

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, February 11, 2021 meeting:

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

- Arts
- Medicine and Dentistry
- Saint-Jean

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 Arts, Medicine and Dentistry, and Saint-Jean.

FINAL Item 4

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

- A. Admissions Chart Updates, Office of the Registrar
- B. Bridging Program, Entrance Requirements, Office of the Registrar
- C. EAP 135, 140, Entrance Requirements, Faculty of Extension
- D. Master of Science in Medical Science - Orthodontics, Entrance and Program Requirements
- E. Master of Science in Medical Science - Periodontology, Entrance and Program Requirements
- F. Communication Sciences and Disorders, Graduate Entrance Requirements

CARRIED MOTION:

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

- A. the proposed updates to admissions charts 1, 4, and 5, as set forth in attachment A;
- B. the proposed changes to entrance requirements for the Bridging Program, as set forth in attachment B;
- C. the proposed changes to entrance requirements for EAP 135 and 140, as set forth in attachment C;
- D. the proposed changes to entrance and program requirements for the Master of Science in Medical Science - Orthodontics, as set forth in attachment D;
- E. the proposed changes to entrance and program requirements for the Master of Science in Medical Science - Periodontology, as set forth in attachment E; and
- F. the proposed changes to entrance requirements for graduate programs in Communication Sciences and Disorders, as set forth in attachment F.

FINAL Item 5

Agenda Title: **Proposed New Course Designators CATS (Creative Arts Therapies) and SPRIT (Spirituality and Multi-Faith Theologies), St. Stephen's College, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, new course designators for Creative Arts Therapies (CATS) and Spirituality and Multi-Faith Theologies (SPRIT) to replace the current Christian Theology Protestant (CHRTP) designator.

FINAL Item 6

Agenda Title: **Proposed New Course Designator BTM (Business Technology Management), Faculty of Business**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new course designator BTM (Business Technology Management) to replace MIS (Management Information Systems), as submitted by the Faculty of Business.

FINAL Item 7

Agenda Title: **Proposed Program Changes to the Master of Science in Occupational Therapy and the Master of Science in Speech Language Pathology, Faculty of Rehabilitation Medicine and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, proposed program changes to the MSc in Occupational Therapy as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachments 1 and 2, to take effect upon approval.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, proposed program changes to the MSc in Speech Language Pathology as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachments 3 and 4, to take effect upon approval.

FINAL Item 8

Agenda Title: **Proposed Changes to Graduate Admissions Regulations, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT GFC Programs Committee recommend that General Faculties Council approve the changes to the Graduate Admissions language and policy around deferrals, previously stated funding offers, and revised admission start dates, for immediate implementation.

FINAL Item 9

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**Governance Executive Summary
Action Item**

| | |
|---------------------|---|
| Agenda Title | Course and Minor Program Changes <ul style="list-style-type: none"> - Arts - Medicine and Dentistry - Saint-Jean |
|---------------------|---|

Item

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

Details

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

Engagement and Routing (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the 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"> • 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 February 11, 2021 |

Strategic Alignment

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

Attachments

1. Arts
2. Medicine and Dentistry
3. Saint-Jean

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

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Earth and Atmospheric Sciences**

Change: **Course**


Rationale: These two courses were missed in the larger package of courses previously submitted to GFC Programs Committee. The package from which these were missing was approved at Arts Faculty Council on November 26, 2020

HGP 581 information was copied from the course catalogue in Campus Solutions as it isn't in the 2020-21 calendar.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=hgp&filter%5Bexact_mat ch%5D=1

Calendar Copy:

| Current: Strike through and highlight deletions | Proposed: <u>Underline and highlight</u> additions |
|---|--|
| <p>HGP 543 - Advanced Environment and Health ★ 3 (fi 6) (either term, 3-0-0) An examination of relations between human health and environmental issues, particularly those related to the natural, built, and social environments. Prerequisite: Consent of Instructor. Research project. Classes concurrent with HGP 443. Not available to students with credit in EAS 494, 594 or HGP 443.</p> <p>HGP 581 – Advanced Issues in Human Geography ★ 3 (fi 6) (either term, 3-0-0) Topics Vary; may be taken more than once for credit provided no topic is repeated. Class concurrent with HGP 481</p> | <p>HGEO 543 - Advanced Environment and Health ★ 3 (fi 6) (either term, 3-0-0) An examination of relations between human health and environmental issues, particularly those related to the natural, built, and social environments. Prerequisite: Consent of Instructor. Research project. Classes concurrent with HGEO 443. Not available to students with credit in EAS 494, 594 or HGEO 443.</p> <p>HGEO 581 – Advanced Issues in Human Geography ★ 3 (fi 6) (either term, 3-0-0) Topics Vary; may be taken more than once for credit provided no topic is repeated. Class concurrent with HGEO 481</p> |

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|---|--|
| Department Contact: | Department Council Approval Date: 26 November 2020 |
| Chair or Designate: Eddy Kent, Associate Dean (Student Programs), Faculty of Arts |  Signature: |

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

Proposed University Calendar Changes

2021-2022

| Course listings | |
|---|---|
| CURRENT | PROPOSED |
| <p>LABMP 570 - Diagnostic and Public Health Microbiology Laboratories ★ 3 (fi 6) (either term, 3-0-0) The course provides enhanced knowledge through practical discussion of the role of diagnostic and public health microbiology laboratories in North America. Students will deepen their understanding of how key pathogens are identified, characterized, and reported to clinicians. Themes may include: accreditation processes, new diagnostic technologies, management of economic pressures, and the effect of health emergencies on clinical laboratories. Active class discussions, assignments and examinations contribute to the final grade, with enhanced/additional components beyond MLSCI 470.</p> <p>Open to graduate students in Laboratory Medicine and Pathology. Other students and clinical residents may register with the consent of the instructors. Prerequisites: Credit can be obtained in only one of MLSCI 470 or LABMP 570.</p> | <p>LABMP 570 - Diagnostic and Public Health Microbiology ★3 (fi 6) (either term, 3-0-0) The course provides a realistic, practical discussion on the role of diagnostic and public health microbiology laboratories in North America. It is designed to enhance the student's ability to assimilate new and specialized knowledge in an evolving clinical microbiology discipline from a multisectoral OneWorld Health perspective. The course content will revolve around case presentations related to current clinical microbiology topics, including diagnostic bacteriology, virology, mycology, parasitology, molecular diagnostic techniques, infection control and prevention strategies as well as new microbiology diagnostic technologies and emerging pathogens.</p> <p>Open to graduate students in Laboratory Medicine and Pathology. Other students and clinical residents may register with the consent of the department. Prerequisites: Credit can be obtained in only one of MLSCI 470 or LABMP 570.</p> |

Rationale: Revised course curriculum/ course descriptions that better reflect the needs of the Laboratory Medicine & Pathology graduate students as well as applicable important knowledge Medical Laboratory Science students need to meet workforce expectations.

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council delegated approver) - December 8, 2020

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

Proposed University Calendar Changes

2021-2022

| Course listings | |
|---|---|
| CURRENT | PROPOSED |
| <p>MLSCI 470 - Diagnostic and Public Health Microbiology Laboratories ★ 3 (fi 6) (either term, 3-0-0) The course provides enhanced knowledge through practical discussion of the role of diagnostic and public health microbiology laboratories in North America. Students will deepen their understanding of how key pathogens are identified, characterized, and reported to clinicians. Themes may include: accreditation processes, new diagnostic technologies, management of economic pressures, and the effect of health emergencies on clinical laboratories. Active class discussions, assignments and examinations contribute to the final grade. Prerequisites: MLSCI 340 or consent of the instructors. Credit can be obtained in only one of MLSCI 470 or LABMP 570.</p> | <p>MLSCI 470 - Diagnostic and Public Health Microbiology ★3 (fi 6) (either term, 3-0-0) The course provides a realistic, practical discussion on the role of diagnostic and public health microbiology laboratories in North America. It is designed to enhance the student's ability to assimilate new and specialized knowledge in an evolving clinical microbiology discipline from a multisectoral OneWorld Health perspective. The course content will revolve around case presentations related to current clinical microbiology topics, including diagnostic bacteriology, virology, mycology, parasitology, molecular diagnostic techniques, infection control and prevention strategies as well as new microbiology diagnostic technologies and emerging pathogens. Consent of Division is required for non-Medical Laboratory Science students. Prerequisite: MLSCI 340 or consent of Division. Credit can be obtained in only one of MLSCI 470 or LABMP 570.</p> |

Rationale: Revised course curriculum/ course descriptions that better reflect the needs of the Laboratory Medicine & Pathology graduate students as well as applicable important knowledge Medical Laboratory Science students need to meet workforce expectations.

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council delegated approver) - December 8, 2020

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

| | |
|---------|----------|
| Current | Proposed |
|---------|----------|

| CURRENT | PROPOSED |
|--|---|
| <p>[Faculté - English]</p> <p>Degree of Bachelor of Education</p> <p>Programs</p> <p>The four-year Education Program offered at Campus Saint-Jean allows students to develop the competencies necessary for teaching in French immersion and/or Francophone schools. Students also have the opportunity to take certain courses that offer a Community-Service Learning (CSL) component and this option can allow them to obtain a CSL certificate at the end of their program.</p> <ul style="list-style-type: none"> • • I. Elementary <p>Faculté Saint-Jean Tableau 2 Primaire</p> <p>Exigences du programme BEd Primaire</p> <p>Année 1 EDU F 235 - École et société EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d’immersion EDU F 245 - Histoire et fondements de l’apprentissage scolaire EDU P 242 - Introduction au développement de l’enfant ★3 Anglais ★6 Français (voir note 1) ★3 Mathématiques (MATHQ 160 est recommandé) ★3 Sciences ★3 Sciences sociales</p> <p>Année 2 EDU M 332 - Théories de l’apprentissage des langues et approche intégrée</p> | <p>[Faculté - English]</p> <p>Degree of Bachelor of Education</p> <p>Programs</p> <p>The four-year Education Program offered at Campus Saint-Jean allows students to develop the competencies necessary for teaching in French immersion and/or Francophone schools. Students also have the opportunity to take certain courses that offer a Community-Service Learning (CSL) component and this option can allow them to obtain a CSL certificate at the end of their program.</p> <ul style="list-style-type: none"> • I. Elementary <p>Faculté Saint-Jean Tableau 2 Primaire</p> <p>Exigences du programme BEd Primaire</p> <p>Année 1 EDU F 235 - École et société EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d’immersion EDU F 245 - Histoire et fondements de l’apprentissage scolaire EDU P 242 - Introduction au développement de l’enfant ★3 Anglais ★6 Français (voir note 1) ★3 Mathématiques (MATHQ 160 est recommandé) ★3 Sciences ★3 Sciences sociales</p> <p>Année 2</p> |

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

Année 3

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

Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement
EDU M 341 - Les technologies de l'information et de la communication
EDU M 414 - Didactiques des études sociales au primaire
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement
EDU S 421 - Stage de responsabilisation : niveau primaire
★6 Mineure
★6 Option libre

- II. Secondary

BEd secondaire

Exigences du programme BEd Secondaire

Année 1

EDU F 235 - École et société
EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion
EDU P 243 - Introduction au développement de l'adolescent

★6 Français

★12 dans la majeure ou la mineure

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

Année 3

EDU M 346 - Littératie au deuxième cycle du primaire
EDU M 412 - Enseignement des mathématiques au primaire
EDU M 413 - Enseignement des sciences au primaire
EDU P 342 - Évaluation des apprentissages
EDU P 436 - Gestion de classe et dynamique relationnelle
EDU S 420 - Stage d'initiation : niveau primaire
★3 Mineure
★6 Option libre (LINGQ 200 est recommandé)

Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement
EDU M 341 - Les technologies de l'information et de la communication
EDU M 414 - Didactiques des études sociales au primaire
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement
EDU S 421 - Stage de responsabilisation : niveau primaire
★6 Mineure
★6 Option libre

- II. Secondary

BEd secondaire

Exigences du programme BEd Secondaire

Année 1

EDU F 235 - École et société
EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion

| | |
|--|---|
| <p>★3 Option libre</p> <p>Année 2 EDU F 212 - Éducation autochtone: un engagement professionnel et personnel EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332 - Théories de l'apprentissage des langues et approche intégrée EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage EDU S 201- Introduction à l'enseignement et stage d'orientation LINGQ 200 - Introduction à l'étude du langage ★9 dans la majeure ou la mineure</p> <p>Année 3 EDU P 342 - Évaluation des apprentissages EDU P 436 - Gestion de classe et dynamique relationnelle EDU S 470 - Stage d'initiation : niveau secondaire ★6 EDU M dans la majeure ou la mineure ★9 dans la majeure ou la mineure ★3 Option libre</p> <p>Année 4 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 341 - Les technologies de l'information et de la communication EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 471 - Stage de responsabilisation : niveau secondaire ★3 EDU M dans la majeure ou la mineure ★9 dans la majeure ou la mineure ★3 Option libre</p> | <p>EDU P 243 - Introduction au développement de l'adolescent ★15 dans la majeure ou la mineure ★6 Options libres</p> <p>Année 2 EDU F 212 - Éducation autochtone: un engagement professionnel et personnel EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332 - Théories de l'apprentissage des langues et approche intégrée EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage EDU S 201- Introduction à l'enseignement et stage d'orientation ★12 dans la majeure ou la mineure</p> <p>Année 3 EDU P 342 - Évaluation des apprentissages EDU P 436 - Gestion de classe et dynamique relationnelle EDU S 470 - Stage d'initiation : niveau secondaire ★6 EDU M dans la majeure ou la mineure ★9 dans la majeure ou la mineure ★3 Option libre (LINGQ 200 est recommandé)</p> <p>Année 4 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 341 - Les technologies de l'information et de la communication EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 471 - Stage de responsabilisation : niveau secondaire ★3 EDU M dans la majeure ou la mineure ★12 dans la majeure ou la mineure</p> |
| <p>[Faculté - Français]</p> | <p>[Faculté - Français]</p> |

Baccalauréat en Éducation

Programmes

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

I. Primaire

BEd Primaire

Exigences du programme BEd Primaire

Année 1

EDU F 235 - École et société

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

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

EDU P 242 - Introduction au développement de l'enfant

★3 Anglais

★6 Français (voir note 1)

★3 Mathématiques (MATHQ 160 est recommandé)

★3 Sciences

★3 Sciences sociales

Année 2

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

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

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

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

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

★6 Mineure

★3 Option en Éducation

★3 Option libre

Année 3

EDU M 346 - Littératie au deuxième cycle du primaire

Baccalauréat en Éducation

Programmes

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

I. Primaire

BEd Primaire

Exigences du programme BEd Primaire

Année 1

EDU F 235 - École et société

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

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

EDU P 242 - Introduction au développement de l'enfant

★3 Anglais

★6 Français (voir note 1)

★3 Mathématiques (MATHQ 160 est recommandé)

★3 Sciences

★3 Sciences sociales

Année 2

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

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

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

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

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

★6 Mineure

★3 Option en Éducation

★3 Option libre

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

Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement
EDU M 341 - Les technologies de l'information et de la communication
EDU M 414 - Didactiques des études sociales au primaire
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement
EDU S 421 - Stage de responsabilisation : niveau primaire
★6 Mineure
★6 Option libre

Notes

¹ Cours déterminé selon le résultat obtenu au test de placement par évaluation initiale. Voir Language test. Veuillez consulter le conseiller d'étude de la Faculté Saint-Jean.

