documentation. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables : NURS 125 (ou NURS 305) et PHYSE 152. Concomitants : NURS 216 et SC INF 220 (ou SC INF 217).</p> | <p>SC INF 221 - Introduction à la pratique infirmière ★ 6 (fi 12) (premier semestre, 1-10c heures au total-2) Ce stage en soins aigus permet de développer des connaissances, des compétences et des capacités de prodiguer des soins infirmiers éthiques et sécuritaires à un niveau débutant auprès d'adultes ayant des problèmes de santé épisodiques et chroniques. Des activités d'apprentissage clinique intentionnel intègrent les connaissances à partir de données probantes apprises en SC INF 220 et NURS 216A. L'emphase est mise sur l'évaluation, le raisonnement clinique, la planification des soins et la documentation. Le cours inclut 130 heures cliniques au total. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables : NURS 125 (ou NURS 305) et PHYSE 152. Concomitants : NURS 216 et SC INF 220 (ou SC INF 217).</p> |
| <p>NURS 225 - Introduction to Acute Care Nursing Practice ★ 6 (fi 12) (second term, 1-10c-2) This practicum in acute care settings further develops knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 224 and 216. The focus is on assessment, clinical reasoning, care planning, and documentation in paper and digital formats. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisites for Collaborative/Honors Program students: NURS 220 (or NURS 201) and NURS 221 (or NURS 202). Prerequisites for Bilingual Program students: SC INF 220 (or SC INF 217) and SC INF 221 (or SC INF 218). Corequisites: NURS 216 and NURS 224 (or NURS 307). Credit may be obtained for only one of NURS 225 or 308.</p> | <p>NURS 225 - Introduction to Acute Care Nursing Practice ★ 6 (fi 12) (second term, 1-10c heures total-2) This practicum in acute care settings further develops knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 224 and 216. The focus is on assessment, clinical reasoning, care planning, and documentation in paper and digital formats. Course includes 130 clinical hours total. Note: Available only to nursing students in the Collaborative/Honors Program and Bilingual Program. Prerequisites for Collaborative/Honors Program students: NURS 220 (or NURS 201) and NURS 221 (or NURS 202). Prerequisites for Bilingual Program students: SC INF 220 (or SC INF 217) and SC INF 221 (or SC INF 218). Corequisites: NURS 216 and NURS 224 (or NURS 307). Credit may be obtained for only one of NURS 225 or 308.</p> |
| <p>NURS 321 - Advanced Acute Care Nursing Practice I ★ 3 (fi 6) (first term, 1-24c-2 in 4 weeks) This acute care practicum builds on the concepts and intentional clinical learning from NURS 221/SC INF 221 and NURS 225. The focus is on</p> | <p>NURS 321 - Advanced Acute Care Nursing Practice I ★ 3 (fi 6) (first term, 1-96c heures total-2) This acute care practicum builds on the concepts and intentional clinical learning from NURS 221/SC INF 221 and NURS 225. The focus is on</p> |

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| <p>integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).</p> | <p>integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Course includes 96 clinical hours total. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).</p> |
| <p>NURS 323 - Community Nursing through the Lifespan ★ 9 (fi 18) (either term, 2-192c hours-2) The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention. It includes exploration of concepts of community- based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).</p> | <p>NURS 323 - Community Nursing through the Lifespan ★ 9 (fi 18) (either term, 2-192c hours total-2) The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention. It includes exploration of concepts of community- based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Course includes 192 clinical hours total. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).</p> |
| <p>NURS 325 - Advanced Acute Care Nursing Practice II ★ 3 (fi 6) (second term, 0-32c-0 in 4 weeks) The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisite: NURS 321. decision-making in a variety of acute care settings. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisite: NURS 321.</p> | <p>NURS 325 - Advanced Acute Care Nursing Practice II ★ 3 (fi 6) (second term, 0-128c hours total-0) The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Course includes 128 clinical hours total. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisite: NURS 321.</p> |
| <p>NURS 327 - Mental Health and Wellness in Nursing ★ 9 (fi 18) (either term, 2-192c hours-2) This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be</p> | <p>NURS 327 - Mental Health and Wellness in Nursing ★ 9 (fi 18) (either term, 2-192c hours total-2) This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be</p> |

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| <p>mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).</p> | <p>mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Course includes 192 clinical hours total. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).</p> |
| <p>SC INF 327 - Santé mentale et bien-être en soins infirmiers ★ 9 (fi 18) (l'un ou l'autre semestre, 2-192c heures-2) Ce cours en santé mentale offre des possibilités d'acquérir des connaissances, des compétences et des attitudes pour promouvoir le bien-être par le biais des soins infirmiers sécuritaires et éthiques dans une variété de contextes. L'accent sera mis sur le bien-être mental tout au long de la vie. Les expériences d'apprentissage donneront aux étudiantes une compréhension du processus de soins infirmiers en santé mentale. Les heures cliniques indiquées correspondent au nombre total d'heures du cours et seront offertes sur 8 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables: NURS 216, NURS 224 (ou NURS 307) et NURS 225 (ou NURS 308). Concomitant : NURS 325.</p> | <p>SC INF 327 - Santé mentale et bien-être en soins infirmiers ★ 9 (fi 18) (l'un ou l'autre semestre, 2-192c heures au total-2) Ce cours en santé mentale offre des possibilités d'acquérir des connaissances, des compétences et des attitudes pour promouvoir le bien-être par le biais des soins infirmiers sécuritaires et éthiques dans une variété de contextes. L'accent sera mis sur le bien-être mental tout au long de la vie. Les expériences d'apprentissage donneront aux étudiantes une compréhension du processus de soins infirmiers en santé mentale. Le cours inclut 192 heures cliniques au total. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables: NURS 216, NURS 224 (ou NURS 307) et NURS 225 (ou NURS 308). Concomitant : NURS 325.</p> |
| <p>NURS 335 - Nursing Practice - Health Assessment and Nursing Process ★ 4 (fi 8) (first term, 2-15c hours-2) The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as a framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 335 if credit is granted for NURS 105 or 305.</p> | <p>NURS 335 - Nursing Practice - Health Assessment and Nursing Process ★ 4 (fi 8) (first term, 2-15c hours total-2) The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as a framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 335 if credit is granted for NURS 105 or 305.</p> |
| <p>NURS 345 - Introductory Acute Care Nursing Practice ★ 6 (fi 12) (second term, 1-10130c-2) This practicum in acute care settings develops beginning knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 344 and 416. The focus is</p> | <p>NURS 345 - Introductory Acute Care Nursing Practice ★ 6 (fi 12) (second term, 1-130c hours total-2) This practicum in acute care settings develops beginning knowledge, skills, and abilities to provide safe ethical patient care for adults with episodic and chronic health challenges. Intentional clinical learning activities integrate evidence-informed knowledge from NURS 344</p> |

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| <p>on assessment, clinical reasoning, care planning, and documentation in paper and digital formats. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 335 (or NURS 105/305). Corequisites: NURS 344 (or NURS 307) and NURS 416.</p> | <p>and 416. The focus is on assessment, clinical reasoning, care planning, and documentation in paper and digital formats. Course includes 130 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 335 (or NURS 105/305). Corequisites: NURS 344 (or NURS 307) and NURS 416.</p> |
| <p>NURS 425 - Nursing Leadership in a Focus Area ★ 9 (fi 18) (variable, 2-300c -0) This preceptored leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. The course culminates in a capstone leadership project. Clinical hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422.</p> | <p>NURS 425 - Nursing Leadership in a Focus Area ★ 9 (fi 18) (variable, 2-300c hours total-0) This preceptored leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. The course culminates in a capstone leadership project. Course includes 300 clinical hours total. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422.</p> |
| <p>SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique ★ 9 (fi 18) (l'un ou l'autre semestre, 2-300c -0) Cette expérience de préceptorat axée sur le leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21^e siècle. Le cours se termine par la réalisation d'un projet de synthèse sur le leadership. Les heures cliniques indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.</p> | <p>SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique ★ 9 (fi 18) (l'un ou l'autre semestre, 2-300c heures au total -0) Cette expérience de préceptorat axée sur le leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21^e siècle. Le cours se termine par la réalisation d'un projet de synthèse sur le leadership. Le cours inclut 300 heures cliniques au total. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.</p> |

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| <p>NURS 431 - Advanced Acute Care Nursing Practice I</p> <p>★ 3 (fi 6) (either term or Spring/Summer, 1-24c-2 in 4 weeks) This acute care practicum builds on the concepts and intentional clinical learning from NURS 335 and NURS 345. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416.</p> | <p>NURS 431 - Advanced Acute Care Nursing Practice I</p> <p>★ 3 (fi 6) (either term or Spring/Summer, 1-96c hours total-2) This acute care practicum builds on the concepts and intentional clinical learning from NURS 335 and NURS 345. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Course includes 96 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416.</p> |
| <p>NURS 433 - Community Nursing Through the Lifespan</p> <p>★ 9 (fi 18) (either term or Spring/Summer, 2-192c hours-2) The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.</p> | <p>NURS 433 - Community Nursing Through the Lifespan</p> <p>★ 9 (fi 18) (either term or Spring/Summer, 2-192c hours total-2) The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Course includes 192 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.</p> |
| <p>NURS 435 - Advanced Acute Care Nursing Practice II</p> <p>★ 3 (fi 6) (first term, 0-32c-0 in 4 weeks) The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 431.</p> | <p>NURS 435 - Advanced Acute Care Nursing Practice II</p> <p>★ 3 (fi 6) (first term, 0-128c hours total-0) The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Course includes 128 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 431.</p> |
| <p>NURS 437 - Mental Health and Wellness in Nursing</p> <p>★ 9 (fi 18) (either term or Spring/Summer, 2-192c hours-2) This course in mental health provides opportunities to acquire knowledge, skills, and</p> | <p>NURS 437 - Mental Health and Wellness in Nursing</p> <p>★ 9 (fi 18) (either term or Spring/Summer, 2-192c hours total-2) This course in mental health provides opportunities to acquire knowledge,</p> |

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| <p>attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be on mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks.</p> <p>Note: Available only to nursing students in the After Degree/After Degree Honors Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.</p> | <p>skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be on mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Course includes 192 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.</p> |
| <p>NURS 485 - Nursing Practice in a Focused Area ★ 12 (fi 24) (variable, 2-350c -1) The course provides an opportunity to consolidate learning and preparation to assume the role of BScN graduate via a preceptored clinical experience. The area of focus may be a particular setting of practice, client population, or health challenge or trend. It provides opportunities to demonstrate the integration of prior learning through the development of a comprehensive care planning assignment. The preceptorship is designed in collaboration with faculty and is based on practicum area availability. Clinical hours listed are the total number of hours and will be offered over 10 weeks. Prerequisites: All courses in the program except NURS 422/SC INF 422 or PHILE 386 and NURS 425/SC INF 425.</p> | <p>NURS 485 - Nursing Practice in a Focused Area ★ 12 (fi 24) (variable, 2-350c hours total -1) The course provides an opportunity to consolidate learning and preparation to assume the role of BScN graduate via a preceptored clinical experience. The area of focus may be a particular setting of practice, client population, or health challenge or trend. It provides opportunities to demonstrate the integration of prior learning through the development of a comprehensive care planning assignment. The preceptorship is designed in collaboration with faculty and is based on practicum area availability. Course includes 350 clinical hours total. Prerequisites: All courses in the program except NURS 422/SC INF 422 or PHILE 386 and NURS 425/SC INF 425.</p> |

Rationale:

The Faculty of Nursing would like to change how clinical hours are listed in Calendar descriptions so that the total number of clinical hours are listed. This helps to ensure consistency and avoid any confusion. In addition, for any Calendar descriptions that list the number of weeks, we would like to remove this information because as planning progresses, clinical timetabling plans often change.