II. Secondaire

BEd secondaire

Exigences du programme BEd Secondaire

Année 1

EDU F 235 - École et société
EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion
EDU P 243 - Introduction au développement de l'adolescent
★6 Français
★12 dans la majeure ou la mineure
★3 Option libre

Année 2

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

Année 3

EDU M 346 - Littérature au deuxième cycle du primaire
EDU M 412 - Enseignement des mathématiques au primaire
EDU M 413 - Enseignement des sciences au primaire
EDU P 342 - Évaluation des apprentissages
EDU P 436 - Gestion de classe et dynamique relationnelle
EDU S 420 - Stage d'initiation : niveau primaire
★3 Mineure
★6 Option libre (**LINGQ 200 est recommandé**)

Année 4

EDU F 435 - Cadre légal et professionnel de l'enseignement
EDU M 341 - Les technologies de l'information et de la communication
EDU M 414 - Didactiques des études sociales au primaire
EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement
EDU S 421 - Stage de responsabilisation : niveau primaire
★6 Mineure
★6 Option libre

Notes

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

II. Secondaire

BEd secondaire

Exigences du programme BEd Secondaire

Année 1

EDU F 235 - École et société
EDU F 236 - Contexte des écoles francophones en milieu minoritaire et des écoles d'immersion
EDU P 243 - Introduction au développement de l'adolescent
★15 dans la majeure ou la mineure
★6 Option libre

Année 2

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

Année 3

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

Année 4

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

Niveau académique

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

EDU F 212 - Éducation autochtone: un engagement professionnel et personnel
EDU F 245 - Histoire et fondements de l'apprentissage scolaire
EDU M 332 - Théories de l'apprentissage des langues et approche intégrée
EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage
EDU S 201- Introduction à l'enseignement et stage d'orientation
★12 dans la majeure ou la mineure

Année 3

EDU P 342 - Évaluation des apprentissages
EDU P 436 - Gestion de classe et dynamique relationnelle
EDU S 470 - Stage d'initiation : niveau secondaire
★6 EDU M dans la majeure ou la mineure
★9 dans la majeure ou la mineure
★3 Option libre (**LINGQ 200 est recommandé**)

Année 4

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

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

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

| CURRENT | PROPOSED |
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| <p>[Faculté - English]</p> <p>Degree of Bachelor of Education II. Secondary</p> <p>no change until BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</p> <p>...</p> <p>Français</p> <ul style="list-style-type: none"> ● FRANC 226 – Maîtrise du français ● LITT 228 - Lire le texte littéraire ● LITT 135 - Survol de la littérature d'expression française ● FRANC 236 - Pratique de la dissertation ● ★6 Français langue de niveau 300 et/ou 400 ● ★6 en littérature de niveau 300 et/ou 400 ● ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf FRANC 116, FRANC 117); LINGQ <p>no change until BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</p> <p>...</p> <p>Éducation physique</p> <ul style="list-style-type: none"> ● EDU M 361 – Enseignement de l'éducation physique au niveau secondaire (★3) ● KIN 294 - A Conceptual Approach to Physical Activity (★3) <p>★9 parmi les 5 catégories suivantes (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> ● DANCE 200 - The Spectrum of Dance in Society ● DANCE 340 - Modern Dance ● HE ED 110 - Introduction to Personal Health and Well-Being | <p>[Faculté - English]</p> <p>Degree of Bachelor of Education II. Secondary</p> <p>no change until BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</p> <p>...</p> <p>Français</p> <p><u>LINGQ 200- Introduction à l'étude du langage</u></p> <p>LITT 228 - Lire le texte littéraire LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation</p> <p>★6 Français langue de niveau 300 et/ou 400 ★6 en littérature de niveau 300 et/ou 400 ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf FRANC 116, FRANC 117); LINGQ, LITT</p> <p>no change until BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</p> <p>...</p> <p>Éducation physique</p> <ul style="list-style-type: none"> ● KIN 294 - A Conceptual Approach to Physical Activity (★3) <p>★12 parmi les 5 catégories suivantes (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> ● DANCE 200 - The Spectrum of Dance in Society ● DANCE 340 - Modern Dance ● HE ED 110 - Introduction to Personal Health and Well-Being ● KIN 205 - Introduction to Outdoor Environmental |

- KIN 205 - Introduction to Outdoor Environmental Education
- KIN 320 - Structure and Strategy of Games
- KIN 365 - The Study of Gymnastics for Children and Youth
- PAC 110 - Instruction of the Basics of Aquatics
- PAC 111 - Instruction of the Basics of Basketball
- PAC 114 - Instruction of the Basics of Ice Hockey
- PAC 117 - Instruction of the Basics of Rugby
- PAC 118 - Instruction of the Basics of Soccer
- PAC 135 - Instruction of the Basics of Tennis
- PAC 137 - Instruction of the Basics of Volleyball
- PAC 145 - Instruction of the Basics of Golf
- PAC 154 - Instruction of the Basics of Wrestling
- PAC 156 - Instruction of the Basics of Yoga
- PAC 160 - Instruction of the Basics of Gymnastics
- PAC 173 - Instruction of the Basics of Athletics (Track and Field)
- PAC 182 - Instruction of the Basics of Indoor Wall Climbing
- PAC 183 - Instruction of the Basics of Curling

Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.



Études sociales

- ET CAN 101 – Étude du Canada
- SOCIE 100 - Introduction à la sociologie
- HISTE 122 - Histoire des mondes connectés depuis 1815
- SC PO 102 - Introduction à la politique
- ★3 parmi
- NS 200 – Indigenous Canada : Looking Forward/Looking Back
- NS 260 – Contemporary Indigenous Art
- ETCAN 360 - La question nationale au Canada
- SOCIE 269 – Sociologie de la mondialisation
- SOCIE 364/SC PO 364 – Mondialisation et développement
- SC PO 101 – Introduction au gouvernement
- SC PO 225 – Gouvernement du Canada
- SOCIE 368 – Études des minorités et des groupes ethniques
- ECONE 323 - Économie internationale
- HISTE 261 – Introduction à l’histoire du Canada de 1867 à nos jours

Education

- KIN 320 - Structure and Strategy of Games
- KIN 365 - The Study of Gymnastics for Children and Youth
- PAC 110 - Instruction of the Basics of Aquatics
- PAC 111 - Instruction of the Basics of Basketball
- PAC 114 - Instruction of the Basics of Ice Hockey
- PAC 117 - Instruction of the Basics of Rugby
- PAC 118 - Instruction of the Basics of Soccer
- PAC 135 - Instruction of the Basics of Tennis
- PAC 137 - Instruction of the Basics of Volleyball
- PAC 145 - Instruction of the Basics of Golf
- PAC 154 - Instruction of the Basics of Wrestling
- PAC 156 - Instruction of the Basics of Yoga
- PAC 160 - Instruction of the Basics of Gymnastics
- PAC 173 - Instruction of the Basics of Athletics (Track and Field)
- PAC 182 - Instruction of the Basics of Indoor Wall Climbing
- PAC 183 - Instruction of the Basics of Curling

Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.



Études sociales

- ET CAN 101 – Étude du Canada
- SOCIE 100 - Introduction à la sociologie
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- SOCIE 364/SC PO 364 – Mondialisation et développement
- SC PO 101 – Introduction au gouvernement
- SC PO 225 – Gouvernement du Canada
- SOCIE 368 – Études des minorités et des groupes ethniques
- ECONE 323 - Économie internationale
- HISTE 261 – Introduction à l’histoire du Canada de 1867 à nos jours

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| <p>[Faculté - Français]</p> <p>Baccalauréat en Éducation Programmes II. Secondaire</p> <p>no change until</p> <p>BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</p> <p>...</p> <p>Français</p> <ul style="list-style-type: none"> ● FRANC 226 – Maîtrise du français ● LITT 228 - Lire le texte littéraire ● LITT 135 - Survol de la littérature d'expression française ● FRANC 236 - Pratique de la dissertation ● ★6 Français langue de niveau 300 et/ou 400 ● ★6 en littérature de niveau 300 et/ou 400 ● ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf FRANC 116, FRANC 117); LINGQ <p>no change until</p> <p>BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</p> <p>No change until</p> <p>....</p> <p>Éducation physique</p> <ul style="list-style-type: none"> ● EDU M 361 – Enseignement de l'éducation physique au niveau secondaire (★3) ● KIN 294 - A Conceptual Approach to Physical Activity (★3) <p>★9 parmi les 5 catégories suivantes (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> ● DANCE 200 - The Spectrum of Dance in Society ● DANCE 340 - Modern Dance ● HE ED 110 - Introduction to Personal Health and Well-Being ● KIN 205 - Introduction to Outdoor Environmental Education ● KIN 320 - Structure and Strategy of Games | <p>[Faculté - Français]</p> <p>Baccalauréat en Éducation Programmes II. Secondaire</p> <p>...</p> <p>no change until</p> <p>BEd Secondaire: cours obligatoires selon les spécialisations majeures ★33</p> <p>...</p> <p>Français</p> <p>LINGQ 200- Introduction à l'étude du langage</p> <p>LITT 228 - Lire le texte littéraire LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★6 Français langue de niveau 300 et/ou 400 ★6 en littérature de niveau 300 et/ou 400 ★9 options parmi Francophonies (voir Classification des cours), FRANC (sauf FRANC 116, FRANC 117); LINGQ, LITT</p> <p>no change until</p> <p>BEd Secondaire: cours obligatoires selon les spécialisations mineures ★15</p> <p>No change until</p> <p>....</p> <p>Éducation physique</p> <ul style="list-style-type: none"> ● KIN 294 - A Conceptual Approach to Physical Activity (★3) <p>★12 parmi les 5 catégories suivantes (Note: pas plus de ★4.5 ne peuvent être sélectionnés dans la même catégorie)</p> <ul style="list-style-type: none"> ● DANCE 200 - The Spectrum of Dance in Society ● DANCE 340 - Modern Dance ● HE ED 110 - Introduction to Personal Health and Well-Being ● KIN 205 - Introduction to Outdoor Environmental Education ● KIN 320 - Structure and Strategy of Games ● KIN 365 - The Study of Gymnastics for Children and Youth |
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| <ul style="list-style-type: none"> ● KIN 365 - The Study of Gymnastics for Children and Youth ● PAC 110 - Instruction of the Basics of Aquatics ● PAC 111 - Instruction of the Basics of Basketball ● PAC 114 - Instruction of the Basics of Ice Hockey ● PAC 117 - Instruction of the Basics of Rugby ● PAC 118 - Instruction of the Basics of Soccer ● PAC 135 - Instruction of the Basics of Tennis ● PAC 137 - Instruction of the Basics of Volleyball ● PAC 145 - Instruction of the Basics of Golf ● PAC 154 - Instruction of the Basics of Wrestling ● PAC 156 - Instruction of the Basics of Yoga ● PAC 160 - Instruction of the Basics of Gymnastics ● PAC 173 - Instruction of the Basics of Athletics (Track and Field) ● PAC 182 - Instruction of the Basics of Indoor Wall Climbing PAC 183 - Instruction of the Basics of Curling <p>Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p> <p>.....</p> <p>Études sociales</p> <ul style="list-style-type: none"> ● ET CAN 101 – Étude du Canada ● SOCIE 100 - Introduction à la sociologie ● HISTE 122 - Histoire des mondes connectés depuis 1815 ● SC PO 102 - Introduction à la politique <p>★3 parmi</p> <ul style="list-style-type: none"> ● NS 200 – Indigenous Canada : Looking Forward/Looking Back ● NS 260 – Contemporary Indigenous Art ● ETCAN 360 - La question nationale au Canada ● SOCIE 269 – Sociologie de la mondialisation ● SC PO 101 – Introduction au gouvernement ● SC PO 225 - Gouvernement du Canada <ul style="list-style-type: none"> ● SOCIE 368 – Étude des minorités et des groupes ethniques ● ECONE 323 - Économie internationale ● HISTE 261 – Introduction à l’histoire du Canada de 1867 à nos jour | <ul style="list-style-type: none"> ● PAC 110 - Instruction of the Basics of Aquatics ● PAC 111 - Instruction of the Basics of Basketball ● PAC 114 - Instruction of the Basics of Ice Hockey ● PAC 117 - Instruction of the Basics of Rugby ● PAC 118 - Instruction of the Basics of Soccer ● PAC 135 - Instruction of the Basics of Tennis ● PAC 137 - Instruction of the Basics of Volleyball ● PAC 145 - Instruction of the Basics of Golf ● PAC 154 - Instruction of the Basics of Wrestling ● PAC 156 - Instruction of the Basics of Yoga ● PAC 160 - Instruction of the Basics of Gymnastics ● PAC 173 - Instruction of the Basics of Athletics (Track and Field) ● PAC 182 - Instruction of the Basics of Indoor Wall Climbing PAC 183 - Instruction of the Basics of Curling <p>Note: Les cours PAC, DAC, DANCE, KIN et HE ED sont enseignés en anglais.</p> <p>.....</p> <p>Études sociales</p> <ul style="list-style-type: none"> ● ET CAN 101 – Étude du Canada ● SOCIE 100 - Introduction à la sociologie ● HISTE 122 - Histoire des mondes connectés depuis 1815 ● SC PO 102 - Introduction à la politique <p>★3 parmi</p> <ul style="list-style-type: none"> ● NS 200 – Indigenous Canada : Looking Forward/Looking Back ● NS 260 – Contemporary Indigenous Art ● ETCAN 360 - La question nationale au Canada ● SOCIE 369 – Sociologie de la mondialisation ● SC PO 101 – Introduction au gouvernement ● SC PO 225 - Gouvernement du Canada <ul style="list-style-type: none"> ● SOCIE 368 – Étude des minorités et des groupes ethniques ● ECONE 323 - Économie internationale ● HISTE 261 – Introduction à l’histoire du Canada de 1867 à nos jour |
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Faculté Saint-Jean
CALENDAR CHANGE REQUEST
 For implementation Fall 2021-22

| CURRENT | PROPOSED |
|---|---|
| <p>[Faculté - English]</p> <p>Degree of Bachelor of Education</p> <p>Programs</p> <p>...</p> <p>III. Baccalauréat en éducation après diplôme</p> <p>Faculté Saint-Jean Tableau 4 : BEd/AD</p> <p>Exigences du programme: BEd/AD (*66)</p> <p>Technology Test A competency test in the use of basic technologies is a requirement of this program. The test result determines whether the student will be required to complete certain of modules designed to remedy any deficiencies.</p> <p>Primaire Année 1 EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU F 245-Histoire et fondements de l'apprentissage scolaire EDU M 332 -Théories de l'apprentissage des langues et approche intégrée EDU M 341 - Les technologies de l'information et de la communication EDU M 345 - Littératie au préscolaire et au premier cycle du primaire EDU M 346 - Littératie au deuxième cycle du primaire EDU P 242 - Introduction au développement de l'enfant EDU P 342 - Évaluation des apprentissages EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage EDUS 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et d'immersion française EDU S 201 - Introduction à l'enseignement et stage d'orientation</p> | <p>[Faculté - English]</p> <p>Degree of Bachelor of Education</p> <p>Programs</p> <p>...</p> <p>III. Baccalauréat en éducation après diplôme</p> <p>Faculté Saint-Jean Tableau 4 : BEd/AD</p> <p>Exigences du programme: BEd/AD (*66)</p> <p>Technology Test A competency test in the use of basic technologies is a requirement of this program. The test result determines whether the student will be required to complete certain of modules designed to remedy any deficiencies.</p> <p>Primaire Année 1 EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU F 245-Histoire et fondements de l'apprentissage scolaire EDU M 332 -Théories de l'apprentissage des langues et approche intégrée EDU M 341 - Les technologies de l'information et de la communication EDU M 345 - Littératie au préscolaire et au premier cycle du primaire EDU M 346 - Littératie au deuxième cycle du primaire EDU P 242 - Introduction au développement de l'enfant EDU P 342 - Évaluation des apprentissages EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage EDUS 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et d'immersion française EDU S 201 - Introduction à l'enseignement et stage d'orientation</p> |

Année 2

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

Exigences du programme: BEd/AD (2 ans) Secondaire**Année 1**

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

Année 2

EDU F 435-Cadre légal et professionnel de l'enseignement
 EDU P 436 - Gestion de classe et dynamique relationnelle
 EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement
 EDU S 470 - Stage d'initiation : niveau secondaire
 EDU S 471 - Stage de responsabilisation niveau secondaire
 ★6 EDU M dans la majeure (Voir note 1 ci-dessous)
 ★3 dans la mineure (voir note 2 ci-dessous)

Note 1 : Majeures (*6)

Études sociales (EDU M 458, EDU M 459)

Année 2

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

Exigences du programme: BEd/AD (2 ans) Secondaire**Année 1**

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

Année 2

EDU F 435-Cadre légal et professionnel de l'enseignement
 EDU P 436 - Gestion de classe et dynamique relationnelle
 EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement
 EDU S 470 - Stage d'initiation : niveau secondaire
 EDU S 471 - Stage de responsabilisation niveau secondaire
 ★6 EDU M dans la majeure (Voir note 1 ci-dessous)
 ★3 dans la mineure (voir note 2 ci-dessous)

Note 1 : Majeures (*6)

Études sociales (EDU M 458, EDU M 459)