Approval:

Undergraduate Curriculum Committee Approved – September 10, 2020

Faculty Caucus Discussed – September 10, 2020

Faculty of Nursing Council Approved – October 26, 2020

Final Approval by University Governance –



Mandate

The mandate of this committee is to advise Faculty proponents regarding development and modification of credit and non-credit courses and programs. The Committee is a standing administrative committee under the authority of the Provost and Vice-President (Academic) that reviews and endorses proposals coming through from Faculties **prior to** their being routed to Faculty council and/or GFC for recommendation and/or approval as applicable.

Key Responsibilities and Duties

1. Review and provide support on proposals for the following:
 - Course and minor program changes
 - New academic programs
 - Substantive changes to existing programs
 - Non-credit programs
 - Admissions, transfer and academic standing regulation
 - Changes to existing academic units

2. Provide detailed advice to faculties on factors including but not limited to the following:
 - University policy on admissions, academic standing and graduation
 - University Calendar, Campus Solutions and reporting to Advanced Education
 - University policy on course and minor program changes
 - Internal and External approval processes
 - Budgetary impacts of programs
 - Indigenous peoples, perspectives, knowledge systems, and ways of knowing
 - Equity, Diversity and Inclusivity
 - Best Practices in teaching and learning
 - Student experience and academic success

Limits to the Delegated Authority of this Committee

- Approvals (GFC authority over academic and non-credit programs and academic reorganisation)
- Technical review of new academic program tuition and fees (Registrar’s Advisory Committee on Fees has this authority)
- Enrolment management

Composition and Appointments

| Core Members |
|-----------------------------------|
| Vice-Provost (Programs), Chair |
| Associate Deans from each Faculty |

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| Associate Dean, Dean of Students |
| Vice-Provost and University Registrar |
| Associate Registrar |
| Vice-President Academic, Students' Union |
| Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) |
| University Calendar Editor |
| Office of the Ombuds Representative |
| Invited Members (<i>depending on type of proposal</i>) |
| Vice-Provost, Indigenous Programming and Research, or delegate |
| Vice-Provost, Learning Initiatives, or delegate |
| Vice-Provost and Dean, Faculty of Graduate Studies and Research |
| Associate Dean, Faculty of Graduate Studies and Research, or Dean's delegate |
| University Secretary and Manager of GFC Services |
| Director, Continuing and Professional Education, Faculty of Extension |
| Director, Academic Budgets and Planning, Office of the Provost and Vice-President (Academic) |

Schedule of Meetings

- Monthly
- Committee members may be asked to review and provide advice through a digital forum for consultation

Resources/Staff

- Committee support provided by Office of the Provost and VP Academic

Reports

- To the Faculty Council regarding specific program recommendations
- To [GFC Programs Committee](#) regarding the advice given



Program Support Team (Undergraduate and Non-Credit) (PST) | 2020 - 2021

Revised: September 1, 2020

| Core Members | |
|---|--|
| Tammy Hopper Vice-Provost (Programs) | Chair , Office of the Provost and Vice-President (Academic) |
| Karsten Mundel Associate Dean, Academic | Vice-Chair , Augustana Faculty |
| Angela Bayduza Associate Dean, Undergraduate Programs | Kinesiology, Sport, and Recreation |
| Dion Brocks Associate Dean, Undergraduate Student Affairs | Pharmacy and Pharmaceutical Sciences |
| Jason Carey Vice Dean | Engineering |
| Amy Dambrowitz Associate Registrar | Office of the Registrar |
| Gerda de Vries Associate Dean (Undergraduate) | Science |
| Carlo Dimailig University Calendar Editor | Office of the Registrar |
| David Draper Vice-President, Academic | Students' Union |
| Bill Dunn Associate Dean | Education |
| Suzanne French Portfolio Initiatives Coordinator <i>Committee Resource</i> | Office of the Provost and Vice-President (Academic) |
| Scott Jeffrey Associate Dean (Academic) <i>* term ends December 31, 2020</i> | ALES |
| Eddy Kent Associate Dean (Student Program) | Arts |

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| <p>Nathalie Kermoal Associate Dean (Academic)</p> | Native Studies |
| <p>Mia Lang Co-Vice Dean Education <i>* term ends October 30, 2020</i></p> | Medicine and Dentistry |
| <p>Jesse Luyendyk Specialist, Exams and Timetabling</p> | Office of the Registrar |
| <p>Bernadette Martin Associate Dean</p> | Rehabilitation Medicine |
| <p>Donia Mounsef Associate Dean</p> | Campus Saint-Jean |
| <p>Norman Neumann Professor</p> | School of Public Health |
| <p>Shannon O'Byrne Professor <i>* term ends December 31, 2020</i></p> | Law |
| <p>Melissa Padfield Vice-Provost and University Registrar</p> | Office of the Registrar |
| <p>Andrea Patrick Portfolio Initiatives Coordinator</p> | Office of the Provost and Vice-President (Academic) |
| <p>Christy Raymond Associate Dean, Undergraduate Programs and Studies</p> | Nursing |
| <p>Norma Rodenburg Associate Registrar</p> | Office of the Registrar |
| <p>Shirley Schipper Co-Vice Dean Education <i>* term starts November 2, 2020</i></p> | Medicine and Dentistry |
| <p>Remonia Stoddart-Morrison Interim Undergraduate Ombudsperson, Student Services</p> | Office of the Dean of Students |
| <p>Helen Vallianatos Associate Dean, Student Services</p> | Office of the Dean of Students |
| <p>Leo Wong Associate Dean</p> | Alberta School of Business |

| Invited Members | |
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| Edith Finczak Director, Academic Budgets and Planning | Office of the Provost and Vice-President (Academic) |
| Florence Glanfield Vice-Provost (Indigenous Programming and Research) | Office of the Provost and Vice-President (Academic) |
| John Nychka Vice-Provost (Learning Initiatives) | Office of the Provost and Vice-President (Academic) |
| Brooke Milne Vice-Provost and Dean | Graduate Studies and Research |
| Bryan Hogeveen Associate Dean | Graduate Studies and Research |
| Heather Richholt Assistant Secretary to General Faculties Council <i>* delegate for GFC Secretary and Manager of GFC Services</i> | University Governance |
| Michael Splinter Assistant Dean | Extension |



Mandate

The mandate of the Graduate Program Support Team (GPST) is to advise and support academic units offering graduate degree programs, graduate certificates, and/or diplomas on the development of new program proposals, the modification of existing programs, as well as the introduction, deletion, or modification to credit and non-credit courses. GPST is a standing advisory committee constituted and acting under the authority of the GFC Programs Committee.

Working in collaborative partnership with academic units across campus, the GPST informally endorses and/or recommends items it has reviewed to move forward for formal consideration and approval by several university governance committees. For graduate programs, those committees include in their respective order for review as follows:

- Step 1 - GPST (not required but recommended; see section on limits to authority)
- Step 2 - the unit's Faculty Council
- Step 3 - FGSR's Program Review Committee (for new programs/program modifications)
- Step 4 - FGSR Council (for new programs/program modifications)
- Step 5 - GFC Programs Committee
- Step 6 - other GFC committees (e.g. APC) as required and/or GFC

Key Responsibilities and Duties of the GPST:

1. Review and provide support on proposals for the following:
 - Course and minor program changes
 - New academic programs
 - Substantive changes to existing programs
 - Non-credit programs
 - Admissions, transfer and academic standing regulation
 - Changes to existing academic units
2. Provide detailed advice to faculties on factors including but not limited to the following:
 - University policy on admissions, academic standing, and graduation
 - University Calendar, Campus Solutions and reporting to Advanced Education
 - University policy on course and minor program changes
 - Internal and External approval processes
 - Budgetary impacts of programs
 - Indigenous peoples, perspectives, knowledge systems, and ways of knowing
 - Equity, Diversity and Inclusivity
 - Best Practices in teaching and learning
 - Student experience and academic success

Limits to the Authority of the GPST:

- Like its undergraduate counterpart, the GPST is an informal advisory committee meant to work in concert with academic units offering graduate education at the University of Alberta

- Academic units are not required to route proposal through the GPST but it is highly recommended to ensure that FGSR institutional requirements are met to, and to identify any potential shortcomings before proposals reach the GFC Programs Committee; this will help avoid instances where proposals are returned to academic units for revisions that could have been identified sooner in the approvals process

Team Composition

| Core Members (14) |
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| Vice-Provost and Dean, FGSR, Chair (1) |
| Vice Dean, FGSR (1) |
| Associate Dean, FGSR (1) |
| Vice-President Academic, GSA (1) |
| *Associate Deans Graduate/Research (2) |
| *Associate Chairs, Graduate (2) |
| *Graduate Administrator (2) |
| *Graduate students members at large, GSA (2) |
| University Calendar Editor (1) |
| Office of the Ombuds Representative (1) |
| Invited Members (depending on type of proposal) |
| Vice-Provost, Programs, or delegate |
| Vice-Provost, Indigenous Programming and Research, or delegate |
| Vice-Provost, Learning Initiatives, or delegate |
| Vice-Provost and Registrar, or delegate |
| Associate Dean, Dean of Students, or delegate |
| University Secretary and Manager of GFC Services, or delegate |
| Director, Continuing and Professional Education, Faculty of Extension |
| Director, Academic Budgets and Planning, Office of the Provost and Vice-President (Academic) |

Nominations and Terms

* Core members identified with “*” will be appointed via a nomination process by the oversight committees they are affiliated with as follows:

- Associate Deans, Graduate/Research nominated via FGSR's GEFAC
- Associate Chairs, Graduate nominated via FGSR Council
- Graduate Administrators nominated by FGSR's GPAC
- Graduate students at large nominated by GSA Council

Those core members nominated by their respective oversight committees shall serve on the GPST for two (2) terms.

Core members may be reappointed with the approval of the Vice-Provost and Dean, FGSR in consultation with the GPST continuing core members serving at the time.

Graduate student team members shall serve on the GPST for one year (1).

Terms of service will start on July 1 each year, and end on June 30 each year.