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| <p>Français (EDU M 452, EDU M 453) Mathématiques (EDU M 456, EDU M 457) Musique (EDU M 358, EDU M 359) Sciences générales (EDU M 456, EDU M 457)</p> <p>Note 2 : Mineures (*3) Anglais (EDU M 362) Art dramatique (EDU M 360) Éducation physique (EDU M 363) Études sociales (EDU M 458) Français (EDU M 452 ou 453) Mathématiques (EDU M 456) Musique (EDU M 358 ou EDU M 359) Sciences générales (EDU M 457) Sciences physiques (EDU M 456)</p> | <p>Français (EDU M 452, EDU M 453) Mathématiques (EDU M 456, EDU M 457) Musique (EDU M 358, EDU M 359) Sciences générales (EDU M 456, EDU M 457)</p> <p>Note 2 : Mineures (*3) Anglais (EDU M 362) Art dramatique (EDU M 360) Éducation physique (EDU M 363) Études sociales (EDU M 458) Français (EDU M 452 ou 453) Mathématiques (EDU M 456) Musique (EDU M 358 ou EDU M 359) Sciences générales (EDU M 457) Sciences physiques (EDU M 456)</p> |
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| <p>[Faculté - Français]</p> <p>Baccalauréat en Éducation</p> <p>Programmes ...</p> <p>III. Baccalauréat en éducation après diplôme Faculté Saint-Jean Tableau 4 : BEd/AD Exigences du programme: BEd/AD (*66)</p> <p>Test en technologie Un test de compétence en utilisation des technologies de base est exigé dans ce programme. Le résultat au test déterminera si l'étudiant doit suivre des modules pour combler les lacunes éventuelles.</p> <p>Primaire Année 1 EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU F 245-Histoire et fondements de l'apprentissage scolaire EDU M 332 -Théories de l'apprentissage des langues et approche intégrée EDU M 341 - Les technologies de l'information et de la communication EDU M 345 - Littératie au préscolaire et au premier cycle du primaire EDU M 346 - Littératie au deuxième cycle du primaire EDU P 242 - Introduction au développement de l'enfant EDU P 342 - Évaluation des apprentissages</p> | <p>[Faculté - Français]</p> <p>Baccalauréat en Éducation</p> <p>Programmes ...</p> <p>III. Baccalauréat en éducation après diplôme Faculté Saint-Jean Tableau 4 : BEd/AD Exigences du programme: BEd/AD (*66)</p> <p>Test en technologie Un test de compétence en utilisation des technologies de base est exigé dans ce programme. Le résultat au test déterminera si l'étudiant doit suivre des modules pour combler les lacunes éventuelles.</p> <p>Primaire Année 1 EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU F 245-Histoire et fondements de l'apprentissage scolaire EDU M 332 -Théories de l'apprentissage des langues et approche intégrée EDU M 341 - Les technologies de l'information et de la communication EDU M 345 - Littératie au préscolaire et au premier cycle du primaire EDU M 346 - Littératie au deuxième cycle du primaire EDU P 242 - Introduction au développement de l'enfant EDU P 342 - Évaluation des apprentissages</p> |
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| <p>EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage EDUS 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et d'immersion française EDU S 201 - Introduction à l'enseignement et stage d'orientation</p> <p>Année 2 EDU F 435 -Cadre légal et professionnel de l'enseignement EDU M 412 - Enseignement des mathématiques au primaire EDU M 413 -Enseignement des sciences au primaire EDU M 414 - Enseignement des études sociales au primaire EDU P 436-Gestion de classe et dynamique relationnelle EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 420 - Stage d'initiation : niveau primaire EDU S 421-Stage de responsabilisation : niveau primaire</p> <p>Exigences du programme: BEd/AD (2 ans) Secondaire</p> <p>Année 1 EDU F 237-Enjeux de l'équité et de la diversité en milieu scolaire EDU F 245-Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU M 341- Les technologies de l'information et de la communication EDU P 243- Introduction au développement de l'adolescent EDU P 342- Évaluation des apprentissages EDU P 444- Intervention auprès des élèves ayant des difficultés d'apprentissage LINGQ 200- Introduction à l'étude du langage EDU S 101- Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et EDU S 201- Introduction à l'enseignement et stage d'orientation *3 Cours de contenu dans la majeure ou la mineure (voir section Bed/AD Secondaire: cours obligatoires selon les spécialisations mineures)</p> <p>Année 2 EDU F 435-Cadre légal et professionnel de l'enseignement EDU P 436 - Gestion de classe et dynamique relationnelle</p> | <p>EDU P 444 - Intervention auprès des élèves ayant des difficultés d'apprentissage EDUS 101 - Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et d'immersion française EDU S 201 - Introduction à l'enseignement et stage d'orientation</p> <p>Année 2 EDU F 435 -Cadre légal et professionnel de l'enseignement EDU M 412 - Enseignement des mathématiques au primaire EDU M 413 -Enseignement des sciences au primaire EDU M 414 - Enseignement des études sociales au primaire EDU P 436-Gestion de classe et dynamique relationnelle EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 420 - Stage d'initiation : niveau primaire EDU S 421-Stage de responsabilisation : niveau primaire</p> <p>Exigences du programme: BEd/AD (2 ans) Secondaire</p> <p>Année 1 EDU F 237-Enjeux de l'équité et de la diversité en milieu scolaire EDU F 245-Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU M 341- Les technologies de l'information et de la communication EDU P 243- Introduction au développement de l'adolescent EDU P 342- Évaluation des apprentissages EDU P 444- Intervention auprès des élèves ayant des difficultés d'apprentissage EDU S 101- Stage de familiarisation avec la classe inclusive en milieu francophone minoritaire et EDU S 201- Introduction à l'enseignement et stage d'orientation *3 Cours de contenu dans la majeure ou la mineure (voir section Bed/AD Secondaire: cours obligatoires selon les spécialisations mineures) *3 Option libre (LINGQ 200 est recommandé)</p> <p>Année 2 EDU F 435-Cadre légal et professionnel de l'enseignement EDU P 436 - Gestion de classe et dynamique</p> |
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| <p>EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation niveau secondaire ★6 EDU M dans la majeure (Voir note 1 ci-dessous) ★3 dans la mineure (voir note 2 ci-dessous)</p> <p>Note 1 : Majeures Études sociales (EDU M 458, EDU M 459) Français (EDU M 452, EDU M 453) Mathématiques (EDU M 456, EDU M 457) Musique (EDU M 358, EDU M 359) Sciences générales (EDU M 456, EDU M 457)</p> <p>Note 2 : Mineures Anglais (EDU M 362) Art dramatique (EDU M 360) Éducation physique (EDU M 363) Études sociales (EDU M 458) Français (EDU M 452 ou 453) Mathématiques (EDU M 456) Musique (EDU M 358 ou EDU M 359) Sciences générales (EDU M 457) Sciences physiques (EDU M 456)</p> | <p>relationnelle EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation niveau secondaire ★6 EDU M dans la majeure (Voir note 1 ci-dessous) ★3 dans la mineure (voir note 2 ci-dessous)</p> <p>Note 1 : Majeures Études sociales (EDU M 458, EDU M 459) Français (EDU M 452, EDU M 453) Mathématiques (EDU M 456, EDU M 457) Musique (EDU M 358, EDU M 359) Sciences générales (EDU M 456, EDU M 457)</p> <p>Note 2 : Mineures Anglais (EDU M 362) Art dramatique (EDU M 360) Éducation physique (EDU M 363) Études sociales (EDU M 458) Français (EDU M 452 ou 453) Mathématiques (EDU M 456) Musique (EDU M 358 ou EDU M 359) Sciences générales (EDU M 457) Sciences physiques (EDU M 456)</p> |
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Faculté Saint-Jean

CALENDAR CHANGE REQUEST

For implementation Fall 2021-22

Commented [1]: @msimuong@ualberta.ca
 Bonjour Marie, Je me rends compte que, puisque nous avons apporté des changements pour clarifier la question des choix de cours dans Attachment 7 (BEd/BSc), il faudra que tu prépares le gabarit pour indiquer les changements effectués.
 Merci beaucoup :)

Commented [2]: @martine.cavanagh@ualberta.ca ,
 peux tu enlever ce commentaire. Merci

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| <p>[Faculté - English]</p> <p>Combined Degree Bachelor of Education/Bachelor of Science Degrees</p> <p>General Programs Faculté Saint-Jean Tableau 5 Programmes généraux (BEd/BSc) Enseignement en milieu d'immersion française</p> <p>Majeures : Sciences biologiques Année 1 BIOLE 107 - Introduction à la biologie cellulaire BIOLE 108 - Introduction à la diversité biologique PHYSQ 124 - Particules et ondes *3 parmi: PHYSQ 126 - Fluides, champs et radiation MATHQ 114 - Calcul élémentaire MATHQ 115 - Calcul élémentaire II 1 ★6 à ★9 option sciences ★9 à ★12 Français langue (voir Classification of courses)</p> <p>Année 2 BIOLE 207 - La génétique moléculaire et l'hérédité BIOLE 208 - Les principes de l'écologie LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★6 en sciences biologiques (voir Program Requirements) ★9 mineure en sciences (voir Program Requirements) ★0 à ★3 Français langue (voir Classification of courses) ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire</p> | <p>[Faculté - English]</p> <p>Combined Degree Bachelor of Education/Bachelor of Science Degrees</p> <p>General Programs Faculté Saint-Jean Tableau 5 Programmes généraux (BEd/BSc) Enseignement en milieu d'immersion française</p> <p>Majeures : Sciences biologiques Année 1 BIOLE 107 - Introduction à la biologie cellulaire BIOLE 108 - Introduction à la diversité biologique PHYSQ 124 - Particules et ondes *3 parmi: PHYSQ 126 - Fluides, champs et radiation MATHQ 114 - Calcul élémentaire MATHQ 115 - Calcul élémentaire II 1 ★6 à ★9 option sciences ★9 à ★12 Français langue (voir Classification of courses)</p> <p>Année 2 BIOLE 207 - La génétique moléculaire et l'hérédité BIOLE 208 - Les principes de l'écologie LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★6 en sciences biologiques (voir Program Requirements) ★9 mineure en sciences (voir Program Requirements) ★0 à ★3 Français langue (voir Classification of courses) ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage</p> |