Schedule of Meetings

- Monthly
- Committee members may be asked to review and provide advice through a digital forum for consultation

Resources/Staff

- Committee support provided by Office of the Vice-Provost and Dean, FGSR

Reports

- To the Faculty Council of the academic unit who has brought forward those items considered by the GPST regarding specific program recommendations
- To [GFC Programs Committee](#) regarding the advice given

Graduate Program Support Team (GPST) Membership

Core Members

| Role | Name | Start Date | End Date |
|---|---|-------------------|-----------------|
| Vice-Provost and Dean of FGSR (Chair) | Brooke Milne | Ongoing | |
| Vice-Dean of FGSR (Vice-Chair) | Bryan Hogeveen | Ongoing | |
| Associate Dean, FGSR | Janice Causgrove Dunn | Ongoing | |
| Vice-President Academic, GSA | Sachiketha Reddy | Nov. 2020 | May 2021 |
| Associate Dean, Graduate/Research | Dianne Tapp (Nursing) | Nov. 2020 | June 2022 |
| Associate Dean, Graduate/Research | Jason Carey (Engineering) | Nov. 2020 | June 2022 |
| Associate Chair, Graduate | Sujata Persad (Medical Sciences) | Nov. 2020 | June 2022 |
| Associate Chair, Graduate | Linda Reif (Law) | Nov. 2020 | June 2022 |
| Graduate Administrator | Rebecca Saul (Secondary Education) | Nov. 2020 | June 2022 |
| Graduate Administrator | Helen Starodub (School of Public Health) | Nov. 2020 | June 2022 |
| Graduate students members at large, GSA (2) | <i>TBA - the GSA will advise on these members as soon as possible</i> | | |
| University Calendar Editor | Carlo Dimailig | Ongoing | |
| Office of the Ombuds Representative | Veronica Taylor (Graduate Ombuds Intern) | Ongoing | |

Invited Members (Depending on the Proposal)

| Role | Name |
|--|---|
| Vice-Provost, Programs, or delegate | Tammy Hopper |
| Vice-Provost, Indigenous Programming and Research, or delegate | Florence Glanfield |
| Vice-Provost, Learning Initiatives, or delegate | John Nychka |
| Vice-Provost and Registrar, or delegate | Norma Rodenburg (Primary) Amy Dambrowitz (Alternate) |
| Associate Dean, Dean of Students, or delegate | Helen Vallianatos |
| University Secretary and Manager of GFC Services, or delegate | Heather Richholt |
| Director, Continuing and Professional Education, Faculty of Extension | Maria Mayan |
| Director, Academic Budgets and Planning, Office of the Provost and VP (Academic) | Edith Finczak |

Governance Executive Summary
Action Item

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| Agenda Title | Items Deemed Minor/Editorial A. Proposal to Allow for Supplemental Exams in the MBA Program |
|---------------------|--|

Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Joseph Doucet, Dean, Faculty of Business Brooke Milne, Vice-Provost and Dean, FGSR |
| Presenter(s) | Tammy Hopper, Vice-Provost (Programs) and Chair, GFC |

Details

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| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. PC's Terms of Reference provide that "‘Routine and/or Editorial’ - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations." |
| 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 Governance Resources section Student Participation Protocol > | <u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar |
| | <u>Those who have been consulted:</u> <ul style="list-style-type: none"> • |
| | <u>Those who have been informed:</u> <ul style="list-style-type: none"> • |
| Approval Route (Governance) | See individual item for Faculty approval information |

Item No. 5

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|---------------------------|--------------------------|
| (including meeting dates) | GFC PC December 10, 2020 |
|---------------------------|--------------------------|

Strategic Alignment

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| Alignment with <i>For the Public Good</i> | Objective 21 | |
| 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 type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success |
| Legislative Compliance and jurisdiction | Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference | |

Attachments

1. MBA Supplemental Exams

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



Explanatory Memo:

Alberta School of Business MBA Academic Standing Re: Supplemental Exams

The purpose of this form is to provide context for the committee to consider the item, to add structure to the presentation of agenda items, and to facilitate the timely progression of meetings since this information will be available for review/consideration beforehand.

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| Motion: Be it resolved that FGSR Council approve the proposed new Supplemental Exam Policy for Master’s programs in Business, as set forth in Attachment 1, to take effect upon final approval and to be published in the 2021-2022 Calendar. | | | |
| Committee: | FGSR Council | | |
| Meeting Date: | May 27, 2020 | Item #: | 9.0 |
| Presenter: | Michael Maier, Associate Dean - MBA Program | | |
| What changes/proposals are being considered: | Changes to the Business Master’s Academic Standing Requirements to allow for supplemental examinations in exceptional circumstances. The details and conditions are laid out within the calendar language change. | | |
| Please provide the rationale for the change/proposal: <i>Include historical context, if relevant, and comparisons to what our peer institutions are doing regarding the item.</i> | As students in the MBA programs are so lockstepped in program, having the option for the supplemental exam will assist in exceptional circumstances. The details and conditions are laid out in the proposed calendar language. However, there is a risk to the student, since if they fail the supplemental exam, that failing grade is retained. If the student passes the supplemental exam, the highest grade they can achieve is a C+. This ensures that the student can pass and progress, but it’s not without careful consideration since they can’t raise their mark higher than a C+. | | |
| Please describe how the changes/proposal intends to facilitate program administration/program structure: | This change will provide an option for students in extenuating circumstances to ensure progress in program. Requests must be submitted to the Associate Dean - Master’s Programs. | | |
| Other comments/info: | This item is coming to FGSR Council for approval as it falls outside of current FGSR minimum requirements. From the “Failure in or Failure to Complete a Course or Research Work, Academic Standing” section in the 2020-2021 Calendar : | | |

Satisfactory performance in the coursework component of a graduate program entails completion of all courses taken as part of the student's program requirements (i.e., courses designated as extra to the student's program requirements are excluded). Normally, the minimum acceptable passing grade in individual courses is C+ (see Minimum Faculty Requirements below); however, some departments may require higher grades.

Graduate students are not permitted to take reexaminations. Regardless of their category, students who do not obtain an acceptable grade, or fail to complete a course that is required as part of their graduate program, must have the approval of the department and the Faculty of Graduate Studies and Research to retake the course and must obtain a passing grade. Alternatively, students may take an alternate course recommended by the department and approved by the Faculty of Graduate Studies and Research, but they must also obtain a passing grade.

In calculating a student's CGPA, the original failing grade will be included. The failing grade and the grade achieved for the repeated or substitute course will appear on the student's transcript. A Grade of IN5 is counted as a numeric grade of 0.0 in the computation of the CGPA.

A student whose course and/or research work is unsatisfactory may at any time be required to withdraw.

Approval Route (to be confirmed):

- GSPC April 21 2020
- Business Faculty Council May 7, 2020
- FGSR Policy Review Committee May 14, 2020
- FGSR Council May 27 2020
- GFC ASC-Subcommittee on Standards
- GFC Academic Standing Committee

NOTE: If Business would like to charge a Special Services Fee for Supplemental Exams, RACF will need to review/approve.

| | | | |
|-----------------|--------------|---------------|--|
| Date Submitted: | May 19, 2020 | Submitted By: | Maria Chia, Graduate Governance and Policy Coordinator |
|-----------------|--------------|---------------|--|

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

| Current (text from the 2020-2021 Calendar) | Proposed |
|--|--|
| Graduate Programs Business [Graduate] [...] | Graduate Programs Business [Graduate] [...] |
| Academic Standing Requirements | Academic Standing Requirements <u>Master's Programs:</u> <u>Supplemental Exams</u> <u>In exceptional circumstances, a student who achieved an overall course grade of C (and no lower) may submit a request to the Associate Dean - Master's Programs, to write a supplemental exam. Approval of such requests will consider the following: .</u> <ul style="list-style-type: none"> • <u>Only one supplemental exam request can be made per course;</u> • <u>The supplemental exam will be cumulative and cover all of the material presented in the course for the duration of the term;</u> • <u>The mark of the supplemental exam will replace the overall term mark of C, and can result in a lower final overall grade should the student fail the supplemental exam;</u> • <u>A failed supplemental exam cannot be repeated; and,</u> • <u>A pass of the final supplemental exam will result in a maximum final grade of a C+ in the course.</u> |
| Doctoral Programs: [...] | Doctoral Programs: [...] |
| Justification: New wording is being added under Academic Standing regarding supplemental exams. | |
| Approved by: Business MBA Council Business Faculty Council May 7, 2020 FGSR Policy Review Committee May 14, 2020 FGSR Council - May 27, 2020 | |

Governance Executive Summary
Action Item

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| Agenda Title | Proposed Changes to Admissions Requirements and Academic Standing Regulations for the BSc in Nutrition and Food Science, Dietetics Specialization |
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Motion

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| <p>THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the proposed admission and academic standing changes for the BSc in Nutrition and Food Science, Dietetics Specialization as set forth in attachment 1, to take effect for Fall 2021 admission and for publication in 2021-2022 University Calendar.</p> |
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Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Stanford Blade, Dean |
| Presenter(s) | Scott Jeffrey, Associate Dean (Academic) Donna Vine, Program Chair, Nutrition and Food Science Jim Bohun, Assistant Dean (Academic and Student Programs) |

Details

| | |
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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | <p>The proposed admission change removes a requirement that applicants have no more than *90 credits towards other BSc NUFS related degrees. In practice, this admission rule excluded potential BSc NUFS students as ineligible to apply to the Dietetic Specialization program, yet these students are the most qualified and the most interested in pursuing a health professional career as a Registered Dietitian.</p> <p>The purpose of the proposed academic standing changes is twofold:</p> <ol style="list-style-type: none"> 1. In the case of raising the continuing GPA to 3.0, this is to ensure students achieve the academic standard and demonstrate professional practice requirements of the program in order to gain the clinical knowledge and essential skills to meet competencies in dietetic practice. These requirements are essential in order for graduates of the program to apply and be successful in completing examinations to become an accredited Registered Dietitian, in accordance with requirements set by the College of Dietitians and Alberta Health Services; and 2. In the case of establishing a required course sequence, this is to ensure that students gain the sequential pre-requisite knowledge in courses to be successful in the program and to maintain their year of entry cohort into the program, which is a requirement of the program. |

Item No. 6

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| <p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p> | <p><i>What is the strategic impact of the proposal?</i></p> <ul style="list-style-type: none"> • To maintain appropriate academic and clinical practice standards in the program and for students in the program to meet requirements in becoming an accredited Registered Dietitian. • To ensure that students maintain their cohort, as required by the program. This is in order to manage a set number of clinical placements that are undertaken in collaboration with Alberta Health Services. • A small increase in the number of students required to withdraw from the program may or may not result. If students do not meet minimum GPA requirements and are required to withdraw from the Dietetics Specialization, these students would be allowed to continue in the BSc in Nutrition and Food Science, General Program if they meet the academic standing requirements (currently a GPA of 2.0 is required). • Students who do maintain their cohort and do take courses in sequence are positioned to be academically and clinically better prepared to meet all program requirements and do not delay completion of their degree. • The proposal will have minimal impact administratively. <p><i>What problems/opportunities will it address?</i></p> <ul style="list-style-type: none"> • These changes will address concerns raised by instructors in the Division of Human Nutrition, the Dietetics Specialization Management Committee, Nutrition and Food Science Program Committee and the College of Dietitians that the current continuing GPA of 2.7 is not ensuring that students meet the level of academic and clinical competencies required to successfully complete dietetic practicum courses and examinations to become a Registered Dietitian. • The removal of the more than *90 in related BSc NUFS programs will provide students with increased opportunity to apply to the Dietetics Specialization program at the U of A and we can retain these students at U of A rather than them applying to other dietetics programs in other Provinces. <p><i>Explain the alignment with the core risk area identified and include a brief summary of the associated risk(s) for each decision item</i></p> <ul style="list-style-type: none"> • The main risk is that graduates do not demonstrate the level of academic and clinical competencies required to be successful in clinical placements and successfully complete examinations to become a Registered Dietitian. In addition, failure to meet these requirements would jeopardize the program's accreditation standards and review process. • We have students in the BSc NUFS general program who are highly educated in nutrition and aspire to become a dietitian. These changes will remove a barrier (*90) to enable these students to apply to the Dietetic Specialization program. <p><i>What are the financial implications (costs and funding sources)?</i></p> <ul style="list-style-type: none"> • None <p><i>What are the next steps?</i></p> |
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Item No. 6

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| | <ul style="list-style-type: none"> ALES Student Services will work with the Dietetics Specialization Management Committee to communicate the requirements to students in the program. |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing (Include meeting dates)

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| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol > | <u>Those who are actively participating:</u> <ul style="list-style-type: none"> Dietetics Specialization Management Committee Division of Human Nutrition Nutrition and Food Science Program Committee |
| | <u>Those who have been consulted:</u> <ul style="list-style-type: none"> Alberta College of Dietitians Department of Agricultural, Food and Nutritional Science ALES Student Services Alberta Health Services |
| | <u>Those who have been informed: representatives from each of these stakeholders</u> |
| Approval Route (Governance) (including meeting dates) | ALES Nutrition and Food Science Program Committee, June 16, 2020 and September 2, 2020 ALES Academic Coordinating Committee, September 21, 2020 (by delegated authority from ALES Faculty Council) Undergraduate Program Support Team, November 12, 2020 GFC Programs Committee, December 10, 2020 |

Strategic Alignment

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| Alignment with <i>For the Public Good</i> | Excel: Objective 14, strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. | |
| 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 Undergraduate Admissions Procedure GFC Academic Standards Committee (ASC) | |

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| | GFC Academic Planning Committee (APC) General Faculties Council |
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Attachments (each to be numbered 1 - <>)

1. ALES Dietetics Admissions and Academic Standing

Prepared by: Jim Bohun, Assistant Dean (Academic and Student Programs), Faculty of ALES and Donna Vine, Program Chair, Nutrition and Food Science, Faculty of ALES

Attachment 1: Proposal for Changes to Admissions and Academic Standing Regulations for the BSc in Nutrition and Food Science, Dietetics Specialization

| Current Calendar Entry | Proposed Calendar Entry |
|--|--|
| <p>Faculty of Agricultural, Life and Environmental Sciences [ALES]</p> <p>Faculty Regulations</p> <p>Academic Standing [ALES]</p> <p>3. Continuation in the BSc Nutrition and Food Science Dietetics Specialization and the BSc Nutrition and Food Science, Food Science and Technology Specialization</p> <p>Continuation in the BSc Nutrition and Food Science, Dietetics Specialization and the BSc Nutrition and Food Science, Food Science and Technology Specialization requires a GPA of at least 2.7. Students who do not attain the required GPA will be moved to the BSc in Nutrition and Food Science, General Program. The Academic Standing section (4) below will then be applied. Whenever a student receives a grade of NC in a professional practice course, the student's total academic and clinical performance is reviewed and considered in order to determine whether the student should be allowed to continue in the program.</p> | <p>Faculty of Agricultural, Life and Environmental Sciences [ALES]</p> <p>Faculty Regulations</p> <p>Academic Standing [ALES]</p> <p>3. Continuation in the BSc Nutrition and Food Science Dietetics Specialization and the BSc Nutrition and Food Science, Food Science and Technology Specialization</p> <p>Continuation in the BSc Nutrition and Food Science, Food Science and Technology Specialization requires a GPA of at least 2.7. Continuation in the BSc Nutrition and Food Science, Dietetics Specialization requires an overall GPA of 3.0 and passing grades in the professional practice courses in each year of the program. Students who do not attain the required GPA will be eligible to apply to the BSc in Nutrition and Food Science, General Program. The Academic Standing section (4) below will then be applied. Whenever a student receives a grade of NC in a professional practice course, the student's total academic and clinical performance is reviewed and considered in order to determine whether the student should be allowed to continue in the program.</p> |
| <p>Proposed by: Dietetics Specialization Management Committee</p> <p>Rationale for Change: To meet the academic and professional competencies for the Dietetic Specialization (DS) students must meet a minimum GPA of 3.0 and passing grades in professional practice courses to continue and graduate in the DS program. This change will help to better guide students in the academic standard and professional practice requirements of the program in order to gain the essential skills to meet competencies in dietetic practice expected by the College of Dietitians and Alberta Health Services.</p> <p>Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>BSc Nutrition and Food Science, Dietetics Specialization</p> <p>Academic Standing and Graduation</p> <p>Students will be assessed annually to ensure that they maintain a GPA of 2.7 and passing grades in the professional practice courses [see Students will be assessed annually to ensure that they maintain a GPA of 2.7 and passing grades in the professional practice courses [see Continuation in the BSc Nutrition and Food Science Dietetics Specialization and the BSc Nutrition and Food Science, F]. Students who complete the course requirements for a degree with the Dietetics Specialization in the fourth year but fail to maintain a graduating GPA of 2.7 will be eligible for a degree BSc Nutrition and Food Science, General Program provided that they meet the graduation requirements.</p> <p>....</p> <p>Requirements</p> | <p>BSc Nutrition and Food Science, Dietetics Specialization</p> <p>Academic Standing and Graduation</p> <p>Students will be assessed annually to ensure that they maintain a GPA of 3.0 and passing grades in the professional practice courses [see Students will be assessed annually to ensure that they maintain a GPA of 3.0 and passing grades in the professional practice courses [see Continuation in the BSc Nutrition and Food Science Dietetics Specialization and the BSc Nutrition and Food Science, F]. Students who complete the course requirements for a degree with the Dietetics Specialization in the fourth year but fail to maintain a graduating GPA of 3.0 will be eligible to apply for degree BSc Nutrition and Food Science, General Program provided that they meet the graduation requirements.</p> <p>....</p> <p>Requirements</p> |

Attachment 1: Proposal for Changes to Admissions and Academic Standing Regulations for the BSc in Nutrition and Food Science, Dietetics Specialization

| Current Calendar Entry | Proposed Calendar Entry |
|--|---|
| <p>All students in the BSc in Nutrition and Food Science, Dietetics Specialization must successfully complete the courses in a common program core, as well as a capstone course.</p> <p>....</p> <p>Program Requirements (★120)</p> <p>Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses. Course sequencing for Professional Practice in Dietetics courses may vary based on the availability of placement sites.</p> | <p>All students in the BSc in Nutrition and Food Science, Dietetics Specialization must successfully complete the courses in a common program core, as well as a capstone course.</p> <p>....</p> <p>Program Requirements and Course Sequencing (★120)</p> <p>Listed below are courses required to fulfill the program requirements, and the required sequence of courses in the program. The program is cohort based and the curriculum is designed to be taken over four years. Course sequencing for Professional Practice in Dietetics courses may vary based on the availability of placement sites.</p> <p>Course Sequencing:</p> <p>1. To proceed to Year 2, students must have successfully completed all courses listed in Year 1.</p> <p>2. To proceed to Year 3, students must have successfully completed all courses listed in Years 1 and 2.</p> <p>3. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.</p> |
| <p>Proposed by: Dietetics Specialization Management Committee</p> <p>Rationale for Change: To meet the academic and professional competencies for the Dietetic Specialization (DS) students must meet a minimum GPA of 3.0 and passing grades in professional practice courses to continue and graduate in the DS program. This change will help to better guide students in the academic standard and professional practice requirements of the program in order to gain the essential skills to meet competencies in dietetic practice expected by the College of Dietitians and Alberta Health Services.</p> <p>Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>Undergraduate Admissions Admission Requirements by Faculty Faculty of Agricultural, Life and Environmental Sciences BSc in Nutrition and Food Science, Dietetic Specialization </p> <p>3. Minimum Admission Requirements All applicants must present with a minimum AGPA of 2.7 and a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably ★30). Required courses for admission to the Dietetics Specialization are:</p> <ul style="list-style-type: none"> a. BIOL 107 b. CHEM 101 c. CHEM 102 d. CHEM 164 or CHEM 261 e. NUTR 100 f. STAT 151 g. ★6 ENGL or ★3 ENGL and ★3 WRS <p>Students cannot apply to the Dietetics Specialization if they have completed more than ★90 of the requirements for BSc</p> | <p>Undergraduate Admissions Admission Requirements by Faculty Faculty of Agricultural, Life and Environmental Sciences ... BSc in Nutrition and Food Science, Dietetic Specialization </p> <p>3. Minimum Admission Requirements All applicants must present with a minimum AGPA of 2.7 and a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably ★30). Required courses for admission to the Dietetics Specialization are:</p> <ul style="list-style-type: none"> a. BIOL 107 b. CHEM 101 c. CHEM 102 d. CHEM 164 or CHEM 261 e. NUTR 100 f. STAT 151 g. ★6 ENGL or ★3 ENGL and ★3 WRS |

Attachment 1: Proposal for Changes to Admissions and Academic Standing Regulations for the BSc in Nutrition and Food Science, Dietetics Specialization

| Current Calendar Entry | Proposed Calendar Entry |
|--|--------------------------------|
| Honors in Nutrition, BSc Honors in Food Science or BSc Nutrition and Food Science General Program. | |
| <p>Proposed by: Donna Vine (NUFS Program Chair) Rationale for Change: The aim of this calendar change is to maximize the opportunity of our Faculty ALES NUFS General Program students to apply to the DS program. Approval: ALES Academic Coordinating Committee, October 12, 2020</p> | |

Governance Executive Summary
Action Item

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| Agenda Title | Proposed Changes to Admissions Requirements for Direct Entry to the BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science, and the BSc Honors in Nutrition |
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Motion

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| <p>THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed admission changes including direct entry from High School into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science, and the BSc Honors in Nutrition as set forth in attachment 1, to take effect for Fall 2021 admission and for publication in 2021-2022 University Calendar.</p> |
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Item

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|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Stanford Blade, Dean |
| Presenter(s) | Scott Jeffrey, Associate Dean (Academic) Donna Vine, Program Chair, Nutrition and Food Science Jim Bohun, Assistant Dean (Academic and Student Programs) |

Details

| | |
|---|--|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | <p>The proposal is before the committee because ALES would like to attract high-quality students to the BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition. Direct entry allows recruiters to more effectively market these programs as part of the comprehensive high school recruitment activities undertaken by the Faculty and the Registrar's Office. This change is being proposed to align with practices for Specializations and Honors programs in other Faculties.</p> <p>Clarification of existing Academic Standing regulations for all three programs is included in the proposed calendar entries, but does not involve changes to any standards.</p> |

Item No. 7

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| <p>Executive Summary (outline the specific item – and remember your audience)</p> | <p><i>What is the strategic impact of the proposal?</i></p> <ul style="list-style-type: none"> • To attract high-quality students. • To increase the number of domestic students in these programs through active recruitment in Alberta high schools. • To better serve students by allowing them to begin in their program of choice rather than having to transfer. • The proposal will have minimal impact administratively, as ALES is predominantly a direct entry Faculty, the affected programs require *120 credits, and the number of students will be small. We expect 5 or 6 additional students in each of these programs, primarily coming from a pool of students who otherwise would have applied for the BSc in Nutrition and Food Science, General Program. • Currently, new students predominantly transfer from within ALES or as external postsecondary transfer students, so enrolment in other Faculties will not be affected. <p><i>What problems/opportunities will it address?</i></p> <ul style="list-style-type: none"> • The change will allow an additional 5 or 6 domestic students to be admitted each year into each program, bringing the program closer to capacity. • Some students have indicated that they did not transfer because they had not taken the correct courses in their first year of BSc in Nutrition and Food Science, General Program. Allowing students to enter the specialization from High School would raise awareness of these options and allow students to better plan their degree pathway. <p><i>Explain the alignment with the core risk area identified and include a brief summary of the associated risk(s) for each decision item</i></p> <ul style="list-style-type: none"> • Enrolment Management goals of increasing student participation in the relevant programs will be facilitated by the proposal. The risk associated with the proposal would be possible over enrolment. ALES would carefully manage admissions ensure that capacity is not exceeded. <p><i>What are the financial implications (costs and funding sources)?</i></p> <ul style="list-style-type: none"> • None <p><i>What are the next steps?</i></p> <ul style="list-style-type: none"> • ALES Student Services will work with the Office of the Registrar to update information for prospective students. |
| <p>Supplementary Notes and context</p> | <p><This section is for use by University Governance only to outline governance process.></p> |

Engagement and Routing (Include meeting dates)

| | |
|---|--|
| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • ALES Nutrition and Food Science Program Committee • Division of Food Science and Bioresource Technology • Division of Human Nutrition |
| <p><For information on the protocol see the Governance</p> | <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Department of Agricultural, Food and Nutritional Science • ALES Student Services |