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| <p>EDU M 332-Théories de l'apprentissage des langues et approche intégrée LINGQ 200 - Introduction à l'étude du langage EDU P 243 - Introduction au développement de l'adolescent EDU S 201- Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences biologiques (voir Program Requirements)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification of courses) ★9 en sciences biologiques (niveau 300) (voir Program Requirements) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★Option libre (cours intensif)</p> <p>Majeure : Sciences mathématique Année 1 BIOLE 107 - Introduction à la biologie cellulaire *3 parmi: BIOLE 108 - Introduction à la diversité biologique PHYSQ 124 - Particules et ondes PHYSQ 126 - Fluides, champs et radiation ² *3 parmi: MATHQ 114 - Calcul élémentaire MATHQ 115 - Calcul élémentaire II ★6 à ★9 Option ★9 à ★12 Français langue (voir Classification of Courses)</p> | <p>scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée</p> <p>EDU P 243 - Introduction au développement de l'adolescent EDU S 201- Introduction à l'enseignement et stage d'orientation ★0 à ★3 Français langue (voir Classification of courses) ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences biologiques (voir Program Requirements)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification of courses) ★9 en sciences biologiques (niveau 300) (voir Program Requirements) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★3 Option libre (cours intensif)</p> <p>Majeure : Sciences mathématique Année 1 BIOLE 107 - Introduction à la biologie cellulaire *3 parmi: BIOLE 108 - Introduction à la diversité biologique PHYSQ 124 - Particules et ondes PHYSQ 126 - Fluides, champs et radiation ² *3 parmi: MATHQ 114 - Calcul élémentaire</p> |
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| <p>Année 2 LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation *3 parmi: MATHQ 125 - Algèbre linéaire I MATHQ 241 - Géométrie MATHQ 243 ★9 mineure en sciences (voir Classification of courses) ★0 à ★3 Français langue (voir Classification of courses) ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU P 243 - Introduction au développement de l'adolescent LINGQ 200 - Introduction à l'étude du langage EDU S 201 - Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques *3 parmi: STATQ 151 - Introduction à la statistique appliquée SCI 151 - InSciTE: Scientific Inquiry and Data Analysis ★3 en sciences mathématiques (voir Program Requirements) ★3 en sciences physiques (niveau 300) (voir Program Requirements)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification of Courses) ★9 en sciences physiques (niveau 300) (voir Program Requirements) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)</p> | <p>MATHQ 115 - Calcul élémentaire II ★6 à ★9 Option ★9 à ★12 Français langue (voir Classification of Courses)</p> <p>Année 2 LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation *3 parmi: MATHQ 125 - Algèbre linéaire I MATHQ 241 - Géométrie MATHQ 243 ★9 mineure en sciences (voir Classification of courses) ★0 à ★3 Français langue (voir Classification of courses) ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU P 243 - Introduction au développement de l'adolescent ★0 à ★3 Français langue (voir Classification of courses) EDU S 201 - Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques *3 parmi: STATQ 151 - Introduction à la statistique appliquée SCI 151 - InSciTE: Scientific Inquiry and Data Analysis ★3 en sciences mathématiques (voir Program Requirements) ★3 en sciences physiques (niveau 300) (voir Program Requirements)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages</p> |
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| <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★ Option libre (cours intensif)</p> <p>Majeure : Sciences physiques</p> <p>Année 1 CHIM 101 - Introduction à la chimie I CHIM 102 - Introduction à la chimie II MATHQ 114 - Calcul élémentaire *3 parmi: MATHQ 115 - Calcul élémentaire II BIOLE 107 - Introduction à la biologie cellulaire BIOLE 108 - Introduction à la diversité biologique 3 PHYSQ 124 - Particules et ondes *3 parmi: PHYSQ 126 - Fluides, champs et radiation PHYSQ 130 - Ondes, optique et son PHYSQ 131 - Mécanique ★3 à ★6 Option sciences ★6 à ★9 Français langue (voir Classification of Courses)</p> <p>Année 2 CHIM 261 - Chimie organique I CHIM 263 - Chimie organique II LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★9 mineure en sciences (voir Program Requirements) ★3 à ★6 Français langue (voir Classification of Courses) ★0 à ★3 option sciences ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU P 243 - Introduction au développement de l'adolescent LINGQ 200 - Introduction à l'étude du langage</p> | <p>★3 Français langue (voir Classification of Courses) ★9 en sciences physiques (niveau 300) (voir Program Requirements) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★3 Option libre (cours intensif)</p> <p>Majeure : Sciences physiques</p> <p>Année 1 CHIM 101 - Introduction à la chimie I CHIM 102 - Introduction à la chimie II MATHQ 114 - Calcul élémentaire *3 parmi: MATHQ 115 - Calcul élémentaire II BIOLE 107 - Introduction à la biologie cellulaire BIOLE 108 - Introduction à la diversité biologique 3 PHYSQ 124 - Particules et ondes *3 parmi: PHYSQ 126 - Fluides, champs et radiation PHYSQ 130 - Ondes, optique et son PHYSQ 131 - Mécanique ★3 à ★6 Option sciences ★6 à ★9 Français langue (voir Classification of Courses)</p> <p>Année 2 CHIM 261 - Chimie organique I CHIM 263 - Chimie organique II LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★9 mineure en sciences (voir Program Requirements) ★3 à ★6 Français langue (voir Classification of Courses) ★0 à ★3 option sciences ★0 à ★3 Option</p> |
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| <p>EDU S 201 - Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences physiques (niveau 300) (voir Program Requirements)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification of Courses) ★9 en sciences physiques (niveau 300) (voir Program Requirements) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★Option libre (cours intensif)</p> <p>Notes ¹ L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. ² L'étudiant qui a une mineure en Sciences biologiques doit réussir BIOLE 107 et BIOLE 108. L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. ³ L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir BIOLE 107 et BIOLE 108.</p> | <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU P 243 - Introduction au développement de l'adolescent ★0 à ★3 Français langue (voir Classification of courses) EDU S 201 - Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences physiques (niveau 300) (voir Program Requirements)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification of Courses) ★9 en sciences physiques (niveau 300) (voir Program Requirements) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Program Requirements)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★3 Option libre (cours intensif)</p> <p>Notes ¹ L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. L'étudiant qui a une</p> |
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| | <p>mineure en Sciences mathématiques doit réussir MATHQ 114 et 115.</p> <p>² L'étudiant qui a une mineure en Sciences biologiques doit réussir BIOLE 107 et BIOLE 108. L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126.</p> <p>³ L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir BIOLE 107 et BIOLE 108.</p> |
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| <p>[Faculté - Français]</p> <p>Programs Combined Degree Baccalauréat en Éducation/Baccalauréat ès sciences Programmes généraux</p> <p>Faculté Saint-Jean Tableau 5 Programmes généraux (BEd/BSc)</p> <p>Enseignement en milieu d'immersion française</p> <p>Majeures : Sciences biologiques Année 1 BIOLE 107 - Introduction à la biologie cellulaire BIOLE 108 - Introduction à la diversité biologique PHYSQ 124 - Particules et ondes *3 from: PHYSQ 126 - Fluides, champs et radiation MATHQ 114 - Calcul élémentaire MATHQ 115 - Calcul élémentaire II 1 ★6 à ★9 option sciences ★9 à ★12 Français langue (voir Classification des cours)</p> <p>Année 2 BIOLE 207 - La génétique moléculaire et l'hérédité BIOLE 208 - Les principes de l'écologie LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★6 en sciences biologiques (voir Exigences du</p> | <p>[Faculté - Français]</p> <p>Programs Combined Degree <u>Baccalauréat en Éducation/Baccalauréat ès sciences</u> Programmes généraux</p> <p>Faculté Saint-Jean Tableau 5 Programmes généraux (BEd/BSc)</p> <p>Enseignement en milieu d'immersion française</p> <p>Majeures : Sciences biologiques Année 1 BIOLE 107 - Introduction à la biologie cellulaire BIOLE 108 - Introduction à la diversité biologique PHYSQ 124 - Particules et ondes *3 from: PHYSQ 126 - Fluides, champs et radiation MATHQ 114 - Calcul élémentaire MATHQ 115 - Calcul élémentaire II ¹ ★6 à ★9 option sciences ★9 à ★12 Français langue (voir Classification des cours)</p> <p>Année 2 BIOLE 207 - La génétique moléculaire et l'hérédité BIOLE 208 - Les principes de l'écologie LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★6 en sciences biologiques (voir Exigences du programme)</p> |
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| <p>programme) ★9 mineure en sciences (voir Exigences du programme) ★0 à ★3 Français langue (voir Classification des cours) ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée LINGQ 200 - Introduction à l'étude du langage EDU P 243 - Introduction au développement de l'adolescent EDU S 201- Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences biologiques (voir Exigences du programme)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification des cours) ★9 en sciences biologiques (niveau 300) (voir Exigences du programme) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire</p> | <p>★9 mineure en sciences (voir Exigences du programme) ★0 à ★3 Français langue (voir Classification des cours) ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée ★0 à ★3 Français langue (voir Classification of courses) EDU P 243 - Introduction au développement de l'adolescent EDU S 201- Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences biologiques (voir Exigences du programme)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification des cours) ★9 en sciences biologiques (niveau 300) (voir Exigences du programme) ★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire</p> |
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| <p>EDU S 471 - Stage de responsabilisation : niveau secondaire</p> <p>★ Option libre (cours intensif)</p> <p>Majeure : Sciences mathématique</p> <p>Année 1</p> <p>BIOLE 107 - Introduction à la biologie cellulaire</p> <p>*3 from:</p> <p>BIOLE 108 - Introduction à la diversité biologique</p> <p>PHYSQ 124 - Particules et ondes</p> <p>PHYSQ 126 - Fluides, champs et radiation 2</p> <p>*3 from:</p> <p>MATHQ 114 - Calcul élémentaire</p> <p>MATHQ 115 - Calcul élémentaire II</p> <p>★6 à ★9 Option</p> <p>★9 à ★12 Français langue (voir Classification des cours)</p> <p>Année 2</p> <p>LITT 135 - Survol de la littérature d'expression française</p> <p>FRANC 236 - Pratique de la dissertation</p> <p>*3 from:</p> <p>MATHQ 125 - Algèbre linéaire I</p> <p>MATHQ 241 - Géométrie</p> <p>MATHQ 243</p> <p>★9 mineure en sciences (voir Classification des cours)</p> <p>★0 à ★3 Français langue (voir Classification des cours)</p> <p>★0 à ★3 Option</p> <p>Année 3</p> <p>EDU F 245 - Histoire et fondements de l'apprentissage scolaire</p> <p>EDU M 332-Théories de l'apprentissage des langues et approche intégrée</p> <p>EDU P 243 - Introduction au développement de l'adolescent</p> <p>LINGQ 200 - Introduction à l'étude du langage</p> <p>*3 from:</p> <p>STATQ 151 - Introduction à la statistique appliquée I</p> <p>SCI 151 - InSciTE: Scientific Inquiry and Data Analysis</p> | <p>★2 Option libre (cours intensif)</p> <p>Majeure : Sciences mathématique</p> <p>Année 1</p> <p>BIOLE 107 - Introduction à la biologie cellulaire</p> <p>*3 from:</p> <p>BIOLE 108 - Introduction à la diversité biologique</p> <p>PHYSQ 124 - Particules et ondes</p> <p>PHYSQ 126 - Fluides, champs et radiation 2</p> <p>*3 from:</p> <p>MATHQ 114 - Calcul élémentaire</p> <p>MATHQ 115 - Calcul élémentaire II</p> <p>★6 à ★9 Option</p> <p>★9 à ★12 Français langue (voir Classification des cours)</p> <p>Année 2</p> <p>LITT 135 - Survol de la littérature d'expression française</p> <p>FRANC 236 - Pratique de la dissertation</p> <p>*3 from:</p> <p>MATHQ 125 - Algèbre linéaire I</p> <p>MATHQ 241 - Géométrie</p> <p>MATHQ 243</p> <p>★9 mineure en sciences (voir Classification des cours)</p> <p>★0 à ★3 Français langue (voir Classification des cours)</p> <p>★0 à ★3 Option</p> <p>Année 3</p> <p>EDU F 245 - Histoire et fondements de l'apprentissage scolaire</p> <p>EDU M 332-Théories de l'apprentissage des langues et approche intégrée</p> <p>EDU P 243 - Introduction au développement de l'adolescent</p> <p>★0 à ★3 Français langue (voir Classification of courses)</p> <p>*3 from:</p> <p>STATQ 151 - Introduction à la statistique appliquée I</p> <p>SCI 151 - InSciTE: Scientific Inquiry and Data Analysis</p> <p>EDU S 201 - Introduction à l'enseignement et stage d'orientation</p> <p>ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques</p> <p>★3 en sciences mathématiques (voir Exigences du</p> |
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| <p>EDU S 201 - Introduction à l'enseignement et stage d'orientation</p> <p>ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques</p> <p>★3 en sciences mathématiques (voir Exigences du programme)</p> <p>★3 en sciences physiques (niveau 300) (voir Exigences du programme)</p> <p>Année 4</p> <p>EDU M 341 - Les technologies de l'information et de la communication</p> <p>EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire</p> <p>EDU P 342 - Évaluation des apprentissages</p> <p>★3 Français langue (voir Classification des cours)</p> <p>★9 en sciences physiques (niveau 300) (voir Exigences du programme)</p> <p>★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)</p> <p>Année 5</p> <p>EDU F 435 - Cadre légal et professionnel de l'enseignement</p> <p>EDU M 456 - Enseignement des mathématiques au secondaire</p> <p>EDU M 457 - Enseignement des sciences au secondaire</p> <p>EDU M 452 - Enseignement du français au secondaire</p> <p>EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement</p> <p>EDU S 470 - Stage d'initiation : niveau secondaire</p> <p>EDU S 471 - Stage de responsabilisation : niveau secondaire</p> <p>★Option libre (cours intensif)</p> <p>Majeure : Sciences physiques</p> <p>Année 1</p> <p>CHIM 101 - Introduction à la chimie I</p> <p>CHIM 102 - Introduction à la chimie II</p> <p>MATHQ 114 - Calcul élémentaire</p> <p>*3 from:</p> <p style="padding-left: 40px;">MATHQ 115 - Calcul élémentaire II</p> <p style="padding-left: 40px;">BIOLE 107 - Introduction à la biologie cellulaire</p> | <p>programme)</p> <p>★3 en sciences physiques (niveau 300) (voir Exigences du programme)</p> <p>Année 4</p> <p>EDU M 341 - Les technologies de l'information et de la communication</p> <p>EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire</p> <p>EDU P 342 - Évaluation des apprentissages</p> <p>★3 Français langue (voir Classification des cours)</p> <p>★9 en sciences physiques (niveau 300) (voir Exigences du programme)</p> <p>★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)</p> <p>Année 5</p> <p>EDU F 435 - Cadre légal et professionnel de l'enseignement</p> <p>EDU M 456 - Enseignement des mathématiques au secondaire</p> <p>EDU M 457 - Enseignement des sciences au secondaire</p> <p>EDU M 452 - Enseignement du français au secondaire</p> <p>EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement</p> <p>EDU S 470 - Stage d'initiation : niveau secondaire</p> <p>EDU S 471 - Stage de responsabilisation : niveau secondaire</p> <p>★3 Option libre (cours intensif)</p> <p>Majeure : Sciences physiques</p> <p>Année 1</p> <p>CHIM 101 - Introduction à la chimie I</p> <p>CHIM 102 - Introduction à la chimie II</p> <p>MATHQ 114 - Calcul élémentaire</p> <p>*3 from:</p> <p style="padding-left: 40px;">MATHQ 115 - Calcul élémentaire II</p> <p style="padding-left: 40px;">BIOLE 107 - Introduction à la biologie cellulaire</p> <p>BIOLE 108 - Introduction à la diversité biologique 3</p> <p>PHYSQ 124 - Particules et ondes</p> <p>*3 from:</p> |
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| <p>BIOLE 108 - Introduction à la diversité biologique 3 PHYSQ 124 - Particules et ondes *3 from: PHYSQ 126 - Fluides, champs et radiation PHYSQ 130 - Ondes, optique et son PHYSQ 131 - Mécanique ★3 à ★6 Option sciences ★6 à ★9 Français langue (voir Classification des cours)</p> <p>Année 2 CHIM 261 - Chimie organique I CHIM 263 - Chimie organique II LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★9 mineure en sciences (voir Exigences du programme) ★3 à ★6 Français langue (voir Classification des cours) ★0 à ★3 option sciences ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU P 243 - Introduction au développement de l'adolescent LINGQ 200 - Introduction à l'étude du langage EDU S 201 - Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences physiques (niveau 300) (voir Exigences du programme)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification des cours) ★9 en sciences physiques (niveau 300) (voir Exigences du programme)</p> | <p>PHYSQ 126 - Fluides, champs et radiation PHYSQ 130 - Ondes, optique et son PHYSQ 131 - Mécanique ★3 à ★6 Option sciences ★6 à ★9 Français langue (voir Classification des cours)</p> <p>Année 2 CHIM 261 - Chimie organique I CHIM 263 - Chimie organique II LITT 135 - Survol de la littérature d'expression française FRANC 236 - Pratique de la dissertation ★9 mineure en sciences (voir Exigences du programme) ★3 à ★6 Français langue (voir Classification des cours) ★0 à ★3 option sciences ★0 à ★3 Option</p> <p>Année 3 EDU F 245 - Histoire et fondements de l'apprentissage scolaire EDU M 332-Théories de l'apprentissage des langues et approche intégrée EDU P 243 - Introduction au développement de l'adolescent ★0 à ★3 Français langue (voir Classification of courses) EDU S 201 - Introduction à l'enseignement et stage d'orientation ETCAN 332 - Les francophonies canadiennes et acadiennes : perspectives idéologiques et politiques ★9 en sciences physiques (niveau 300) (voir Exigences du programme)</p> <p>Année 4 EDU M 341 - Les technologies de l'information et de la communication EDU F 237 - Enjeux de l'équité et de la diversité en milieu scolaire EDU P 342 - Évaluation des apprentissages ★3 Français langue (voir Classification des cours) ★9 en sciences physiques (niveau 300) (voir Exigences du programme) ★9 mineure en sciences (dont ★6 de niveau 300) (voir</p> |
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| <p>★9 mineure en sciences (dont ★6 de niveau 300) (voir Exigences du programme)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★Option libre (cours intensif)</p> <p>Notes ¹ L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. ² L'étudiant qui a une mineure en Sciences biologiques doit réussir BIOLE 107 et BIOLE 108. L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. ³ L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir BIOLE 107 et BIOLE 108.</p> | <p>Exigences du programme)</p> <p>Année 5 EDU F 435 - Cadre légal et professionnel de l'enseignement EDU M 452 - Enseignement du français au secondaire EDU M 456 - Enseignement des mathématiques au secondaire EDU M 457 - Enseignement des sciences au secondaire EDU P 445 - Intervention auprès des élèves ayant des difficultés de comportement EDU S 470 - Stage d'initiation : niveau secondaire EDU S 471 - Stage de responsabilisation : niveau secondaire ★Option libre (cours intensif)</p> <p>Notes ¹ L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. ² L'étudiant qui a une mineure en Sciences biologiques doit réussir BIOLE 107 et BIOLE 108. L'étudiant qui a une mineure en Sciences physiques doit réussir PHYSQ 124 et PHYSQ 126. ³ L'étudiant qui a une mineure en Sciences mathématiques doit réussir MATHQ 114 et 115. L'étudiant qui a une mineure en Sciences Biologiques doit réussir BIOLE 107 et BIOLE 108.</p> |
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FINAL Item No. 5

**Governance Executive Summary
Action Item**

| | |
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| Agenda Title | Items Deemed Minor or Editorial A. Admissions Chart Updates, Office of the Registrar B. Bridging Program, Entrance Requirements, Office of the Registrar C. EAP 135, 140, Entrance Requirements, Faculty of Extension D. Master of Science in Medical Science - Orthodontics, Entrance and Program Requirements E. Master of Science in Medical Science - Periodontology, Entrance and Program Requirements F. Communication Sciences and Disorders, Graduate Entrance Requirements |
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Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Melissa Padfield, Vice-Provost and Registrar Maria Mayan, Interim Dean, Faculty of Extension Brenda Hemmelgarn, Dean, Faculty of Medicine and Dentistry Bob Haennel, Dean, Faculty of Rehabilitation Medicine 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)

| | |
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| Consultation and Stakeholder Participation | <u>Those who are actively participating:</u> <ul style="list-style-type: none"> Vice-Provost (Programs) and Chair, GFC Academic Standards Committee |
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Item No. 5

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| (parties who have seen the proposal and in what capacity) | <ul style="list-style-type: none"> • Faculty Councils • Representatives of the Office of the Registrar |
| <For information on the protocol see the Governance Resources section Student Participation Protocol > | <u><i>Those who have been consulted:</i></u> |
| | <u><i>Those who have been informed:</i></u> |
| Approval Route (Governance) (including meeting dates) | See individual item for Faculty approval information GFC PC February 11, 2021 |

Strategic Alignment

| | | | | | | | | | | | | |
|---|--|--|---|--|-------------------------------------|--|--|---|---------------------------------|--|---|--|
| 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. | | | | | | | | | | | |
| | <table border="0"> <tr> <td><input checked="" type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table> | <input checked="" type="checkbox"/> Enrolment Management | <input type="checkbox"/> Relationship with Stakeholders | <input type="checkbox"/> Faculty and Staff | <input type="checkbox"/> Reputation | <input type="checkbox"/> Funding and Resource Management | <input type="checkbox"/> Research Enterprise | <input type="checkbox"/> IT Services, Software and Hardware | <input type="checkbox"/> Safety | <input type="checkbox"/> Leadership and Change | <input checked="" type="checkbox"/> Student Success | <input type="checkbox"/> Physical Infrastructure |
| <input checked="" type="checkbox"/> Enrolment Management | <input type="checkbox"/> Relationship with Stakeholders | | | | | | | | | | | |
| <input type="checkbox"/> Faculty and Staff | <input type="checkbox"/> Reputation | | | | | | | | | | | |
| <input type="checkbox"/> Funding and Resource Management | <input type="checkbox"/> Research Enterprise | | | | | | | | | | | |
| <input type="checkbox"/> IT Services, Software and Hardware | <input type="checkbox"/> Safety | | | | | | | | | | | |
| <input type="checkbox"/> Leadership and Change | <input checked="" type="checkbox"/> Student Success | | | | | | | | | | | |
| <input type="checkbox"/> Physical Infrastructure | | | | | | | | | | | | |
| Legislative Compliance and jurisdiction | Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference | | | | | | | | | | | |

Attachments

- A. Admissions Chart Updates, Office of the Registrar
- B. Bridging Program, Entrance Requirements, Office of the Registrar
- C. EAP 135, 140, Entrance Requirements, Faculty of Extension
- D. Master of Science in Medical Science - Orthodontics, Entrance and Program Requirements
- E. Master of Science in Medical Science - Periodontology, Entrance and Program Requirements
- F. Communication Sciences and Disorders, Graduate Entrance Requirements

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

Attachment 1 - Proposed Changes to University Calendar - Admissions Chart 1

| Current | | |
|--|--|--|
| Grade 12 Courses | | |
| <p>Group A (Humanities/Social Sciences, Languages other than English)</p> <ol style="list-style-type: none"> 1. Social Studies 30-1 2. 30-level Language other than English 3. Aboriginal Studies 30 | <p>Group B (Fine Arts)</p> <ol style="list-style-type: none"> 1. Applied Graphic Arts 35 2. Art 30 3. Art 31 4. Communication Technology Advanced Level-Career and Technology Studies (CTS) 5. Dance 35 6. Drama 30 7. Music 30 (Choral, Instrumental or General) (see Note 2) 8. Music 35 9. Musical Theatre 35 10. Performing Arts 35 A, B, or C <p>Additional Fine Arts courses may be considered. For more information, contact the Admissions Division, Office of the Registrar.</p> | <p>Group C (Maths/Sciences)</p> <ol style="list-style-type: none"> 1. Biology 30 2. Chemistry 30 3. Mathematics 30-1 4. Mathematics 30-2 (see Note 3) 5. Mathematics 31 6. Physics 30 7. Science 30 8. Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS) |

Proposed

Grade 12 Courses

**Group A (Humanities/Social Sciences,
Languages other than English)**

1. Social Studies 30-1
2. 30-level Language other than English
3. Aboriginal Studies 30
4. **Microeconomics/Macroeconomics 30
(must be presented together)**

Group B (Fine Arts)

1. Applied Graphic Arts 35
2. Art 30
3. Art 31
4. Communication Technology
Advanced Level-Career and
Technology Studies (CTS)
5. Dance 35
6. Drama 30
7. Music 30 (Choral, Instrumental or
General) (see Note 2)
8. Music 35
9. Musical Theatre 35
10. Performing Arts 35 A, B, or C

Additional Fine Arts courses may be considered. For more information, contact the Admissions Division, Office of the Registrar.