Item No. 7

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|--|--|
| Resources section Student Participation Protocol > | <u>Those who have been informed:</u> |
| Approval Route (Governance) (including meeting dates) | <p>ALES Nutrition and Food Science Program Committee, September 2, 2020</p> <p>ALES Academic Coordinating Committee, September 21, 2020 (by delegated authority from ALES Faculty Council)</p> <p>Undergraduate Program Support Team, November 12, 2020</p> <p>GFC Programs Committee, December 10, 2020</p> |

Strategic Alignment

| | | |
|---|---|---|
| Alignment with <i>For the Public Good</i> | Excel: Objective 14, strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. | |
| 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 type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success |
| Legislative Compliance and jurisdiction | <p>Post-Secondary Learning Act (PSLA)</p> <p>UAPPOL Admissions Policy</p> <p>UAPPOL Undergraduate Admissions Procedure</p> <p>GFC Academic Standards Committee (ASC)</p> <p>GFC Academic Planning Committee (APC)</p> <p>General Faculties Council</p> | |

Attachments (each to be numbered 1 - <>)

1. ALES FST and Hons to Direct Entry

Prepared by: Jim Bohun, Assistant Dean (Academic and Student Programs), Faculty of ALES

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
|--|--|
| <p>Undergraduate Admissions Admission Requirements by Faculty Faculty of Agricultural, Life and Environmental Sciences ...</p> <p>BSc in Nutrition and Food Science, Food Science and Technology Specialization</p> <p>Students must present ★24 applicable to the BSc Nutrition and Food Science program with a minimum AGPA of 2.7. Students may prepare for the BSc Nutrition and Food Science, Food Science and Technology Specialization by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution.</p> <p>Recommended courses for transfer include:</p> <ul style="list-style-type: none"> ● BIOL 107 ● CHEM 101 ● CHEM 102 ● CHEM 164 or CHEM 261 ● MATH 134, MATH 144 or MATH 154 ● NU FS 100 ● STAT 151 ● ★6 ENGL (which may include ★3 in WRS) <p>...</p> | <p>Undergraduate Admissions Admission Requirements by Faculty Faculty of Agricultural, Life and Environmental Sciences ...</p> <p>BSc in Nutrition and Food Science, Food Science and Technology Specialization</p> <p>I. High School Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Chemistry 30 3. Biology 30 4. Mathematics 30-1 5. Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods. <p>II. Nonmatriculated Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. Chemistry 30 2. Biology 30 3. Mathematics 30-1 <p>...</p> |
| <p>Undergraduate Admissions Admission Requirements by Faculty Faculty of Agricultural, Life and Environmental Sciences ...</p> <p>BSc Honors in Food Science</p> <p>Students must present ★24 applicable to the BSc Nutrition and Food Science program with a minimum AGPA of 3.0. Students may prepare for the BSc Honors in Food Science by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution.</p> <p>Recommended courses for transfer include</p> <ul style="list-style-type: none"> ● BIOL 107 ● CHEM 101 ● CHEM 102 ● CHEM 164 or CHEM 261 ● MATH 134, MATH 144 or MATH 154 ● NU FS 100 ● STAT 151 ● ★6 ENGL (which may include ★3 in WRS) | <p>Undergraduate Admissions Admission Requirements by Faculty Faculty of Agricultural, Life and Environmental Sciences ...</p> <p>BSc Honors in Food Science</p> <p><u>Consideration for the first year of an Honors program requires a minimum application average of 80% on the required five admission subjects outlined below.</u></p> <p><u>Students need not apply to Honors in the first year and may instead apply to the BSc NUFS General program and take ★18 -★30 (in each Fall/Winter) with an appropriate selection of courses. Students may then apply in any subsequent year for transfer into an Honors or NUFS Specialization program by submitting an Application for Readmission and Internal Transfer to the Office of the Registrar by the application deadline. Admission beyond first year requires a minimum competitive GPA of 3.0 and course load in each of the preceding Fall/Winters (refer to specific details for each program).</u></p> <p>I. High School Applicants</p> |

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
|---|---|
| <p>Students cannot apply to the Honors program if they have completed more than ★90 of the requirements for the BSc Nutrition and Food Science General Program.</p> | <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Chemistry 30 3. Biology 30 4. Mathematics 30-1 5. Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods. <p>II. Nonmatriculated Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. Chemistry 30 2. Biology 30 3. Mathematics 30-1 <p>Students cannot apply to the Honors program if they have completed more than ★90 of the requirements for the BSc Nutrition and Food Science General Program.</p> |
| <p>Faculty of Agricultural, Life and Environmental Sciences [ALES] Programs Undergraduate</p> <p>BSc Nutrition and Food Science, Food Science and Technology Specialization</p> <p>General Information The BSc in Nutrition and Food Science, Food Science and Technology Specialization prepares students for careers in the food industry and related government sectors. Program details are available on the Faculty website.</p> <p>The Specialization meets the guidelines of the Institute of Food Technologists (IFT).</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • General Undergraduate Admission Requirements • Program-Specific Admission Requirements <p>Regulations</p> <ul style="list-style-type: none"> • University Regulations • Faculty Regulations <p>Requirements All students in the BSc in Nutrition and Food Science, Food Science and Technology Specialization must successfully</p> | <p>Faculty of Agricultural, Life and Environmental Sciences [ALES] Programs Undergraduate</p> <p>BSc Nutrition and Food Science, Food Science and Technology Specialization</p> <p>General Information The BSc in Nutrition and Food Science, Food Science and Technology Specialization prepares students for careers in the food industry and related government sectors. Program details are available on the Faculty website.</p> <p>The Specialization meets the guidelines of the Institute of Food Technologists (IFT).</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • General Undergraduate Admission Requirements • Program-Specific Admission Requirements <p>Regulations</p> <ul style="list-style-type: none"> • University Regulations • Faculty Regulations <p>Requirements All students in the BSc in Nutrition and Food Science, Food Science and Technology Specialization must successfully</p> |

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
|--|---|
| <p>complete the courses in a common program core, as well as a capstone course.</p> <p>Residence Requirement A student transferring to the Food Science and Technology Specialization must complete at least ★60 (normally the last ★60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta</p> <p>Program Requirements (★120) Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:</p> <p>Year 1 Normally taken in the BSc Nutrition and Food Science General Program:</p> <ul style="list-style-type: none"> • ★3 ENGL • ★3 Free Electives • BIOL 107 • CHEM 101 • CHEM 102 • NU FS 100 • STAT 151 <p>....</p> | <p>complete the courses in a common program core, as well as a capstone course.</p> <p>Program Requirements (★120) Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:</p> <p>Year 1</p> <ul style="list-style-type: none"> • ★3 ENGL • ★3 Free Electives • BIOL 107 • CHEM 101 • CHEM 102 • NU FS 100 • STAT 151 <p>....</p> |
| <p>Faculty of Agricultural, Life and Environmental Sciences [ALES] Programs Undergraduate</p> <p>BSc Honors in Food Science</p> <p>General Information</p> <p>The BSc Honors in Food Science program is intended for highly-motivated students with exceptional ability. Honors is the preferred program for students who aim for research-oriented careers or who plan to pursue graduate studies. Program details are available on the Faculty website.</p> <p>Entrance to this program takes place after at least one year of university (or equivalent) studies. Students interested in the Honors program normally complete their first year in the BSc Nutrition and Food Science General Program.</p> <p>The Honors in Food Science program meets the guidelines of the Institute of Food Technologists (IFT).</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • General Undergraduate Admission Requirements | <p>Faculty of Agricultural, Life and Environmental Sciences [ALES] Programs Undergraduate</p> <p>BSc Honors in Food Science</p> <p>General Information</p> <p>The BSc Honors in Food Science program is intended for highly-motivated students with exceptional ability. Honors is the preferred program for students who aim for research-oriented careers or who plan to pursue graduate studies. Program details are available on the Faculty website.</p> <p>The Honors in Food Science program meets the guidelines of the Institute of Food Technologists (IFT).</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • General Undergraduate Admission Requirements |

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
|--|--|
| <ul style="list-style-type: none"> • Program-Specific Admission Requirements <p>Regulations</p> <ul style="list-style-type: none"> • University Regulations • Faculty Regulations <p>Requirements</p> <p>All students in the BSc Honors in Nutrition must successfully complete the courses in a common program core, as well as a capstone course.</p> <p>Residence Requirement</p> <p>A student transferring to the BSc Honors in Food Science program with advanced standing must complete at least ★60 (normally the last ★60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.</p> <p>Program Requirements (★120)</p> <p>Listed below are courses that fulfill the program requirements, and a recommended sequence for the courses.</p> <p>Year 1</p> <p>Normally taken in the BSc Nutrition and Food Science General Program.</p> <ul style="list-style-type: none"> • ★3 ENGL • ★3 Free Electives • BIOL 107 • CHEM 101 • CHEM 102 • NU FS 100 • STAT 151 <p>....</p> | <ul style="list-style-type: none"> • Program-Specific Admission Requirements <p>Regulations</p> <ul style="list-style-type: none"> • University Regulations • Faculty Regulations <p>Requirements</p> <p>All students in the BSc Honors in Nutrition must successfully complete the courses in a common program core, as well as a capstone course.</p> <p>Academic Standing [ALES]</p> <p>Continuation in the BSc Honors in Food Science</p> <p>Students will be assessed annually to ensure that they maintain a GPA of at least 3.0 for continuation in the BSc Honors in Food Science program. Students who do not attain the required GPA will be eligible to apply to the BSc in Nutrition and Food Science, General Program.</p> <p>Program Requirements (★120)</p> <p>Listed below are courses that fulfill the program requirements, and a recommended sequence for the courses.</p> <p>Year 1</p> <ul style="list-style-type: none"> • ★3 ENGL • ★3 Free Electives • BIOL 107 • CHEM 101 • CHEM 102 • NU FS 100 • STAT 151 <p>....</p> |
| <p>Proposed by: Lynn McMullen and Michael Gänzle Division of Food Science and Bioresource Technology</p> <p>Rationale for Change: This is a proposal to change admission requirements for the Food Science and Technology Specialization and Honors in Food Science programs to allow direct entry from high school. This change is being proposed to facilitate recruitment into the program similar to other Faculties at U of A with Specialization and Honors programs.</p> <p>Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |
| <p>Undergraduate Admission</p> <p>Admission Requirements by Faculty</p> <p>Faculty of Agricultural, Life and Environmental Sciences</p> <p>....</p> <p>BSc Honors in Nutrition</p> <p>Students must present ★24 applicable to the BSc Nutrition and Food Science program with a minimum AGPA of 3.0.</p> | <p>Undergraduate Admission</p> <p>Admission Requirements by Faculty</p> <p>Faculty of Agricultural, Life and Environmental Sciences</p> <p>...</p> <p>BSc Honors in Nutrition</p> |

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
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| <p>Students may prepare for the BSc Honors in Nutrition by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution.</p> <p>Recommended courses for transfer include</p> <ul style="list-style-type: none"> • NUTR 100 • NU FS 100 • BIOL 107 • CHEM 101 • CHEM 102 • CHEM 164 or CHEM 261 • ★6 ENGL (which may include ★3 in WRS) • STAT 151 <p>Students cannot apply to the Honors program if they have completed more than ★90 of the requirements for the BSc Nutrition and Food Science General Program.</p> <p>Other Requirements:</p> <p>Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, knowledge and experience related to research, and reasons for seeking admission to the Honors in Nutrition program. Further details regarding the Letter of Intent and contact information for the Honors Advisor for Nutrition are available from ALES Student Services.</p> | <p>Consideration for the first year of an Honors program requires a minimum application average of 80% on the required five admission subjects outlined below.</p> <p>Students need not apply to Honors in the first year and may instead apply to the BSc NUFS General program and take ★18-★30 (in each Fall/Winter) with an appropriate selection of courses. Students may then apply in any subsequent year for transfer into an Honors or NUFS Specialization program by submitting an Application for Readmission and Internal Transfer to the Office of the Registrar by the application deadline. Admission beyond first year requires a minimum competitive GPA of 3.0 and course load in each of the preceding Fall/Winters (refer to specific details for each program).</p> <p>I. High School Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Chemistry 30 3. Biology 30 4. Mathematics 30-1 5. Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Foods. <p>II. Nonmatriculated Applicants</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. Chemistry 30 2. Biology 30 3. Mathematics 30-1 <p>Students cannot apply to the Honors program if they have completed more than ★90 of the requirements for the BSc Nutrition and Food Science General Program.</p> |

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
|---|--|
| <p>Faculty of Agricultural, Life and Environmental Sciences [ALES] Programs Undergraduate</p> <p>BSc Honors in Nutrition</p> <p>General Information The BSc Honors in Nutrition program is intended for highly-motivated students with exceptional ability. Honors is the preferred program for students who aim for research-oriented careers or who plan to pursue graduate studies. Program details are available on the Faculty website.</p> <p>Entrance to this program takes place after at least one year of university (or equivalent) studies. Students interested in the Honors program normally complete their first year in the BSc Nutrition and Food Science General Program.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • General Undergraduate Admission Requirements • Program-Specific Admission Requirements <p>Regulations</p> <ul style="list-style-type: none"> • University Regulations • Faculty Regulations <p>Requirements All students in the BSc Honors in Nutrition must successfully complete the courses in a common program core, as well as a capstone course.</p> <p>Residence Requirement A student transferring to the BSc Honors in Nutrition program with advanced standing must complete at least ★60 (normally the last ★60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.</p> <p>Course Requirements (★120) Listed below are courses that fulfill the program requirements, and a recommended sequence for the courses.</p> <p>Year 1 Normally taken in the BSc Nutrition and Food Science General Program.</p> <ul style="list-style-type: none"> • ★3 ENGL • ★3 Free Electives • BIOL 107 | <p>Faculty of Agricultural, Life and Environmental Sciences [ALES] Programs Undergraduate</p> <p>BSc Honors in Nutrition</p> <p>General Information The BSc Honors in Nutrition program is intended for highly-motivated students with an interest in health science research in nutrition and metabolism. Honors is the preferred program for students who aim for a health science or research-oriented career, and for those who plan to pursue graduate studies. Program details are available on the Faculty website.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • General Undergraduate Admission Requirements • Program-Specific Admission Requirements <p>Regulations</p> <ul style="list-style-type: none"> • University Regulations • Faculty Regulations <p>Requirements All students in the BSc Honors in Nutrition must successfully complete the courses in a common program core, as well as a capstone course.</p> <p>Academic Standing [ALES]</p> <p>Continuation in the BSc Honors in Nutrition Students will be assessed annually to ensure that they maintain a GPA of at least 3.0 for continuation in the BSc Honors in Nutrition program. Students who do not attain the required GPA will be eligible to apply to the BSc in Nutrition and Food Science, General Program.</p> <p>Course Requirements (★120) Listed below are courses that fulfill the program requirements, and a recommended sequence for the courses.</p> <p>Year 1</p> <ul style="list-style-type: none"> • ★3 ENGL • ★3 Free Electives • BIOL 107 |

Attachment 1: Proposal for Direct Entry into BSc in Nutrition and Food Science, Food Science and Technology Specialization, the BSc Honors in Food Science and the BSc Honors in Nutrition

| Current Calendar Entry | Proposed Calendar Entry |
|---|---|
| <ul style="list-style-type: none"> • CHEM 101 • CHEM 102 • NUTR 100 • NU FS 100 • STAT 151 | <ul style="list-style-type: none"> • CHEM 101 • CHEM 102 • NUTR 100 • NU FS 100 • STAT 151 |
| <p>Proposed by: Vera Mazurak (Division Human Nutrition), Donna Vine (Chair, NUFS Program Committee)</p> <p>Rationale for Change: This is a proposal to change admission requirements for the Honors in Nutrition program to allow direct entry from high school. This change is being proposed to facilitate recruitment at an early stage into this Honors program, and to align with admission practices for other Honors programs at U of A. It also aligns with proposed BSc Honors in Food Science.</p> <p>Approval: ALES Academic Coordinating Committee, September 21, 2020</p> | |

FINAL Item No. 8

**Governance Executive Summary
Action Item**

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| Agenda Title | Proposed Changes to Entrance Requirements to Include a Situational Judgement Test, for the Bachelor of Education (B.Ed.) Program, Faculty of Education |
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Motion

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| <p>THAT the GFC Programs Committee approve the proposed changes to the Bachelor of Education program entrance requirements, as set forth in Attachment 1, to take effect for Fall 2022 Admissions and to be reviewed for final approval in advance of the 2026 admissions cycle.</p> |
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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Jennifer Tupper, Dean, Faculty of Education |
| Presenter(s) | Bill Dunn, Associate Dean, Teacher Education, Faculty of Education |

Details

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| 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 request approval for the proposed changes to the Admissions section of the University Calendar for the Bachelor of Education program. The specific proposed change is to add a situational judgement test (SJT) to the admission requirements. The proposed text for the University Calendar also includes some new informational notes for applicants. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | <p>During a program review carried out by the Faculty of Education in 2018-2019, we heard from a range of participant groups that our selection process should be based on more than GPA. Feedback was collected from over 1,200 people including faculty members and instructors, students, alumni, support staff, school district personnel (teachers, principals, central administrators), and professional organizations in education. Participants noted that teaching requires a broad set of skills, including non-cognitive factors such as adaptability, collaboration, empathy, and professionalism. They also pointed to the importance of selecting a diverse population of teacher candidates and questioned whether GPA alone is suitable for meeting that aim.</p> <p>The Alberta Teaching Quality Standard (TQS) sets the expectations for teachers in Alberta, and it identifies many non-cognitive traits that are expected of all teachers in Alberta, including relationship-building, collaboration, and a commitment to equitably meeting the needs of a diverse student population. The proposed additional requirement of a situational judgement test (CASPer) would supplement the cognitive information that GPA offers about applicants with non-cognitive information. CASPer assesses collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self-awareness. These areas correspond well with the expectations of teachers outlined in Alberta's TQS.</p> <p>A situational judgement test (SJT) was chosen over other possible admission criteria (e.g., interviews, written statements, letters of</p> |

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| | <p>reference) for feasibility reasons. The Faculty of Education receives and reviews thousands of application files annually. Currently there are insufficient human and financial resources to conduct interviews or to assess written submissions.</p> <p>Exceptions: The SJT requirement would not apply to applicants seeking admission into a Combined Degree program, since students are admitted to these programs through the partnering faculty and then continue into the Faculty of Education automatically as long as they meet the necessary academic standards. Our program pathways with separate application pools that currently use interviews or written statements in their admission process (e.g., Aboriginal Teacher Education Program, Collaborative programs) would have the option to continue using these current requirements in lieu of the SJT.</p> <p>In developing this proposal, much consideration has been given to questions and concerns about possible effects on equity, diversity and inclusivity (EDI). There is some evidence that CASPer scores show significant differences across different population groups. While such differences are not unique to SJTs and have also been found for GPA and other common admission criteria, they need to be taken seriously. Since most, and perhaps all, admission criteria affect population groups differently, we believe that EDI in our admission process cannot be achieved primarily on the basis of which criteria we select. Rather, achieving EDI depends more on how we use the criteria and what deliberate commitments and efforts we make to diversify our population of students and teacher candidates. Our implementation of the SJT would be accompanied by procedures for addressing EDI, some of which are outlined below as “Next Steps”. Because CASPer has been approved for use as an admission requirement in some other faculties at the University of Alberta, including Nursing and Dentistry, we will also be able to draw on their experiences in order to develop sound practices for achieving our EDI aims while using an SJT.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Communicate new admission requirement to potential applicants • Finalize plans with Altus Assessments, the CASPer test provider • Develop procedures for more systematic and regular tracking of EDI outcomes in our admission process to monitor and address effects on student diversity in our program • Document admission processes, including EDI procedures, to ensure continuity of practices when personnel changes occur <p>The accompanying calendar changes, in addition to indicating the SJT requirement, also include explanatory notes for applicants. The purpose of these notes is to help students understand, at the time of admission, some potential implications of receiving transfer credit or having their program shortened on the basis of prior coursework.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

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Engagement and Routing (Include meeting dates)

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| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty of Education Undergraduate Academic Affairs Council (Motion to recommend was carried September 24, 2020.) • Education Faculty Council (Motion to approve subject to final university-level approval was carried November 3, 2020.) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Program review (2018-2019): included input from faculty members, instructors, support staff, students, alumni, and educators (teachers, principals, school district personnel, etc.) • Faculty of Education, Program Renewal Online Town Hall (April 30, 2020) • Education Faculty Council (May 5, 2020) • Directors of the Aboriginal Teacher Education Program, by email September 23, 2020 • Directors of Collaborative Programs at Grande Prairie Regional College, Red Deer College, and Keyano College, by email September 23, 2020 • Faculty of Education Undergraduate Student Services (September 24, 2020) • Faculty of Education Undergraduate Academic Affairs Council, including representation from the Alberta Teachers' Association (September 24, 2020): Motion to recommend the proposed admission requirements was carried. • Education Students' Association, by email September 24, 2020 and through student representation on Education Faculty Council and Undergraduate Academic Affairs Council • Education Faculty Council (October 6, 2020) • Program Support Team (October 29, 2020) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Alberta Teachers' Association, Teacher Education and Certification Committee, including representatives from school districts, government of Alberta, other post-secondary institutions offering a Bachelor of Education (October 2, 2020) |
| <p>Approval Route (Governance) (including meeting dates)</p> | <ul style="list-style-type: none"> • Faculty of Education Undergraduate Academic Affairs Council (Motion to recommend was carried September 24, 2020.) • Education Faculty Council (Motion to approve subject to final university-level approval was carried November 3, 2020.) • GFC Programs Committee, December 10, 2020 |

Strategic Alignment

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| <p>Alignment with <i>For the Public Good</i></p> | <p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p>BUILD (Objective 1): Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> | | | |
| <p>Alignment with Core Risk Area</p> | <p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1942 1542 2001"> <tr> <td data-bbox="570 1942 1088 2001"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff </td> <td data-bbox="1088 1942 1542 2001"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation </td> </tr> </table> | | <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff | <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation |
| <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff | <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation | | | |

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| | <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"/> 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 - <>)

1. Attachment 1 (page(s) 1 - <>) Calendar Changes
2. Attachment 2 (page(s) 1 - <>) Additional Background and Rationale
3. Attachment 3 (page(s) 1 - <>) Frequently Asked Questions

Prepared by: Bill Dunn, Associate Dean, Teacher Education, wdunn@ualberta.ca

CALENDAR CHANGES

| CURRENT | PROPOSED |
|--|--|
| <p>Faculty of Education</p> <p>https://calendar.ualberta.ca/content.php?catoid=33&navoid=9941 (Use yellow highlight and strike out for all changes)</p> | <p>Calendar Section Title and web link (Use <u>yellow highlight and underline</u> all additions)</p> |
| <p>All Applicants to the Faculty of Education</p> <p>Applicants to all routes of the Bachelor of Education should seek experience in work or service with children or youth before admission. Such experience may assist applicants in confirming their choice of education as a career.</p> <p>Because there are more applicants to the Faculty of Education than there are places, enrolment management is in effect for all undergraduate degree programs. Under enrolment management, an overall target for the Faculty is set each year. The number of new students admitted to any particular program or year of a program may vary depending on the number of available places and the promotion, departure, or graduation of continuing students. While the minimum admission average is 70% for high school applicants, and a minimum GPA of 2.0 for postsecondary applicants, all admissions are competitive and the actual admission averages may be higher than the minimum.</p> <p>Spoken English Requirement: Applicants must also meet a spoken English requirement. See "English Language Requirements" Language Proficiency Requirements for specific score requirements.</p> <p>If, after having read all relevant information in the following sections, students have further questions about admission to the Faculty of Education, they should contact Undergraduate Student Services Office, 1-107 Education Centre North; telephone (780) 492-3659.</p> <p>Bachelor of Education – Elementary and Secondary Routes</p> <p>Introduction</p> <p>For admission purposes, new applicants for degree programs only are placed into one of four categories:</p> <p>High School Applicants: Those students applying directly from high school.</p> <p>Postsecondary Transfer Applicants: Those students who have not yet completed a degree.</p> <p>After Degree Applicants: Those students who have already completed a degree program.</p> <p>Nonmatriculated Applicants: refer to Nonmatriculated Applicants.</p> <p>I. High School Applicants</p> <p>High school applicants will be considered for</p> | |

admission based on their average on five subjects noted below.