Group C (Maths/Sciences)

1. Biology 30
2. Chemistry 30
3. Mathematics 30-1
4. Mathematics 30-2 (see Note 3)
5. Mathematics 31
6. Physics 30
7. Science 30
8. Computing Science (CSE)
Advanced Level-Career and
Technology Studies (CTS)

**Mathematical and Statistical Sciences
Undergraduate Course and Calendar Changes
October 13, 2020**

Program Changes

| Current | | | Proposed | | |
|---|---|--|---|---|---|
| Admissions Chart 4 IB Courses Approved for Advanced Standing | | | Admissions Chart 4 IB Courses Approved for Advanced Standing | | |
| Mathematics (HL) taken prior to 2014 | MATH 114 (★3) [or MATH 100 (★3.5) for Engineering only]. Student may also apply to write a credit by special assessment examination in MATH 115 (★3) [or MATH 101 (★3.5) for Engineering only]. | AUMAT 116 (★3) | Mathematics (HL) taken prior to 2014 | MATH 114 (★3) [or MATH 100 (★3.5) for Engineering only]. Student may also apply to write a credit by special assessment examination in MATH 115 (★3) [or MATH 101 (★3.5) for Engineering only]. | AUMAT 116 (★3) |
| Mathematics (HL) taken 2014 onwards | Student may apply to write a credit by special assessment examination in MATH | Student may apply to write a credit by special assessment examination in AUMAT | Mathematics (HL) taken 2014 - 2020 | Student may apply to write a credit by special assessment examination in MATH 114 (★3). | Student may apply to write a credit by special assessment examination in AUMAT 116 (★3) |
| | | | Further | Student may | Student may |

| | | | | | |
|--|--|---|--|--|--|
| | 114 (★3). | 116 (★3) | | | |
| Further Mathematics (HL) taken 2014 onwards | Student may apply to write a credit by special assessment examination in MATH 100 (★3) or MATH 114 (★3), and MATH 102 (★3) or MATH 125 (★3). | Student may apply to write a credit by special assessment examination in AUMAT 110 (★3) and AUMAT 120 (★3). | | Mathematics (HL) taken 2014 - 2020 | apply to write a credit by special assessment examination in MATH 100 (★3) or MATH 114 (★3), and MATH 102 (★3) or MATH 125 (★3). |
| Further Mathematics (SL) taken prior to 2014 | MATH 114 (★3) and MATH 115 (★3) [or MATH 100 (★3.5) and MATH 101 (★3.5) for Engineering only]. | AUMAT 116 (★3) and AUMAT 112 (★3) | | Further Mathematics (SL) taken prior to 2014 | MATH 114 (★3) and MATH 115 (★3) [or MATH 100 (★3.5) and MATH 101 (★3.5) for Engineering only]. |
| Mathematics (SL) | Student may apply to write a credit by special assessment examination in MATH 114 (★3). | Student may apply to write a credit by special assessment examination in AUMAT 110 (★3). | | Mathematics (SL) taken prior to 2021 | Student may apply to write a credit by special assessment examination in MATH 114 (★3). |
| | | | | | Student may apply to write a credit by special assessment examination in AUMAT 110 (★3). |

Rationale : IB curriculum changed in Fall 2019, with the first exams scheduled for May 2021. The new streams Mathematics : Analysis and Approaches and Mathematics : Analysis and Interpretations have significantly cut back on hours devoted to calculus, so neither program will be granted a CSA exam in calculus at the SL or HL levels.

Attachment 1 - Proposed Changes to University Calendar - Admissions Charts 4 and 5

Admissions Chart 4 - IB Courses Approved for Advanced Standing

| | |
|----------------|-----------------|
| Current | Proposed |
|----------------|-----------------|

| International Baccalaureate Courses | University of Alberta Equivalents | Augustana Faculty Equivalents (Camrose) | International Baccalaureate Courses | University of Alberta Equivalents | Augustana Faculty Equivalents (Camrose) |
|-------------------------------------|--|---|-------------------------------------|--|---|
| French A or B (HL) | FREN 100-level (★3) & 211 (★3) (not to take FREN 111 or 112) | AUFRE 102 (*3) and AUFRE 201 (*3) (not to take AUFRE 101) | French A (HL/SL) | FREN 100-level (*3) & FREN 211 (*3) (not to take FREN 111, FREN 112 or FREN 211) | AUFRE 102 (*3) and AUFRE 201 (*3) (not to take AUFRE 101) |
| French A or B (SL) | FREN 100-level (★6) (not to take FREN 111 or FREN 112) | AUFRE 101 (★3) and AUFRE 102 (★3) | French B (HL/SL) | FREN 100-level (*6) (not to take FREN 111 or FREN 112) | AUFRE 101 (*3) and AUFRE 102 (*3) |

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| German A or B (HL) | GERM 100-level (★3) and GERM 214 (★3) (not to take GERM 111 or GERM 112) | AUGER 102 (★3) and AUGER 201 (★3) (not to take AUGER 101) |
| German A or B (SL) | GERM 100-level (★6) (not to take GERM 111 or GERM 112) | AUGER 101 (★3) and AUGER 102 (★3) |
| Italian A (HL) | Advanced Placement | |
| Spanish A (HL) | Advanced Placement | Advanced Placement |

| | | |
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| German A (HL/SL) | GERM 100-level (*3) & GERM 211 (*3) (not to take GERM 111, GERM 112 or GERM 211) | AUGER 102 (*3) and AUGER 201 (*3) (not to take AUGER 101) |
| German B (HL/SL) | GERM 100-level (*6) (not to take GERM 111 or GERM 112) | AUGER 101 (*3) and AUGER 102 (*3) |
| Italian A (HL) | ITAL 100-level (3*) & ITAL 211 (3*) (not to take ITAL 111, ITAL 112, or ITAL 211) | AU 100-level Language Option (*3) and AU 200-level Language Option (*3) |

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. Credit will be awarded for all five regional options offered at the higher level (HL), including Africa; Americas; East and South East Asia and Oceania; Europe (including Russia); and South Asia and the Middle East (including North Africa).
3. For students entering the Faculty of Engineering, transfer credit for the first (qualifying) year courses does not reduce the minimum load requirement of 37.0 units.
4. Students wishing to pursue credit by special assessment, please refer to [Credit by Special Assessment](#) for information.
5. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.

Spanish A (HL)

SPAN 100-level (*3) & SPAN 211 (*3) (not to take SPAN 111, SPAN 112 or SPAN 211)

AUSPA 102 (*3) and AUSPA 201 (*3) (not to do AUSPA 101)

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. Credit will be awarded for all five regional options offered at the higher level (HL), including Africa; Americas; East and South East Asia and Oceania; Europe (including Russia); and South Asia and the Middle East (including North Africa).
3. For students entering the Faculty of Engineering, transfer credit for the first (qualifying) year courses does not reduce the minimum load requirement of 37.0 units.
4. Students wishing to pursue credit by special assessment, please refer to [Credit by Special Assessment](#) for information.
5. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.

Admissions Chart 5 - AP Courses Approved for Advanced Standing

| Current | | | Proposed | | |
|------------------------------|---|--|------------------------------|-----------------------------------|--|
| Advanced Placement Courses | University of Alberta Equivalents | Augustana Faculty Equivalents (Camrose) | Advanced Placement Courses | University of Alberta Equivalents | Augustana Faculty Equivalents (Camrose) |
| French Language and Culture | Advanced Placement | Advanced Placement | French Language and Culture | FREN 100-level (*3) | AUFRE 100-level (*3) |
| German Language and Culture | Advanced Placement | Advanced Placement | German Language and Culture | GERM 100-level (*3) | AUGER 100-level (*3) |
| Italian Language and Culture | Advanced Placement | Advanced Placement | Italian Language and Culture | ITAL 100-level (*3) | AU Language Option 100-level (*3) |
| Psychology | PSYCO 100-level (★3) (not to take PSYCO 104 or PSYCO 105) | AUPSY 100-level (★3) (not to take AUPSY 103) | Psychology | PSYCO 104 (*3) | AUPSY 100-level (★3) (not to take AUPSY 103) |

| | | |
|------------------|--------------------|--------------------|
| Spanish Language | Advanced Placement | Advanced Placement |
|------------------|--------------------|--------------------|

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.
3. Students who have not taken Physics C: Electricity and Magnetism and wish to take further Physics courses should consult the Department of Physics.

| | | |
|------------------|---------------------|----------------------|
| Spanish Language | SPAN 100-level (*3) | AUSPA 100-level (*3) |
|------------------|---------------------|----------------------|

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.
3. Students who have not taken Physics C: Electricity and Magnetism and wish to take further Physics courses should consult the Department of Physics.

English Language Proficiency Requirements

Bridging Program Stages 1 and 2

| Current | Proposed |
|--|--|
| <p>...</p> <p>Bridging Program Stages 1 and 2</p> <p>Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores:</p> <p>Stage 1:</p> <ul style="list-style-type: none">- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).- Internet-based TOEFL (iBT) of at least 65, with no score less than 46 on any band (see Note 4). <p>Stage 2:</p> <ul style="list-style-type: none">- A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).- Internet-based TOEFL (iBT) of at least 70, with no score less than 47 on any band (see Note 4). <p>For more information, students should contact the Office of the Registrar.</p> <p>Notes</p> | <p>...</p> <p>Bridging Program Stages 1 and 2</p> <p>Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores:</p> <p>Stage 1:</p> <ul style="list-style-type: none">- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).- Internet-based TOEFL (iBT) of at least 40, with no score less than 12 on any band (see Note 4). <p>Stage 2:</p> <ul style="list-style-type: none">- A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).- Internet-based TOEFL (iBT) of at least 53, with no score less than 14 on any band (see Note 4). <p>For more information, students should contact the Office of the Registrar.</p> <p>Notes</p> |
| <p>1. Enrolment in English as a second language courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular</p> | <p>1. Enrolment in English as a second language courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular</p> |

high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.

2. Proof of three years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction).
3. Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.
4. Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.
5. For a list of countries and institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at:
www.studyincanada.ualberta.ca/ELPE exemptions.
6. When requesting official TOEFL test results to be forwarded to the University of Alberta, applicants should indicate institution code 0963 and department code 00.
7. Applicants who are asked to

high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.

2. Proof of three years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction).
3. Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.
4. Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.
5. For a list of countries and institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at:
www.studyincanada.ualberta.ca/ELPE exemptions.
6. When requesting official TOEFL test results to be forwarded to the University of Alberta, applicants should indicate institution code 0963 and department code 00.
7. Applicants who are asked to

provide English Language Proficiency and who can demonstrate by other means that their proficiency exceeds the specified minimum levels, should direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.

8. The three years of full-time education in English must include Alberta grade 12 year (or equivalent) if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.

provide English Language Proficiency and who can demonstrate by other means that their proficiency exceeds the specified minimum levels, should direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.

8. The three years of full-time education in English must include Alberta grade 12 year (or equivalent) if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.

**Faculty of Extension
Course Changes
Implementation – ~~(Fall 2020)~~
Fall 2021**

| Current | Proposed |
|--|---|
| <p>Course Number: EAP 135</p> <p>Course Name: Introduction to Academic English</p> <p>Description: Focuses on the development of language fluency and accuracy and on building the necessary vocabulary for further studies within an academic environment. Listening, reading, speaking, and writing skills are emphasized by engaging students in a variety of academic activities. This course, which precedes EAP 140, will enable students to lay the foundations for successful academic writing. Students will be introduced to language learning strategies and will develop study skills that are crucial to their success in an English-medium university. Prerequisite: Minimum TOEFL score of 65 (internet based) with a minimum score of 16 in each band, or a score of 5.0 IELTS with a minimum score of 4.5 in each band.</p> | <p>Course Number: No Change</p> <p>Course Name: No Change</p> <p>Description: Focuses on the development of language fluency and accuracy and on building the necessary vocabulary for further studies within an academic environment. Listening, reading, speaking, and writing skills are emphasized by engaging students in a variety of academic activities. This course, which precedes EAP 140, will enable students to lay the foundations for successful academic writing. Students will be introduced to language learning strategies and will develop study skills that are crucial to their success in an English-medium university. Prerequisite: Minimum TOEFL score of <u>40</u> (internet based) with a minimum score of <u>12</u> in each band, or a score of 5.0 IELTS with a minimum score of 4.5 in each band.</p> |

Rationale: Adjusted score requirement for entry into Bridging Program Stage 1.

Resource Implications:

Approvals:

GPPRC - (add date)
 Extension Faculty Council – (add motion & date)
 PST Meeting Date: Jan 21, 2021

→ Jan 27, 2020
 → Mar 19, 2020

**Faculty of Extension
Course Changes
Implementation – (~~Fall 2020~~)**

Fall 2021

| Current | Proposed |
|---|---|
| <p>Course Number: EAP 140</p> <p>Course Name: English for Academic Purposes</p> <p>Description: Provides students with the opportunity to improve their academic listening, speaking, reading and writing skills. Upon completion of EAP 140, students are able to engage in short academic activities, including essay writing, reading short texts, and listening to and participating in short lectures and discussions. Prerequisites: EAP 135 or minimum TOEFL scores of 70 (internet based) with a minimum score of 17 in each band, or a score of at least 5.5 IELTS with a minimum score of 5.0 in each band.</p> | <p>Course Number: No Change</p> <p>Course Name: No Change</p> <p>Description: Provides students with the opportunity to improve their academic listening, speaking, reading and writing skills. Upon completion of EAP 140, students are able to engage in short academic activities, including essay writing, reading short texts, and listening to and participating in short lectures and discussions. Prerequisites: EAP 135 or minimum TOEFL scores of <u>53</u> (internet based) with a minimum score of <u>14</u> in each band, or a score of at least 5.5 IELTS with a minimum score of 5.0 in each band.</p> |

Rationale: Adjusted score requirement for entry into Bridging Program Stage 2.

Resource Implications:

Approvals:

GPPRC - (add date) January 27, 2020

Extension Faculty Council – (add motion & date) March 19, 2020

PST Meeting Date: Jan 21, 2021

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 Tel: 780.492.2816 / Fax: 780.492.0692
 www.gradstudies.ualberta.ca

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

| Current | Proposed |
|--|--|
| <p>Graduate Programs</p> <p>The Degree of MSc in Medical Sciences - Orthodontics [Graduate]</p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Orthodontics. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for an orthodontic practice and/or a related clinical academic appointment. The clinical requirements involve the successful completion of a selected number of teaching cases. (See <u>Medical Sciences</u>).</p> <p>Entrance Requirements</p> <hr/> <p>The Department’s minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.4 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> | <p>The Degree of MSc in Medical Sciences - Orthodontics [Graduate]</p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Orthodontics. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for an orthodontic practice and/or a related clinical academic appointment. The clinical requirements involve the successful completion of a selected number of teaching cases. (See <u>Medical Sciences</u>).</p> <p>Entrance Requirements</p> <hr/> <p>The Department’s minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.4 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded</p> |

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
 - MELAB minimum score of 91;
 - CAEL minimum score of **70** with at least **80** on each subtest;
 - or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.
- All applicants are also required to provide the following:
 - a current curriculum vitae
 - a statement of intent
 - three letters of recommendation (two must be professional)
 - An official letter from their dental school noting their class ranking upon graduation from dentistry.
 - Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is required.
 - Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.
 - **A**pplicants must have a license to practice Dentistry in Alberta*, or must have passed the NDEB examination of Canada.
 - Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.

coursework.

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
 - MELAB minimum score of 91;
 - CAEL minimum score of **80** with at least **70** on each subtest;
 - or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.
- All applicants are also required to provide the following:
 - a current curriculum vitae
 - a statement of intent
 - three letters of recommendation (two must be professional)
 - An official letter from their dental school noting their class ranking upon graduation from dentistry.
 - Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is required. **This experience should happen within two years of the application date.**
 - Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.
 - **Before entering the program applicants** must have a license to practice Dentistry in Alberta*, or must have passed the NDEB examination of Canada.
 - Applicants who are not licensed but in a Canada/USA accredited

- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

- Admission is dependent upon the approval of the Division of Orthodontics Selection Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.
- *For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.
- For the MSc in Orthodontics the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★71 in required coursework . The program also consists of seminars, a clinical component and a thesis. Student progress will be monitored through ~~an annual~~ written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of

GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.

- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

- Admission is dependent upon the approval of the Division of Orthodontics Selection Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.
- *For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.
- For the MSc in Orthodontics the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★72 in required coursework . The program also consists of seminars, a clinical component and a thesis. Student progress will be monitored through written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of

specific clinical and/or didactic improvement objectives before the next **annual** assessment. The program of study is determined by the **department** in consultation with the supervisor and supervisory committee.

specific clinical and/or didactic improvement objectives before the next assessment. The program of study is determined by the **Graduate Program Director** in consultation with the supervisor and supervisory committee.