Subject Requirements

1. English Language Arts 30-1
2. Three subjects from Group A, and/or C.
3. One additional subject from Group A, B, C, or Physical Education 30 (5 credits), or 30-level CTS course (5 credits).
4. Mathematics 30-2 may be used for admission to the Faculty of Education although Mathematics 30-1 is a prerequisite for some required courses in Mathematics/Science majors and minors (see Notes below)

High school-level courses are based on the Alberta Education curriculum. Prospective students who completed high school education from outside Alberta should review the Admission Course Equivalents for acceptable high school courses in the three categories at www.admissions.ualberta.ca.

For general high school admission requirements refer to [High School Applicants](#).

Additional Requirements

1. Please note that for some Secondary Education Major/Minor routes, students are required to present specific 30-level courses (or equivalent) in order to complete the requirements of each Major/Minor. These courses do not have to be presented for admission, but are prerequisites for university course registration. Please check [Admission from High School](#) for detailed information.
2. The Faculty of Education accepts proficiency in an Aboriginal language recognized in Canada (e.g., Cree, Slavey, etc.) to meet a Group A admission requirement. Proficiency is measured either by a test, administered by the University if such can be arranged, or by

Additional Requirement

Situational Judgement Test (Effective Fall 2022 admission onward): Applicants are required to complete an online situational judgement test as part of their application for admission. An applicant's situational judgement test score is a selection factor that is considered in the admission decision process. More information about this requirement is available on the Faculty of Education website at <https://www.ualberta.ca/education/programs/undergraduate-programs>.

Notes

1. Please note that for some Secondary Education Major/Minor routes, students are required to present specific 30-level courses (or equivalent) in order to complete the requirements of each Major/Minor. These courses do not have to be presented for admission, but are prerequisites for university course registration. Please check [Admission from High School](#) for detailed information.
2. The Faculty of Education accepts proficiency in an Aboriginal language recognized in Canada (e.g., Cree, Slavey, etc.) to meet a Group A admission requirement. Proficiency is measured either by a test, administered by the University if such can be arranged, or by boards of examiners appointed by

boards of examiners appointed by the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects

3. Applicants who do not present the high school requirements or the required admission average may be considered for admission if they successfully complete, at an accredited postsecondary institution ★24 or more of coursework transferable to the BEd program.

II. Postsecondary Transfer Applicants

1. General Requirements:

- a. Applicants must present successful completion of at least ★24 transferable course weight applicable to the specific degree program for which they have applied. Those applicants who do not present at least ★24, are considered as high school applicants. See [High School Applicants](#). High school applicants for admission information.
- b. Satisfactory standing in the Faculty or postsecondary institution from which they wish to transfer;
- c. An AGPA of at least 2.0. (See [Transfer from a Postsecondary Institution](#) for information about the calculation of the AGPA.)

the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects

3. Applicants who do not present the high school requirements or the required admission average may be considered for admission if they successfully complete, at an accredited postsecondary institution ★24 or more of coursework transferable to the BEd program.

d. Situational Judgement Test (Effective Fall 2022 admission onward): Applicants are required to complete an online situational judgement test as part of their application for admission. An applicant's situational judgement test score is a selection factor that is considered in the admission decision process. More information about this requirement is available on the Faculty of Education

website at <https://www.ualberta.ca/education/programs/undergraduate-programs>.

Notes

1. Applicants without ★24 transferable coursework may apply to the Secondary Education CTS major route provided they have the following:
 - a. Applicable and recognized journey certificate or approved two or three year diploma or certificate
 - b. English Language Arts 30-1 (or equivalent)
 - c. Subject from Group A, B, or C
2. **Recommended Courses for the first year(s) of study:** Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.

Note: Students taking courses in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled. For further details regarding course choices, see [Components of the Program](#) for the Elementary route and [Components of the Program](#) for the Secondary route.

3. **Admission with Transfer Credit:** A maximum of ★60 obtained at another postsecondary institution may be granted as transfer credit toward any Bachelor of Education program where applicable.
The year of program to which an applicant is admitted depends on the number of transferable credits applicable to the BEd program for which they have applied.
Year 2: ★24 or more but less than ★60
Year 3: ★60

4. Students who are granted transfer credit should be aware that receiving transfer credit toward a BEd program does not guarantee that all of the courses will be counted toward their placement on the teacher salary grid by the Teacher Qualifications Service (TQS). The TQS is a provincial agency that has the sole authority for evaluating courses for teacher salary purposes.

III. After-Degree Applicants General Requirements

All applicants must present the following:

1. A three- or four-year degree from an accredited postsecondary institution.

2. An Admission GPA (AGPA) of at least 2.0, or equivalent, based on the most recent graded and transferable ★24.

BEd/AD programs in the Elementary and Secondary Routes vary in length (see [BEd and BEd \(After Degree\)](#)). The length of the program will depend on the courses that a student presents at the time of admission.

The Elementary After Degree program is normally two years in length. The Secondary After Degree program length will depend on the courses presented at the time of admission.

IV. **Nonmatriculated Applicants**

Subject Requirements

1. English Language Arts 30-1 or ★6 in transferable English at the 100-level
2. Another 30-level subject from Group A, B, or C (or equivalent).
3. Presentation of Faculty minimum average on (1) and (2), and a competitive AGPA if any postsecondary-level coursework is presented.

3. **Situational Judgement Test (Effective Fall 2022 admission onward):** Applicants are required to complete an online situational judgement test as part of their application for admission. An applicant's situational judgement test score is a selection factor that is considered in the admission decision process. More information about this requirement is available on the Faculty of Education website at <https://www.ualberta.ca/education/programs/undergraduate-programs>.

Note: BEd/AD programs in the Elementary and Secondary Routes vary in length (see [BEd and BEd \(After Degree\)](#)). The length of the program will depend on the courses that a student presents at the time of admission.

The Elementary After Degree program is normally two years in length. The Secondary After Degree program length will depend on the courses presented at the time of admission.

Students whose BEd After Degree program consists of fewer than *60 may need additional post-secondary courses in order to receive two full years of credit toward their placement on the teacher salary grid when they are evaluated by the Teacher Qualifications Service (TQS). The TQS is a provincial agency that has the sole authority for evaluating post-secondary studies for teacher salary purposes.

General Requirements

1. English Language Arts 30-1 or ★6 in transferable English at the 100-level
2. Another 30-level subject from Group A, B, or C (or equivalent).
3. Presentation of Faculty minimum average on (1) and (2), and a competitive AGPA if any postsecondary-level coursework is presented.
4. **Situational Judgement Test (Effective Fall 2022 admission onward):** Applicants are required to complete an online situational judgement test as part of their application for admission. An applicant's situational judgement test score is a selection factor that is considered in the admission decision process. More information about this requirement is available on the Faculty of Education website at

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| <p>4. Presentation of no more than ★21 of graded and transferable postsecondary-level coursework.</p> <p>Any applicant who has successfully completed ★24 of graded and transferable postsecondary-level coursework or more at the postsecondary level will be considered a transfer applicant (see Transfer from a Postsecondary Institution and High School Applicants).</p> | <p>https://www.ualberta.ca/education/programs/undergraduate-programs.</p> <p>5. Presentation of no more than ★21 of graded and transferable postsecondary-level coursework.</p> <p>Note: Any applicant who has successfully completed ★24 of graded and transferable postsecondary-level coursework or more at the postsecondary level will be considered a transfer applicant (see Transfer from a Postsecondary Institution and High School Applicants).</p> |
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Proposed B.Ed. Admission Requirements Additional Background and Rationale

In most cases, admission decisions for entry into the B.Ed. program are made on the basis of an applicant's GPA. One of the reasons for this single-factor decision making is the large number of applications that our program receives each year. Thousands of application files must be reviewed annually, and the number has increased significantly over the past few years. Only a few of our program pathways, such as the Aboriginal Teacher Education Program (ATEP) and some Collaborative programs, have separate admission pools and applicant numbers that allow for the consideration of additional factors (e.g., interviews, written statements). Recent developments, including a program review and new teacher expectations mandated by the Alberta Teaching Quality Standard (TQS), have pointed to the need to move beyond single-factor admission decisions to a more holistic process that considers additional criteria.

The Dean's Advisory Committee (DAC) in the Faculty of Education commissioned a review of the undergraduate program in fall 2017. The review process took place in 2018-2019 and involved consultations both within the Faculty of Education and with external partners in the education sector. Over 1,200 discussion participants and survey respondents provided input, with the main consultation groups being faculty members and instructors, students, alumni, support staff, school district personnel (teachers, principals, central administrators), and professional organizations in the field of education.

During the program review, we heard from a range of participant groups that our selection process should be based on more than GPA. Reasons given included the importance of identifying students who are most likely to succeed in the program and in the profession. Participants indicated that teaching requires a broad set of skills, many of which involve non-cognitive factors such as adaptability, collaboration, empathy, and professionalism. They also pointed to the importance of selecting a diverse population of teacher candidates and questioned whether GPA alone is suitable for meeting that aim.

The program review also included government input, which came primarily through the new TQS document released by the Ministry of Education in February 2018. The TQS explicitly identifies many non-cognitive traits that are expected of all teachers in Alberta, including relationship-building, collaboration, and a commitment to equitably meeting the needs of a diverse student population. The TQS offers further evidence that teaching requires a complex skill set that is not sufficiently captured by GPA alone.

The Faculty of Education Strategic Plan calls for ensuring that our program is well aligned with the TQS and responsive to the education sector and teaching profession. With this strategic aim in mind, DAC established twelve working groups in November 2019, each of which was tasked with addressing a specific aspect of the program. Working Group 1 addressed the topic of admission criteria. Members of the working group reviewed academic literature on admission

criteria and teacher selection. They consulted with the Faculty of Nursing at the University of Alberta about the use of an SJT for admission. They also arranged a teleconference meeting with Dr. Rob Klassen from the University of York (UK), who conducts research on the selection of teacher candidates. They considered a range of possible selection criteria, including:

- Interviews
- Written submissions (e.g., essays, statements of intent)
- Letters of reference
- CVs and evidence of prior experience working with youth
- Psychological, personality & trait tests
- Situational Judgement Tests (SJTs)

They evaluated each of the possible criteria with respect to the quality of information they provide (e.g., validity, reliability, prediction of program success, measurement of qualities expected of teachers) and biases associated with them. They also considered the resources needed to assess and review the various criteria.

Proposed SJT Requirement

After evaluating a range of potential admission criteria, the working group chose to recommend the requirement of an SJT. SJTs present scenarios and ask candidates to describe or select a course of action in response to the situation. In the last decade, these tests have become a common requirement for medical school admission, and they are increasingly used in other fields including education.

The addition of an SJT to the B.Ed. admission criteria will be a step toward a more holistic evaluation of applicants and teacher candidates. An SJT will provide information about applicants' non-cognitive skills to supplement the information that a GPA provides about applicants' prior academic success. The use of this additional information can potentially help increase the diversity of admitted students since a wider range of factors will be considered. The use of an SJT should provide the additional benefit of not overburdening staff and budgets.

Based on their review of some available SJTs, the working group recommends the CASPer test. CASPer was developed at McMaster University beginning in 2005. It was implemented for medical school admission at McMaster in 2010 and at other universities starting in 2015. In 2017, the use of CASPer expanded to the field of teacher education beginning in the Australian state of Victoria. CASPer is now used by many post-secondary institutions including McGill University, Queen's University, Western University, the University of Michigan, the University of North Carolina, New York Medical College, and the University of Manitoba. At the University of Alberta, it is currently used for admission into the medicine, dentistry and nursing programs.

CASPer assesses the following areas: collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self-awareness. These areas correspond well with the expectations of teachers outlined in Alberta's TQS. CASPer is delivered through a computer interface, and it currently costs applicants \$40. The test includes twelve

sections, and each one presents a scenario (either video or text-based) followed by three open-ended questions that applicants respond to in writing. The test is available in either English or French, and accommodations may be arranged prior to taking the test. CASPer is designed to be completed in 60 to 90 minutes, with an optional 15-minute break halfway through. Responses are scored by raters who are selected to reflect the diversity of the broader population, and the scores are sent directly to the institution for use in the admission review process.

Exceptions to the Proposed SJT Requirement

Program pathways with separate application pools, such as ATEP and Collaborative programs, that currently use interviews or written statements in their admission process, would have the option to continue using these current requirements in lieu of the SJT. Alternatively, these programs may opt to replace one or more of their current requirements with the SJT, or to add the SJT as a supplemental requirement.

The SJT requirement would not apply to applicants seeking admission into a Combined Degree program, since students are admitted to these programs through the partnering faculty and then continue into the Faculty of Education automatically as long as they meet the necessary academic standards.

Addition of Explanatory Notes About the Teacher Qualifications Service

In addition to communicating the SJT requirement, the accompanying calendar change documents also include two explanatory notes about the Teacher Qualifications Service. The Teacher Qualifications Service is a provincial agency, and it has the sole authority to determine Alberta teachers' placement on the teacher salary grid. Upon graduation, prospective teachers apply to this agency to have all of their post-secondary transcripts evaluated to determine how many years of their post-secondary education can be counted as teacher preparation.

In rare instances, the Faculty of Education awards transfer credit for non-UofA coursework that the Teacher Qualifications Service later will not count toward an applicant's years of teacher preparation. It is very difficult, in many cases, to predict what decisions will be made by the Teacher Qualifications Service, and their decisions are entirely independent of our own. When students do not fully understand the distinction between the university's authority for making program decisions as opposed to the authority of the Teacher Qualifications Service for making salary decisions, the consequences can be significant. A second type of misunderstanding that occurs is when students in our variable-length After Degree programs need fewer than 60 credits in order to receive their B.Ed. degree. In these cases, students will not receive two full years of credit toward their placement on the teacher salary grid unless they have other post-secondary coursework to make up for the shortfall below 60 credits. Some students have suggested that they should have been made more aware of the consequences of completing an After Degree program with fewer than 60 credits. Although having a shorter program initially seemed desirable, they later realized the salary implications.

Although these situations are not extremely frequent, they do occur from time to time. In the past year, two complaints of this nature required the involvement of Associate Deans in Undergraduate Student Services. The consequences of lower placement on the teacher salary grid are significant enough to warrant explanatory notes that seek to inform students as early as the admission process, when decisions about transfer credit and program length are made.

Proposed B.Ed. Admission Requirements Frequently Asked Questions

1. What problem or issue are we trying to address through the use of a situational judgement test (SJT)?

During our program review, we received input from within the Faculty of Education (e.g., faculty members, instructors, students, staff) and from educators in the field (e.g., teachers, principals, school district, staff, ATA, etc.). In these consultations, we heard that GPA alone is not sufficient for making decisions about admission into a teacher education program and that we should consider other criteria that might provide more information about applicants. In particular, we heard that it is important to have criteria that provide information about the characteristics expected of teachers. For example, the ATA referred us to their Administrative and Educational Policy 16.2.2.1, which states, “The selection criteria for entry into teacher preparation programs in Alberta should be based on factors that research has shown are relevant to succeeding as a teacher.” The addition of an SJT requirement is intended as a step in this direction, based on research related to teacher selection and based on the apparent alignment between the Teaching Quality Standard and the characteristics assessed by CASPer. Interviews and written statements have frequently been mentioned as desirable sources of information for determining admission into our program, but implementing these criteria is not currently feasible given our applicant numbers.

2. How exactly will the SJT scores be used in making admission decisions?

Initially at least, we would probably use a threshold approach. The threshold would set the minimum score that students would need to have in order to be admitted. This is the most commonly used approach in other faculties at the University of Alberta, and the Registrar’s Office already has the necessary systems in place for this approach. Another reason for using the threshold approach, at least initially, is that we currently use this type of approach when assessing GPAs for admission purposes. Another possible approach would be to use a weighting formula for the two admission criteria (GPA and SJT score) to obtain a composite admission score. At least one faculty on campus has been considering moving from the threshold approach to the weighted approach, so it is likely that the Registrar’s Office will be able to support this approach in the future.

3. Why was the CASPer test selected over other available SJTs?

The CASPer test was developed in Canada at McMaster University. It is one of the most widely used SJTs, which suggests that it is trusted by many post-secondary institutions including several of our peer institutions and several programs at the University of Alberta. It is also one of the most thoroughly-researched SJTs. Whereas many SJTs use a multiple-choice format that

assumes one correct answer, CASPer uses an open-ended response format that considers the reasoning behind responses.

4. What do we know about the experience of other University of Alberta faculties where the CASPer test has been used?

We have spoken at length with colleagues from the Faculty of Nursing, because their admission requirements closely resemble the proposed B.Ed. requirements (GPA + CASPer). We learned that many of the challenges with implementing CASPer were related to working out systems with the Registrar's Office, and that those challenges have mostly been overcome. The Faculty of Nursing is closely monitoring potential effects on equity, diversity, and inclusivity and believes that they have tools at hand to address these aspects of the admission process (e.g., data from the test provider, data from their own applicant pool). They have found the test provider to be willing to provide information and research about the test, to schedule additional testing dates if needed, and to help respond to questions from students and others.

5. Are there any possible provisions for students for whom the \$40 fee or any cost would be a hardship?

CASPer makes it possible to provide fee waivers to applicants. It would be up to the Faculty of Education to set up a fee waiver system and fund it. For the Faculty of Education to pay for the testing of all applicants, it would cost approximately \$160,000 per year based on recent applicant numbers and the current test cost. This is likely not a feasible option. Another possibility would be to provide waivers only for applicants for whom the \$40 presents a financial hardship. In that case, we would need to develop a system for assessing need.

6. Is the test biased toward or against specific groups? How will it affect the diversity of our student population?

Research-based evidence of the impact of SJT measures on diversity is mixed. According to the test provider, there is some evidence that CASPer scores show significant differences across population groups based on factors such as race, ethnicity, language, and gender. On the other hand, there is some evidence that having this type of information about applicants can potentially increase the diversity of a student population. For example, one study conducted in a U.S. context reported, "...the inclusion of CASPer in the screening stage may help increase the number of female, racial, and ethnic minority applicants, while its impact on low-SES applicants was mixed" (Juster et al., 2019, p. 1202). It is important also to keep in mind that GPA and other common admission criteria are not free from bias and also show differences across population groups. Regardless of what admission criteria we use, we will need to take active steps to ensure that our admission process supports equity, diversity, and inclusivity. The Faculty of Nursing has offered to share data and strategies for monitoring and addressing these aspects of the admission process while using GPA and an SJT as admission requirements. In the Faculty of Education we have already begun to discuss possible strategies, policies and processes to increase the diversity of our student population. We believe that all admission criteria have the

potential to introduce biases into the admission process, and the way to guard against that is through how we use the information provided by various admission criteria and through deliberate efforts to monitor our admission processes, remove barriers to accessing our programs, and redress systemic inequities.

7. Will English language learners be disadvantaged by the SJT?

Although aspects of language such as spelling and sentence structure are not factored into the CASPer test scoring process, there is some evidence that scores show significant differences based on language. Similar differences occur with GPAs and other common admission criteria that rely on verbal communication (e.g., interviews, written statements). Regardless of what admission criteria we use, we will need to take active steps to ensure that our admission process supports equity, diversity, and inclusivity. The Faculty of Nursing has offered to share data and strategies for monitoring and addressing these aspects of the admission process while using GPA and an SJT as admission requirements.

8. Is the test valid and reliable? Will it really give us useful information about the characteristics that it purports to measure?

There are a few studies that have been conducted specifically to examine the reliability and validity of CASper scores. Findings have shown preliminary reliability and validity evidence, including:

- A pilot study conducted at McMaster indicating high generalizability coefficient and interrater reliability (Dore et al. 2009)
- Moderate predictive validity to the *personal and professional characteristics* required by the national medical licensure outcomes in Canada (Dore et al., 2017);
- Moderate correlations with in-person interviews based on studies conducted in Australia (Parker-Newlyn, et al., 2019) and the U.S. (Shipper et al., 2017; Yingling et al., 2018);
- Moderate correlations with measures of professional identity and moral reasoning using an US sample (Yingling et al., 2018);
- The French version and the English version of the tests being psychometrically equivalent (Zou et al., 2018).

Given the widespread use of CASPer, research continues to be carried out on the validity and reliability of the test. The test provider has been very willing to share this information with us.

9. Is there a risk that applicants will be deterred and look to other institutions without an SJT requirement? Will the proposed admission requirement have a negative impact on our applicant numbers?

Other education programs in Edmonton already have additional admission requirements besides GPA. For example, Concordia University requires a statement of teaching philosophy, two reference letters, a record of work/volunteer experience, evidence of computer proficiency, and an interview. The interview focuses on “applicants’ non-academic

qualifications, such as their degree of maturity and motivation, initiative, ability to communicate, personal qualities and interests, and overall suitability for the teaching profession.” King’s University requires work experience with children or adolescents, supervisor confirmation of the work experience, and a statement of teaching philosophy. At the University of Lethbridge, admission is contingent on performance in an introductory education course. Perhaps due to their size, the University of Calgary bases admission on GPA, but generally speaking, the addition of an SJT does not appear to be onerous compared with the admission requirements of other teacher education programs in the province.

10. Is CASPer suitable for applicants coming straight out of high school (since it was originally designed for medical school admission)? Will the SJT disadvantage high school applicants?

We have heard from the Faculty of Nursing that they have not seen any disadvantage for students applying directly from high school.

11. Why doesn’t CASPer send applicants a copy of their test score?

According to the CASPer website, applicants do not receive a copy of their test score because different programs use the scores differently, and the scores cannot really be interpreted except within the context of the overall applicant pool. The website also points out that applicants also do not typically receive feedback on other common admission criteria such as interviews and written statements.

12. Can I see a sample of the CASPer test?

Some sample test items are available at the following website. You will need to scroll down to the bottom of the page to view three video items and one text-based item. Also be sure to click on “Questions to the Applicant” on the right-hand side of the web page in order to see the specific questions that applicants would respond to for each scenario.

<https://takecasper.com/test-prep/>