Student progress may be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

ACADEMIC STANDING REQUIREMENTS

Achieving a grade below C+ in any course is a failure to meet minimum academic standards and may result in being required to withdraw from the program.

Required courses (★71)

First Year (★33)

- DENT 530 - Orthodontic Techniques and Biomechanics
- DENT 532 - Growth and Development
- **DENT 540 - Orthodontic Seminars**
- **DENT 541 - Orthodontic Clinics**
- **DENT 562 - TMD/Orofacial Pain**
- DENT 565 - Evidence Based Dentistry
- DENT 566 - **Systematic Reviews in Dentistry**
- DENT 607 - Advanced Oral Radiology
- *** OBIOL 500 - Oral Biology I**
- *** OBIOL 501 - Oral Biology II**
-

Required courses (★72)

First Year (★28)

- **DENT 512 - Orthodontic Clinics I**
- **DENT 513 - Orthodontic Clinics II**
- **DENT 518 - Orthodontic Clinics III**
- DENT 530 - Orthodontic Techniques and Biomechanics
- DENT 532 - Growth and Development
- **DENT 546 - Orthodontic Seminars I**
- **DENT 547 - Orthodontic Seminars II**
- **DENT 548 - Orthodontic Seminars III**
- **DENT 560 - TMD/Orofacial Pain/Sleep-Disordered Breathing I**

- * OBIOL 500 and 501 are required to be taken in either year one or year two.

● **Second Year (★22)**

-
- DENT 551 - Introduction to Applied Statistics
 - DENT 552 - Applied Multivariate Statistical Analysis
 - ~~DENT 640 - Orthodontic Seminars~~
 - ~~DENT 641 - Orthodontic Clinics~~

● **Third Year (★16)**

-
- ~~DENT 740 - Orthodontic Seminars~~
 - ~~DENT 741 - Orthodontic Clinics~~

- DENT 561 - TMD/Orofacial Pain/Sleep-Disordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Review/Meta-Analysis in Dentistry I
- DENT 568 - Systematic Review/Meta-Analysis in Dentistry II
- DENT 607 - Advanced Oral Radiology

● **Second Year (★28)**

-
- DENT 551 - Introduction to Applied Statistics
 - DENT 552 - Applied Multivariate Statistical Analysis
 - DENT 612- Orthodontic Clinics IV
 - DENT 613 - Orthodontic Clinics V
 - DENT 618 - Orthodontic Clinics VI
 - DENT 646 - Orthodontic Seminars IV
 - DENT 647 - Orthodontic Seminars V
 - DENT 648 - Orthodontic Seminars VI
 - OBIOL 500 - Oral Biology I
 - OBIOL 501 - Oral Biology II

● **Third Year (★16)**

-
- DENT 712- Orthodontic Clinics VII
 - DENT 713- Orthodontic Clinics VIII
 - DENT 718- Orthodontic Clinics IX

| | |
|--|---|
| <p>Thesis</p> <hr/> <p>Registration in 900-level THES. Students are required to complete and defend a thesis.</p> <p>Seminars</p> <hr/> <p>Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.</p> <p>Requirements for Clinical courses</p> <hr/> <p>These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.</p> <ul style="list-style-type: none"> ○ Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. (<u>University Infectious Diseases Regulation</u>) | <ul style="list-style-type: none"> ○ <u>DENT 746- Orthodontic Seminars VII</u> ○ <u>DENT 747- Orthodontic Seminars VIII</u> ○ <u>DENT 748- Orthodontic Seminars IX</u> <p>Thesis</p> <hr/> <p>Registration in 900-level THES. Students are required to complete and defend a thesis.</p> <p>Seminars</p> <hr/> <p>Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.</p> <p>Requirements for Clinical courses</p> <hr/> <p>These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.</p> <ul style="list-style-type: none"> ○ Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. (<u>University Infectious Diseases Regulation</u>) ○ Police Information Checks and Protection for Persons in Care: |
|--|---|

- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. (Requirement for Police Information Checks); (Protection for Persons in Care)

Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. (Requirement for Police Information Checks); (Protection for Persons in Care)

- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at https://cpr.heartandstroke.ca/s/courses?language=en_US to find courses offered in Basic Life Support CPR for health care providers.
- We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are

- Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards)
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards)

responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards)
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards)

Fees:

In addition to the yearly tuition assessed for students enrolled in the program, there are additional costs associated with CPR training, equipment and instrumentation rental fees for Orthodontic graduate students. All costs are estimates and subject to change and can be affected by economic conditions such as exchange rates. Students pay the fees in effect at the time of registration.

Students are responsible for purchasing intra-oral camera equipment. We will make recommendations for the preferred camera body, macro lens and ring flash systems.

Use of loupes is recommended in clinics.

Length of Program

Length of Program

The minimum time required to complete the MSc is three years.
The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.

The minimum time required to complete the MSc is three years.
The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.

Justification: More program details were added with fee structure and student expectations. Several courses were split into term-based courses instead of a year long course structure to

assist in monitoring students as they progress through the program and to assist instructors in identifying students in academic jeopardy earlier.

CAEL English Language Proficiency numbers were reversed and have been corrected.

Approved by:

School of Dentistry, Graduate Studies Committee - March 17, 2020

Dentistry Executive Committee for approval - March 30, 2020

Dentistry Department Council for approval - April 24, 2020

Medical Sciences Graduate Program Committee - May 12, 2020

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): May 21, 2020

FoMD Faculty Council (Review): June 5, 2020

FGSR Policy Review Committee- approval on Nov. 4, 2020

FGSR Council - approval on November 25, 2020

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

| Current | Proposed |
|--|--|
| <p>The Degree of MSc in Medical Sciences - Periodontology [Graduate]</p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Periodontology. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for Periodontology practice and/or an educational academic appointment. This is a thesis-based program. In addition the clinical requirements involve successful completion of selected teaching cases. (See Medical Sciences).</p> <p>Entrance Requirements</p> <hr/> <p>The Department’s minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to</p> | <p>The Degree of MSc in Medical Sciences - Periodontology [Graduate]</p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Periodontology. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for Periodontology practice and/or an educational academic appointment. This is a thesis-based program. In addition the clinical requirements involve successful completion of selected teaching cases. (See Medical Sciences).</p> <p>Entrance Requirements</p> <hr/> <p>The Department’s minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to</p> |

[English Language Requirement](#)). Any one of the following is acceptable:

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 80 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.
- All applicants are also required to submit the following:
 - a current curriculum vitae
 - a statement of intent
 - three letters of recommendation (two must be professional)
 - An official letter from their dental school noting their class ranking upon graduation from dentistry.
 - Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is *preferred*.
 - Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.
 - Applicants must have a license to practice Dentistry in Alberta, or must have passed the NDEB examination of Canada.
 - Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
 - A personal interview is required for short-listed applicants. These

[English Language Requirement](#)). Any one of the following is acceptable:

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- MELAB minimum score of 91;
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.
- All applicants are also required to submit the following:
 - a current curriculum vitae
 - a statement of intent
 - three letters of recommendation (two must be professional)
 - An official letter from their dental school noting their class ranking upon graduation from dentistry.
 - Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is *preferred*.
 - Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.
 - Applicants must have a license to practice Dentistry in Alberta, or must have passed the NDEB examination of Canada.
 - Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
 - A personal interview is required for short-listed applicants. These

applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the **Division of** Periodontology Selection Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee. For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

For the MSc in Periodontology the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of **★66** in required coursework. The program also consists of a clinical component, seminars, and a thesis. Student progress will be monitored through an annual written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment.

The program of study is determined by the department in consultation with the supervisor and supervisory committee.

Required courses (★66)

applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the **Graduate** Periodontology Selection Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee. For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

Program Requirements

Students are required to complete a minimum of **★70.5** in required coursework. The program also consists of a clinical component, seminars, and a thesis. Student progress will be monitored through an annual written and/or oral **internal or** external assessment.

Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment.

ACADEMIC STANDING REQUIREMENTS

Achieving a grade below C+ in any course is a failure to meet minimum academic standards and may result in being required to withdraw from the program.

Required courses

First Year (★29)

- ~~○ DENT 562 - TMD/Orofacial Pain~~
- DENT 565 - Evidence Based Dentistry
- ~~DENT 566 - Systematic Reviews in Dentistry~~
- ~~DENT 570 - Periodontology Fundamentals I~~
- ~~DENT 571 - Implantology Fundamentals I~~
- ~~DENT 572 - Periodontology Seminars I~~
- ~~DENT 573 - Periodontology Clinics I~~
- OBIOL 500 - Oral Biology I
- OBIOL 501 - Oral Biology II

Second Year (★24)

- DENT 551 - Introduction to Applied Statistics
- ~~○ DENT 670~~
- ~~○ DENT 671~~
- ~~DENT 672 - Periodontology Seminars II~~

Required courses

First Year (★34)

- DENT 510 - Periodontology Clinics I
- DENT 511 - Periodontology Clinics II
- DENT 517 - Periodontology Clinics III
- DENT 575 - Periodontology Fundamentals I
- DENT 576 - Periodontology Fundamentals II
- DENT 577 - Periodontology Fundamentals III
- DENT 578 - Implantology Fundamentals I
- DENT 579 - Implantology Fundamentals II
- DENT 580 - Implantology Fundamentals III
- DENT 581 - Periodontology Seminars I
- DENT 582 - Periodontology Seminars II
- DENT 583 - Periodontology Seminars III
- DENT 560 - TMD/Orofacial Pain/Sleep-Disordered Breathing I
- DENT 561 - TMD/Orofacial Pain/Sleep-Disordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/Meta-Analysis in Dentistry I
- DENT 568 - Systematic Reviews/Meta-Analysis in Dentistry II
- OBIOL 500 - Oral Biology I
- OBIOL 501 - Oral Biology II
- DENT 607 - Advanced radiology
- DENT 674 - Advanced Oral Pathology

Second Year (★22)

- DENT 551 - Introduction to Applied Statistics
- DENT 610 - Periodontology Clinics IV
- DENT 611 - Periodontology Clinics V
- DENT 617 - Periodontology Clinics VI
- DENT 675 - Periodontology Fundamentals IV

- DENT 673 - Periodontology Clinics II
- DENT 674

Third Year (★13)

-
- DENT 770
 - DENT 771
 - DENT 772 - Periodontology Seminars III
 - DENT 773 - Periodontology Clinics III

Thesis

Registration in 900-level THES. Students are required to complete and defend a thesis.

- DENT 676 - Periodontology Fundamentals V
- DENT 677 - Periodontology Fundamentals VI
- DENT 678 - Implantology Fundamentals IV
- DENT 679 - Implantology Fundamentals V
- DENT 680 - Implantology Fundamentals VI
- DENT 681 - Periodontology Seminars IV
- DENT 682 - Periodontology Seminars V
- DENT 683 - Periodontology Seminars VI

Third Year (★14.5)

- DENT 710 - Periodontology Clinics VII
- DENT 711 - Periodontology Clinics VIII
- DENT 717 - Periodontology Clinics IX
- DENT 775 - Periodontology Fundamentals VII
- DENT 776 - Periodontology Fundamentals VIII
- DENT 777 - Periodontology Fundamentals IX
- DENT 778 - Implantology Fundamentals VII
- DENT 779 - Implantology Fundamentals VIII
- DENT 780 - Implantology Fundamentals IX
- DENT 781 - Periodontology Seminars VII
- DENT 782 - Periodontology Seminars VIII
- DENT 783 - Periodontology Seminars IX

Thesis

Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

- These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.
 - Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))
 - Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

- The following requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.
 - Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))
 - Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
 - **Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR**

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| <ul style="list-style-type: none"> ○ Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards) ○ The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards) | <p>requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at Courses to find courses offered in Basic Life Support CPR for health care providers.</p> <p>We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.</p> <ul style="list-style-type: none"> ○ Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards) ○ The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards) <p>Fees:</p> |
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| <p>Length of Program</p> <hr/> <p>The minimum time required to complete the MSc is three years. The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p> | <p><u>In addition to the yearly tuition assessed for students enrolled in the program, there are additional costs associated with CPR training, sedation training (IV sedation), equipment and instrumentation rental fees for periodontal graduate students. All costs are estimates and subject to change and can be affected by economic conditions such as exchange rates. Students pay the fees in effect at the time of registration.</u></p> <p><u>Students are responsible for purchasing intra-oral camera equipment. We will make recommendations for the preferred camera body, macro lens and ring flash systems.</u></p> <p><u>Use of loupes is highly recommended in clinics.</u></p> <p>Length of Program</p> <hr/> <p>The minimum time required to complete the MSc is three years. The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p> |
| <p>Justification:</p> <p>More program details were added with fee structure and student expectations. Several courses were split into term-based courses instead of a year long course structure to assist in monitoring students as they progress through the program and to assist instructors in identifying students in academic jeopardy earlier.</p> <p>The CAEL English Language proficiency numbers were reversed and have now been fixed.</p> <p>Approved by: School of Dentistry, Graduate Studies Committee - March 17, 2020</p> <p>Dentistry Executive Committee for approval - March 30, 2020</p> <p>Dentistry Department Council for approval - April 24, 2020</p> <p>Medical Sciences Graduate Program Committee - May 12, 2020</p> | |

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): May 21, 2020

FoMD Faculty Council (Review): June 5, 2020

FGSR Policy Review Committee- approval on Nov. 4, 2020

FGSR Council - approval on Nov. 25, 2020

CALENDAR CHANGE REQUEST FORM

Department: Communication Sciences & Disorders [Early Implementation]

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|--|--|
| <p>Communications Sciences and Disorders [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>[...]</p> <p>Applicants must submit three letters of recommendation, results of the Graduate Records Examination (GRE), results of an online situational judgement test and a statement of career interests. No minimum cutoff is used to evaluate GRE scores, since the scores are used in conjunction with other indicators of student potential. Personal interviews may be used if deemed necessary in making final selections.</p> | <p>Communications Sciences and Disorders [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>[...]</p> <p>Applicants must submit three letters of recommendation, results of an online situational judgement test and a statement of career interests. Personal interviews may be used if deemed necessary in making final selections.</p> |

Rationale for change: (Not required for course deletion or editorial changes)

In light of our plan of action towards an Anti-Racist Communication Sciences and Disorders Department at University of Alberta, we aim to actively increase ESG (equity seeking groups). In doing so, a working group has been set up to identify several of the admissions barriers.

At this point in time, we recommend focusing on removing the GRE barrier, which requires several levels of approval. The GRE has been shown to be biased against minority students and those of lower socioeconomic status (Baumgartner & Johnson-Bailey, 2010; Spencer & Castano, 2007). Of the Canadian Speech-Language Pathology programs, only one other program requires the GRE for their admissions.

November 23, 2020: Approved at FRM Executive Committee Meeting
 December 1, 2020: FRM Faculty Council electronic voting approval
 December 3, 2020: Policy Review Committee approval
 January 20, 2021: FGSR Council approval

All names, signatures and dates are required:

| | | |
|--|--|---------------------------------------|
| Department Contact Name: Andrea MacLeod | Department Chair or Designate Name: Andrea MacLeod | Date approved by Dept Council: |
| Email: aamaceo@ualberta.ca | Signature: | Date Submitted: |

Email a signed PDF and an editable word version to noriko.hessmann@ualberta.ca

FINAL Item No. 6

Governance Executive Summary
Action Item

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| Agenda Title | Proposed New Course Designators CATS (Creative Arts Therapies) and SPRIT (Spirituality and Multi-Faith Theologies), St. Stephen's College, Faculty of Arts |
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Motion

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| THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, new course designators for Creative Arts Therapies (CATS) and Spirituality and Multi-Faith Theologies (SPRIT) to replace the current Christian Theology Protestant (CH RTP) designator. |
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Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Frederick Tappenden, Principal and Dean, St. Stephen's College |
| Presenter(s) | Frederick Tappenden Eddy Kent, Associate Dean (Student Program), Faculty of Arts |

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 replace the CH RTP designator with two new more specific designators that better reflect course objectives and curriculum. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | <p>The proposed change more accurately categorizes the courses offered at St. Stephen's College with more appropriate disciplinary descriptions. This proposal is in step with other changes that were previously implemented in the 2019–2020 calendar, where the editorial description of St. Stephen's College course offerings was broadened from "Christian Theology at St Stephen's College" to "Multi-Faith Theology and Creative Arts Therapies at St Stephen's College".</p> <p>The current course designator is CH RTP - Christian Theology Protestant at St. Stephen's College. The proposal is to replace the listed instances of CH RTP with:</p> <ol style="list-style-type: none"> 1. CATS - Creative Arts Therapies <p>The CATS designator: (a) more accurately reflect the content of these courses, (b) more accurately reflects the content of future courses that St. Stephen's plans to offer, and (c) is consonant with the mission/direction of St. Stephen's.</p> <ol style="list-style-type: none"> 2. SPRIT – Spirituality and Multi-Faith Theologies <p>The SPRIT designator: (a) more accurately reflect the content of these courses, (b) more accurately reflects the content of future courses that St. Stephen's plans to offer, and (c) is consonant with the mission/direction of St. Stephen's.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Item No. 6

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"> • Frederick Tappenden (St. Stephen's College) • Rebecca Nagel (Faculty of Arts) • Eddy Kent (Faculty of Arts) • Kristy Wuetherick (Faculty of Arts) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • St. Joseph's College • Faculty of Native Studies • Department of Religious Studies – Faculty of Arts • Department of Educational Psychology – Faculty of Education • Department of Art & Design – Faculty of Arts • Department of Drama – Faculty of Arts • Department of Music - Faculty of Arts • Department of Psychology – Faculty of Arts <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>St. Stephen's Faculty Council and the St. Stephen's Academic Senate (September 25, 2020) Arts – Academic Affairs Committee (October 7, 2020) Arts Executive Committee (October 19, 2020) Arts Faculty Council (November 26, 2020) Undergraduate Program Support Team (discussion), January 21, 2021 GFC Programs Committee, February 11, 2021</p> |

Strategic Alignment

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|---|--|--|---|---|
| <p>Alignment with <i>For the Public Good</i></p> | <p>Objective 21</p> | | | |
| <p>Alignment with Core Risk Area</p> | <p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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 </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table> | | <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure | <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success |
| <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure | <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success | | | |
| <p>Legislative Compliance and jurisdiction</p> | <p><i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference</p> | | | |



FINAL Item No. 7

Governance Executive Summary
Action Item

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| Agenda Title | Proposed New Course Designator BTM (Business Technology Management), Faculty of Business |
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Motion

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| <p>THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new course designator BTM (Business Technology Management) to replace MIS (Management Information Systems), as submitted by the Faculty of Business.</p> |
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Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Joseph Doucet, Dean, Faculty of Business |
| Presenter(s) | Leo Wong, Associate Dean, Undergraduate |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | To change the course designator of MIS to BTM in the Department of Accounting and Business Analytics |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | <p>The proposed name change aligns with the learning outcomes and competency standards for Business Technology Management program accreditation and student certification by TECHNATION (formerly known as the Information Technology Association of Canada).</p> <p>BTM has become the dominant standard among our peer institutions (Haskayne School of Business, Sauder School of Business, etc.).</p> <p>The new name will provide clarity for students as they seek professional opportunities including a Business Technology Management (BTM) certificate from The Information Technology Association of Canada (ITAC), which signifies that they have achieved a level of competency in compliance with ITAC's requirements.</p> <p>All stakeholders consulted were very positive with this proposed name change as it modernizes our courses to align with industry standards, and provides our students in this area a more seamless transition into their careers.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing (Include meeting dates)

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| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><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 members in the Department of Accounting and Business Analytics. |
| | <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Senior Faculty leadership Departments of SEM, MBEL and Finance |
| | <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> All of the faculty within the school Our students Our external communities |

Item No. 7

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| Approval Route (Governance) (including meeting dates) | Undergraduate Studies Policy Committee, January 15, 2021 Graduate Studies Policy Committee, January 15, 2021 PhD Studies Policy Committee, January 15, 2021 Business Council, February 1, 2021 GFC Programs Committee, February 11, 2021 |
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Strategic Alignment

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| Alignment with <i>For the Public Good</i> | Objective 21 | | | |
| Alignment with Core Risk Area | <p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 604 1544 810"> <tr> <td data-bbox="570 604 1084 810"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1084 604 1544 810"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table> | | <input checked="" type="checkbox"/> Enrolment Management <input checked="" 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 type="checkbox"/> Student Success |
| <input checked="" type="checkbox"/> Enrolment Management <input checked="" 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 type="checkbox"/> Student Success | | | |
| Legislative Compliance and jurisdiction | <p><i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference</p> | | | |

Prepared by: Leo Wong, Associate Dean, Undergraduate, leo.wong@ualberta.ca

FINAL Item No. 8

Governance Executive Summary
Action Item

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| Agenda Title | Proposed Program Changes to the Master of Science in Occupational Therapy and the Master of Science in Speech Language Pathology, Faculty of Rehabilitation Medicine and Faculty of Graduate Studies and Research |
|---------------------|--|

Motion:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, proposed program changes to the MSc in Occupational Therapy as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachments 1 and 2, to take effect upon approval.

Motion:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, proposed program changes to the MSc in Speech Language Pathology as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachments 3 and 4, to take effect upon approval.

Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research Bernadette Martin, Associate Dean (Rehab Med) |
| Presenter | Bernadette Martin, Associate Dean (Rehab Med) Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research Mary Forhan, Chair, Occupational Therapy Andrea MacLeod, Chair, Communication Sciences & Disorders |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | <p>The proposal is before the committee to approve changes to program load and credits, and more specifically:</p> <p>MSc Occupational Therapy When the OT program transitioned from a bachelor to masters degree program, the intent was completion of 90 credits in a condensed time frame. Over time the credit load and full-time status of students within the Department, as recorded within University records and Provincial PAPRS records became misaligned. This program load change seeks to rectify the misalignment. While the goal is compliance and alignment, program administration will not be affected.</p> <p>MSc Speech-Language Pathology When the SLP program transitioned from a bachelor to masters degree program, the intent was completion of 90 credits in a condensed time frame. Over time the credit load and full-time status of students within the Department, as recorded within University records and Provincial</p> |

Item No. 8

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| | <p>PAPRS records became misaligned. This program load change seeks to rectify the misalignment. While the goal is compliance and alignment, program administration will not be affected.</p> |
| <p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p> | <p>MSc Occupational Therapy</p> <ul style="list-style-type: none"> ● Program Load Change: 81 credits to 90 credits <ul style="list-style-type: none"> ○ The change is designed to align the MScOT program with other MSc programs within the Faculty of Rehabilitation Medicine and rectify discrepancies between departmental, university, and government records regarding program load, length, and student full-time status. ● 3 Additional new courses ● 3 Deleted courses ● Increase credit load for fieldwork placements and 4 other courses ● Changing the capping exercise <p>MSc Speech-Language Pathology</p> <ul style="list-style-type: none"> ● Program Load Change: 81 credits to 90 credits <ul style="list-style-type: none"> ○ The change is designed to align the MScOT program with other MSc programs within the Faculty of Rehabilitation Medicine and rectify discrepancies between departmental, university, and government records regarding program load, length, and student full-time status. ○ The course weight modification from 4.5 to 6 credits in clinical practica more accurately reflects the full-time nature of the placements. ○ The weighting of 6 credits also aligns with practicum course weights in the Department of Physical Therapy ● Program Load Change: Course weight changes to full-time clinical placements (CSD 532, 533, 540 and 541) result in changes to minimum program credits and total practicum credits |
| <p>Supplementary Notes and context</p> | <p><i><This section is for use by University Governance only to outline governance process.></i></p> |

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 Toolkit section Student Participation Protocol></p> | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Bernadette Martin, Associate Dean (Rehab Med) ● Deborah Palmer, Assistant Dean, Finance and Administration ● Mary Forhan, Department Chair (Occupational Therapy) ● Andrea MacLeod, Department Chair (Communication Sciences and Disorders) <hr/> <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Office of the Provost ● FRM Executive Committee ● Faculty Council ● Faculty of Graduate Studies and Research ● OT and CSD students |
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Item No. 8

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| | <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • CSD students on October 14, 2019 at CSD Department Council Meeting • OT students on March 13, 2020 at OT Department Council |
| Approval Route (Governance) (including meeting dates) | <p>MSc Occupational Therapy approvals: Dept of OT Council Mar 13, 2020, FRM Executive Apr 22, 2020, FRM Faculty Council May 22, 2020, PRC Nov 4, 2020</p> <p>MSc Speech Language Pathology approvals: Dept of CSD Council Oct 24, 2019, FRM Executive Feb 24, 2020, FRM Faculty Council May 22, 2020, PRC Nov 4, 2020</p> <p>Both approved: Policy Review Committee, Nov. 4, 2020 FGSR Council, Nov. 25, 2020</p> <p>GFC Programs Committee, Feb. 11, 2021</p> |

Strategic Alignment

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

Attachments

1. MscOT Program Load Change GOA Proposal (rev Oct 27, 2020).pdf
2. MScOT Program Requirement Calendar Change 2021-2022 _Revised_2020-10-28.pdf
3. MScSLP Program Load Change GOA Proposal_Revised 2020-10-28.pdf
4. MScSLP_Program_Requirement_CreditLoadChange_Form_Revised2020-10-28_SIGNED.pdf

Prepared by: Bernadette Martin, Associate Dean (Rehab Med) (berni.martin@ualberta.ca) and Andrea Riewe, Executive Coordinator, FGSR (ariewe1@ualberta.ca)

Proposal MScOT: Load Change

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

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

Basic Information

| | |
|-------------------------------------|--|
| Institution | University of Alberta |
| Program/specialization title | Master of Science in Occupational Therapy |
| Credential awarded | Master of Science in Occupational Therapy |
| Proposed Implementation Date | July 1, 2021 |

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

Proposal to change the MScOT program load from 81 credits to 90 credits. This will be achieved through the following:

- Increasing the credit loads of 4 Fieldwork Clinical Placements (OCCTH 525, OCCTH 526, OCCTH 527 and OCCTH 528) from 3 credits to 4 credits.
 - Increasing the credit loads of various courses:
 - OCCTH 510, OCCTH 520, OCCTH 530 from 1 credit to 2 credits
 - OCCTH 566 from 3 credits to 4 credits.
 - Creating new courses: OCCTH 544 (3 credits), OCCTH 550 (1 credit) and OCCTH 906 (6 credits)
 - Deleting three courses: OCCTH 564 (3 credits), OCCTH 567 (3 credits) and OCCTH 903 (3 credits)
 - Replacing OCCTH 903 Final Directed Project with OCCTH 906 (6 credits)
- (Calendar changes attached)

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

- Department of Occupational Therapy Committee Meeting (March 13, 2020)
- Faculty of Rehabilitation Medicine Executive Committee Meeting (April 22, 2020)
- Faculty of Rehabilitation Medicine Faculty Council (May 22, 2020)
- Faculty of Graduate Studies and Research Programs Consultation
- Policy Review Committee
- Faculty of Graduate Studies and Research Council
- General Faculties Council (GFC) Programs Committee

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

The program load change is designed to align the MScOT program with the other MSc programs within the Faculty of Rehabilitation Medicine and rectify discrepancies between departmental, university, and government records regarding program load, length, and student full-time status. The program is designed as a 90 credit program (over approximately 2.5 years).

- The course weight modification from 3 to 4 credits in fieldwork placements more accurately reflects the full-time nature of the placements and the typical length and structure of placements. Students are engaged in full-time (Monday to Friday) fieldwork practice for 7 weeks per course in OCCTH 525, OCCTH 526, OCCTH 527 and OCCTH 528.
- The course weight modification from 1 credit to 2 credits in OCCTH 510, OCCTH 520 and OCCTH 530 Credit and course title changes reflect the need for added content on Theory and process and increased integration of learning activities. The addition of 1 credit better reflects the planned additions to the course.
- The course weight modification from 3 credits to 4 credits in OCCTH 566 Course title and credit change to reflect curriculum changes focusing on evidence-informed practice and research methods
- Creation of 3 credit course – OCCTH 544 Course developed to address gaps in the curriculum including hand assessment, design and fabrication of orthotics, safe client handling and mental health intervention techniques.
- Creation of 1 credit course – OCCTH 550 Course created to address the need for a final course to allow students to integrate all components of the entire OT curriculum through complete scenarios and cases at the end of the program
- Creation of 6 credit course – OCCTH 906 Final Directed Project: Program Development and Evaluation
- Deletion of OCCTH 564 content integrated into the newly created OCCTH 906 Program development and Evaluation course
- Deletion of OCCTH 567 content integrated into the revised OCCTH 566 Research and Scholarly Practice course
- Deletion of OCCTH 903 content integrated into the revised OCCTH 906 Program Design and Evaluation course
- Replacing final direct project from OCCTH 903 (3 credits) to OCCTH 906 (6 credits)

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

There are no adverse academic impacts on students. Students will benefit from being able to maintain full-time status in all terms. Also, identified gaps in the curriculum have been addressed. There will be an overall increase in tuition to complete the program due to the addition of 9 credits.

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

No impacts are anticipated on any stakeholders. Student representatives were informed of the changes at the department student affairs committee where they were informed of the proposed changes.

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

There are no anticipated impacts on institutional operations and resources.

CALENDAR CHANGE REQUEST FORM
Department: Occupational Therapy (2021-2022) As per load change proposal

Highlight type of change request below:

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

| CURRENT | PROPOSED |
|--|---|
| <p>Strike through and highlight deletions</p> <p>Occupational Therapy [Graduate]</p> <p>[...]</p> <p>The Degree of MSc (Occupational Therapy) [Graduate]</p> <p>[...]</p> <p>MSc course-based entry-level stream</p> <p>Students are required to complete ★81 in coursework, including ★3 of approved interprofessional coursework, field placements, and a ★3 final project.</p> <p>Orientation Program: The program requires that each student, after acceptance into the program, attend a department orientation program immediately before the beginning of the first term. Dates are confirmed on admission. Attendance at the orientation program is a prerequisite for first year courses. Normally students must complete all previous term/year courses to be eligible to proceed to the subsequent term/year. It is imperative that registered students attend all listed hours of instruction. Students with absences will receive a grade of NC (failure, no grade point value assigned).</p> <p>Course requirements (★75)</p> <p>OCCTH 502 - Assessment and Evaluation of Occupational Performance</p> | <p><u>Underline and highlight</u> additions</p> <p>Occupational Therapy [Graduate]</p> <p>[...]</p> <p>The Degree of MSc (Occupational Therapy) [Graduate]</p> <p>[...]</p> <p>MSc course-based entry-level stream</p> <p>Students are required to complete ★90 in coursework, including ★3 of approved interprofessional coursework, field placements, and a ★6 final project.</p> <p>Orientation Program: The program requires that each student, after acceptance into the program, attend a department orientation program immediately before the beginning of the first term. Dates are confirmed on admission. Attendance at the orientation program is a prerequisite for first year courses. Normally students must complete all previous term/year courses to be eligible to proceed to the subsequent term/year. It is imperative that registered students attend all listed hours of instruction. Students with absences will receive a grade of NC (failure, no grade point value assigned).</p> <p>Course requirements (★81)</p> <p>OCCTH 502 - Assessment and Evaluation of Occupational Performance</p> |

OCCTH 503 - Professionalism and Supervision in Practice

OCCTH 507 - Occupation and Society: Theory and Practice

OCCTH 510 - Theory, Evidence and Skills in Practice: Application

OCCTH 517 - Foundations of Psychiatry and Mental Health Practice for Occupational Therapists

OCCTH 518 - Assessment and Interventions for Occupational Therapists in Mental Health Practice

OCCTH 519 - Enabling Occupation: Advanced Practices in Mental Health

OCCTH 520 - Theory, Evidence and Skills in Practice: Integration

OCCTH 522 - Enabling Occupation Through the Use of Assistive Technology

OCCTH 525 - Fieldwork-Learning in a Practice Context

OCCTH 526 - Fieldwork - Learning in a Practice Context

OCCTH 527 - Fieldwork-Learning in a Practice Context

OCCTH 528 - Fieldwork - Learning in a Practice Context

OCCTH 530 - Theory, Evidence and Skills in Practice: Synthesis

OCCTH 540 - Theory, Evidence and Skills in Practice Evaluation

OCCTH 543 - Student Selected Modules All students must complete and pass either a minimum of three distinct OCCTH 543 modules or one ★3 Individual Study (OCCTH 599 or equivalent). The modules are designed to be intensive and interactive.

OCCTH 555 - Enabling Occupation and Participation for Children and Youth

OCCTH 556 - Enabling Occupation and Participation for Older Adults

OCCTH 558 - Enabling Occupation: Community

OCCTH 559 - Enabling Occupation: Productivity

OCCTH 564 – Evaluation of Healthcare Systems and Occupational Therapy Services

OCCTH 566 - Evidence Based Practice and Knowledge Translation in Occupational Therapy

OCCTH 567 – Research Design and Scholarly Practice

OCCTH 503 - Professionalism and the Intentional Relationship in Practice

OCCTH 507 - Occupation and Society: Theory and Practice

OCCTH 510 - Occupational Therapy Process and Practice: Application

OCCTH 517 - Foundations of Psychiatry and Mental Health Practice for Occupational Therapists

OCCTH 518 - Assessment and Interventions for Occupational Therapists in Mental Health Practice

OCCTH 519 - Enabling Occupation: Advanced Practices in Mental Health

OCCTH 520 - Occupational Therapy Process and Practice: Integration

OCCTH 522 - Enabling Occupation Through the Use of Assistive Technology

OCCTH 525 - Fieldwork-Learning in a Practice Context

OCCTH 526 - Fieldwork - Learning in a Practice Context

OCCTH 527 - Fieldwork-Learning in a Practice Context

OCCTH 528 - Fieldwork - Learning in a Practice Context

OCCTH 530 - Occupational Therapy Process and Practice: Synthesis

OCCTH 540 - Occupational Therapy Process and Practice: Evaluation

OCCTH 543 - Student Selected Modules All students must complete and pass either a minimum of three distinct OCCTH 543 modules or one ★3 Individual Study (OCCTH 599 or equivalent). The modules are designed to be intensive and interactive.

OCCTH 544 – Applied Assessment and Intervention Approaches in Occupational Therapy

OCCTH 550 – Occupational Therapy Process and Practice: Transition

OCCTH 555 - Enabling Occupation and Participation for Children and Youth

OCCTH 556 - Enabling Occupation and Participation for Older Adults

OCCTH 558 - Enabling Occupation: Community

OCCTH 559 - Enabling Occupation: Productivity

OCCTH 566 – Research and Scholarly Practice

| | |
|---|---|
| <p>OCCTH 583 - Influences on Occupational Performance: Human Systems I: Structure, Function and Conditions</p> <p>OCCTH 584 - Influences on Occupational Performance: Human Systems II: Conditions and Interventions</p> <p>OCCTH 585 - Influences on Occupational Performance: Human Systems III: Theory and Practice in Neurology</p> <p>[...]</p> <p>Capping Exercise (★3)</p> <p>OCCTH 903 – Directed Final Project</p> | <p>OCCTH 583 - Influences on Occupational Performance: Human Systems I: Structure, Function and Conditions</p> <p>OCCTH 584 - Influences on Occupational Performance: Human Systems II: Conditions and Interventions</p> <p>OCCTH 585 - Influences on Occupational Performance: Human Systems III: Theory and Practice in Neurology</p> <p>[...]</p> <p>Capping Exercise (★6)</p> <p>OCCTH 906 – Final Directed Project: Program Development and Evaluation</p> |
|---|---|

Rationale for change: (Not required for course deletion or editorial changes)
Updated course requirement list to reflect the new course changes including additions/deletions.

All names, signatures and dates are required:

| | | |
|---|---|--|
| Department Contact Name: Shaniff Esmail | Department Chair or Designate Name: Mary Forhan | Date approved by Faculty Council: May 22, 2020 |
| Email: shesmail@ualberta.ca | Signature: | Date Submitted: October 28, 2020 |

Email a signed PDF and an editable word version to noriko.hessmann@ualberta.ca

Proposal Template: Load Change

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

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

Basic Information

| | |
|-------------------------------------|---|
| Institution | University of Alberta |
| Program/specialization title | Master of Science in Speech Language Pathology |
| Credential awarded | Master of Science in Speech Language Pathology |
| Proposed Implementation Date | July 1, 2021 |

1. *Specify the change(s) to load characteristics being proposed. In cases where load changes reflect changes to existing curriculum, please attach revised course lists including calendar-level information (course titles, descriptions, weights).*
 Proposal to change the MScSLP program load from 81 credits to 90 credits. This will be achieved through increasing the credit loads of 4 Advanced Clinical Practicums. (Calendar changes attached) and includes the 3 credits from the capping project (CSD 900).

2. *Describe the institution's approval process for the proposed change(s).*
 - Department of Communication Sciences and Disorders Department Council (October 24, 2019)
 - Faculty of Rehabilitation Medicine Executive Committee (February 24, 2020)
 - Faculty of Rehabilitation Medicine Faculty Council (May 22, 2020)
 - Faculty of Graduate Studies and Research Programs Consultation
 - Policy Review Committee
 - Faculty of Graduate Studies and Research Council
 - General Faculties Council (GFC) Programs Committee

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

The program load change is designed to align the MScSLP program with the other MSc programs within the Faculty of Rehabilitation Medicine and rectify discrepancies between departmental, university, and government records regarding program load, length, and student full-time status. The program is designed as a condensed 90 credit program (traditionally 3 years) of full time study that takes place over 2 (course-based program) to 2.3 (thesis-based program) years.

The course weight modification from 4.5 to 6 credits in clinical practica more accurately reflects the full-time nature of the clinical placements and the typical length and structure of placements. The student is engaged in full-time (Monday to Friday, 8:30 – 4:30) clinical experience for 6 to 8 weeks per course in CSD 532, CSD 533, CSD 540 and CSD 541.

The current course weight of 4.5 leaves students vulnerable to loss of full-time status. With the new weighting a student who is registered for one clinical practicum course in a term can add a 3 weight academic course and maintain full-time status. The weighting of 6 credits also aligns with practicum course weights in the Department of Physical Therapy.

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

There are no adverse academic impacts on students. Students will benefit from being able to maintain full-time status in terms where only one placement course occurs. There will be an overall increase in tuition to complete the program due to the addition of the 6 credits in clinical practica.

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

No impacts are anticipated on any stakeholders. Student representatives are on Department Council and were informed of the proposed changes.

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

There are no anticipated impacts on institutional operations and resources.

CALENDAR CHANGE REQUEST FORM

 Department: **Communication Sciences & Disorders (2021-2022)**

Highlight type of change request below:


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

| CURRENT | PROPOSED |
|---|--|
| Strike through and highlight deletions Communication Sciences and Disorders [Graduate] ... The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorder)[Graduate] Program Requirements Requirements for the course-based MSc-SLP include successful completion of a minimum of ★81 in courses, which includes ★27.5 in clinical practica. During clinical practica, students must accrue a minimum of 350 supervised clinical hours (300 direct contact). Students are also required to complete a research project equivalent to ★3 (CSD 900). | Underline and highlight additions Communication Sciences and Disorders [Graduate] ... The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorder)[Graduate] Program Requirements Requirements for the course-based MSc-SLP include successful completion of a minimum of ★90 in courses, which includes ★34 in clinical practica. During clinical practica, students must accrue a minimum of 350 supervised clinical hours (300 direct contact). <u>This includes the completion of a research project equivalent to ★3 (CSD 900) that students are required to complete.</u> |

Rationale for change: (Not required for course deletion or editorial changes)

Course weight changes to the full-time clinical placements (CSD 532, 533, 540, 541) result in changes to the minimum program credits and total practicum credits. These credit changes more accurately reflect the full-time nature and length of the clinical placements.

All names, signatures and dates are required:

| | | |
|--|--|---|
| Department Contact Name: Lu-Anne McFarlane | Department Chair or Designate Name: Andrea MacLeod | Date approved by Faculty Council: May 22, 2020 |
| Email: luanne@ualberta.ca | Signature:  | Date Submitted: October 28, 2020 |

 Email a signed PDF and an editable word version to noriko.hessmann@ualberta.ca

FINAL Item No. 9

**Governance Executive Summary
Action Item**

| | |
|---------------------|--|
| Agenda Title | Proposed Changes to Graduate Admissions Regulations, Faculty of Graduate Studies and Research |
|---------------------|--|

Motion

| |
|---|
| <p>THAT GFC Programs Committee recommend that General Faculties Council approve the changes to the Graduate Admissions language and policy around deferrals, previously stated funding offers, and revised admission start dates, for immediate implementation.</p> |
|---|

Item

| | |
|------------------|--|
| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation |
| Proposed by | The Faculty of Graduate Studies and Research |
| Presenter(s) | Brooke Milne, Vice-Provost and Dean, FGSR |

Details

| | |
|---|--|
| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is <i>(please be specific)</i> | The proposal is before the committee to include additional language in the calendar regarding graduate program admissions and the policy around deferrals, previously stated funding offers, revised admission start dates, and the conditions thereof for graduate students. |
| Executive Summary <i>(outline the specific item – and remember your audience)</i> | <p>Admission deferrals are of heightened importance now in light of the complications with COVID-19 and students being unable to come to Canada to start their programs, and for all students who simply would rather wait to do so until in-person learning and research can take place again. Additional clarity was required around this policy since it has implications for students, departments and faculty members.</p> <p>Language informing this administrative procedure was included in two separate locations: the U of A Calendar and the FGSR Graduate Program Manual. This item brings together these two sources of information. It was also reviewed and updated to provide additional clarity.</p> <p>Note that there was discussion at FGSR Council that required the inclusion of editorial clarifying language. These amendments do not change the intentions of the policy, but have been made as the proposal moves forward.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Item No. 9

Engagement and Routing (Include meeting dates)

| | |
|---|--|
| <p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> | <ul style="list-style-type: none"> ● GEFAC -Oct. 22, 2020 (Discussion) ● PRC - Dec. 2, 2020 (Discussion) |
| <p>Approval Route (Governance) (including meeting dates)</p> | <ul style="list-style-type: none"> ● PRC - Jan. 6, 2021 (Approval) ● FGSR Council - Jan. 20, 2021 (Approval) ● GFC Programs Committee, February 11, 2021 ● GFC Executive Committee, March 8, 2021 ● General Faculties Council, March 22, 2021 |

Strategic Alignment

| | | | | |
|--|---|--|--|---|
| <p>Alignment with <i>For the Public Good</i></p> | <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> | | | |
| <p>Alignment with Core Risk Area</p> | <p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p> </td> <td style="width: 40%; vertical-align: top;"> <p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p> </td> </tr> </table> | | <p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p> | <p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p> |
| <p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p> | <p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p> | | | |
| <p>Legislative Compliance and jurisdiction</p> | <p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy</p> | | | |

Attachments:

1. Calendar Language Change - Graduate Admissions Language

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR
graddean@ualberta.ca

***Item: Changes to Graduate Admissions Language around
Deferrals, Previously Stated Funding Offers and Revised
Admission Start Dates.
Date: Jan. 13, 2021***

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

| CURRENT text from the 2020-2021 calendar | PROPOSED |
|--|---|
| <p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Graduate Admission</p> <p>The decision to admit an applicant to a graduate program is made by that program.</p> <p>Official Admission Letters are issued by the Faculty of Graduate Studies and Research. Offers of admission are only valid for the term and program specified on the admission letter.</p> <p>Once admitted, students are required to provide official transcripts from all accredited postsecondary institutions that they have attended. See Admission with Conditions.</p> <p>In order to be eligible for scholarships, students must provide official transcripts from all accredited postsecondary institutions that they have attended.</p> <p>Official documents must be sent directly from the postsecondary institution to the Faculty of Graduate Studies and Research.</p> | <p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Graduate Admission</p> <p>The decision to admit an applicant to a graduate program is made by that program.</p> <p>Official Admission Letters are issued by the Faculty of Graduate Studies and Research. Offers of admission are only valid for the term and program specified on the admission letter.</p> <p>Funding offers are only guaranteed for the entry term that is stated on the offer letter. If a student does not register in the term noted, then they risk forfeiting the funding offer due to the availability of the funding, the rules of any funding-granting agencies, and the discretion of the department and supervisor. Note: there may be additional conditions required by the student's academic unit. Students should check with their academic unit for further details.</p> <p>Once admitted, students are required to provide official transcripts from all accredited postsecondary institutions that they have attended. See Admission with Conditions.</p> <p>In order to be eligible for scholarships, students must provide official transcripts from all accredited postsecondary institutions that they have attended.</p> <p>Official documents must be sent directly from the postsecondary institution to the Faculty of Graduate Studies and Research.</p> |

All documents submitted to the Faculty of Graduate Studies and Research in support of an application for admission become the property of the Faculty of Graduate Studies and Research and will not subsequently be released or copied except to other University of Alberta offices, at the request of the student.

In accordance with the University's Admissions Policy, all admission decisions are final and there is no formal appeal to any body or person within the Faculty or the University.

Graduate students are not required to pay a tuition deposit.

Admission with Conditions

In certain circumstances, the Faculty of Graduate Studies and Research or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are difficult to assess or below the minimum standards required by the program.

The conditions will be clearly stated in the admission letter followed by the statement that if the student fails to satisfy the stated conditions by the required deadlines, the student may not be allowed to continue in the program.

Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions
- successful completion of a specific English Language Proficiency test.
- the requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time.

An applicant who has met some or all of their admission conditions prior to arrival at the University of Alberta may request confirmation of the fact from the FGSR.

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in

All documents submitted to the Faculty of Graduate Studies and Research in support of an application for admission become the property of the Faculty of Graduate Studies and Research and will not subsequently be released or copied except to other University of Alberta offices, at the request of the student.

In accordance with the University's Admissions Policy, all admission decisions are final and there is no formal appeal to any body or person within the Faculty or the University.

Graduate students are not required to pay a tuition deposit.

Admission with Conditions

In certain circumstances, the Faculty of Graduate Studies and Research or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are difficult to assess or below the minimum standards required by the program.

The conditions will be clearly stated in the admission letter followed by the statement that if the student fails to satisfy the stated conditions by the required deadlines, the student may not be allowed to continue in the program.

Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions
- successful completion of a specific English Language Proficiency test
- the requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time.

If an applicant whose admission at the U of A is conditional based on completing another degree program, or another degree program is a prerequisite of their admission to the new program, and the applicant has not yet completed their previous degree program at the time they submit their application or accept their offer of admission, they must have done so by the time they first register in their new program at this university (see Conditional Admission to a Concurrent Graduate Program). If they have not, their application will be subject to a reassessment.

An applicant who has met some or all of their admission conditions prior to arrival at the University of Alberta may request confirmation of the fact from the FGSR.

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in

900-level project courses until the conditions have been cleared.

In no circumstances will students admitted with conditions be permitted to register in directed reading courses until the conditions have been cleared.

If a student meets all of the conditions of admission, they may continue in the program; if not, the department will recommend, in writing, one of the following to the Dean, FGSR:

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.
2. That the student be granted another term with conditions. This recommendation must include (a) an indication of how the Failure in or Failure to Complete a Course in the first term of registration will be managed (see [Failure in or Failure to Complete a Course or Research Work](#) of the University Calendar) and (b) specification of a minimum number of graduate-level courses which are to be taken by the student and the minimum academic performance required.
3. That the student not be permitted further registrations in the program. This written recommendation to the Faculty of Graduate Studies and Research must include a rationale for this decision.

Any student who does not meet the conditions of a second term of registration will not be permitted to continue in the program.

Readmission

Students who fail to keep the program active through required registration will be considered to have withdrawn from their program. See [Maintenance of Registration](#).

If they wish to resume work on their program, they must apply for readmission and have their program reassessed in terms of the regulations in force at the time of reapplication. There is no guarantee of readmission. If a student is recommended for readmission, a Readmission Fee will be assessed in addition to the fees assessed in the usual manner.

[...]

900-level project courses until the conditions have been cleared.

In no circumstances will students admitted with conditions be permitted to register in directed reading courses until the conditions have been cleared.

If a student meets all of the conditions of admission, they may continue in the program; if not, the academic unit will recommend, in writing, one of the following to the Dean, FGSR:

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.
2. That the student be granted another term with conditions. This recommendation must include (a) an indication of how the Failure in or Failure to Complete a Course in the first term of registration will be managed (see [Failure in or Failure to Complete a Course or Research Work](#) of the University Calendar) and (b) specification of a minimum number of graduate-level courses which are to be taken by the student and the minimum academic performance required.
3. That the student not be permitted further registrations in the program. This written recommendation to the Faculty of Graduate Studies and Research must include a rationale for this decision.

Any student who does not meet the conditions of a second term of registration will not be permitted to continue in the program.

Readmission

Students who fail to keep the program active through required registration will be considered to have withdrawn from their program. See [Maintenance of Registration](#).

If they wish to resume work on their program, they must apply for readmission and have their program reassessed in terms of the regulations in force at the time of reapplication. There is no guarantee of readmission. If a student is recommended for readmission, a Readmission Fee will be assessed in addition to the fees assessed in the usual manner.

Revised Admission—Changes to Admission Start Date

If a student submits an application but cannot be physically present on their proposed program start date, the academic

unit has the discretion to change the applicant's proposed start term for up to one year from the original start date. Such a change would constitute a deferral and the above noted policies regarding deferrals will apply accordingly. (See: Graduate Admissions <LINK>)

A student who defers their original program start date by 12 or more months will fall within a new fee cohort in accordance with the Province of Alberta's legislation. Should this be the case, the student's tuition will be assessed in accordance with a revised tuition and fee guarantee for that academic year.

Normally, if the academic unit wants to extend the start date beyond one year (i.e. greater than 12 months), the applicant will complete a new Application for Graduate Admission, thus providing any new information on their education pursued/completed since the first application; another application fee will be required to process the new application.

Requesting a Revised Admission Start Date

If the student's request for a revised admission date is made to the Faculty of Graduate Studies and Research (FGSR), the FGSR will forward the student's request to the academic unit. If the academic unit agrees to the student's request, it will send a memo to FGSR noting that approval and the revised program start date. The FGSR will then send the student a revised admission letter.

If the student's request for a revised admission date is made to the academic unit and is subsequently approved, it will send a memo that notes the approval and revised program start date to the FGSR. The FGSR will then send the student a revised admission letter.

[...]

Justification:

Approved by: