
The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, February 09, 2023 meeting:

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

- Arts
- Business
- Education
- Engineering
- Medicine and Dentistry
- Nursing
- Science

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course, minor program, and minor regulation change submissions from the Faculties of Arts, Business, Education, Engineering, Medicine and Dentistry, Nursing, and Science.

FINAL Item 4

Agenda Title: **Courses to be Deleted, Office of the Registrar**

CARRIED MOTION:

THAT the GFC Programs Committee receive the attached list of deleted courses from the Office of the Registrar.

Final Item 5

Agenda Title: **Practicum Restructure and Program Changes, Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the GFC Programs Committee reconsider the motion to approve the proposed changes to existing Practicum Requirements for the BKin, BScKin, and BARST programs in the Faculty of Kinesiology, Sport, and Recreation (KSR) that was approved at the January 12, 2023 meeting.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Practicum Requirements for the BKin, BScKin, and BARST programs, as submitted by the Faculty of Kinesiology, Sport, and Recreation (KSR), and as set forth in Attachments 1-8, to be published in the 2023-2024 Calendar and take effect in the 2024-2025 academic year.

FINAL Item 6

Agenda Title: **Undergraduate Embedded Certificate Framework**

CARRIED MOTION:

THAT the GFC Programs Committee recommend that the General Faculties Council approve the proposed Undergraduate Embedded Certificate Framework, as set forth in Attachment 1 to take effect Fall 2024.

FINAL Item 7

Agenda Title: **Program Changes for Graduate Programs in the Faculty of Nursing**

CARRIED MOTION:

THAT the GFC Programs Committee take the item from the table.

CARRIED MOTION:

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the program and calendar revisions and related course additions and changes for the PhD Nursing program, as presented in the attached document, for inclusion in the next Calendar and implementation for the Fall of 2023.

FINAL Item 8

Agenda Title: **Proposed New Course-based Master of Science in Biomedical Engineering, Faculty of Engineering**

CARRIED MOTION:

THAT GFC Programs Committee recommend that the Board of Governors approve the new Course-based Master of Science in Biomedical Engineering, for implementation upon final approval

FINAL Item 9

Governance Executive Summary
 Action Item

Agenda Title	Course, Minor Program, and Minor Regulation Changes <ul style="list-style-type: none"> – Arts – Business – Education – Engineering – Medicine and Dentistry – Nursing – Science
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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, Business, Education, Engineering, Medicine and Dentistry, Nursing, and Science.

Item

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

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>	<p>All routine course, minor program, and minor regulation 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.</p> <p>See individual item for Faculty Council approval information.</p>
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)



Item No. 4

<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><i><u>Those who are actively participating:</u></i></p> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar <p><i><u>Those who have been consulted:</u></i></p> <ul style="list-style-type: none"> • Program Support Team, Undergraduate and Non-Credit • Graduate Program Support Team
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Programs Committee, February 9, 2023</p>

Strategic Alignment

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

Attachments:

1. Arts
2. Business
3. Education
4. Engineering
5. Medicine and Dentistry
6. Nursing
7. Science

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

This package contains: [Undergraduate - Courses](#)

Faculty approval date:

AAC Date: December 6 ,2022

Page	Department or Unit	What is Changing
2	History, Classics, and Religion	CLASS 305, 472, 477, 490
5	Linguistics	LING 299
6	Linguistics	LING 422
7	Music	MUSIC 314
8	Women's and Gender Studies	WGS 240, 250, 270, 301, 302, 310, 315, 321, 332, 360, 380, 390, 401, 420, 431, 440, 455, 460, 470, 480, 498

Faculty of Arts	History, Classics and Religion
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Adam Kemezis
Department/Unit Approval Date:	14 October, 2022.

Rationale for change (Indicate other consultation groups, departments, units or faculties)

<p>CLASS 305 will give a regular number to a course that has been taught at least twice in consecutive years as a CLASS 399 topics course. Enrollments and sustained student interest have been consistently high.</p> <p>As to the remaining changes, the Classics program teaches most of its 400-level undergraduate courses concurrently with 500-level graduate courses. All these courses are taught as variable-topics courses. Ideally, each 400-level ought to have one and only one corresponding 500-level equivalent, with an identical name. Over the past few years, mainly through irregular deletion of courses, the 400 and 500 lists have fallen out of sync so that some courses are taught under titles that do not match each other or properly reflect their content. These changes (and their graduate counterparts) are intended to ensure one-to-one correspondence and allow all our courses to be taught under appropriate titles. CLASS 472 and CLASS 490 are housekeeping changes to provide equivalents (with identical titles) for CLASS 515 and CLASS 522 respectively, and will not require new teaching resources. CLASS 477 provides for an anticipated new hire in Roman Archaeology, whose offerings may not fit under the current CLASS 480 "Topics in the Archaeology of the Roman Provinces" rubric. That latter rubric will be retained, as it is still useful in describing our ongoing offerings.</p> <p>This change was reviewed and passed by the Classics program on 23 Sep 2022.</p>

Calendar Copy

Current: Removed language (Include all parts of course)	Proposed: New language
	<p>CLASS 305 - Sex in Greco-Roman Antiquity</p> <p>Course Career Undergraduate</p> <p>Units 3</p> <p>Approved Hours 3-0-0</p> <p>Fee index 6</p> <p>Faculty Arts</p> <p>Department History & Classics</p> <p>Typically Offered either term</p> <p>Description: Aspects of the social and cultural history of sexuality from Archaic Greece to Late Antiquity,</p>

with reference to ancient artistic, material and textual evidence (in translation)

CLASS 472 - Topics in Greek Archaeology

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Fee index 6

Faculty Arts

Department History & Classics

Typically Offered either term

Description

Prerequisite: Any CLASS course at the 200 level or above or consent of Department. May be repeated for credit when course content differs.

CLASS 477 - Topics in Roman Archaeology

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Fee index 6

Faculty Arts

Department History & Classics

Typically Offered either term

Description

Prerequisite: Any CLASS course at the 200 level or above or consent of Department. May be repeated for credit when course content differs.

CLASS 490 - Topics in Ancient History

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Fee index 6

Faculty Arts

Department History & Classics

Typically Offered either term

Description

Prerequisite: Any CLASS course at the 200 level or

	<p>above or consent of Department. May be repeated for credit when course content differs.</p>
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Faculty of Arts	Linguistics
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Grace Jamieson (gjamies0@ualberta.ca)
Department/Unit Approval Date:	TBA

Rationale for change (Indicate other consultation groups, departments, units or faculties)

New course to allow variable topics at the 200-level in linguistics, and as a way of piloting new courses at the 2XX level for topics in the specialization of new faculty members. This course can be repeated when course content changes. It was brought forward for approval to the Linguistics Department Council on November 14, 2022.

Calendar Copy

Current:	Proposed: New Course
LING 199 - Special Topics Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Linguistics Typically Offered either term Description A study of recent developments in particular sub-areas of linguistics. Can be repeated twice when topics vary.	LING 199 - Special Topics in Linguistics Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Linguistics Typically Offered either term Description A study of recent developments in particular sub-areas of linguistics. Can be repeated twice when topics vary. LING 299 - Special Topics in Linguistics Course Career: Undergraduate Units: 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Arts Department: Linguistics Typically Offered: Either term Description: A study of recent developments in particular sub-areas of linguistics. Can be repeated twice when topics vary.

Faculty of Arts	Linguistics
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Grace Jamieson (gjamies0@ualberta.ca)
Department/Unit Approval Date:	TBA

Rationale for change (Indicate other consultation groups, departments, units or faculties)

This course has been successfully taught 3 times as a combined Special Topics course for undergraduates and graduates (LING 499/599) and, excluding the class taught during the pandemic, averaged 25 students. The course would be appealing to students interested in Child Language Acquisition, Bilingualism, and Language Documentation and Revitalization, from both inside and outside the Department of Linguistics. Normally offered in conjunction with a graduate class, LING 525.

Calendar Copy

Current:	Proposed: New Course
	Subject & Number LING 422 Title: Heritage Language Acquisition Course Career: Undergraduate Units: 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Arts Department: Linguistics Typically Offered: Either term Description: An examination of the development, maintenance, and cross-generational transmission of minority languages spoken primarily in the home. Prerequisites: One of LING 319 or 320, or consent of the Department.

Faculty of Arts	Music
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Patrick Nickleson (nickleso@ualberta.ca)
Department/Unit Approval Date:	25 October 2022

Rationale for change (Indicate other consultation groups, departments, units or faculties)

“Music in Canada” has traditionally been taught, across the country, as a survey of Eurocentric compositional styles in major Canadian cities. More recently, scholars have begun to approach the course through broader expressions of musical life and identity in Canada. While the current course description remains appropriate, the required prerequisite (MUSIC 101 Introduction to Western Art Music) implies that older Eurocentric perspective, and that students need to be familiar with Western art music in order to take the course. We propose to correct this by changing the prerequisite to MUSIC 186 Musical Life Today, a new course offering foundational knowledge in music well beyond the repertoire of Western art music and Eurocentric compositional styles. Finally, there is no reason for the course to be unavailable to students who have taken MUSIC 215 Percussion Techniques, so this exclusion is being removed.

Calendar Copy

Current: Removed language (Include all parts of course)	Proposed: New language
MUSIC 314 - Music in Canada Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Music Typically Offered either term The history of music in Canada from colonial times to the present. Prerequisite: MUSIC 101 or equivalent. Not available to students with credit in MUSIC 215.	MUSIC 314 - Music in Canada Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Music Typically Offered either term The history of First Nations, Métis, Inuit, and settler musics in Canada from the sixteenth-century to the present. Prerequisite: One of MUSIC 101, 102, 103, or 186, or consent of the department.

See the [Calendar Guide](#) for tips on how to complete this form

Faculty of Arts	Women's and Gender Studies [1]
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Contact Person:	Michelle Meagher
Department/Unit Approval Date:	September 12, 2022

Rationale for change (Indicate other consultation groups, departments, units or faculties)

<p>Cleaning up the descriptions as many of the classes listed are no longer relevant or no longer exist.</p> <p>Remove “not open to” notes from 200 level classes that were once offered at the 300 level. 300 level offerings have not been scheduled for a decade.</p> <p>Remove references to W ST in prerequisites. W ST classes have not been scheduled for a decade. Changes in the field make it worthwhile for students to complete WGS 100 or 200 level classes in order to be prepared for 300 or 400 level classes. The opportunity to make a special request to join a class without a WGS class remains.</p> <p>Change WSG to WGS in three calendar entries: 302, 420, 431</p> <p>https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=36&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=wgs&filter%5Bexact_match%5D=1</p> <p>This was approved unanimously at the September 12, 2022 WGS department meeting.</p>

Calendar Copy

Current: Removed language (Include all parts of course)	Proposed: New language
<p>WGS 240 - Feminism and Food</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Women’s and Gender Studies Typically Offered either term</p> <p>Description Introduction to food justice and feminist food politics. Note: Not open to students with credit in W ST 34[2]0 or WGS 340.</p>	<p>WGS 240 - Feminism and Food</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Arts Department Women’s and Gender Studies Typically Offered either term</p> <p>Description Introduction to food justice and feminist food politics.</p>

WGS 250 - Gender and Science

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Interdisciplinary exploration of gender and science, with an emphasis on intersections of gender, race, sexuality, and politics in historical and contemporary scientific practices. **Note: Not open to students with credit in W ST 350[3] or WGS 350.**

WGS 270 - Feminism and Sexualities

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Approaches to, and key debates about, sexuality. Topics may include: sexology; critiques of heterosexuality; political lesbianism; queer theory; transgender and intersexuality; prostitution and sex work. **Note: Not open to students with credit in W ST 370 or WGS 370[4]**

WGS 301 - History of Feminist Thought

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Historical study of selected feminist writers and activists. Emphasis is on European and North American feminist thought up to the mid twentieth century.

WGS 250 - Gender and Science

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Interdisciplinary exploration of gender and science, with an emphasis on intersections of gender, race, sexuality, and politics in historical and contemporary scientific practices.

WGS 270 - Feminism and Sexualities

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Approaches to, and key debates about, sexuality. Topics may include: sexology; critiques of heterosexuality; political lesbianism; queer theory; transgender and intersexuality; prostitution and sex work.

WGS 301 - History of Feminist Thought

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Historical study of selected feminist writers and activists. Emphasis is on European and North American feminist thought up to the mid twentieth century.

Prerequisite: Any 100 or 200 level WGS ~~or W-ST~~ course, or departmental consent.

WGS 302 - Feminist Research and Methodologies

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Exploration of feminist modes of research inquiry, feminist ethics in research, and critiques of traditional disciplinary approaches to research. Students will develop an understanding of theoretical issues involved in feminist research and will gain practical research skills. Prerequisite: Any 100 or 200 level ~~WGS or W-ST~~ course, or departmental consent.

WGS 310 - Gender and Social Justice in Contemporary Africa

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
The lives of men and women in contemporary Africa, focusing on their experiences in the family, school, paid work, and the market, and on such development issues as health, environment, and human rights. Prerequisite: Any 100 or 200 level WGS ~~or W-ST~~ course, or consent of department.

WGS 315 - Histories of Gender

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies

Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 302 - Feminist Research and Methodologies

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Exploration of feminist modes of research inquiry, feminist ethics in research, and critiques of traditional disciplinary approaches to research. Students will develop an understanding of theoretical issues involved in feminist research and will gain practical research skills. Prerequisite: Any 100 or 200 level **WGS** course, or consent of department..

WGS 310 - Gender and Social Justice in Contemporary Africa

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
The lives of men and women in contemporary Africa, focusing on their experiences in the family, school, paid work, and the market, and on such development issues as health, environment, and human rights. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 315 - Histories of Gender

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies

Typically Offered either term

Description

Introduction to a range of practices and ideas concerning women, gender, and kinship that characterized societies and cultures around the globe before the twentieth century. Prerequisite: Any 100 or 200 level WGS or WST course, or consent of department.

WGS 321 - Feminism and Film

Course Career Undergraduate

Units 3

Approved Hours 3-0-3

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

Feminist analysis of gender, sexuality, ability, race/ethnicity, and class/status in film. Content will vary in terms of genre, production, and language.

Prerequisite: Any 100 or 200 level WGS or WST course, or consent of department.

WGS 332 - Contemporary Feminist Theory

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

The origins and evolution of various schools of contemporary western feminist thought. ~~Not available to students with credit in PHIL 332[5].~~

Prerequisite: Any 100 or 200 level WGS or WST course, or consent of department.

WGS 360 - Race, Class, and Gender

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Fee index 6

Faculty Arts

Typically Offered either term

Description

Introduction to a range of practices and ideas concerning women, gender, and kinship that characterized societies and cultures around the globe before the twentieth century. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 321 - Feminism and Film

Course Career Undergraduate

Units 3

Approved Hours 3-0-3

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

Feminist analysis of gender, sexuality, ability, race/ethnicity, and class/status in film. Content will vary in terms of genre, production, and language.

Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 332 - Contemporary Feminist Theory

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

The origins and evolution of various schools of contemporary western feminist thought. Prerequisite:

Any 100 or 200 level WGS course, or consent of department.

WGS 360 - Race, Class, and Gender

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies
Typically Offered either term

Description

Historical, contemporary and comparative perspectives on the interaction of race, class, and gender experiences. Prerequisite: Any 100 or 200 level WGS or W-ST course, or consent of department.

WGS 380 - Canadian Feminist Activisms

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

An examination of contemporary feminist activisms with an emphasis on second- and third-wave feminisms. This course may be offered as a Community Service Learning course. Prerequisite: Any 100 or 200 level WGS or W-ST course, or consent of department.

WGS 390 - Environmental Feminisms and Social Justice

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

Addresses issues of environmental racism, sexism, and ableism, feminist approaches to environmental ethics, and social justice responses to climate change. Prerequisite: Any 100 or 200 level WGS or W-ST course, or consent of department.

WGS 401 - Directed Readings in Women's and Gender Studies

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Department Women's and Gender Studies
Typically Offered either term

Description

Historical, contemporary and comparative perspectives on the interaction of race, class, and gender experiences. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 380 - Canadian Feminist Activisms

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

An examination of contemporary feminist activisms with an emphasis on second- and third-wave feminisms. This course may be offered as a Community Service Learning course. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 390 - Environmental Feminisms and Social Justice

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Arts

Department Women's and Gender Studies

Typically Offered either term

Description

Addresses issues of environmental racism, sexism, and ableism, feminist approaches to environmental ethics, and social justice responses to climate change. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 401 - Directed Readings in Women's and Gender Studies

Course Career Undergraduate

Units 3

Approved Hours 0-3S-0

Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Open only to Women's and Gender Studies honors, majors and minors. Normally may be taken only once.
Prerequisite: Any 100 or 200 level WGS or W-ST course, or consent of department.

WGS 420 - Law and Feminism in Canada

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
A focus on the fundamentally contradictory role of law for women in Canada, building upon role of insights offered by feminist cross-disciplinary legal scholarship.
Prerequisite: Any 100 or 200 level WSG or W-ST course, or departmental consent.

WGS 431 - Feminism and Sexual Assault

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Interdisciplinary consideration of conceptual, political and legal strategies that feminists have deployed to confront sexual coercion with an emphasis on contemporary North American context. Prerequisite: Any 100 or 200 level WGS or W-ST course, or departmental consent.

WGS 440 - Body Politics

Course Career Undergraduate
Units 3

Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Open only to Women's and Gender Studies honors, majors and minors. Normally may be taken only once.
Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 420 - Law and Feminism in Canada

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
A focus on the fundamentally contradictory role of law for women in Canada, building upon role of insights offered by feminist cross-disciplinary legal scholarship.
Prerequisite: Any 100 or 200 level WGS course, or consent of department..

WGS 431 - Feminism and Sexual Assault

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Interdisciplinary consideration of conceptual, political and legal strategies that feminists have deployed to confront sexual coercion with an emphasis on contemporary North American context. Prerequisite: Any 100 or 200 level WGS course, or consent of department..

WGS 440 - Body Politics

Course Career Undergraduate
Units 3

Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
An examination of contemporary theoretical approaches to bodies and embodiment, with particular emphasis on the ways that race, class, sexuality, gender, and (dis)ability shape bodily experience. Prerequisite: Any 100 or 200 level WGS ~~or W ST~~ course, or consent of department.

WGS 455 - Religion, Spirituality, and Social Justice

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Ways in which adherents of world (Eastern and Western), Indigenous, and neo-pagan religious systems have advocated for social justice. ~~Note: Not open to students with credit in WGS 355 [6] or W ST 355.~~ Prerequisite: Any 100 or 200 level WGS ~~or W ST~~ course, or consent of department.

WGS 460 - Masculinities

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
This course surveys the status of masculinity and the emergence of contemporary masculinity studies. Prerequisite: Any 100 or 200 level WGS ~~or W ST~~ course, or consent of department.

WGS 470 - Sexualities: Special Topics

Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
An examination of contemporary theoretical approaches to bodies and embodiment, with particular emphasis on the ways that race, class, sexuality, gender, and (dis)ability shape bodily experience. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 455 - Religion, Spirituality, and Social Justice

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
Ways in which adherents of world (Eastern and Western), Indigenous, and neo-pagan religious systems have advocated for social justice. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 460 - Masculinities

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description
This course surveys the status of masculinity and the emergence of contemporary masculinity studies. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 470 - Sexualities: Special Topics

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description

This course offers advanced examination of selected issues in sexuality studies. Prerequisite: Any 100 or 200 level WGS ~~or W-ST~~ course, or consent of department.

WGS 480 - Indigenous Feminisms

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description

Draws on Indigenous theoretical frameworks, epistemologies, community expertise and knowledge to understand Indigenous women's participation in political movements and land and environmental activism. Students are strongly urged to complete *3 in NS before registering in WGS 480. Prerequisite: Any 100 or 200 level WGS ~~or W-ST~~ course, or consent of department.

WGS 498 - Special Topics

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description

Prerequisite: Any 100 or 200 level WGS ~~or W-ST~~ course, or departmental consent.

Typically Offered either term

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description

This course offers advanced examination of selected issues in sexuality studies. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 480 - Indigenous Feminisms

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description

Draws on Indigenous theoretical frameworks, epistemologies, community expertise and knowledge to understand Indigenous women's participation in political movements and land and environmental activism. Students are strongly urged to complete *3 in NS before registering in WGS 480. Prerequisite: Any 100 or 200 level WGS course, or consent of department.

WGS 498 - Special Topics

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Arts
Department Women's and Gender Studies
Typically Offered either term

Description

Prerequisite: Any 100 or 200 level WGS ~~or W-ST~~ course, or departmental consent.

Typically Offered either term

<p>Description Special Topics: This course offers advanced examination of selected issues in sexuality studies. (Not open to students with credit in WGS 470.)</p>	<p>Description Special Topics: This course offers advanced examination of selected issues in sexuality studies.</p>
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This package contains: [Undergraduate - Minor Program Changes](#)

Faculty approval date:

AAC Date: December 6 ,2022

Page	Department or Unit	What is Changing
2	Political Science	Certificate In European Studies

Faculty of Arts	Political Science
Level of change	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of Change	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional Documentation Attached	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Contact Person:	Kenneth Mouré
Department/Unit Approval Date:	

Rationale for change (Indicate other consultation groups, departments, units or faculties)

Things to consider (maximum 500 words, delete these questions before entering your own text):

These Classics courses are important contributions for the certificate program, to complement the Roman civilization course at the 300 level, and to add the courses in archaeological research taught in Greece. The certificate program encourages students to study in Europe and receive credit for courses there. The courses taught as part of the field school in Greece are thus an existing resource furthering European education. These courses, currently offered on an annual basis, should allow participating students the option to get course credit for their work in Europe to count for the certificate in European Studies.

https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42285

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
Certificate in European Studies [...] 6 units from Cultures and Societies: CLASS 102 - Greek and Roman Mythology CLASS 103 - Introduction to Ancient Greece CLASS 104 - Introduction to Ancient Rome CLASS 110 - The Ancient World CLASS 254 - Introduction to Greek Art and Archaeology CLASS 255 - Introduction to Roman Art and Archaeology CLASS 294 - Ancient Science, Technology, and Medicine CLASS 355 - Topics in Roman Civilization CLASS 356 - Topics in Ancient Art	Certificate in European Studies [...] 6 units from Cultures and Societies: CLASS 102 - Greek and Roman Mythology CLASS 103 - Introduction to Ancient Greece CLASS 104 - Introduction to Ancient Rome CLASS 110 - The Ancient World CLASS 254 - Introduction to Greek Art and Archaeology CLASS 255 - Introduction to Roman Art and Archaeology CLASS 294 - Ancient Science, Technology, and Medicine CLASS 354: Topics in Greek Civilization CLASS 355 - Topics in Roman Civilization CLASS 356 - Topics in Ancient Art CLASS 473: Topics in Classical Archaeology CLASS 475: Field Techniques in Classical Archaeology

CLASS 478 - Topics in Roman Art
CLASS 480 - Topics in the Archaeology of the Roman Provinces

CLASS 476: Advanced Field Techniques in Classical Archaeology

CLASS 478 - Topics in Roman Art
CLASS 480 - Topics in the Archaeology of the Roman Provinces

This package contains: [Graduate - Courses](#)

Faculty approval date:

AAC Date: December 6 ,2022

Page	Department or Unit	What is Changing
2	History, Classics and Religion	HIST 621
3	Linguistics	LING 522
4	Women's and Gender Studies	GSJ 570, 599

Faculty of Arts	History, Classics and Religion
Level of change (choose one only)	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Contact Person:	Heather Coleman
Department/Unit Approval Date:	October 14, 2022

Rationale for change (Indicate other consultation groups, departments, units or faculties)

The director of the History section, in consultation with the graduate director, is proposing the introduction of this new course. At this time, there is no graduate-level counterpart to HIST421 – Topics in the History of Europe. Current department policy is to offer a graduate section in conjunction with any senior undergraduate seminar, so this change would enable the regularization of graduate teaching in the field of European history. Doing so will make it easier for graduate students to discover and register in a course that will likely prove of interest to many.

The change will also bring European history in line with many other geographic fields of historical study that already have “topics” courses at the grad level, including Western Canadian History, US History, and Latin American History.

This new course might also provide useful flexibility to continuing faculty, ATS, postdocs, or visiting professors who would like to teach in the broad field of European history.

Calendar Copy

Current: Removed language (Include all parts of course)	Proposed: New language
Subject & Number	HIST 621: Topics in the History of Europe
Title	
Course Career	Course Career Graduate
Units	Units 3
Approved Hours	Approved Hours 0-3s-0
Fee index	Fee index 6
Faculty	Faculty Arts
Department	Department History, Classics and Religion
Typically Offered	Typically Offered either term
Description	Description

Faculty of Arts	Linguistics
Level of change (choose one only)	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Contact Person:	Grace Jamieson (gjamies0@ualberta.ca)
Department/Unit Approval Date:	TBA

Rationale for change (Indicate other consultation groups, departments, units or faculties)

This course has been successfully taught 3 times as a combined Special Topics course for undergraduates and graduates (LING 499/599) and, excluding the class taught during the pandemic, averaged 25 students. The course would be appealing to students interested in Child Language Acquisition, Bilingualism, and Language Documentation and Revitalization, from both inside and outside the Department of Linguistics. Normally offered in conjunction with an undergraduate class, LING 425.

Calendar Copy

Current:	Proposed: New Course
	Subject & Number LING 522 Title: Heritage Language Acquisition Course Career: Graduate Units: 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Arts Department: Linguistics Typically Offered: Either term Description: An examination of the development, maintenance, and cross-generational transmission of minority languages spoken primarily in the home. Prerequisites: One of LING 319 or 320, or consent of the Department.

See the [Calendar Guide](#) for tips on how to complete this form

Faculty of Arts	Women's and Gender Studies
Level of change (choose one only)	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Contact Person:	Michelle Meagher
Department/Unit Approval Date:	September 12, 2022

Rationale for change (Indicate other consultation groups, departments, units or faculties)

<p>Cleaning up the descriptions.</p> <p>Remove “not open to” notes for graduate level topics classes. Students who have completed a WGS 470 class on Sexualities ought to be able to complete a GSJ 570 class, as topics are rarely repeated.</p> <p>https://calendar.ualberta.ca/content.php?filter%5B27%5D=GSJ&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter</p> <p>This was approved unanimously at the September 12, 2022 WGS department meeting.</p>

Calendar Copy

Current: Removed language (Include all parts of course)	Proposed: New language
<p>GSJ 570 - Sexualities</p> <hr/> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Arts Department Women’s and Gender Studies Typically Offered either term</p> <p>Description Special Topics: This course offers advanced examination of selected issues in sexuality studies. (Not open to students with credit in WGS 470.)</p> <p>GSJ 599 - Special Topics in Feminist Theory Course Career Graduate Units 3 Approved Hours 0-3S-0</p>	<p>GSJ 570 - Sexualities</p> <hr/> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Arts Department Women’s and Gender Studies Typically Offered either term</p> <p>Description Special Topics: This course offers advanced examination of selected issues in sexuality studies.</p> <p>GSJ 599 - Special Topics in Feminist Theory Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Arts</p>

<p>Fee index 6 Faculty Arts Department Women's and Gender Studies Typically Offered either term</p> <p>Description This course offers advanced study of selected issues in current feminist theorizing. (Not open to students with credit in WGS 499.)</p>	<p>Department Women's and Gender Studies Typically Offered either term</p> <p>Description This course offers advanced study of selected issues in current feminist theorizing.</p>
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Faculty of Arts	Economics
Level of change	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Type of Change	Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes No
Additional Documentation Attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Contact Person:	Heather Eckert
Department/Unit Approval Date:	2022-09-27

Rationale for change (Indicate other consultation groups, departments, units or faculties)

- This brings us in line with comparator departments from our Unit Review, almost all of which have both overall and Economics-specific GPA requirements. This will not impact our acceptance rate as this falls below the performance of students we have been admitting in recent years.

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42517&returnto=11393

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
<p>Entrance Requirements</p> <p>All applicants must have completed coursework in calculus and linear algebra, as well as advanced coursework in microeconomics, macroeconomics, and econometrics.</p> <p>For the MA program, the Department's minimum admission requirements are an undergraduate degree in Economics 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p>	<p>Entrance Requirements</p> <p>All applicants must have completed coursework in calculus and linear algebra, as well as advanced coursework in microeconomics, macroeconomics, and econometrics.</p> <p>For the MA program, the Department's minimum admission requirements are an undergraduate degree in Economics 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. In addition, applicants must have a minimum cumulative grade point average of 3.2 on all third and fourth year Economics and Mathematics coursework.</p>

Faculty of Arts	Economics
Level of change	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Type of Change	Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	Yes <input type="checkbox"/> No
Additional Documentation Attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Contact Person:	Heather Eckert
Department/Unit Approval Date:	2022-09-27

Rationale for change (Indicate other consultation groups, departments, units or faculties)

<ul style="list-style-type: none"> Recent changes in FGSR policy prevents students from being granted advance standing for courses previously accounted for in a degree program. FGSR policy also states that "students are required to fulfill the academic unit's doctoral program requirements as approved by the Faculty of Graduate Studies and Research Council and as stated in the academic unit's graduate program requirements." Taken together, a course taken for credit in our MA program cannot also count for credit in a PhD program and we cannot grant a PhD to a student who does not have credit (during their PhD) in the required PhD courses. ECON 503, 581, 598, and 599 are required for both our MA and PhD students. Students with credit in these courses from their MA will now have to replace each of them with another graduate-level Economics elective. Such students would take 13 graduate-level Economics electives over their two degrees, many of which would be irrelevant to the student's interests and research. We are changing the program requirements section of the calendar to state that students with previous credit in ECON 503, 581, 598, and 599 must take a replacement course. We are introducing two Independent Study courses (one 6-unit and one 3-unit) to provide an opportunity for students that completed their MA in our department to conduct independent study under the supervision of a faculty member in their second year rather than taking extra electives. Enrollment in these courses requires department approval. We are clarifying that a successful candidacy paper and exam will require the completion of at least some preliminary analysis.
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42516

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
<p>Doctor of Philosophy (Economics)</p> <p>Program Requirements</p> <p>The PhD program consists of at least 36 units in coursework and a thesis.</p> <p>Required courses (21 units):</p> <ul style="list-style-type: none"> ● ECON 503 - Microeconomic Theory I ● ECON 505 - Microeconomic Theory II ● ECON 581 - Macroeconomic Theory I ● ECON 582 - Macroeconomic Theory II ● ECON 591 - Graduate Research Workshop I ● ECON 598 - Econometric Theory and Applications ● ECON 599 - Applied Econometrics <p>Elective courses (15 units):</p> <ul style="list-style-type: none"> ● five 3-unit graduate-level Economics courses including at least two in each of two fields of interest. <p>[...]</p> <p>Candidacy Exam</p> <p>Students are required to complete their ethics and professional development requirements prior to their candidacy exam. The candidacy exam must be completed by the end the third year. In preparation for the candidacy exam the student will prepare a paper answering a set of questions related to the thesis topic and methodology. The candidacy exam includes a presentation of a student's research and questions from the examination committee.</p>	<p>Doctor of Philosophy (Economics)</p> <p>Program Requirements</p> <p>The PhD program consists of at least 36 units in coursework and a thesis.</p> <p>Required courses (21 units):</p> <ul style="list-style-type: none"> ● ECON 503 - Microeconomic Theory I ● ECON 505 - Microeconomic Theory II ● ECON 581 - Macroeconomic Theory I ● ECON 582 - Macroeconomic Theory II ● ECON 591 - Graduate Research Workshop I ● ECON 598 - Econometric Theory and Applications ● ECON 599 - Applied Econometrics <p>Students who have already taken any of the required courses and applied them to another degree must fulfill the 21-units of required courses with other Graduate-level ECON courses,</p> <p>Elective courses (15 units):</p> <ul style="list-style-type: none"> ● five 3-unit graduate-level Economics courses including at least two in each of two fields of interest. <p>[...]</p> <p>Candidacy Exam</p> <p>Students are required to complete their ethics and professional development requirements prior to their candidacy exam. The candidacy exam must be completed by the end of the third year. In preparation for the candidacy exam the student will prepare a paper answering a set of questions related to the thesis topic and methodology. Evaluation of the feasibility of a thesis in Economics requires students to have completed sufficient preliminary analysis to demonstrate that the proposed thesis answers an interesting set of questions, the outlined methodology is sound, and the student has the skills and understanding required to undertake the research. The candidacy exam includes a presentation of a student's research and questions from the examination committee.</p>

	Earth and Atmospheric Sciences
Level of change	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of Change	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Contact Person:	Bob Summers, Brent Swallow (BA Env Studies Co-Chairs)
Department/Unit Approval Date fhfh	BA Environmental Studies Program Committee (March 16th, 2022). Note that calendar changes to the ALES BA Environmental Studies program were approved through ALES ACC on April 27th, 2022.
(For Faculty Use) AAC Date:	<input type="checkbox"/> Additional Documentation Attached

Rationale for change (Indicate other consultation groups, departments, units or faculties)

The Bachelor of Science Environmental Studies (BA Env Studies) is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and the Faculty of Arts (Arts).

In the recent calendar changes that were approved for 2023-24 the Arts form included STAT 141, which is a course on reserve and will not be offered again. To keep the program pages consistent Arts would like to have STAT 141 removed.

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42217&returnto=11330

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
Bachelor of Arts in Environmental Studies [Arts] [...] Program Requirements (120 units) [...] 3 units from: STAT 141 - Introduction to Statistics STAT 151 - Introduction to Applied Statistics I STAT 161 - Introductory Statistics for Business and Economics SOC 210 - Introduction to Social Statistics	Bachelor of Arts in Environmental Studies [Arts] [...] Program Requirements (120 units) [...] 3 units from: STAT 151 - Introduction to Applied Statistics I STAT 161 - Introductory Statistics for Business and Economics SOC 210 - Introduction to Social Statistics

Department/Program Office: Undergraduate Office

Change: Course - New

In which academic year is this change requested? **2023-2024**

Calendar Copy:

Current:	Proposed: <u>INT D 207 – Inspired to Lead: Skills You Need</u>
	<u>★ 3 (fi 6)(EITHER, 3-0-0)</u> <u>Students will learn about practical skills that are important to be successful in leadership across various organizational settings and situations. Reflection and self-development are key components of the course. Open to all students. No prerequisites. It is recommended that students have completed at least 30 units of course weight towards their degree prior to registering in this course.</u>

Rationale: The Peter Lougheed Leadership College is academically supported by the School of Business, and as a result, we facilitate its academic governance changes. The PLLC has reimaged the Certificate in Interdisciplinary Leadership Studies (CILS), with a four-course series as part of an embedded certificate.

INT D 101 launched this year (2022/23) with a current enrolment of over 1800 students across the Fall and Winter terms. This second course in this series will target students enrolled in their second year but is open to all undergraduate students. This second course “Skills You Need” will, for the most part be delivered online, in a mostly asynchronous format. On occasion, the course or portions of it, may be delivered synchronously. The goal is that students from across campus will enroll in the course.

Submitted by:
Leo Wong, Associate Dean, Education
Alberta School of Business
Approved by Business Council

Date: Dec 15, 2022

Date: Jan 11, 2023

Department/Program Office: Undergraduate Office

Change: Course - New

In which academic year is this change requested? **2023-2024**

Calendar Copy:

Current:	Proposed: <u>INT D 307 – Inspired to Lead: Your Leadership Canvas</u>
	<u>★ 3 (fi 6)(EITHER, 3-0-0)</u> <u>Solving societal problems requires that leaders engage across many different domains, requiring them to understand multiple disciplines of thought. Students will examine leadership in public, private and non-governmental cases as well as their intersections. By the end of the course, students will have a strong understanding for their own personal leadership development path. Open to all students. No prerequisites. It is recommended that students have completed at least 60 units of course weight towards their degree prior to registering in this course.</u>

Rationale: The Peter Lougheed Leadership College is academically supported by the School of Business, and as a result, we facilitate its academic governance changes. The PLLC has reimagined the Certificate in Interdisciplinary Leadership Studies (CILS), with a four-course series as part of an embedded certificate.
INT D 101 launched this year (2022/23) with a current enrolment of over 1800 students across the Fall and Winter terms. Many of the students who completed INT D 101 were NOT first year students, and we would like to offer the third course in this series to them, so that they could potentially complete the CILS. This course will focus on understanding the interconnected systems in which leadership must navigate across society, in order to be effective and impactful. This third course “Your Leadership Canvas” will, for the most part be delivered online, in a mostly asynchronous format. On occasion, the course, or portions of it, may be delivered in-person. The goal is that students from across campus will enroll in the course.

Submitted by:
Leo Wong, Associate Dean, Education
Alberta School of Business
Approved by Business Council

Date: Dec 15, 2022

Date: Jan 11, 2023

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

October 12, 2022

2023-2024 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Business [Graduate] [...] The Degree of PhD in Business</p> <p>The Degree of PhD in Business with a specialization in Finance</p> <p>Students specializing in Finance may focus their research on corporate finance, corporate control, asset pricing, portfolio theory, derivatives, market microstructure, behavioral finance, financial institutions, international finance, or valuation.</p> <p>Coursework Normally, all students should complete ★36 during the first two years of study.</p> <p>Required courses (★12):</p> <ul style="list-style-type: none"> • FIN 701 – Advanced Seminar in Finance I • FIN 702 – Advanced Seminar in Finance II • FIN 703 – Advanced Seminar in Finance III • FIN 705 – Research Seminar in Finance <p>Elective courses (★6) At least two graduate-level courses in finance, management science, or economics with the approval of the supervisor.</p> <p>Cognate discipline courses (★18) Finance students must complete courses in two additional cognate areas chosen from the following: statistics/econometrics, economics, accounting, or other supporting courses with the approval of the supervisor.</p> <p style="text-align: center;">Statistics/Econometrics (★9):</p> <p>Any three of:</p> <ul style="list-style-type: none"> • MGTSC 705 – Multivariate Data Analysis I (Recommended) 	<p>Graduate Programs</p> <p>Business [Graduate] [...] The Degree of PhD in Business</p> <p>The Degree of PhD in Business with a specialization in Finance</p> <p>Students specializing in Finance may focus their research on corporate finance, corporate control, asset pricing, portfolio theory, derivatives, market microstructure, behavioral finance, financial institutions, international finance, or valuation.</p> <p>Coursework Normally, all students should complete ★36 during the first two years of study.</p> <p>Required courses (★12):</p> <ul style="list-style-type: none"> • FIN 701 – Advanced Seminar in Finance I • FIN 702 – Advanced Seminar in Finance II • FIN 703 – Advanced Seminar in Finance III • FIN 705 – Research Seminar in Finance <p>Elective courses (★6) At least two graduate-level courses in finance, management science, or economics with the approval of the supervisor.</p> <p>Cognate discipline courses (★18) Finance students must complete courses in two additional cognate areas chosen from the following: statistics/econometrics, economics, accounting, or other supporting courses with the approval of the supervisor.</p> <p style="text-align: center;">Statistics/Econometrics (★9):</p> <p>Any three of:</p> <ul style="list-style-type: none"> • MGTSC 705 – Multivariate Data Analysis I (Recommended)

<ul style="list-style-type: none"> • MGTSC 707 – Applied Business Analysis of Time Series and Panel Data • ECON 508 – Econometrics II • ECON 599 – Applied Econometrics • STAT 679 – Time Series Analysis • STAT 580 – Stochastic Processes <p>Other courses containing equivalent or higher level material may be substituted, with the approval of the supervisor.</p> <p>Economics (★9):</p> <ul style="list-style-type: none"> • ECON 503 – Microeconomic Theory I • ECON 505 – Microeconomic Theory II • ECON 581 – Macroeconomic Theory I <p>Accounting (★9):</p> <ul style="list-style-type: none"> • ACCTG 731 – Economic Approaches to Accounting Research • ACCTG 732 – Analytical Research in Accounting • ACCTG 733 – Advanced Topics in Empirical Accounting Research <p>Students can substitute other graduate courses with the approval of the supervisor.</p> <p>[...]</p>	<ul style="list-style-type: none"> • MGTSC 707 – Applied Business Analysis of Time Series and Panel Data • ECON 508 – Econometrics II • ECON 509 – Time Series Methods in Financial Econometrics • ECON 598 – Econometric Theory and Application • ECON 599 – Applied Econometrics • STAT 679 – Time Series Analysis • STAT 580 – Stochastic Processes <p>Other courses containing equivalent or higher level material may be substituted, with the approval of the supervisor.</p> <p>Economics (★9):</p> <ul style="list-style-type: none"> • ECON 503 – Microeconomic Theory I • ECON 505 – Microeconomic Theory II • ECON 581 – Macroeconomic Theory I <p>Accounting (★9):</p> <ul style="list-style-type: none"> • ACCTG 731 – Economic Approaches to Accounting Research • ACCTG 732 – Analytical Research in Accounting • ACCTG 733 – Advanced Topics in Empirical Accounting Research <p>Students can substitute other graduate courses with the approval of the supervisor.</p> <p>[...]</p>
<p>Justification: ECON 509 and ECON 598 added to recognize courses relevant to PhD students conducting research in empirical finance.</p> <p>Approved by: Business PhD Policy Committee October 12, 2022; Business Council December 19, 2022</p>	

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the description and the title. The title change allows for a more expansive definition of work beyond paid employment and which better represents the fields of adult and higher ed.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number - EDPS 545</p> <p>Title: Learning and the Workplace</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course will focus on critical analysis of trends, policies, and issues related to informal and formal learning of adults in, for, and through the workplace.</p>	<p>Subject & Number</p> <p>Title: Learning and Work</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course will focus on critical analysis of theories, trends, policies, and issues related to informal and formal learning of adults in, for, and through the experiences of labor and work. Topics include critical analysis of theories of labor, human capital, and workplaces, with special focus on experiences of race, gender, and class.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the description.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number - EDPS 560</p> <p>Title: Philosophies, Theories and Methods of Teaching and Learning in Adult and Higher Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course examines the theoretical, conceptual, philosophical and practical aspects of teaching and learning in adult and higher education. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.</p>	<p>Subject & Number - EDPS 560</p> <p>Title: Philosophies, Theories and Methods of Teaching and Learning in Adult and Higher Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course examines the theoretical, conceptual, philosophical and practical aspects of teaching and learning in adult and higher education.</p>

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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the description.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number - EDPS 561</p> <p>Title: Design and Development of Learning, Teaching and Assessment in Adult and Higher Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course examines the theory, methods and practice of instructional design in adult and higher education. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.</p>	<p>Subject & Number - EDPS 561</p> <p>Title: Design and Development of Learning, Teaching and Assessment in Adult and Higher Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course examines the theory, methods and practice of instructional design in adult and higher education.</p>

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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the description.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number - EDPS 567</p> <p>Title: Education and Community</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>The organization and processes of community education at the local, provincial and national levels of social interaction as seen from the theory and research of contemporary sociology. Students may not receive credit for both EDFN 561 and EDPS 567</p>	<p>Subject & Number - EDPS 567</p> <p>Title: Education and Community</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>Drawing where appropriate from the perspective of sociology, this course focuses on the relationship between education (formal and informal) and the community. In addition to examining sociological theories of community, we will consider strategies for forging better linkages between educational institutions, other social agencies and the wider community. Special focus will be on differing models of "community education" that offer both organizational and practical guidelines for integrating education and community. Topics and issues are pertinent not only to graduate students in education programs, but</p>

	also to students in other human service programs. Students may not receive credit for both EDFN 561 and EDPS 567
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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).
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OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the description and the title. The title change allows for a more expansive approach to transformative learning, which better represents the fields of adult and higher ed.

Course Template

Current: Removed language	Proposed: New language
<p>NEW</p>	<p>Subject & Number - EDPS 579</p> <p>Title: Critical and Transformative Learning in Adult & Higher Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course provides an overview of the theory and practice of critical and transformative learning and pedagogies within the fields of adult education and higher education. This course is relevant not only for students interested in critical/radical approaches to education, but students who envision themselves teaching in relevant subject areas and wishing to deploy critical pedagogies. Students may not receive credit for both EDPS 501 “Transformative Learning” and EDPS 579.</p>

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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the description and the title.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number - EDPS 585</p> <p>Title: Assessing Needs and Program Planning in Adult and Community Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course will explore the theoretical and practical considerations found in approaches to assessing needs and program planning in adult education contexts, including private and public institutions, and community organizations.</p>	<p>Subject & Number - EDPS 585</p> <p>Title: Assessing Needs and Program Planning in Adult, Higher and Community Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>This course will explore the theoretical and practical considerations found in approaches to assessing needs and program planning in adult, and higher education contexts, including private and public institutions, and community organizations.</p>

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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Faculty of Education
Contact Person:	Jorge Sousa
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	July 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We are in the process of updating the courses in the Adult, Community and Higher Education program. This proposal updates the language in the title.

Course Template

Current: Removed language	Proposed: New language
NEW	<p>Subject & Number - EDPS 690</p> <p>Title: Social Learning & Responsibility in Adult and Higher Education</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Educational Policy Studies Typically Offered either term</p> <p>Description</p> <p>Extends opportunities for advanced study in adult learning, focusing upon social learning and responsibility. Participants will explore situative and socio-cultural understandings of the learning process from different theoretical perspectives, and apply these to contexts of adult learning in formal settings, community action, and workplace organization.. Prerequisite: EDPS 521 or equivalent or consent of program.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
December 5, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC).

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Lesly Wade-Woolley, Graduate Coordinator October 19, 2022

Faculty (& Department or Academic Unit):	Engineering, Chemical & Materials Engineering
Contact Person:	Tony Yeung
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

MAT E 669 is an Elective course. We propose to change the course title to better represent the course contents. No change to unit value, approved hours, Calendar description or Learning Outcomes.

Course Template

Current: Removed language	Proposed: New language
<p>MAT E 669 - <u>Nano Functional Materials</u> Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Engineering Department Chemical&Materials Engineering Typically Offered either term or Spring/Summer</p> <p>Description Band theory and solid state properties. Thin film growth at the nanoscale. Semiconductors and dielectric materials, piezoelectrics and thermoelectrics. Semiconductors, doping, p-n junctions, solar cells. Thermoelectric materials and the Seebeck, Thomson, and Peltier Effects. Optical and electrical property measurement.</p>	<p>MAT E 669 – <u>Properties and Applications of Functional Materials</u> Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Engineering Department Chemical&Materials Engineering Typically Offered either term or Spring/Summer</p> <p>Description Band theory and solid state properties. Thin film growth at the nanoscale. Semiconductors and dielectric materials, piezoelectrics and thermoelectrics. Semiconductors, doping, p-n junctions, solar cells. Thermoelectric materials and the Seebeck, Thomson, and Peltier Effects. Optical and electrical property measurement.</p>

Reviewed/Approved by:

CME Department Council: September 15, 2022
 Faculty APC: November 9, 2022
 Faculty ECC: November 29, 2022

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoMD – Medical Sciences Graduate Program
Contact Person:	Dr. Jennifer Hocking
Level of change (choose one only) [?]	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Type of change request (check all that apply) [?]	<input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	2023-24
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

The proposed changes do not include large program changes, but rather are minor modifications to make the program description current and better aligned with FGSR.

- The entrance requirements were rewritten to match FGSR, with only small changes to the english language requirement.
- Links were provided to the graduate programs for the individual departments (or updated).
- Under Financial Assistance, potential sources of funding were updated and individual external programs removed. There are other resources for students to use for up-to-date information about available scholarships.
- Maximum program lengths were added to MSc and PhD program descriptions
- Coursework is unchanged, but rewritten to match FGSR language. References to “MSGP approved courses” were removed as there is no longer a list of approved courses. Information about courses can be found on the department pages.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42660&returnto=11393

Current	Proposed
<p>Graduate Programs</p> <p>Medical Sciences [Graduate] Office of Research Faculty of Medicine and Dentistry 2-13 Heritage Medical Research Centre University of Alberta Edmonton, Alberta T6G 2S2 E-mail: fmdgrd@ualberta.ca</p> <p>General Information</p> <p>The Medical Sciences Graduate Program consists of seven member departments in the Faculty of Medicine and Dentistry and offers programs leading to the degrees of Master of Science and Doctor of Philosophy. This Program has a long history within the Faculty, and continues to provide excellence in graduate education relating to basic and clinical sciences.</p> <p>Entrance Requirements</p> <p>The minimum requirements a student must have for admission into the MSc or PhD in Medical Sciences programs are as follows: 1) an undergraduate degree with a GPA of at least 3.0 in the last two years of undergraduate or graduate study at the University of Alberta, or equivalent qualification from another institution;</p> <p>2) a minimum TOEFL score of 95 with at least 21 per section (Internet-based) or equivalent; CAEL minimum score of 70 with at least 70 on each subtest; or IELTS minimum score of 7.0 with at least 6 on each band, and</p>	<p>Graduate Programs</p> <p>Medical Sciences [Graduate] Office of Research Faculty of Medicine and Dentistry 2-13 Heritage Medical Research Centre University of Alberta Edmonton, Alberta T6G 2S2 E-mail: fmdgrd@ualberta.ca</p> <p>General Information</p> <p>The Medical Sciences Graduate Program consists of seven member departments in the Faculty of Medicine and Dentistry and offers programs leading to the degrees of Master of Science and Doctor of Philosophy. This Program has a long history within the Faculty, and continues to provide excellence in graduate education relating to basic and clinical sciences.</p> <p>Entrance Requirements</p> <p><u>For admission into the MSc or PhD in Medical Sciences programs, the minimum requirements are an undergraduate degree with a 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 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p><u>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</u></p> <ul style="list-style-type: none"> ● <u>A minimum TOEFL score of 90 with at least 21 on each of the individual skill areas (internet-based) or equivalent.</u> ● <u>IELTS minimum band score of 6.5 with at least 6.0 on each test band.</u> ● <u>CAEL minimum score of 70 with at least 60 on each subtest.</u> ● <u>PTE Academic score of 61 with a minimum band score of 60.</u>

3) meet Departmental criteria over and above the minimal requirements of the Medical Sciences Graduate Program. Admission to the MSc or PhD in Medical Sciences program is dependent on the recommendation of the Medical Sciences Graduate Program Committee.

For department-specific entrance requirements, see the following pages:

- [Anesthesiology and Pain Medicine](#)
- [Dentistry](#)
- [Medical Genetics](#)
- [Obstetrics and Gynecology](#)
- [Ophthalmology and Visual Sciences](#)
- [Paediatrics](#)
- [Radiology and Diagnostic Imaging](#)

Financial Assistance

Students accepted into the program are encouraged to apply for [studentships from outside agencies such as the Alberta Innovates—Health Solutions or the Canadian Institutes of Health Research](#). Exceptionally qualified students may be nominated for [University of Alberta PhD Scholarships](#).

Graduate Program Requirements

Master of Science (Medical Sciences)

Program Requirements

The Departments of Anesthesiology and Pain Medicine, Dentistry, Medical Genetics, Obstetrics and Gynecology, Ophthalmology and Visual Sciences, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary MSc program in Medical Sciences.

The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis.

[Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be](#)

[All applicants must](#) meet Departmental [admission](#) criteria over and above the minimal requirements of the Medical Sciences Graduate Program. Admission to the MSc or PhD in Medical Sciences program is dependent on the recommendation of the Medical Sciences Graduate Program Committee.

For department-specific entrance requirements, see the following pages:

- [Anesthesiology and Pain Medicine](#)
- [Dentistry](#)
- [Medical Genetics](#)
- [Obstetrics and Gynecology](#)
- [Ophthalmology and Visual Sciences](#)
- [Paediatrics](#)
- [Radiology and Diagnostic Imaging](#)

Financial Assistance

Students accepted into the program are encouraged to apply for [Faculty of Medicine & Dentistry \(FoMD\) awards](#), [Faculty of Graduate Studies and Research \(FGSR\) awards](#), and [funding from external agencies](#).

Graduate Program Requirements

Master of Science (Medical Sciences)

Program Requirements

The Departments of Anesthesiology and Pain Medicine, Dentistry, Medical Genetics, Obstetrics and Gynecology, Ophthalmology and Visual Sciences, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary MSc program in Medical Sciences.

The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis.

Required Coursework

- [A minimum of 3 units in graded graduate level courses is required.](#)

~~undertaken. A minimum of 3 units in graded graduate level courses is required.~~

Notwithstanding the above, students must fulfill the department's MSc program requirements as approved and stated in the department's graduate program requirements.

~~No language other than English is required for the degree.~~

For department-specific program requirements, see the following pages:

- [Anesthesiology and Pain Medicine](#)
- [Dentistry](#)
- [Medical Genetics](#)
- [Obstetrics and Gynecology](#)
- [Ophthalmology and Visual Sciences](#)
- [Paediatrics](#)
- [Radiology and Diagnostic Imaging](#)

Length of Program

The minimum length of the MSc program is 18 months from the start of the program, or the department-specific requirement where stated.

Doctor of Philosophy (Medical Sciences)

Program Requirements

The Departments of Dentistry, Medical Genetics, Obstetrics and Gynecology, Ophthalmology and Visual Sciences, Paediatrics, and Radiology and Diagnostic

- [Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken.](#)

Thesis

- [Registration in 900-level THES](#)

Notwithstanding the above, students must fulfill the department's MSc program requirements as approved and stated in the department's graduate program requirements.

[For further information, refer to Graduate Programs in the Calendar.](#)

For department-specific program requirements, see the following pages:

- [Anesthesiology and Pain Medicine](#)
- [Dentistry](#)
- [Medical Genetics](#)
- [Obstetrics and Gynecology](#)
- [Ophthalmology and Visual Sciences](#)
- [Paediatrics](#)
- [Radiology and Diagnostic Imaging](#)

Ethics & Academic Citizenship Requirement

[Thesis-based students in the Medical Sciences Graduate Program must meet the FGSR Ethics and Academic Citizenship Training Requirement through the completion of INT D 710 by the end of the first term of their degree program. \(See: \[Ethics and Academic Citizenship Requirement\]\(#\)\)](#)

Length of Program

The minimum length of the MSc program is 18 months from the start of the program, or the department-specific requirement where stated.

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

Doctor of Philosophy (Medical Sciences)

Program Requirements

Imaging participate in an interdisciplinary PhD in Medical Sciences program.

The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis.

~~Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken. For students entering the PhD program after a BSc degree, the minimum course requirement is 6 units of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent is required. For students entering the PhD program after a MSc degree, the minimum course requirement is 3 units of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent.~~

Notwithstanding the above, students must fulfill the department's PhD program requirements as approved and stated in the department's graduate program requirements.

~~No language other than English is required for the degree.~~

For department-specific program requirements, see the following pages:

- [Anesthesiology and Pain Medicine](#)
- [Dentistry](#)
- [Medical Genetics](#)
- [Obstetrics and Gynecology](#)
- [Ophthalmology and Visual Sciences](#)
- [Paediatrics](#)
- [Radiology and Diagnostic Imaging](#)

The Departments of Dentistry, Medical Genetics, Obstetrics and Gynecology, Ophthalmology and Visual Sciences, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary PhD in Medical Sciences program.

The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis.

Required Coursework:

- ~~For students entering the PhD program after a BSc degree, the minimum course requirement is 6 units of graded graduate level courses approved by the department.~~
- ~~For students entering the PhD program after a MSc degree, the minimum course requirement is 3 units of graded graduate level courses approved by the department.~~
- ~~Course requirements are recommended by the supervisor and supervisory committee based on the background of the student and the area of specialization to be undertaken.~~

Thesis

- ~~Registration in 900-level THES~~

Notwithstanding the above, students must fulfill the department's PhD program requirements as approved and stated in the department's graduate program requirements. [For further information, refer to Graduate Programs in the Calendar.](#)

For department-specific program requirements, see the following pages:

- [Anesthesiology and Pain Medicine](#)
- [Dentistry](#)
- [Medical Genetics](#)
- [Obstetrics and Gynecology](#)
- [Ophthalmology and Visual Sciences](#)
- [Paediatrics](#)
- [Radiology and Diagnostic Imaging](#)

Length of Program

The minimum length of the PhD program is 36 months, or the department-specific requirement, where stated.

Certificates

- Graduate Embedded Certificate in Maternal and Child Health Research

Ethics & Academic Citizenship Requirement

Doctoral students in the Medical Sciences Graduate Program must meet the FGSR Ethics and Academic Citizenship Training Requirement through the completion of INT D 710 and INT D 720 by the end of the first term of their degree program. Doctoral students who completed their Master's degree at the University of Alberta and previously passed INT D 710 are only required to take INT D 720 (See: [Ethics and Academic Citizenship Requirement](#))

Length of Program

The minimum length of the PhD program is 36 months, or the department-specific requirement, where stated.

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

Certificates

- Graduate Embedded Certificate in Maternal and Child Health Research

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – October 21, 2022
 FoMD Faculty Council (for information/suggestions/challenges) – November 4, 2022
 Grad Program Support Team - November 28, 2022
 Policy Review Committee - January 19, 2023

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoMD- Neuroscience and Mental Health Institute	
Contact Person:	Amber Lapointe – nmhi@ualberta.ca Kelvin Jones - neurogrd@ualberta.ca	
Level of change (choose one only)	<input type="checkbox"/>	Undergraduate
	<input checked="" type="checkbox"/>	Graduate
Type of change request (check all that apply)	<input checked="" type="checkbox"/>	Program
	<input type="checkbox"/>	Regulation
For which term is this intended to take effect?	Fall 2023	
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes	

Rationale

The goals of the proposed changes are:

- To provide more complete information about entrance and program requirements
- To simplify the language
- To delete courses that are no longer offered and add new courses
- To adjust the required coursework for students entering the PhD with a previous Master's degree in Neuroscience
- To align the admission and academic standing GPA to the harmonized values for the Faculty of Medicine and Dentistry

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poide=42653&returnto=11393

Current	Proposed
<p>Current</p> <p>General Information</p> <p>The Neuroscience and Mental Health Institute at the University of Alberta is a group of more than 150 neuroscientists from approximately 27 departments across eight Faculties and two Schools. The Institute offers a graduate program that is designed for students who desire a broad training in various experimental and theoretical aspects of neuroscience while maintaining a research program that may be more specialized. This can be achieved by drawing on the expertise of specialists (members of the Institute) from various departments throughout the University who have research interests in neuroscience. The graduate program in Neuroscience offers both degrees of PhD and MSc through thesis research. Applicants not having a MSc degree will initially be admitted to the MSc program for the first year, after which they may transfer to the PhD program, provided their thesis proposal has been accepted and appropriate courses passed.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Students already possessing a master's degree will be considered for the PhD program provided they meet the minimum requirements for the MSc degree in Neuroscience.</p> <p>In exceptional circumstances, a student may be considered for direct entry to the PhD program without a master's degree if there is evidence that the applicant is able to successfully meet the rigor and requirements of the PhD program.</p> <p>In addition to the minimum admission requirements, the applicant should possess exceptional qualifications in neuroscience or a related discipline at the</p>	<p>Proposed</p> <p>General Information</p> <p>The Neuroscience and Mental Health Institute at the University of Alberta is a group of more than 170 neuroscientists from approximately 27 departments across eight Faculties, two schools and three colleges. The Institute offers a graduate program that is designed for students who desire a broad training in various experimental and theoretical aspects of neuroscience while maintaining a research program that may be more specialized. This can be achieved by drawing on the expertise of specialists (members of the Institute) from various departments throughout the University who have research interests in neuroscience. The graduate program in Neuroscience offers both degrees of PhD and MSc through thesis research. Applicants not having a MSc degree will initially be admitted to the MSc program for the first year, after which they may transfer to the PhD program, provided their thesis proposal has been accepted and appropriate courses passed.</p> <p>Inquiries about this program should be directed to the Graduate Administrator in the NMI, nmhi.edu@ualberta.ca. Complete details of the programs and their requirements are available in the Neuroscience Graduate Program Manual.</p> <p>Entrance Requirements</p> <p>Grade Point Average (GPA)</p> <p>The Program's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Students already possessing a master's degree will be considered for the PhD program provided they meet the minimum requirements for the MSc degree in Neuroscience.</p> <p>In exceptional circumstances, a student may be considered for direct entry to the PhD program without a master's degree if there is evidence that the applicant is able to successfully meet the rigor and requirements of the PhD program. In addition to the minimum admission requirements, the applicant should possess exceptional qualifications in neuroscience or a related discipline at the undergraduate level, as demonstrated by GPA,</p>

undergraduate level, as demonstrated by GPA, awards, research experience, publications and/or very strong letters of references. Demonstration of distinguished life achievement and/or work-related life experiences would also be considered.

Applicants to the MSc program are expected to have completed the following courses or their equivalents:

- ZOOL 342 OR PMCOL 371
- PHYSL 372

Students deficient in this area may be expected to take these courses **soon after** admission.

Applicants to the PhD program who do not have a sufficient Neuroscience background may be required to take additional courses to ensure an adequate background. These will be considered extra-to-degree.

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

- a TOEFL score of at least 100 (Internet-based) with at least 21 on each of the individual skill areas
- an IELTS score of 7.0 overall with 6.0 in each subtest
- equivalent scores on other language proficiency tests approved by the Faculty of Graduate Studies and Research

All applicants must also provide three letters of academic reference, a current curriculum vitae, and a personal statement of interest.

Together with the above, successful acceptance is ultimately dependent upon an applicant obtaining a supervisory agreement with one of our faculty member mentors, that would include stipend support. Without a

awards, research experience, publications and/or very strong letters of references. Demonstration of distinguished life achievement and/or work-related life experiences would also be considered.

Applicants to the MSc program are expected to have completed the following courses or their equivalents:

- ZOOL 342 OR PMCOL 371
- PHYSL 372

Students deficient in this area may be expected to take these courses **as extra-to-degree as a condition of** admission.

Applicants to the PhD program who do not have a sufficient Neuroscience background may be required to take additional courses to ensure an adequate background. These will be considered extra-to-degree.

The NMHI Graduate Program Committee (GPC) evaluates the background in Neuroscience of each prospective student and selects appropriate courses.

English Language Proficiency

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

- a TOEFL score of at least 100 (Internet-based) with at least 21 on each of the individual skill areas
- an IELTS score of 7.0 overall with 6.0 in each subtest
- equivalent scores on other language proficiency tests approved by the Faculty of Graduate Studies and Research

Other Requirements

Applicants are also required to submit the following:

- **A curriculum vitae**
- **A personal statement of interest**
- **Applicants must arrange for three letters of academic reference**

Supervision

As the Neuroscience Graduate program is thesis-based, applicants must have a supervisor and funding in place before they can be accepted into the program.

Applicants must have previously corresponded with an

~~supervisory relationship identified, applications will not be successful.~~

Applicants wishing to change their program to Neuroscience from other graduate programs within the University of Alberta will be considered upon receipt of a letter from the student outlining the reasons for the program change, letters of reference, transcripts, and a letter of support from the proposed supervisor. Students who have already completed the PhD candidacy examination in another program will not normally be considered.

For Canadian and US citizens (including Canadian permanent residents), the application deadline is ~~July 1 for September admission, and November 1 for January admission.~~

For international students, the application deadline is ~~May 1 for September admission, and September 1 for January admission.~~

Academic Standing Requirements

To remain in the program, students are required to maintain a minimum GPA of 3.3.

Financial Assistance

~~A limited number of graduate research assistantships are available through the Institute. In addition, graduate teaching assistantships and research assistantships may be available through one of the departments participating in the graduate program in Neuroscience or from research grants.~~ Other funding is provided by scholarships awarded to students by various agencies including the Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council, and the Provincial Government of Alberta. Students will be expected to apply for such external funding.

NMHI faculty member and have agreed to a tentative supervisory arrangement. Without a supervisory relationship identified, applications will not be considered.

Acceptance by a supervisor does not guarantee admission into the program. Applications are reviewed by the NMHI Graduate Program Committee. The final decision is administered by the Faculty of Graduate Studies & Research (FGSR).

Applicants wishing to change their program to Neuroscience from other graduate programs within the University of Alberta will be considered upon receipt of a letter from the student outlining the reasons for the program change, letters of reference, transcripts, and a letter of support from the proposed supervisor. Students who have already completed the PhD candidacy examination in another program will not normally be considered.

Application Deadlines

For Canadian and US citizens (including Canadian permanent residents), the application deadline is:

- July 1 for September admission
- November 1 for January admission.

For international students, the application deadline is

- May 15: September admission
- September 1: January admission

Academic Standing Requirements

To remain in the program, students are required to maintain a minimum GPA of 3.0.

Financial Assistance

Financial assistance in the form of Graduate Research Assistant Fellowships from supervisor operating funds is normally available to students in good standing. Students may also be eligible for awards from the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry. Exceptionally qualified applicants may be nominated for University of Alberta entrance scholarships. Other funding is provided by scholarships awarded to students by various agencies including the Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council, and the Provincial Government of Alberta. Students will be expected to apply for such external funding.

Graduate Program Requirements

Master's Programs

- [Master of Science \(Neuroscience\)](#)

Master of Science (Neuroscience)

Program Requirements

Students are required to complete a minimum of 6 units in coursework and a thesis.

Coursework

- The only exception to course requirements for the MSc degree would be for clinical trainees such as medical residents, who, in consultation with and approval of the graduate coordinator, may be exempted.
- MSc students have the option, in consultation with their program supervisor, to complete a lab rotation course, typically during the first year. Students can choose either [NEURO 500](#) (two terms; 6 units) or [NEURO 501](#) (one term; 3 units). [NEURO 500](#) involves rotations through three laboratories during the first year. Each rotation involves two months of research experience (six months in total). ~~One rotation may be in the laboratory of the primary supervisor.~~ Although this course is 6 units, an additional lecture-based, graduate-level course will be required to meet the course requirements if students register in [NEURO 500](#). [NEURO 501](#) involves rotation through one laboratory taken outside of the laboratory of the primary supervisor.
- Students, in consultation with their supervisory committees, may also select courses in other areas important to their research programs.
- Students will be expected to attend weekly Neuroscience seminars.

Graduate Program Requirements

Master's Programs

- [Master of Science \(Neuroscience\)](#)

Master of Science (Neuroscience)

Program Requirements

Coursework

Students are required to complete a minimum of 6 units in coursework and a thesis.

- The only exception to course requirements for the MSc degree would be for clinical trainees such as medical residents, who, in consultation with and approval of the graduate coordinator, may be exempted.
- MSc students have the option, in consultation with their program supervisor, to complete a lab rotation course, typically during the first year. Students can choose either [NEURO 500](#) (two terms; 6 units) or [NEURO 501](#) (one term; 3 units). [NEURO 500](#) involves rotations through three laboratories during the first year. Each rotation involves two months of research experience (six months in total). Although this course is 6 units, an additional lecture-based, graduate-level course will be required to meet the course requirements if students register in [NEURO 500](#). [NEURO 501](#) involves rotation through one laboratory taken outside of the laboratory of the primary supervisor.
- Students, in consultation with their supervisory committees, may also select courses in other areas important to their research programs.
- Students will be expected to attend weekly Neuroscience seminars.

Ethics Requirement

Students must meet the FGSR Ethics and Academic Citizenship Training Requirement through the completion of INT D 710 by the end of the first term of registration in their degree program.

MSc Thesis Proposal

<p>Thesis</p> <ul style="list-style-type: none"> Registration in 900-level THES <p>Language Requirement</p> <p>No language other than English is required for the MSc.</p> <p>Residence Requirement</p> <p>The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.</p> <p>Length of Program</p> <p>The time required to complete the MSc will vary with the individual candidate, but the normal period is about two years to both complete the coursework (1st year) and benefit from the research training (1st and 2nd years).</p> <p>The maximum time to complete the thesis-based MSc program as set by the Faculty of Graduate Studies and Research is four years</p> <p>Doctoral Programs</p> <ul style="list-style-type: none"> Doctor of Philosophy (Neuroscience) <p>Doctor of Philosophy (Neuroscience)</p> <p>Program Requirements</p> <p>PhD students must complete 9 units in coursework and a thesis.</p> <p>Coursework</p>	<p>All MSc students must submit by the end of the first year a thesis proposal document, which will be evaluated by the supervisory committee. The student will be required to defend their proposal orally to that committee in response to questions.</p> <p>Thesis</p> <ul style="list-style-type: none"> Registration in 900-level THES <p>Language Requirement</p> <p>No language other than English is required for the MSc.</p> <p>Residence Requirement</p> <p>The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.</p> <p>Length of Program</p> <p>The time required to complete the MSc will vary with the individual candidate, but the normal period is about two years to both complete the coursework (1st year) and benefit from the research training (1st and 2nd years).</p> <p>The maximum time to complete the thesis-based MSc program as set by the Faculty of Graduate Studies and Research is four years</p> <p>Doctoral Programs</p> <ul style="list-style-type: none"> Doctor of Philosophy (Neuroscience) <p>Doctor of Philosophy (Neuroscience)</p> <p>Program Requirements</p> <p>Coursework</p> <p>PhD students, who do not have a prior MSc in Neuroscience, must complete 9 units of graded graduate coursework. PhD Students with a prior MSc in Neuroscience must complete 3 units of graded graduate coursework.</p> <p>The program for each student will be determined by their supervisory committee and will be subject to approval by GPC if required. Additional coursework may be required</p> <ul style="list-style-type: none"> PhD students have the option, in consultation with their program supervisor, to complete a lab rotation course. Students may choose
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- PhD students have the option, in consultation with their program supervisor, to complete a lab rotation course. Students may choose either NEURO 500 (two terms; 6 units) or NEURO 501 (one term; 3 units). NEURO 500 involves rotations through three laboratories. Each rotation involves two months of research experience (six months in total). One rotation may be in the laboratory of the primary supervisor. NEURO 501 involves rotation through one laboratory taken outside of the laboratory of the primary supervisor.
- Students, in consultation with their supervisory committees, may also select courses in other areas important to their research programs.
- Students will be expected to attend weekly Neuroscience seminars.

either NEURO 500 (two terms; 6 units) or NEURO 501 (one term; 3 units). NEURO 500 involves rotations through three laboratories. Each rotation involves two months of research experience (six months in total). NEURO 501 involves rotation through one laboratory taken outside of the laboratory of the primary supervisor.

- Students, in consultation with their supervisory committees, may also select courses in other areas important to their research programs.
- Students will be expected to attend weekly Neuroscience seminars.

Ethics Requirement

Students must meet the FGSR Ethics and Academic Citizenship Training Requirement through the completion of INT D 710 (for both master's and doctoral students) and INT D 720 (for doctoral students) by the end of the first term of registration in their degree program. Students are expected to complete ethics training within the first year of graduate studies under normal circumstances.

PhD Thesis Proposal

All PhD students, whether entering via the MSc program or via direct entry, must submit a PhD Thesis Proposal to their supervisory committee by 18 months of entering the program. The student will be required to defend their proposal orally to that committee in response to questions.

Candidacy Exam

PhD students must take a candidacy examination which should be completed by the end of the second year in the program. For students who change program category from the Master's program to the doctoral program, the candidacy examination should be completed by the end of the third year from the beginning of the Master's program.

Thesis

- Registration in 900-level THES. Students must prepare and defend a thesis on an approved research topic

Language Requirement

No language other than English is required for the PhD.

Thesis

- Registration in 900-level THES.

Candidacy Exam

The candidacy examination must be scheduled by the end of the second year in the program. For students who change program category from the Master's program to the doctoral program, the candidacy examination must be scheduled by the end of the third year from the beginning of the Master's program and completed by the end of the fourth year.

Graduate Courses

The courses for the Neuroscience programs are

- BME 510 - Neuroimaging in Neuroscience
- BME 520 - Neuroplasticity
- CELL 502 - The Birth and Death of a Cell
- EDPY 500 - Introduction to Data Analysis in Educational Research
- EDPY 505 - Quantitative Methods I
- NEURO 500 - Research in Neuroscience
- NEURO 501 - Graduate Research Project

Residence Requirement

The PhD program has a minimum residence requirement of two academic years (where an academic year is defined as the eight-month period from September through April) of full-time on-campus registration.

Length of Program

The time required to complete the PhD will vary with the individual candidate, but the normal period is about four to six years. The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years from the time the student first registers in a doctoral program. In the case of master's students who are reclassified as doctoral students, all degree requirements must be completed within six years of the time they first register as master's candidates.

Graduate Courses

The courses for the Neuroscience programs are

- CELL 502 - The Birth and Death of a Cell
- EDPY 500 - Introduction to Data Analysis in Educational Research
- EDPY 505 - Quantitative Methods I
- NEURO 500 - Research in Neuroscience
- NEURO 501 - Graduate Research Project
- NEURO 510 - Cellular and Molecular Aspects of Normal Aging and Neurodegenerative Disorders
- NEURO 511 - Clinical and Basic Science Aspects of Age-related Neurodegenerative Disorders
- NEURO 520 - Neuroplasticity
- NEURO 525 - Neuroimaging in Neuroscience
- NEURO 572 - Current Topics in Autonomic Neuroscience
- NEURO 603 - Graduate Colloquium in Neuroscience
- NEURO 621 - The Art of Grant Writing
- NEURO 698 - Undergraduate Research Mentoring

<ul style="list-style-type: none"> ● NEURO 510 - Cellular and Molecular Aspects of Normal Aging and Neurodegenerative Disorders ● NEURO 511 - Clinical and Basic Science Aspects of Age-related Neurodegenerative Disorders ● NEURO 572 - Current Topics in Autonomic Neuroscience ● NEURO 603 - Graduate Colloquium in Neuroscience ● NEURO 621 - The Art of Grant Writing ● PHYSL 544 - Current Topics in Neuroscience ● PMCOL 575 - Signal Transduction Systems as Pharmacological Targets ● PMCOL 612 - Drugs and the Nervous System ● PSYCI 511 - Biological Aspects of Psychiatry ● PSYCH 574 - Advanced Topics in Neuroscience ● PSYCH 576 - Cognitive Neuroscience ● PTHER 567 - Neuroscience for Rehabilitation ● <p>Course Descriptions Descriptions of these courses can be found in Course Listings, under the relevant subject headings: Biomedical Engineering (BME) Cell Biology (CELL) Educational Psychology (EDPY) Neuroscience (NEURO) Pharmacology (PMCOL) Physical Therapy (PTHER) Physiology (PHYSL) Psychiatry (PSYCI) Psychology (PSYCH)</p> <p>Additional courses offered by other departments that are deemed relevant to the student's research interests may be approved on an individual basis.</p>	<ul style="list-style-type: none"> ● NEURO 699 - Undergraduate Research Mentoring ● PHYSL 544 - Current Topics in Neuroscience ● PMCOL 575 - Signal Transduction Systems as Pharmacological Targets ● PMCOL 612 - Drugs and the Nervous System ● PSYCI 511 - Biological Aspects of Psychiatry ● PSYCH 574 - Advanced Topics in Neuroscience ● PSYCH 576 - Cognitive Neuroscience ● PTHER 567 - Neuroscience for Rehabilitation <p>Course Descriptions Descriptions of these courses can be found in Course Listings, under the relevant subject headings: Biomedical Engineering (BME) Cell Biology (CELL) Educational Psychology (EDPY) Neuroscience (NEURO) Pharmacology (PMCOL) Physical Therapy (PTHER) Physiology (PHYSL) Psychiatry (PSYCI) Psychology (PSYCH)</p> <p>Additional courses offered by other departments that are deemed relevant to the student's research interests may be approved on an individual basis.</p>
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Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – October 14, 2022
FoMD Faculty Council (for information/suggestions/challenges) – October 31, 2022

Approved by FoMD Graduate Programs Committee – September 12, 2022
Approved by Neuroscience Graduate Program Committee – August 30th, 2022
Graduate Program Support Team - Nov. 28, 2023
Policy Review Committee - January 19, 2023

Faculty (& Department or Academic Unit):	FoMD – Department of Psychiatry
Contact Person:	
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

1. Updated departmental address information
2. Removed references to outdated information (eg. the discontinued GET ethics course)
3. Our English language proficiency requirements were already aligned with FGSR minimum standards. We've updated the language to make this clearer.
4. Removed 'required' coursework (and the contradictory language regarding its 'exemption')
5. Removed entries regarding Departmental Research Day and Grand Rounds participation. These will still be required but will be included in our department graduate manual.

Calendar Copy

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42489&returnto=11393

Current Copy: ~~Removed language~~

Proposed Copy: New language

<p>Graduate Programs in Psychiatry</p> <p>Department of Psychiatry 1E1.01 Mackenzie Health Sciences Centre University of Alberta Edmonton, Alberta T6G 2B7 E-mail: psychiat@ualberta.ca www.ualberta.ca/psychiatry</p> <p>General Information The Department of Psychiatry offers outstanding opportunities for students wishing to pursue graduate studies at both the master's and doctoral level. Faculty members are known internationally for their research, covering most areas relevant to psychiatry and neuropsychiatry.</p> <p>The MSc and PhD programs may be taken with a specialization in Epidemiology, Forensic Psychiatry, Neurochemistry, Psychopharmacology, or Psychotherapy.</p> <p>For further information contact the Department of Psychiatry.</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.2 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must have a minimum TOEFL score of at least 92 (Internet-based) or equivalent (refer to English Language Requirement).</p> <p>Applicants are also required to submit three letters of reference, a current curriculum vitae, a brief description of the proposed research, and a letter from the prospective supervisor, detailing stipend amount and source. Prospective students are encouraged to contact directly the faculty members whose research is of interest to them.</p> <p>For Canadian citizens, the application deadlines are July 1 for Fall term, November 1, for Winter term, March 1 for Spring term, and May 1 for Summer term.</p>	<p>Graduate Programs in Psychiatry</p> <p>Department of Psychiatry 3-086 Research Transition Facility (RTF) University of Alberta Edmonton, Alberta T6G 2B7 E-mail: psychiat@ualberta.ca www.ualberta.ca/psychiatry/index.html</p> <p>General Information The Department of Psychiatry offers outstanding opportunities for students wishing to pursue graduate studies at both the master's and doctoral level.</p> <p>The MSc and PhD programs may be taken with a specialization in Epidemiology, Forensic Psychiatry, Neurochemistry, Psychopharmacology, or Psychotherapy.</p> <p>For further information contact the Department of Psychiatry.</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.2 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units 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 English Language Requirement).</p> <p>Applicants are also required to submit three letters of reference, a current curriculum vitae, a brief description of the proposed research, and a letter from the prospective supervisor, detailing stipend amount and source. Prospective students are encouraged to contact directly the faculty members whose research is of interest to them.</p> <p>For Canadian citizens, the application deadlines are July 1 for Fall term, November 1, for Winter term, March 1 for Spring term, and May 1 for Summer term.</p>
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<p>For International students, the application deadlines are April 1 for Fall term, August 1 for Winter term, November 1 for Spring term and January 1 for Summer term.</p> <p>Financial Assistance All supervisors are responsible for financial support of full-time graduate students. Financial support will usually be provided from the supervisor's grants, awards/ scholarships to the student, or a combination of the two.</p>	<p>For International students, the application deadlines are April 1 for Fall term, August 1 for Winter term, November 1 for Spring term and January 1 for Summer term.</p> <p>Financial Assistance Supervisors must provide a letter of commitment or a formal contract at enrollment into the Graduate Program. The letter needs to detail the funding amount per annum, funding source, and duration of funding. If funding is provided by a different department then a letter from that source needs to accompany the letter of commitment outlining these details. The letter(s) are required for the admission application that is approved by the Graduate Program Committee. Initial funding commitments should be made for a minimum of two years. Any changes to the funding commitment should be submitted to the Graduate Program Administrator.</p>
<p>Graduate Program Requirements</p> <p>Master of Science (Psychiatry)</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of 6 units in coursework and a thesis.</p> <p>Coursework</p> <ul style="list-style-type: none"> ● PSYCI 511 unless exempt. ● Coursework will be specified by the Supervisory Committee. ● Courses may be taken from the Department of Psychiatry or from outside the department, with permission. ● Additional coursework may be required. <p>Thesis</p> <ul style="list-style-type: none"> ● Registration in 900-level THES. Students are required to prepare and defend a thesis based on research conducted. <p>Grand Rounds Students are required to participate in Grand Rounds, and must make one oral presentation per academic year.</p>	<p>Graduate Program Requirements</p> <p>Master of Science (Psychiatry)</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of 6 units in coursework and a thesis.</p> <p>Coursework</p> <ul style="list-style-type: none"> ● Coursework will be specified by the Supervisory Committee. ● Courses may be taken from the Department of Psychiatry or from outside the department, with permission. ● Additional coursework may be required. <p>Thesis</p> <ul style="list-style-type: none"> ● Registration in 900-level THES. Students are required to prepare and defend a thesis based on research conducted.

<p>Research Day Students are required to participate in the annual Psychiatry Research Day.</p> <p>Ethics Requirement Students may complete the ethics requirement by</p> <ul style="list-style-type: none"> • Participating in the bi-annual Ethics and Scientific Integrity day with department approval, and • Participating in the Graduate Ethics Training (GET) course offered by FGSR. <p>There is no second language requirement for the MSc.</p> <p>Length of Program The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of 12 months is normally required.</p> <p>The maximum time to complete the thesis-based MSc program as set by the Faculty of Graduate Studies and Research is four years.</p>	<p>Ethics Requirement</p> <p>Ethics and Academic Citizenship</p> <ul style="list-style-type: none"> • INT D 710 (See: Ethics and Academic Citizenship Requirement) <p>.</p> <p>Length of Program The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of 12 months is normally required.</p> <p>The maximum time to complete the thesis-based MSc program as set by the Faculty of Graduate Studies and Research is four years.</p>
<p>Doctor of Philosophy (Psychiatry)</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of 9 units in coursework and a thesis.</p> <p>Coursework</p> <ul style="list-style-type: none"> • PSYCI 511 unless explicitly exempt • Coursework will be specified by the Supervisory Committee. • Courses may be taken from the Department of Psychiatry or from outside the department, with permission. • Additional coursework may be required. <p>Thesis</p> <ul style="list-style-type: none"> • Registration in 900-level THES. Students are required to prepare and defend a thesis based on research conducted. 	<p>Doctor of Philosophy (Psychiatry)</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of 9 units in coursework and a thesis.</p> <p>Coursework</p> <ul style="list-style-type: none"> • Coursework will be specified by the Supervisory Committee. • Courses may be taken from the Department of Psychiatry or from outside the department, with permission. • Additional coursework may be required. <p>Thesis</p> <ul style="list-style-type: none"> • Registration in 900-level THES. Students are required to prepare and defend a thesis based on research conducted.

Grand Rounds

Students are required to participate in Grand Rounds, and must make one oral presentation per academic year.

Research Day

Students are required to participate in the annual Psychiatry Research Day.

Thesis Proposal and Candidacy Exam

Within the first two years of the PhD program, students must submit a written thesis proposal document which will be evaluated by the Student's Supervisory Committee.

The candidacy examination is to be held within three years of the commencement of the PhD program when most, if not all, of the course work is completed and the research project is started or well defined.

Ethics Requirement

Students may complete the ethics requirement by

- Participating in the bi-annual Ethics and Scientific Integrity day with department approval, and
- Participating in the Graduate Ethics Training (GET) course offered by FGSR.

There is no second language requirement for the PhD.

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of three years is normally required.

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

Thesis Proposal and Candidacy Exam

Within the first two years of the PhD program, students must submit a written thesis proposal document which will be evaluated by the Student's Supervisory Committee.

The candidacy examination is to be held within three years of the commencement of the PhD program when most, if not all, of the course work is completed and the research project is started or well defined.

Ethics Requirement

Ethics and Academic Citizenship (See: [Ethics and Academic Citizenship Requirement](#))

- INT D 710
- INT D 720

Length of Program

The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of three years is normally required.

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

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – October 21, 2022
FoMD Faculty Council (for information/suggestions/challenges) – November 4, 2022
Graduate Program Support Team - November 28, 2022
Policy Review Committee - January 19, 2023

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoMD – Radiology & Diagnostic Imaging
Contact Person:	Lawrence Le 780-407-1153 lel@ualberta.ca
Level of change (choose one only) [?]	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Type of change request (check all that apply) [?]	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

Rationale

<ul style="list-style-type: none"> - We are proposing to adjust the English Language requirements to match with FGSR's requirements. Since English is a barrier for international applicants, and only one aspect in determination of admission, a slight decrease in ELP score will provide greater accessibility, but won't affect the quality of students or their success in the program. - (Note: FoMD is working to standardize the ELP requirements across the faculty, so this may change in the future to be in line with faculty-wide requirements). - The Length of Program section reflect the FGSR maximum time in program, but since the minimums are variable depending on the student, it would be better to remove. .

Calendar Copy

Current: Removed language	Proposed: New language
Radiology and Diagnostic Imaging [Graduate] Department of Radiology and Diagnostic Imaging 2A2.42 Mackenzie Health Sciences Centre Edmonton, Alberta T6G 2B7 E-mail: radiolog@ualberta.ca General Information Facilities exist within the Department of Radiology and Diagnostic Imaging, University of Alberta, for students who wish to obtain either a Master of Science or a PhD	Radiology and Diagnostic Imaging [Graduate] Department of Radiology and Diagnostic Imaging 2A2.42 Mackenzie Health Sciences Centre Edmonton, Alberta T6G 2B7 E-mail: radiolog@ualberta.ca General Information Facilities exist within the Department of Radiology and Diagnostic Imaging, University of Alberta, for students who wish to obtain either a Master of Science or a PhD

degree.

Research may be carried out in medical imaging, radiological and health physics, or radiation biology and biophysics.

The Department of Radiology and Diagnostic Imaging participates with other departments of the Faculty of Medicine and Dentistry in offering these interdisciplinary programs in medical sciences. Details of the entrance requirements and terms of the MSc and PhD programs are defined in Medical Sciences of this Calendar.

Inquiries regarding graduate work in the Department of Radiology and Diagnostic Imaging should be directed to the Department Chair or to the Graduate Coordinator, Department of Radiology and Diagnostic Imaging, 2A242 Mackenzie Health Sciences Centre.

Entrance Requirements

The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Applicants must have graduated in medicine for the clinical research areas, or in the appropriate scientific disciplines for the other research areas.

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

- a minimum TOEFL score of 95 (Internet-based) or equivalent
- IELTS minimum score of 7.0 with at least 6 on each band
- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research.

Prior to applying, applicants must have identified a faculty member who agrees to supervise their program.

All applicants are also required to submit

degree.

Research may be carried out in medical imaging, radiological and health physics, or radiation biology and biophysics.

The Department of Radiology and Diagnostic Imaging participates with other departments of the Faculty of Medicine and Dentistry in offering these interdisciplinary programs in medical sciences. Details of the entrance requirements and terms of the MSc and PhD programs are defined in Medical Sciences of this Calendar.

Inquiries regarding graduate work in the Department of Radiology and Diagnostic Imaging should be directed to the Department Chair or to the Graduate Coordinator, Department of Radiology and Diagnostic Imaging, 2A242 Mackenzie Health Sciences Centre.

Entrance Requirements

The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Applicants must have graduated in medicine for the clinical research areas, or in the appropriate scientific disciplines for the other research areas.

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

- a minimum TOEFL score of 90 with a score of at least 21 on each of the individual skill areas (Internet-based) or equivalent
- IELTS minimum score of 6.5 with at least 6.0 on each band
- an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research.

Prior to applying, applicants must have identified a faculty member who agrees to supervise their program.

All applicants are also required to submit

- statement of intent
- CV
- three letters of reference

Financial Assistance

Support may be obtained from several grant-awarding agencies for work in these areas.

Graduate Program Requirements

The Degree of MSc in Medical Sciences - Radiology and Diagnostic Imaging [Graduate]

Note: This program does not lead to specialty (fellowship) qualifications in Diagnostic Radiology, Radiation Oncology or Nuclear Medicine.

Program Requirements

Students are required to complete a minimum of ★3 in graded graduate level coursework and a thesis.

Coursework

- One ★3 graduate-level course
 - Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken.
- Additional courses may be required depending on the student's background.

Thesis

- Registration in 900-level THES. Students are required to prepare and defend a thesis on an approved topic.

Residence Requirement

MSc students must be registered full time on campus for a minimum of 12 consecutive months.

Length of Program

Time to completion depends on the background of the student and on the type of thesis project. A minimum of 18 months is required to complete the MSc degree.

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

- statement of intent
- CV
- three letters of reference

Financial Assistance

Support may be obtained from several grant-awarding agencies for work in these areas.

Graduate Program Requirements

The Degree of MSc in Medical Sciences - Radiology and Diagnostic Imaging [Graduate]

Note: This program does not lead to specialty (fellowship) qualifications in Diagnostic Radiology, Radiation Oncology or Nuclear Medicine.

Program Requirements

Students are required to complete a minimum of ★3 in graded graduate level coursework and a thesis.

Coursework

- One ★3 graduate-level course
 - Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken.
- Additional courses may be required depending on the student's background.

Thesis

- Registration in 900-level THES. Students are required to prepare and defend a thesis on an approved topic.

Length of Program

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

<p>The Degree of PhD in Medical Sciences - Radiology and Diagnostic Imaging [Graduate]</p> <p>Note: This program does not lead to specialty (fellowship) qualifications in Diagnostic Radiology, Radiation Oncology or Nuclear Medicine.</p> <p>Program Requirements Students are required to complete a minimum of ★3 to ★6 in coursework and a thesis.</p> <p>[...]</p> <p>Candidacy Exam Once the PhD proposal is approved, the candidacy exam should take place within the following 6 months. Falling outside this timeframe would require a written explanation and timeline for submission to be forwarded to the Graduate Coordinator and the MSGP Chair. Failure to meet this timeline may affect a student's eligibility for the MSGP graduate student awards.</p> <p>Residence Requirement PhD students must be registered full time on campus for a minimum of 24 consecutive months.</p> <p>Length of Program Time to completion depends on the background of the student and on the type of thesis project. A minimum of 36 months is required to complete the PhD degree.</p> <p>The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</p> <p>[...]</p>	<p>The Degree of PhD in Medical Sciences - Radiology and Diagnostic Imaging [Graduate]</p> <p>Note: This program does not lead to specialty (fellowship) qualifications in Diagnostic Radiology, Radiation Oncology or Nuclear Medicine.</p> <p>Program Requirements Students are required to complete a minimum of ★3 to ★6 in coursework and a thesis.</p> <p>[...]</p> <p>Candidacy Exam Once the PhD proposal is approved, the candidacy exam should take place within the following 6 months. Falling outside this timeframe would require a written explanation and timeline for submission to be forwarded to the Graduate Coordinator and the MSGP Chair. Failure to meet this timeline may affect a student's eligibility for the MSGP graduate student awards.</p> <p>Length of Program</p> <p>The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</p> <p>[...]</p>
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Reviewed/Approved by:

<p>FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – October 21, 2022 FoMD Faculty Council (for information/suggestions/challenges) – November 4, 2022 Grad Program Support Team - November 28, 2023 Policy Review Committee - January 19, 2023</p>

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Riley Samson
Level of change (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

STATQ 151 and SC INF 301 are required courses in the BScN Bilingual program, and are French taught courses that cover similar content to NURS 211 and NURS 311 for the BScN Collaborative program. This change serves to match the prerequisites in the Bilingual program course sequence with the existing prerequisites of the Collaborative program

https://calendar.ualberta.ca/preview_course_nopop.php?catoid=36&coid=403022

Course Template

Current	Proposed
<p>SC INF 301 - Recherche en sciences infirmières</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Nursing Department Nursing</p>	<p>SC INF 301 - Recherche en sciences infirmières</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Nursing Department Nursing</p>

<p>Typically Offered premier semestre</p> <p>Description Introduction au processus de la recherche en sciences infirmières. Le cours comprend entre autre l'analyse comparative d'études choisies qui représentent différentes approches théoriques, méthodologiques, et analytiques. L'accent est mis sur la communication de la recherche, les besoins de l'utilisateur, et le développement des habiletés nécessaire à la critique de la recherche. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue.</p>	<p>Typically Offered premier semestre</p> <p>Description Introduction au processus de la recherche en sciences infirmières. Le cours comprend entre autre l'analyse comparative d'études choisies qui représentent différentes approches théoriques, méthodologiques, et analytiques. L'accent est mis sur la communication de la recherche, les besoins de l'utilisateur, et le développement des habiletés nécessaire à la critique de la recherche. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. Bilingue. Préalables: STATQ 151.</p>
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Reviewed/Approved by:

<p>Approved by Undergraduate Calendar Committee October 5, 2022 Faculty Caucus November 22, 2022 Executive Committee: December 15, 2022</p>
<p>Upcoming: PST January 26, 2023</p>

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2023-2024**

CURRENT	PROPOSED
<p>https://ualberta.acalogadmin.com/preview/content.php?catoid=36&navoid=11383#course-listings</p> <p>(Course listings)</p>	
<p style="text-align: center;">INT D 420 - Perspectives on Inclusive and Global Health</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term or Spring/Summer</p> <p>Description This course will provide opportunities for students to develop a deeper, more situated, understanding of the guiding principles that underpin equity, diversity, and inclusion (EDI) in the global context. In line with the United Nations Sustainable Development Goals (SDGs), the students will recognize the key issues related to EDI in global health including global citizenship, a sense of social justice; environmental, social, economic and political global challenges; agency; intersectionality (ethnicity, gender, patriarchy, power relationships) and an appreciation for cultural diversity. Prerequisites: All courses in the program except NURS 422, NURS 425 and NURS 485. Corequisites NURS 422 and 425, SC INF 425 and PHILE 386.</p>	<p style="text-align: center;">INT D 420 - Perspectives on Inclusive and Global Health</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term or Spring/Summer</p> <p>Description This course will provide opportunities for students to develop a deeper, more situated, understanding of the guiding principles that underpin equity, diversity, and inclusion (EDI) in the global context. In line with the United Nations Sustainable Development Goals (SDGs), the students will recognize the key issues related to EDI in global health including global citizenship, a sense of social justice; environmental, social, economic and political global challenges; agency; intersectionality (ethnicity, gender, patriarchy, power relationships) and an appreciation for cultural diversity. Prerequisites: All courses in the BScN program except NURS 422, NURS 425 and NURS 485. Corequisites NURS 422 and 425, SC INF 425 and PHILE 386.</p>

NURS 140 - Anatomy

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Nursing

Department Nursing

Typically Offered either term or Spring/Summer

Description

Introduction to the structure of the human body. **Students** must achieve a minimum grade of C+ in order to progress in the program.

NURS 140 - Anatomy

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Nursing

Department Nursing

Typically Offered either term or Spring/Summer

Description

Introduction to the structure of the human body. **Nursing students** must achieve a minimum grade of C+ in order to progress in the program.

NURS 399 - Selected Topics in Nursing Research

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Nursing
Department Nursing
Typically Offered two term

Description

The focus is on nursing research, nursing practice, and nursing as a discipline and a profession. **Prerequisite: Consent of the Faculty.**

NURS 399 - Selected Topics in Nursing Research

Course Career Undergraduate
Units 3
Approved Hours 0-3S-0
Fee index 6
Faculty Nursing
Department Nursing
Typically Offered two term

Description

The focus is on nursing research, nursing practice, and nursing as a discipline and a profession. **Note: Available only to Nursing Students in the Honors Program**

NURS 499 - Scholarly Project in Nursing

Course Career Undergraduate
Units 6
Approved Hours 0-3S-0
Fee index 12
Faculty Nursing
Department Nursing
Typically Offered either term

Description

Preparation and presentation of a nursing scholarly project. **Prerequisites: NURS 399 and consent of the Faculty.**

NURS 499 - Scholarly Project in Nursing

Course Career Undergraduate
Units 6
Approved Hours 0-3S-0
Fee index 12
Faculty Nursing
Department Nursing
Typically Offered either term

Description

Preparation and presentation of a nursing scholarly project. **Prerequisites: NURS 399. Available only to Nursing Students in the Honors Program**

NURS 485 - Nursing Practice in a Focused Area

Course Career Undergraduate
Units 12
Approved Hours 2-350C-1
Fee index 24
Faculty Nursing
Department Nursing
Typically Offered variable

Description

The course provides an opportunity to consolidate learning and preparation to assume the role of BScN graduate via a preceptored clinical experience. The area of focus may be a particular setting of practice, client population, or health challenge or trend. It provides opportunities to demonstrate the integration of prior learning through the development of a comprehensive care planning assignment. The preceptorship is designed in collaboration with faculty and is based on practicum area availability. Course includes 350 clinical hours total. Prerequisites: All courses in the program except NURS 422/SC INF 422 or PHILE 386 and NURS 425/SC INF 425.

NURS 485 - Nursing Practice in a Focused Area

Course Career Undergraduate
Units 12
Approved Hours 2-350C-1
Fee index 24
Faculty Nursing
Department Nursing
Typically Offered variable

Description

The course provides an opportunity to consolidate learning and preparation to assume the role of BScN graduate via a preceptored clinical experience. The area of focus may be a particular setting of practice, client population, or health challenge or trend. It provides opportunities to demonstrate the integration of prior learning through the development of a comprehensive care planning assignment. The preceptorship is designed in collaboration with faculty and is based on practicum area availability. Course includes 350 clinical hours total. Prerequisites: All courses in the program except NURS 422 or PHILE 386, INT D 420 and NURS 425/SC INF 425.

NURS 425 - Nursing Leadership in a Focus Area

Course Career Undergraduate

NURS 425 - Nursing Leadership in a Focus Area

Course Career Undergraduate

<p>Units 6 Approved Hours 2-192C-0 Fee index 12 Faculty Nursing Department Nursing Typically Offered variable</p> <p>Description This leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. Fieldwork hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422</p>	<p>Units 6 Approved Hours 2-192C-0 Fee index 12 Faculty Nursing Department Nursing Typically Offered variable</p> <p>Description This leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. Fieldwork hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422, INT D 420 and NURS 485. Corequisite: NURS 422 and INT D 420</p>
<p>SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique</p> <hr/> <p>Course Career Undergraduate Units 6 Approved Hours 2-192C-0 Fee index 12</p>	<p>SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique</p> <hr/> <p>Course Career Undergraduate Units 6 Approved Hours 2-192C-0 Fee index 12</p>

Faculty Nursing
Department Nursing
Typically Offered l'un ou l'autre
semestre

Description

Ce **stage** de leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21^e siècle. Les heures du stage de leadership indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines.
Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. **Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.**

Faculty Nursing
Department Nursing
Typically Offered deuxième
semestre

Description

Ce **travail sur le terrain** de leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21^e siècle. Les heures du stage de leadership indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines.
Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. **Préalable: tous les cours du programme, à l'exception de INT D 420 et PHILE 386. Concomitants: INT D 420 et PHILE 386.**

Reviewed/Approved by:

Approved by Undergraduate Calendar Committee October 5, 2022
Faculty Caucus November 22, 2022
Executive Committee: December 15, 2022

Upcoming: PST January 26, 2023

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Riley Samson
Level of change (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

These courses are no longer part of the Nursing curriculum and need to be removed from the Calendar and Campus Solutions.

Course Template

<p>Courses to remove from Calendar:</p> <p>NURS 103 - Introduction to Nursing Theory NURS 105 - Introduction to Health Assessment NURS 201 - Introduction to Nursing Theory II NURS 202 - Introduction to Nursing Practice NURS 215 - Pharmacotherapeutics in Nursing NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment NURS 307 - Acute Care Nursing Theory I NURS 308 - Acute Care Nursing Practice I NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice NURS 348 - Junior Level Clinical Competency Assessment NURS 390 - Nursing in Context C NURS 391 - Nursing Practice V NURS 394 - Nursing in Context C1 NURS 395 - Nursing Practice VI NURS 405 - Community Nursing Theory NURS 406 - Community Nursing Practice NURS 407 - Acute Care Nursing Theory II NURS 408 - Acute Care Nursing Practice II NURS 409 - Leadership and Issues in Nursing NURS 448 - Senior Level Clinical Competency Assessment NURS 490 - Nursing in Context D NURS 491 - Nursing Practice VII</p>	<p>Courses to remove from Calendar:</p> <p>NURS 103 - Introduction to Nursing Theory NURS 105 - Introduction to Health Assessment NURS 201 - Introduction to Nursing Theory II NURS 202 - Introduction to Nursing Practice NURS 215 - Pharmacotherapeutics in Nursing NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment NURS 307 - Acute Care Nursing Theory I NURS 308 - Acute Care Nursing Practice I NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice NURS 348 - Junior Level Clinical Competency Assessment NURS 390 - Nursing in Context C NURS 391 - Nursing Practice V NURS 394 - Nursing in Context C1 NURS 395 - Nursing Practice VI NURS 405 - Community Nursing Theory NURS 406 - Community Nursing Practice NURS 407 - Acute Care Nursing Theory II NURS 408 - Acute Care Nursing Practice II NURS 409 - Leadership and Issues in Nursing NURS 448 - Senior Level Clinical Competency Assessment NURS 490 - Nursing in Context D NURS 491 - Nursing Practice VII</p>
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NURS 494 - Nursing in Context D1
NURS 495 - Nursing Practice VIII

Courses to remove from Campus Solutions:

NURS 103 INTRODUCTION TO NURSING THEORY
NURS 105 INTRO TO HEALTH ASSESSMENT
NURS 151 PHYSIOLOGY II
NURS 190 NURSING IN CONTEXT A
NURS 191 NURSING PRACTICE I
NURS 194 NURSING IN CONTEXT A1
NURS 195 NURSING PRACTICE II
NURS 201 INTRO TO NURSING THEORY II
NURS 202 INTRO TO NURSING PRACTICE
NURS 215 PHARMACOTHERAPEUTICS IN NURS
NURS 290 NURSING IN CONTEXT B
NURS 291 NURSING PRACTICE III
NURS 294 NURSING IN CONTEXT B1
NURS 295 NURSING PRACTICE IV
NURS 301 NURSING RESEARCH
NURS 303 INTRODUCTION TO NURSING THEORY
NURS 304 INTRO TO NURSING PRACTICE
NURS 305 INTRO TO HEALTH ASSESSMENT
NURS 307 ACUTE CARE NURSING THEORY I
NURS 308 ACUTE CARE NURSING PRACTICE I
NURS 309 MENTAL HEALTH NURSING THEORY
NURS 310 MENTAL HEALTH NURSING PRACTICE
NURS 348 JR LVL CLINICAL COMP ASSESSMNT
NURS 390 NURSING IN CONTEXT C
NURS 391 NURSING PRACTICE V
NURS 394 NURSING IN CONTEXT C1
NURS 395 NURSING PRACTICE VI
NURS 405 COMMUNITY NURSING THEORY
NURS 405A COMMUNITY NURSING THEORY
NURS 405B COMMUNITY NURSING THEORY
NURS 406 COMMUNITY NURSING PRACTICE
NURS 406A COMMUNITY NURSING PRACTICE
NURS 406B COMMUNITY NURSING PRACTICE
NURS 407 ACUTE CARE NURSING THEORY II
NURS 408 ACUTE CARE NURSING PRAC II
NURS 409 LEADERSHIP & ISSUES IN NURSING
NURS 409A LEADERSHIP & ISSUES IN NURSING
NURS 409B LEADERSHIP & ISSUES IN NURSING
NURS 448 SR LVL CLINICAL COMP ASSESSMNT
NURS 490 NURSING CONTEXT D
NURS 491 NURS PRACTICE VII
NURS 494 NURSING IN CONTEXT D1
NURS 495 NURSING PRACTICE VIII

~~NURS 494 - Nursing in Context D1~~
~~NURS 495 - Nursing Practice VIII~~

Courses to remove from Campus Solutions:

~~NURS 103 INTRODUCTION TO NURSING THEORY~~
~~NURS 105 INTRO TO HEALTH ASSESSMENT~~
~~NURS 151 PHYSIOLOGY II~~
~~NURS 190 NURSING IN CONTEXT A~~
~~NURS 191 NURSING PRACTICE I~~
~~NURS 194 NURSING IN CONTEXT A1~~
~~NURS 195 NURSING PRACTICE II~~
~~NURS 201 INTRO TO NURSING THEORY II~~
~~NURS 202 INTRO TO NURSING PRACTICE~~
~~NURS 215 PHARMACOTHERAPEUTICS IN NURS~~
~~NURS 290 NURSING IN CONTEXT B~~
~~NURS 291 NURSING PRACTICE III~~
~~NURS 294 NURSING IN CONTEXT B1~~
~~NURS 295 NURSING PRACTICE IV~~
~~NURS 301 NURSING RESEARCH~~
~~NURS 303 INTRODUCTION TO NURSING THEORY~~
~~NURS 304 INTRO TO NURSING PRACTICE~~
~~NURS 305 INTRO TO HEALTH ASSESSMENT~~
~~NURS 307 ACUTE CARE NURSING THEORY I~~
~~NURS 308 ACUTE CARE NURSING PRACTICE I~~
~~NURS 309 MENTAL HEALTH NURSING THEORY~~
~~NURS 310 MENTAL HEALTH NURSING PRACTICE~~
~~NURS 348 JR LVL CLINICAL COMP ASSESSMNT~~
~~NURS 390 NURSING IN CONTEXT C~~
~~NURS 391 NURSING PRACTICE V~~
~~NURS 394 NURSING IN CONTEXT C1~~
~~NURS 395 NURSING PRACTICE VI~~
~~NURS 405 COMMUNITY NURSING THEORY~~
~~NURS 405A COMMUNITY NURSING THEORY~~
~~NURS 405B COMMUNITY NURSING THEORY~~
~~NURS 406 COMMUNITY NURSING PRACTICE~~
~~NURS 406A COMMUNITY NURSING PRACTICE~~
~~NURS 406B COMMUNITY NURSING PRACTICE~~
~~NURS 407 ACUTE CARE NURSING THEORY II~~
~~NURS 408 ACUTE CARE NURSING PRAC II~~
~~NURS 409 LEADERSHIP & ISSUES IN NURSING~~
~~NURS 409A LEADERSHIP & ISSUES IN NURSING~~
~~NURS 409B LEADERSHIP & ISSUES IN NURSING~~
~~NURS 448 SR LVL CLINICAL COMP ASSESSMNT~~
~~NURS 490 NURSING CONTEXT D~~
~~NURS 491 NURS PRACTICE VII~~
~~NURS 494 NURSING IN CONTEXT D1~~
~~NURS 495 NURSING PRACTICE VIII~~

Reviewed/Approved by:

REQUIRED:

Approved by UCC: November 14, 2022

Faculty Caucus: November 22, 2022

Exec Committee: December 15, 2022

Upcoming: PST January 26, 2023

Faculty (& Department or Academic Unit):	Nursing
Contact Person:	Riley Samson
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Spring 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

- https://calendar.ualberta.ca/content.php?filter%5B27%5D=-1&filter%5B29%5D=140&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter
- Course has been added to Open Studies Course listing and should be open to all for Pre Nursing students' prerequisites as well
- Course is no longer offered concurrently with NURS 150 in all terms offered
- Old version of calendar change request:
https://docs.google.com/document/d/140qiCrM618aADkrhnot_vB-qHWem4HLmuwiKgdP3zns/edit

Course Template

Current: Removed language	Proposed: New language
NURS 140 - Anatomy	NURS 140 - Anatomy
Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term or Spring/Summer Description Introduction to the structure of the human body. Students must achieve a minimum grade of C+ in order to progress in the program.	Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term or Spring/Summer Description Introduction to the structure of the human body. Available to all students. Nursing students must achieve a minimum grade of C+ in order to progress in the program. Note: In Fall term, this course is not open

to students currently in a Nursing Program with the Faculty of Nursing at the University of Alberta. These students must take courses as outlined in the Course Sequence for their program in the University Calendar. In Winter term, this course is open to all students, including those currently in a Nursing Program with the Faculty of Nursing at the University of Alberta.

Reviewed/Approved by:

Previous version: https://docs.google.com/document/d/140qiCrM618aADkrhnot_vB-qHWem4HLmuwiKgdP3zns/edit
Undergraduate Curriculum Committee Discussed – November 5, 2020
Faculty Caucus Discussed – October 20, 2020
Executive committee Approved – November 17, 2020

New version given executive approval by Diane Kunyk, Acting Dean, and Beverley Temple, Associate Dean Undergraduate Programs - January 6, 2023

Upcoming: PST January 26, 2023

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Nursing
Contact Person:	Riley Samson
Level of change (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Spring 2023

Rationale

- https://calendar.ualberta.ca/content.php?filter%5B27%5D=NURS&filter%5B29%5D=150&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter
- Course has been added to Open Studies Course listing and should be open to all for Pre Nursing students' prerequisites as well
- Course is no longer offered concurrently with NURS 140 in all terms offered

Course Template

NURS 150 - Physiology

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Nursing

Department Nursing

Typically Offered either term or Spring/Summer

Description

An introduction to human physiology.

~~Available only to Nursing students.~~

Corequisite: NURS 140. ~~Students~~ must achieve a minimum grade of C+ in order to

NURS 150 - Physiology

Course Career Undergraduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Nursing

Department Nursing

Typically Offered either term or Spring/Summer

Description

An introduction to human physiology.

Available to all students. Corequisite:

NURS 140. ~~Nursing students~~ must achieve a minimum grade of C+ in order to

<p>progress in the program.</p>	<p>progress in the program. Note: In Fall term, this course is not open to students currently in a Nursing Program with the Faculty of Nursing at the University of Alberta. These students must take courses as outlined in the Course Sequence for their program in the University Calendar. In other terms, this course is open to all students, including those currently in a Nursing Program with the Faculty of Nursing at the University of Alberta.</p>
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Reviewed/Approved by:

<p>REQUIRED: UCC: November 14, 2022 Faculty Caucus: November 22, 2022 Exec Committee: November 25, 2022</p>
<p>Upcoming: PST January 26, 2023</p>

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Nursing
Contact Person:	Riley Samson
Level of change (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

https://calendar.ualberta.ca/preview_course_nopop.php?catoid=36&coid=451264
https://calendar.ualberta.ca/preview_course_nopop.php?catoid=36&coid=404431

NURS 205 is replacing NURS 300, replacing it in the A.D. BScN Nursing program course sequence. The wording “Note: Available only to nursing students in the After Degree/After Degree Honors Program.”, matching that of all other A.D. Nursing courses has been added and the notes indicating lack of credit overlap between NURS 205 and 300 have been added.

Course Template

**NURS 205 -
Innovation,
Leadership, Policy,
and Health Care
Organizations**

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Nursing

**NURS 205 -
Innovation,
Leadership, Policy,
and Health Care
Organizations**

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Nursing

<p>Department Nursing Typically Offered either term</p> <p>Description Using a concept based approach this course examines innovation, systems thinking, relational leadership, nursing informatics, digital health, health policy, organization and management of the healthcare system, and care delivery models. The course develops knowledge, skills and values that foster personal capacity for innovation and relational leadership. It also focus on the roles of nurses in influencing health policy, and facilitating change within the health care system.</p>	<p>Department Nursing Typically Offered either term</p> <p>Description Using a concept based approach this course examines innovation, systems thinking, relational leadership, nursing informatics, digital health, health policy, organization and management of the healthcare system, and care delivery models. The course develops knowledge, skills and values that foster personal capacity for innovation and relational leadership. It also focuses on the roles of nurses in influencing health policy, and facilitating change within the health care system. Note: Available only to nursing students in the After Degree/After Degree Honors Program. Credit may be obtained for only one of NURS 205, NURS 300 or NURS 409.</p>
<p>NURS 300 - Health Policy, Health Care Organizations, Change Management</p>	<p>NURS 300 - Health Policy, Health Care Organizations, Change Management</p>

<p>Course Career Undergraduate</p> <p>Units 3</p> <p>Approved Hours 3-0-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered variable</p> <p>Description</p> <p>The course builds upon the personal leadership foundations of NURS 200. It explores the organization of healthcare systems, concepts of healthcare management and care delivery models. The course provides an overview of healthcare policy and the roles of the nurse in influencing health policy, and facilitating change within healthcare systems. Note: Available only to nursing students in the Collaborative/Honors Program. Prerequisite: NURS 200. Credit may be</p>	<p>Course Career Undergraduate</p> <p>Units 3</p> <p>Approved Hours 3-0-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered variable</p> <p>Description</p> <p>The course builds upon the personal leadership foundations of NURS 200. It explores the organization of healthcare systems, concepts of healthcare management and care delivery models. The course provides an overview of healthcare policy and the roles of the nurse in influencing health policy, and facilitating change within healthcare systems. Note: Available only to nursing students in the Collaborative/Honors Program. Prerequisite: NURS 200. Credit may be obtained for only one of NURS 300, NURS</p>
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obtained for only one of NURS 300 or 409.	205 or NURS 409.
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Reviewed/Approved by:

Approved by Undergraduate Curriculum Committee May 12, 2022, Approved by Caucus June 21, 2022 Approved by Faculty Council October 24, 2022
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Upcoming: PST January 26, 2023

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Riley Samson
Level of change (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of change request (check all that apply) [?]	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

The change is to promote fairness in grading to students taking a first & second attempt at a course. Currently, for example, a student taking a first attempt at a non Foundational Minimum Pass (FMP) course is allowed to simply pass the course with a D; whereas a student taking a second attempt (due to withdrawal or failure) at the same non FMP course is required to achieve a C+. It is unfair that we require students who withdrew or failed their first attempt on a non FMP to obtain a higher standard (grade of C+) than their peers. The proposed wording allows for a fair opportunity to students at first or second attempt at a course to obtain a minimum passing grade or a C+ if it is an FMP course.

Calendar Copy

<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11262#academic-standing-and-graduation>

Current	Proposed
<p>2. Promotion and/or Continuation</p> <p>a. Continuation in program:</p> <p>i. Whenever a student receives a grade of F, D, D+, C-, W, or NC in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program. A student may be required to repeat previous coursework prior to proceeding in clinical nursing courses in</p>	<p>2. Promotion and/or Continuation</p> <p>a. Continuation in program:</p> <p>i. Whenever a student receives a grade of F, D, D+, C-, W, or NC in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program. A student may be required to repeat previous coursework prior to proceeding in clinical nursing courses in</p>

order to protect the public interest.

- ii. A student who receives a grade of W or F in a course may be granted a second registration in ~~this~~ course or its equivalent and must achieve a minimum **grade of C+.**
- iii. A student who receives a grade of NC in a course may be granted a second registration in this course or its equivalent and must achieve a grade of CR.
- iv. A student who receives a grade of W, NC or less than C+ in the second attempt of a course or its equivalent will be required to withdraw from the program (see [Reregistration in Courses](#)).
- v. A student who fails or withdraws from the same clinical course twice will be required to withdraw from the program.

b. **Maintaining Registration:**

Students must follow the required course sequence unless preapproval is given for an alternate program sequence. Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course, must see the Faculty of Nursing Student Advisor. Students may not continue in their Nursing program if an alternate course sequence is not approved. Reregistration cannot occur without permission from the Faculty.

order to protect the public interest.

- ii. A student who receives a grade of W or F in a course may be granted a second registration in ~~that~~ course or its equivalent and must achieve a **minimum passing grade or C+ if it is a Foundational Minimum Pass (FMP) course.**
- iii. A student who receives a grade of NC in a course may be granted a second registration in this course or its equivalent and must achieve a grade of CR.
- iv. A student who receives a grade of W, NC **or less than a passing grade or C+ for FMP courses** in the second attempt of a course or its equivalent will be required to withdraw from the program (see [Reregistration in Courses](#)).
- v. A student who fails or withdraws from the same clinical course twice will be required to withdraw from the program.

b. **Maintaining Registration:**

Students must follow the required course sequence unless preapproval is given for an alternate program sequence. Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course, must see the Faculty of Nursing Student Advisor. Students may not continue in their Nursing program if an alternate course sequence is not approved. Reregistration cannot occur without permission from the Faculty.

Reviewed/Approved by:

Approved by Undergraduate Curriculum Committee May 12, 2022

Approved by Faculty Caucus June 21, 2022

Approved by Executive Committee June 24, 2022

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Faculty (& Department or Academic Unit):	Nursing
Contact Person:	Riley Samson
Level of change: (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

To clarify program continuation implications for students with unsatisfactory performance in second attempts at failed courses.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=34&navoid=10193#academic-standing-and-graduation	
Current Copy: Removed language	Proposed Copy: New language
<p>Proposed</p> <p>2. Promotion and/or Continuation</p> <p style="padding-left: 20px;">a. Continuation in program:</p> <p style="padding-left: 40px;">i. Whenever a student receives a grade of F, D, D+, C-, W, or NC in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program. A student may be required to repeat previous coursework prior to proceeding in clinical nursing courses in</p>	<p>Proposed</p> <p>2. Promotion and/or Continuation</p> <p style="padding-left: 20px;">a. Continuation in program:</p> <p style="padding-left: 40px;">i. Whenever a student receives a grade of F, D, D+, C-, W, or NC in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program. A student may be required to repeat previous coursework prior to proceeding in clinical nursing courses in</p>

<p>order to protect the public interest.</p> <ul style="list-style-type: none"> ii. A student who receives a grade of W or F in a course may be granted a second registration in that course or its equivalent and must achieve a minimum passing grade or C+ if it is an FMP course. iii. A student who receives a grade of NC in a course may be granted a second registration in this course or its equivalent and must achieve a grade of CR. iv. A student who receives a grade of W, NC or less than a passing grade or C+ for FMP courses in the second attempt of a course or its equivalent will be required to withdraw from the program (see Reregistration in Courses). v. A student who fails or withdraws from the same clinical course twice will be required to withdraw from the program. <p>b. Maintaining Registration: Students must follow the required course sequence unless preapproval is given for an alternate program sequence. Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course, must see the Faculty of Nursing Student Advisor. Students may not continue in their Nursing program if an alternate course sequence is not approved. Reregistration cannot occur without permission from the Faculty.</p>	<p>order to protect the public interest.</p> <ul style="list-style-type: none"> ii. A student who receives a grade of W or F in a course may be granted a second registration in that course or its equivalent and must achieve a minimum passing grade or C+ if it is an FMP course. iii. A student who receives a grade of NC in a course may be granted a second registration in this course or its equivalent and must achieve a grade of CR. iv. A student who receives a grade of W, NC or less than a passing grade or C+ for FMP courses in the second attempt of a course or its equivalent will be required to withdraw from the program with no option for readmission (see Reregistration in Courses). v. A student who fails or withdraws from the same clinical course twice will be required to withdraw from the program. <p>b. Maintaining Registration: Students must follow the required course sequence unless preapproval is given for an alternate program sequence. Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course, must see the Faculty of Nursing Student Advisor. Students may not continue in their Nursing program if an alternate course sequence is not approved. Reregistration cannot occur without permission from the Faculty.</p>
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Reviewed/Approved by:

Approved by Undergraduate Calendar Committee: October 5, 2022
Faculty Caucus: November 22, 2022
Executive Committee: December 15, 2022

Upcoming: PST January 26, 2023

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Riley Samson
Level of change: (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input checked="" type="checkbox"/> Program
	<input type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No - prerequisite courses for TYP admission to BSc Nursing program are to be replaced.

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The current program planning for TYP students posed issues with Full time registration and put them in classes that assumed knowledge they would not yet have. We worked with the TYP coordinator to approve a plan much like the athlete plan to not only allow TYP students to register full time but would allow them to remain on course and start the NU program with a bit more breathing room to ease them into the program (essentially breaking year one into 2 years and one less course in the Fall term of year two if they do not go out of sequence).

Calendar Copy

URL in current Calendar (or "New page"): https://calendar.ualberta.ca/content.php?catoid=36&navoid=11184#admission-of-indigenous-applicants	
Current Copy: Removed language	Proposed Copy: New language
<p>8. Nursing: BScN</p> <p>Course requirement: 18 units of course weight, as follows:</p> <p>i. (6 units) Junior English, or (3 units) Junior English and (3 units) Writing Studies (WRS). <u>ENGL 125</u> recommended.</p> <p>ii. <u>NURS 106</u></p>	<p>8. Nursing: BScN</p> <p>Course requirement: 18 units of course weight, as follows:</p> <p>Fall:</p> <p>i. <u>WRS 101 (*3)</u></p> <p>ii. <u>NURS 106 (*6)</u></p> <p>Winter:</p> <p>iii. <u>Electives (*3)</u></p> <p>iv. <u>INT D 222 (*3)</u></p>

<p>iii. Electives (3 units)</p> <p>iv. STAT 151</p> <p><i>Performance requirement:</i> Minimum GPA of 2.5.</p> <p>Note: Students are advised to take STAT 151 and Elective (3 units) in the second term.</p>	<p>v. MMI 133 (*3)</p> <p><i>Performance requirement:</i> Minimum GPA of 2.5.</p>
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Reviewed/Approved by:

Approved by Undergraduate Calendar Committee October 5, 2022
Faculty Caucus November 22, 2022
Executive Committee: December 15, 2022

Faculty (& Department or Academic Unit):	Sciences (Biological Sciences Department)
Contact Person:	Anna Phan Karen Deng (biougrad@ualberta.ca)
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> ● Undergraduate ● Graduate
For which term will this change take effect?	Winter 2025

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

We recently added a new CRISPR/Cas9 project to the course in order to update it with the latest genetic techniques.

We consulted GENET 375 technologist James MacLagan and Dr. Jacob Berry who has and will teach this course. They both agreed to the proposed changes.

Course Template

Current: Removed language	Proposed: New language
<p>GENET 375</p> <p>Introduction to Molecular Genetics Techniques</p> <p>★ 3 (fi 6)(SECOND, 0-1S-6)</p> <p>A laboratory course in which students will be introduced to modern techniques in molecular genetics. These may include cytogenetics, recombinant DNA techniques, PCR, DNA sequencing, methods of detecting gene expression, and genome analysis. Prerequisites: GENET 270, MICRB 265, and a 300-level GENET course. Enrolment is limited, and registration is by consent of instructor.</p>	<p>GENET 375</p> <p>Introduction to Molecular Genetics Techniques</p> <p>★ 3 (fi 6)(SECOND, 0-1S-6)</p> <p>A laboratory course in which students will be introduced to modern techniques in molecular genetics. These may include cytogenetics, recombinant DNA techniques, PCR, DNA sequencing, CRISPR/Cas9 gene editing, methods of detecting gene expression, and genome analysis. Prerequisites: GENET 270, MICRB 265, and a 300-level GENET course, or consent of department.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

Biological Science department council approved on Dec 14, 2022.

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.



**UNIVERSITY
OF ALBERTA**

**Calendar Change Request Form
for Course Changes**

Rationale

Faculty (& Department or Academic Unit):	Office of the Registrar	The To Be Deleted list identifies courses that have not been offered for more than 6 years. For the 2023-2024 academic year, courses on the To Be Deleted list were last offered in (or prior to) the 2016-2017 academic year. The Office of the Registrar has consulted with Faculties and Departments, and the list provided contains only the courses that Faculties and Departments have indicated for deletion.
Contact Person:	Jesse Luyendyk (jluyendy@ualberta.ca)	
Level of change:	Undergraduate and Graduate	
For which term will this change take effect?	September 1, 2023	

Action: All of the courses in the list will be deleted.

Courses

Faculty	Department	Subject	Catalog	Long Title
Agricultural, Life & Environmental Sciences	Human Ecology	HECOL	462	Material Culture in Home and Community
Agricultural, Life & Environmental Sciences	Human Ecology	HECOL	562	Material Culture in the Home and Community
Agricultural, Life & Environmental Sciences	Renewable Resources	REN R	523	Silvicultural Systems
Agricultural, Life & Environmental Sciences	Renewable Resources	REN R	540	Advanced Soil Physics
Agricultural, Life & Environmental Sciences	Renewable Resources	REN R	564	Advanced Topics in Wildlife Ecology and Conservation
Agricultural, Life & Environmental Sciences	Renewable Resources	REN R	760	Biodiversity Analysis
Agricultural, Life & Environmental Sciences	Renewable Resources	REN R	762	Environmental Footprint Assessment
Agricultural, Life & Environmental Sciences	Resource Economics and Environmental Sociology	AREC	543	Advanced Topics in Production Economics
Agricultural, Life & Environmental Sciences	Resource Economics and Environmental Sociology	INT D	565	Natural Resource and Environmental Economics
Arts	Anthropology	ANTHR	477	Northwest Coast Archaeology
Arts	Anthropology	ANTHR	521	Topics in Medical Anthropology
Arts	Anthropology	ANTHR	577	Advanced Northwest Coast Archaeology
Arts	Anthropology	ANTHR	593	Evolution and Social Life
Arts	East Asian Studies	CHINA	510	Reading Tang-Song Poetry
Arts	East Asian Studies	EASIA	341	Pre-Modern Japanese Literature in Translation
Arts	East Asian Studies	EASIA	344	Tales of Two Japanese Cities
Arts	East Asian Studies	PERS	111	Beginners' Persian I
Arts	East Asian Studies	PUNJ	211	Intermediate Punjabi I
Arts	East Asian Studies	PUNJ	212	Intermediate Punjabi II
Arts	English and Film Studies	ENGL	108	Introduction to Language and Literature
Arts	English and Film Studies	ENGL	304	Computing Technology and Culture: Digital Humanities
Arts	English and Film Studies	ENGL	338A	Early Modern Literature and Culture: Shakespeare
Arts	English and Film Studies	ENGL	338B	Early Modern Literature and Culture: Shakespeare
Arts	English and Film Studies	ENGL	364	Late 20th-Century Literature and Culture: Modernism and Modernity

Arts	English and Film Studies	ENGL	366	Late 20th-Century British Literature and Culture
Arts	English and Film Studies	ENGL	369	Late 20th-Century Literature and Culture: Drama
Arts	English and Film Studies	WRITE	394A	Intermediate Creative Writing: Poetry
Arts	English and Film Studies	WRITE	394B	Intermediate Creative Writing: Poetry
Arts	History, Classics, and Religion	GREEK	699	Conference Course
Arts	History, Classics, and Religion	HEBR	201A	Biblical Hebrew
Arts	History, Classics, and Religion	HEBR	201B	Biblical Hebrew
Arts	History, Classics, and Religion	HIST	206	Women and Gender in Modern Europe
Arts	History, Classics, and Religion	HIST	228	The Early History of the British Peoples
Arts	History, Classics, and Religion	HIST	231	Scotland from Early Times to the Present Day
Arts	History, Classics, and Religion	HIST	232	Ireland from Early Times to the Present Day
Arts	History, Classics, and Religion	HIST	305	France: Old Regime and Revolution (1600-1815)
Arts	History, Classics, and Religion	HIST	306	France in the 20th Century and Beyond
Arts	History, Classics, and Religion	HIST	371	History of Women in Canadian Society
Arts	History, Classics, and Religion	HIST	376	Canada 1900 to 1945
Arts	History, Classics, and Religion	HIST	397	History of Science I
Arts	History, Classics, and Religion	HIST	464A	Topics in the History of the Canadian West
Arts	History, Classics, and Religion	HIST	464B	Topics in the History of the Canadian West
Arts	History, Classics, and Religion	HIST	470	Topics in Canadian Social History
Arts	History, Classics, and Religion	HIST	497	History of Women and Health
Arts	History, Classics, and Religion	LATIN	699	Conference Course
Arts	Linguistics	LING	420	Phonological Acquisition
Arts	Media and Technology Studies	COMM	507	Knowledge Management and Communications Technologies
Arts	Media and Technology Studies	COMM	551	Understanding Computing Projects: Application, Design, Project Management Issues for Communication
Arts	Media and Technology Studies	COMM	552	Intellectual Property: The Copyright Component
Arts	Modern Languages and Cultural Studies	C LIT	464	Studies in Literary Genres
Arts	Modern Languages and Cultural Studies	C LIT	501	Studies in World Literature I
Arts	Modern Languages and Cultural Studies	C LIT	511	History of Literary Theory I
Arts	Modern Languages and Cultural Studies	C LIT	512	History of Literary Theory II
Arts	Modern Languages and Cultural Studies	C LIT	560	Theories of Comparative Literature
Arts	Modern Languages and Cultural Studies	C LIT	585	Studies in Forms and Genres
Arts	Modern Languages and Cultural Studies	C LIT	610	Special Topics in Literary Theory and Criticism
Arts	Modern Languages and Cultural Studies	GERM	404	German for Business
Arts	Modern Languages and Cultural Studies	GERM	450	Authors in and of Their Time
Arts	Modern Languages and Cultural Studies	GERM	452	Epochs and Eras
Arts	Modern Languages and Cultural Studies	GERM	644	Exercises in Translation: English into German
Arts	Modern Languages and Cultural Studies	GERM	650	Authorship in Context

Arts	Modern Languages and Cultural Studies	GERM	651	Genre, Text, Technique
Arts	Modern Languages and Cultural Studies	GERM	652	History, Culture, and Periods of Representation
Arts	Modern Languages and Cultural Studies	ITAL	425	Translation
Arts	Modern Languages and Cultural Studies	MLCS	305	Carnival
Arts	Modern Languages and Cultural Studies	MLCS	572	Language Use and Cross-Cultural Relations
Arts	Modern Languages and Cultural Studies	SLAV	468	Nikolai Gogol/Mykola Hohol'
Arts	Modern Languages and Cultural Studies	SPAN	315	Civilization and Culture of Latin America
Arts	Modern Languages and Cultural Studies	SPAN	428	Spanish Literary Masterpieces
Arts	Modern Languages and Cultural Studies	SPAN	526	Creative Non-Fiction Workshop in Spanish
Arts	Modern Languages and Cultural Studies	SPAN	528	Spanish Literary Masterpieces
Arts	Modern Languages and Cultural Studies	SPAN	615	Latin American Film in Theory and Context
Arts	Modern Languages and Cultural Studies	UKR	573	Ukrainian Modernism and Avant-Garde
Arts	Philosophy	PHIL	103	Critical Thinking, Reading, and Writing
Arts	Philosophy	PHIL	396	Third-Year Honors Seminar
Arts	Psychology	PSYCH	106	Psychological Principles for Nursing
Arts	Sociology	SOC	367	Knowledge and Human Society
Arts	Sociology	SOC	477	Media and Cultural Globalization: Theory and Practice
Arts	St. Joseph's College	PHIL	329	Natural Philosophy and the Christian Tradition
Arts	St. Joseph's College	PHIL	379	Philosophy and Nursing I: Christian Perspectives
Arts	St. Joseph's College	PHIL	389	Philosophy and Nursing II: Christian Perspectives
Augustana	AU Fine Arts	AUREL	393	Directed Reading in Religion III
Augustana	AU Fine Arts	AUREL	394	Directed Reading in Religion IV
Augustana	AU Fine Arts	AUREL	395	Directed Reading in Religion V
Augustana	AU Fine Arts	AUREL	396	Directed Reading in Religion VI
Augustana	AU Fine Arts	AUREL	397	Directed Reading in Religion VII
Augustana	AU Fine Arts	AUREL	398	Directed Reading in Religion VIII
Augustana	AU Fine Arts	AUREL	399	Directed Reading in Religion IX
Business	Marketing, Business Economics & Law	B LAW	658	Intellectual Property Law and Technology Commercialization
Business	Strategy, Entrepreneurship & Management	SEM	600	From Science to Business: Translational and Entrepreneurial Challenges
Business	Strategy, Entrepreneurship & Management	SEM	600A	From Science to Business: Translational and Entrepreneurial Challenges
Business	Strategy, Entrepreneurship & Management	SEM	600B	From Science to Business: Translational and Entrepreneurial Challenges
Business	Strategy, Entrepreneurship & Management	SEM	639	The Process of Making Public Policy
Engineering	Civil & Environmental Engineering	CIV E	290	Civil Engineering Analysis I
Engineering	Civil & Environmental Engineering	CIV E	459	Biomedical Engineering Design
Engineering	Civil & Environmental Engineering	CIV E	638	Experimental Fluid Mechanics

Engineering	Civil & Environmental Engineering	CIV E	653	Readings in Project Management
Engineering	Civil & Environmental Engineering	CIV E	749	Advanced Topics in Water Resources Engineering
Faculte Saint-Jean	Saint-Jean	ADMI	441	Stratégie d'entreprise
Faculte Saint-Jean	Saint-Jean	ADMI	445	Stratégies concurrentielles en commerce international
Faculte Saint-Jean	Saint-Jean	ADRAM	284A	Travail théâtral I
Faculte Saint-Jean	Saint-Jean	ADRAM	284B	Travail théâtral I
Faculte Saint-Jean	Saint-Jean	ADRAM	466	Analyse du théâtre canadien-français
Faculte Saint-Jean	Saint-Jean	ANTHE	365	Culture populaire
Faculte Saint-Jean	Saint-Jean	ECONE	353	Economie publique II
Faculte Saint-Jean	Saint-Jean	ECONE	401	Histoire de la pensée économique I
Faculte Saint-Jean	Saint-Jean	ECONE	402	Histoire de la pensée économique II
Faculte Saint-Jean	Saint-Jean	ET RE	102	Introduction aux religions de l'Occident
Faculte Saint-Jean	Saint-Jean	FRANC	101B	Communication orale et écrite
Faculte Saint-Jean	Saint-Jean	FRANC	217	Consolidation du français I
Faculte Saint-Jean	Saint-Jean	FRANC	241B	Communication orale et écrite
Faculte Saint-Jean	Saint-Jean	FRANC	314B	Pratique avancée du français oral et écrit
Faculte Saint-Jean	Saint-Jean	FRANC	465	Poésies francophones depuis 1900
Faculte Saint-Jean	Saint-Jean	FRANC	466	Le théâtre canadien-français du XXe siècle
Faculte Saint-Jean	Saint-Jean	HISTE	303	Construction et identité européennes
Faculte Saint-Jean	Saint-Jean	HISTE	375	Le Canada français depuis la Confédération
Faculte Saint-Jean	Saint-Jean	HISTE	380	La francophonie hors-Québec et son histoire
Faculte Saint-Jean	Saint-Jean	MUSIQ	201	Introduction à la musique occidentale II
Medicine & Dentistry	Biochemistry	BIOCH	250	The Biochemical Foundations of Medicine
Pharmacy & Pharmaceutical Sciences	Pharmacy & Pharmaceutical Sciences	PHARM	425A	Experiential Learning - Part 4
Pharmacy & Pharmaceutical Sciences	Pharmacy & Pharmaceutical Sciences	PHARM	425B	Experiential Learning - Part 4
Pharmacy & Pharmaceutical Sciences	Pharmacy & Pharmaceutical Sciences	PHARM	589	Pharmacy in Neoplastic Disease
Pharmacy & Pharmaceutical Sciences	Pharmacy & Pharmaceutical Sciences	PHARM	596	Pharmaceutical Marketing
Pharmacy & Pharmaceutical Sciences	Pharmacy & Pharmaceutical Sciences	PHARM	601	Isotope Tracer Methodology I
Pharmacy & Pharmaceutical Sciences	Pharmacy & Pharmaceutical Sciences	PHARM	606	Current Topics in Bionucleonics and Radiopharmacy
Rehabilitation Medicine	Physical Therapy	PTHER	400A	Professional Physical Therapy Practice in Canada I
Rehabilitation Medicine	Physical Therapy	PTHER	400B	Professional Physical Therapy Practice in Canada I
Rehabilitation Medicine	Physical Therapy	PTHER	511	Introduction to Clinical Education
Rehabilitation Medicine	Physical Therapy	PTHER	558	Medications in Physical Therapy
Rehabilitation Medicine	Physical Therapy	PTHER	562	Diagnostic Imaging
Science	Biological Sciences	BIOL	507	Seminars in Systematics and Evolution
Science	Biological Sciences	BOT	382	Plant Biotechnology
Science	Biological Sciences	ENT	207	Agricultural Entomology

Science	Biological Sciences	ENT	380	Forest Entomology
Science	Biological Sciences	GENET	408	Replication, Repair, and Recombination
Science	Biological Sciences	GENET	508	Graduate Course in Replication, Repair and Recombination
Science	Biological Sciences	MA SC	501A	Graduate Level Special Topics
Science	Biological Sciences	MA SC	501B	Graduate Level Special Topics
Science	Biological Sciences	MICRB	343	Analysis of Microbial Macromolecules
Science	Biological Sciences	MICRB	345	Microbial Laboratory Techniques
Science	Biological Sciences	MICRB	410	Bacterial Structure and Virulence Factors
Science	Biological Sciences	MICRB	510	Advanced Topics in Bacterial Structure and Virulence Factors
Science	Chemistry	CHEM	489	Biomolecular Spectroscopy
Science	Chemistry	CHEM	589	Biomolecular Spectroscopy
Science	Computing Science	CMPUT	410	Web-Based Information Systems
Science	Computing Science	CMPUT	470	Computational Neuroscience
Science	Computing Science	CMPUT	510	Topics in Computational Neuroscience
Science	Computing Science	MINT	727A	Advanced Project Management
Science	Computing Science	MINT	727B	Advanced Project Management
Science	Computing Science	MM	801A	HCI and Applications
Science	Computing Science	MM	801B	HCI and Applications
Science	Computing Science	MM	812A	Multimedia Special Topic
Science	Computing Science	MM	812B	Multimedia Special Topic
Science	Mathematical & Statistical Sciences	MATH	113	Elementary Calculus I
Science	Mathematical & Statistical Sciences	MATH	153	Elementary Theory of Interest
Science	Mathematical & Statistical Sciences	MATH	347	Set Theory
Science	Mathematical & Statistical Sciences	MATH	496	Honors Seminar
Science	Mathematical & Statistical Sciences	STAT	141	Introduction to Statistics
Science	Mathematical & Statistical Sciences	STAT	312	Mathematical Methods in Statistics
Science	Mathematical & Statistical Sciences	STAT	335	Statistical Quality Control and Industrial Statistics

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**Governance Executive Summary
Action Item**

Agenda Title	Practicum Restructure and Program Changes, Faculty of Kinesiology, Sport, and Recreation
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Practicum Requirements for the BKin, BScKin, and BARST programs, as submitted by the Faculty of Kinesiology, Sport, and Recreation (KSR), and as set forth in Attachments 1-8, to be published in the 2023-2024 Calendar and take effect in the 2024-2025 academic year.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Kyra Pyke, Dean, Faculty of KSR
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR Nicole Lazorek, Manager Academic Programs, KSR Rebecca Liaw, University Calendar Editor

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations related to academic standing requirements for this program are listed in the Calendar, with precision, clarity, and consistency.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In January of 2021, the Faculty of KSR began the Practicum Requirement Restructure project with the primary goals of conducting a thorough review of the current Practicum Requirement structure across three Undergraduate Degree Programs (BARST, BKin, BScKin) and making necessary changes for maximum improvement. The Faculty's Practicum framework and delivery structure has existed in its current form for at least two decades or more and had not been reviewed or updated to this degree for a significant period of time.</p> <p>In the current practicum structure, students are provided with one singular or macro level experience matched with a practicum placement partner and are tasked with completing 30-35 hours per week of unpaid work across the practicum semester with this one singular experience, for completion of up to 15 credit units. The nature of work in placements often requires students to make themselves available to be scheduled days, evenings, and/or weekends to meet the required hours of their placement while receiving meaningful mentorship. Within the current practicum structure, students complete practicum placements just prior to or nearing the end of the degree program with a completion of 90 credit units requirement.</p> <p>As a result of an extensive review of the current KSR Practicum requirement structure, critical ethical, equity, accessibility, and inclusivity concerns and considerations for students with this current model of delivery have become clear. As well, a lack of culturally diverse and multi population-based experiences offered and made available to each</p>



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individual student through the current Practicum structure of delivery are problematic and also need to be addressed.

The review of the current KSR Practicum requirement structure has highlighted a need to move forward with a new, updated delivery structure that is solidly based upon the following seven principles:

- 1) Emphasis and alignment given to a strong Indigenous Initiatives, Equity, Diversity, and Inclusion lens and focus, to address equity & accessibility barriers, in current KSR “practicum” structure
- 2) High density, rich, deep, meaningful, learning outcomes-based opportunities and alignment with the Work Integrated Learning (WIL) principles of Field Placements
- 3) Increase variety and breadth of experiences for students in both contexts & populations that is inclusive of choices between both micro (part-time/short term) intensive hands-on experiences and continued macro (longer term) intensive practical, “In Field Learning” (IFL) experiences, relevant to student subjects of study.
- 4) Exposure to professional practice opportunities earlier in and across more of the degree program
- 5) Professional practice experiences more deeply connected to theory, curriculum, degree core coursework, and credit completion through a ladderred or scaffolded course-based approach
- 6) Greater choice, flexibility, and accessibility for the student in the completion of the degree requirement.
- 7) Provision of a delivery structure, model, and/or foundation for future innovation and evolution for completion of this program requirement, that is nimble and more responsive to change.

The proposed new In Field Learning experiences will include both micro (variable; ~1-4 hrs/ week or ~15-60 hrs/term) and macro level (variable; ~8-12 hrs/week or ~120-180 hrs/term) experiences. These experiences will be developed with the objective of challenging students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges within placements. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes. An increased number of richer, deeper learning experiences for KSR students will be developed across an increased number of populations eventually KSR students will be working with professionally.

The proposed new delivery structure incorporates, much earlier in the degree program (courses are restricted to students who have completed a minimum of 45 units), student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their

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	<p>professional identity is, and how that identity is present within one's career path.</p> <p>The new In Field Learning delivery model will also focus on the provision of high density, rich, and applied outcomes-based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements, providing a mix and variety of short-term micro, as well as macro, intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways. This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers.</p> <p>This proposed model of In Field Learning attempts to provide greater width and number of in the field learning experiences while at the same time offer increased flexibility to students in support of program completion, accessibility, and inclusivity, and applied, active engaged outcome-based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and may choose to complete.</p>
Supplementary Notes and context	<i>The GFC Programs Committee (PC) approved an earlier version of these changes at their meeting of January 12, 2023. However, upon review of the approved materials, some issues were identified. PC is thus asked to reconsider their previous motion and approve the current revised package.</i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Angela Bayduza, Associate Dean (Undergraduate Programs), KSR ● Nicole Lazorek, Manager, Academic Programs, KSR ● KSR Faculty Leadership ● Student Service Office staff, KSR
<For information on the protocol see the Governance Resources section Student Participation Protocol >	<p><u>Those who have been consulted & informed:</u></p> <ul style="list-style-type: none"> ● KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022 ● KSR Academic Council: April, 26th, 2022 ● KSR UG Students (upon completion of practicum): June 10, 2022 ● KSRSS Council: October 16th, 2022 ● KSRSS GFC Student Representative: October 24, 2022 ● Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation ● Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022 ● Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

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	<ul style="list-style-type: none"> • Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022 • Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022 • Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20, 2023 • Joan Matthews White, Head Athletic Therapist, Athletics, Student Services, Dean of Students, UofA ongoing • Michael Scarlett, Work Physiology Laboratory & Firefighter Fitness Testing Unit, KSR ongoing • Jen Leo, Director, The Steadward Centre for Personal & Physical Achievement, KSR ongoing
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; January 26th, 2022 • KSR Faculty Executive: Sept 21st, 2022, consultation; November 22nd, 2022, approval • KSR Faculty Council: Sept 28th, 2022, consultation; November 30th, 2022, approval • GFC Programs Committee: January 12, 2023, approval; February 9, 2023, approval of revised package

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1"> <tr> <td> <input 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> <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 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 type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input 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 type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) Programs Committee Terms of Reference		

Attachments (each to be numbered 1 - 8)

1. Attachment 1 (pages 6-11) titled "KSR Practicum Requirement Restructure Executive Summary"
2. Attachment 2 (pages 12-17) titled "KSR.Calendar Change Request Form for Program Changes-Regulations.General Information Practicum.Fall 2024 Implementation.(updated w Calendar Language Clarification)"
3. Attachment 3 (pages 18-25) titled "KSR.Calendar Change Request Form for Program Changes.BARST.Practicum Changes.Fall 2024 Implementation"
4. Attachment 4 (pages 26-34) titled "KSR.Calendar Change Request Form for Program Changes.BKin.Practicum Changes.Fall 2024 Implementation"
5. Attachment 5 (pages 35-40) titled "KSR.Calendar Change Request Form for Program Changes.BScKin.Practicum Changes.Fall 2024 Implementation"



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6. Attachment 6 (pages 41-48) titled "KSR.Calendar Change Request Form for Course Changes.IFL (new courses) and Practicum (course deletions).Fall 2024 Implementation"
7. Attachment 7 (pages 49-55) titled "KSR Program Change Proposal Form - IFL Course Electives Calendar Language (Practicum Changes).(NEW DOC based on Calendar Language Clarification).docx"
8. Attachment 8 (56-59) titled "KSR.Calendar Change Request Form for Program Changes.UG Research Certificate Changes.Fall 2024 Implementation"

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Attachment 1
KSR Practicum Requirement Restructure Executive Summary

PROPOSED CHANGES TO
Faculty of Kinesiology, Sport, and Recreation (KSR)
Practicum Requirement Restructure
Executive Summary

Prepared by:

Angela Bayduza, Associate Teaching Professor and Associate Dean (Undergraduate Programs), Faculty of KSR (ksradu@ualberta.ca)

Preamble

In January of 2021, the Faculty of KSR began the Practicum Requirement Restructure project with the primary goals of conducting a thorough review of the current Practicum Requirement structure across three Undergraduate Degree Programs (BARST, BKin, BScKin) and making necessary changes for maximum improvement. The Faculty's Practicum framework and delivery structure has existed in its current form for at least two decades (or more) and had not been reviewed or updated to this degree for a significant period of time.

The purpose of this executive summary is to provide University Governance committees with further background information for discussion and decision making regarding the proposed changes to the Practicum Requirement for KSR undergraduate students in three of KSR undergraduate degree programs (BARST, BKin, BScKin). Students enrolled in the fourth KSR undergraduate degree program, the BKinBEd Combined Degrees program, complete their professional practice experience in the Faculty of Education during their 4th and 5th years of their degree program.

Existing KSR Practicum Structure

In the current practicum structure, students are provided with one singular or macro level experience matched with a practicum placement partner, and are tasked with completing 30-35 hours per week of unpaid work across the practicum semester with this one singular experience, for completion of up to 15 credit units. The nature of work in placements often requires students to make themselves available to be scheduled days, evenings, and/or weekends in order to meet the required hours of their placement while receiving meaningful mentorship. Within the current practicum structure, students complete practicum placements just prior to or nearing the end of the degree program with a completion of 90 credit units requirement.

Results of Review of Current KSR Practicum Structure

As a result of an extensive review of the current KSR Practicum requirement structure, critical ethical, equity, accessibility, and inclusivity concerns and considerations for students with this current model of delivery have become clear. As well, a lack of culturally diverse and multi population based experiences offered and made available to each individual student through the current Practicum structure of delivery are problematic and also need to be addressed.

The review of the current KSR Practicum requirement structure has highlighted a need to move forward with a new, updated delivery structure that is solidly based upon the following seven principles:



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- Emphasis and alignment given to a strong Indigenous Initiatives, Equity, Diversity, and Inclusion lens and focus, to address equity & accessibility barriers, in current KSR “practicum” structure
- High density, rich, deep, meaningful, learning outcomes based opportunities and alignment with the [Work Integrated Learning \(WIL\) principles](#) of Field Placements
- Increase variety and breadth of experiences for students in both contexts & populations that is inclusive of choices between both micro (part-time/short term) intensive hands-on experiences and continued macro (longer term) intensive practical, “In Field Learning” (IFL) experiences, relevant to student subjects of study.
- Exposure to professional practice opportunities earlier in and across more of the degree program
- Professional practice experiences more deeply connected to theory, curriculum, degree core coursework, and credit completion through a ladder or scaffolded course based approach
- Greater choice, flexibility, and accessibility for the student in the completion of the degree requirement.
- Provision of a delivery structure, model, and/or foundation for future innovation and evolution for completion of this program requirement, that is more nimble and responsive to change.

New Proposed KSR In Field Learning Structure

The proposed new In Field Learning experiences will include both micro (variable; ~1-4 hrs/ week or ~15-60 hrs/term) and macro level (variable; ~8-12 hrs/week or ~120-180 hrs/term) experiences. These experiences will be developed with the objective of challenging students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges within placements. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes. An increased number of richer, deeper learning experiences for KSR students will be developed across an increased number of populations eventually KSR students will be working with professionally.

The proposed new delivery structure incorporates, much earlier in the degree program (courses are restricted to students who have completed a minimum of 45 units), student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

The new In Field Learning delivery model will also focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements, providing a mix and variety of short term micro, as well as macro, intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways. This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers.

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This proposed model of In Field Learning attempts to provide greater width and number of in the field learning experiences while at the same time offer increased flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and may choose to complete.

BARST

- In Field Learning Component: A group of courses totalling completion of a minimum of 9 units to a maximum of 12 units.
- The total course units taken in Open Options and In Field Learning courses in year 4 must equal 6 units.
- Students are encouraged to contact the KSR Student Services Office and consult with an Academic Advisor for assistance in program building and course selection of Faculty Options in the completion of program requirements as well in selecting appropriate Open Options to support, prepare for, and meet In Field Learning course prerequisites and placement requirements.
- Students approved to take the Advanced Project in lieu of In Field Learning would normally take the approved coursework and research-based Directed Study in Year 4.
- A maximum of 15 units in In Field Learning course offerings may be credited toward the BARST degree program.
- In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BARST degree program.

BKin

- In Field Learning Component: A group of courses totalling completion of a minimum of 9 units to a maximum of 12 units.
- Students who elect to complete the minimum 9 units of the In Field Learning Component will complete 21 units of major course options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 18 units of a combination of major required and optional course options.
- A maximum of 15 units of In Field Learning course offerings may be credited toward the BKin degree program.
- In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BKin degree program.

BScKin

- In Field Learning Component: A group of courses totalling a minimum of 9 units to a maximum of 12 units.
- Students who elect to complete the minimum 9-units of the In Field Learning Component will complete 15 units/credits of Open Options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 12 units of Open Options.
- The total course units taken in Open Options and In Field Learning courses in year 4 must equal 12 units.
- A maximum of 15 units in In Field Learning course offerings may be credited toward the BSc in Kinesiology degree program.
- In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BSc in Kinesiology degree program.

Implementation Plan

Faculty and administrative staff will continue to work together closely to implement the proposed changes, ensuring forms, policies, processes are correctly and appropriately updated, procedural changes are made, student service office staff continue to be kept informed and engaged in the process, students receive frequent communication and updates, and placement partners are given ample direction and information in collaborating with the Faculty to achieve the objectives of the new proposed In Field Learning program requirement structure.

Administration processes within the KSR Student Services Office will need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs.

These proposed program, regulation, and course changes to the Practicum requirement structure will have impact upon administration resource needs that are in line with the challenges the Faculty of KSR is experiencing with the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will need to be assigned to individual courses in the new In Field Learning delivery model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering through teaching service directly related to the course they are assigned to. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will be centrally positioned as a large focus and responsibility of a newly envisioned KSR Practicum Advisor position, along with realigned administrative support needs to be addressed there. The number of micro and macro placements developed for offering to KSR students will also need to be closely managed and directly connected in this management to undergraduate enrollment demands across all three programs. As well, undergraduate enrollment management in the Faculty will need to be directly connected to available capacity in the number of micro and macro placements developed for offering in partnership with the Faculty of KSR and its students. With the proposed changes also comes the necessity to implement program-level controls on admission.

The new proposed practicum framework will require minor changes in the way KSR programs are presented in the Academic Calendar. However, these changes will require close collaboration with the Calendar Editor, Governance, and the Registrar as the proposed changes begin to move towards implementation.

The Faculty communication plan will include the use and enhancement of undergraduate pages on the Faculty of KSR webpage. Utilizing the KSR biweekly undergraduate newsletter, constant and inclusive engagement with the KSR Student Society group, and multiple In Field Learning and academic advisement information sessions, the Faculty will employ a multipronged approach in sharing important information regarding the proposed changes. Developing and maintaining strong recruitment and advisement strategies will be essential to this communication plan. Dissemination of information will also occur through various faculty governance and non governance committees and course instructors.

Teach Out Plan

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The expected date of implementation of the new proposed In Field Learning Requirement is Fall 2024. Inclusion of this notation in the Academic Calendar in Fall 2023 will be of critical importance for recruitment purposes, in the Faculty communication efforts, and for increased readiness for implementation in Fall 2024.

There may need to be some calendar changes within this suite of proposals that can be implemented as soon as the changes are approved. However, others may need to be in the calendar a full year before they can be implemented. For example, students are eligible to follow the program requirements published in the calendar year they were admitted to the Faculty of KSR. To ensure both continuing and new students are accommodated in terms of the year of program they are eligible to follow, KSR will begin by submitting the new In Field Learning courses for implementation into the calendar immediately and begin use of the new course codes for those students eligible for completion once Fall 2024 begins. At the same time, the faculty will also delay submission of the deletion of the old Practicum courses and course codes as the teach out phase continues and as long as needed to assist students in completion of their programs if they remain on the old Practicum structure program. Although some students may find the new proposed In Field Learning structure appealing and transitioning to advantageous for them, many students will not and continue to choose to follow the old Practicum structure requirements. To accommodate both new and continuing students, the Faculty of KSR will ensure all necessary courses are offered for students in continuation and completion of their programs or acceptable accommodations will be made.

As is the case in all program changes made within the Faculty of KSR, Academic Advisors will also be continuously consulted and familiar with all calendar year versions of KSR Undergraduate programs and submission of program change submissions throughout the teach out phase.

Required Calendar Changes

The following table lists the associated proposed calendar changes in an attempt to provide an organized reference of the multiple resultant calendar program changes that will be required in order to implement the new In Field Learning delivery model and requirements within the three Faculty of KSR undergraduate programs.

Below you will find links to Google documents for the the seven associated calendar changes required for implementation of the proposed new In Field Learning requirement structure:

KSR.Calendar Change Request Form for Program Changes-Regulations.General Information Practicum.Fall 2024 Implementation	Indicates the general statement in calendar of the change in wordage from “Practicum” to use of “In Field Learning” and proposed objectives for KSR students.
KSR.Calendar Change Request Form for Program Changes.BARST.Practicum Changes.Fall 2024 Implementation	Indicates proposed changes to the BARST undergraduate degree program to reflect implementation of new In Field Learning delivery model and objectives.
KSR.Calendar Change Request Form for Program Changes.BKin.Practicum Changes.Fall 2024 Implementation	Indicates proposed changes to the BKin undergraduate degree program to reflect implementation of new In Field Learning delivery model and objectives.
KSR.Calendar Change Request Form for Program Changes.BScKin.Practicum Changes.Fall 2024 Implementation	Indicates proposed changes to the BScKin undergraduate degree program to reflect implementation of new In Field Learning delivery model and objectives.

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KSR.Calendar Change Request Form for Course Changes.IFL (new courses) and Practicum (course deletions).Fall 2024 Implementation	Indicates the associated courses deletions from old “Practicum” structure that will be held back from calendar deletion until further notice once the “teach out plan” (see pg 5 of this doc) has been completed. Includes new course additions for “In Field Learning” structure that will replace these deletions.
KSR Program Change Proposal Form - IFL Course Electives Calendar Language (Practicum Changes).(new doc based on Calendar Clarification Update)	Indicates the calendar language for the IFL course electives page that will appear as an URL within each of the specific program structures of the BARST, BKin, and BScKin programs in the new proposed “In Field Learning” structure.
KSR.Calendar Change Request Form for Program Changes.UG Research Certificate Changes.Fall 2024 Implementation	Indicates associated changes to the UG Research Certificate to align with the new proposed “In Field Learning” structure.

Calendar Implementation Steps:

- In consultation with Calendar Editor Rebecca Liaw (January 19 & 20th, 2023), the following is proposed for calendar language student clarity in the 2023-2024 Calendar:
 - Faculty General Information page to show two paragraphs:
 - one regarding the Practicum for students in the original program structure and
 - one regarding the In Field Learning for students who will be admitted to the new program structure beginning Fall 2024.
 - BARST, BKin and BScKin program requirements pages will be duplicated - the original pages will remain to show the current program requirements for students admitted in Fall 2023, and the duplicate pages will show the amendments to In Field Learning, effective Fall 2024, for applicants during the 2023-2024 admissions cycle.
 - Research Certificate program page will be duplicated - the original page will remain to show requirements for current students or those who take the Certificate prior to Fall 2024, and the duplicate page will show the amendments to In Field Learning, effective Fall 2024.
 - A basic Calendar page will be created titled: “In Field Learning Courses - Kinesiology, Sport and Recreation” which will provide a list of links to the new In Field Learning Courses (as noted in the Course Change forms included in this package).
 - The Faculty of KSR will submit to University Calendar the deletions included in Document #6 (titled “Doc #6: KSR.Calendar Change Request Form for Course Changes.IFL (new courses) and Practicum (course deletions).Fall 2024 Implementation”) after completion of the teach out plan and all indications have been received by the Faculty that there are no further students in need of them during the teach out phase.
 - These courses for deletion (KIN 490, 491, 492, 493, RLS 4441, 447, and 449) have been included as part of the entire governance package for approval purposes and full disclosure of required calendar changes that will be required to implement this proposal.
 - These courses (KIN 490, 491, 492, 493, RLS 4441, 447, and 449) must stay active for student registration during the teach out phase, until it is clear that no further students on the old curriculum will require these courses.
 - Once that point of the teach out phase has been reached, to initiate the deletions, KSR will submit them in the future through a minor/editorial change request. Again, only when it is again clear that no further student will require them for program completion.

Attachment 2
**KSR.Calendar Change Request Form for Program Changes-Regulations.General Information
Practicum.Fall 2024 Implementation.(updated w Calendar Language Clarification)**
Calendar Change Request Form for Program and Regulation Changes

 See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoKSR
Contact Person:	Angela L. Bayduza, KSR Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR "Practicum" model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology



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Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).



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This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):
<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11268>

Current

**Faculty of Kinesiology, Sport, and Recreation
General Information**

Return to: Faculty of Kinesiology, Sport, and Recreation

- The Faculty of Kinesiology, Sport, and Recreation
- Members of the Faculty
- Undergraduate Programs
- Graduate Programs
- Facilities

The Faculty of Kinesiology, Sport, and Recreation
The Faculty of Kinesiology, Sport, and Recreation (KSR) at the University of Alberta has been dedicated to improving the quality of life and the health of our communities through physical activity, sport and recreation for more than 55 years. Ranked top 10 in the world in sports related studies, the Faculty offers high-caliber undergraduate and graduate academic programs

Proposed

**Faculty of Kinesiology, Sport, and Recreation
General Information**

Return to: Faculty of Kinesiology, Sport, and Recreation

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that inspire, challenge, push the boundaries and help students find out what they are capable of.

Faculty of Kinesiology, Sport, and Recreation Vision: Outstanding achievements in learning, discovery and citizenship that contribute to the quality of life and health of our communities through physical activity, sport and recreation.

To support this vision, we work with our students and staff to put our mission of creating and sharing the best understandings and applications of physical activity, sport, and recreation for the public good to work throughout our entire academic and service endeavors. As the Faculty commits its resources to this mission, we affirm the following values:

Excellence – in teaching, research, and creative activity that enriches learning experiences and advances knowledge

Discovery and Innovation – creativity and innovation from the genesis of ideas to the dissemination of knowledge

Citizenship – empower and enable each member to positively contribute to the greater good

Diversity and Inclusion – across and among staff, students, campuses and disciplines

Life-long Learning – valuing learners at all stages of life and striving to provide an intellectually rewarding educational truth

Collaboration and Collegiality – united in a common purpose and respecting each other’s abilities

History and Tradition – celebrating the Faculty and University’s history with pride—our people, achievements and contributions to society

Graduates of the Faculty gain the requisite preparation to be:

- Professionals in fields related to physical education, kinesiology, recreation, tourism, sport management and sport science.
- Scholars can advance the frontiers of knowledge pertaining to physical activity, leisure, active living, and their relationships to personal and societal health and well-being, and to environmental conservation and preservation.

Undergraduate degree programs include:

- Bachelor of Arts in Recreation, Sport and Tourism (BARST)
- Bachelor of Kinesiology (BKin)

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Undergraduate degree programs include:

- Bachelor of Arts in Recreation, Sport and Tourism (BARST)
- Bachelor of Kinesiology (BKin)



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- Bachelor of Kinesiology/Bachelor of Education combined degrees (BKin/BEd) in both Elementary and Secondary Education (five-year program)
- Bachelor of Science in Kinesiology(BScKin)

Our degree programs attract students from across Alberta, throughout Canada and all over the world. We offer opportunities for international study and continue to develop a wide range of exchange programs across Canada and internationally through our study abroad partnerships. Whether it's in the classroom, in the lab or in the field we offer an extraordinary learning environment, producing some of the most employable graduates in the world.

An important element of KSR undergraduate programs is the required practicum experience (with the exception of the BKin/BEd combined degree program) in the final year of a student's program. This is a non-paid practicum work experience in which students are placed with an approved agency. The practicum placement provides students with a work experience that complements program knowledge, previous work and volunteer history, as well as learning objectives.

An important element of KSR undergraduate programs is the required ~~practicum experience~~ (with the exception of the BKin/BEd combined degree program) ~~in the final year of a student's program. This is a non-paid practicum work experience in which students are placed with an approved agency. The practicum placement provides students with a work experience that complements~~ program knowledge, previous work and volunteer history, as well as learning objectives.

[...]

~~Removed language~~

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Our degree programs attract students from across Alberta, throughout Canada and all over the world. We offer opportunities for international study and continue to develop a wide range of exchange programs across Canada and internationally through our study abroad partnerships. Whether it's in the classroom, in the lab or in the field we offer an extraordinary learning environment, producing some of the most employable graduates in the world.

Practicum Requirements (for students admitted to BARST, BKin, or BSc Kin in Fall 2023 and prior years)

An important element of KSR undergraduate programs is the required practicum experience (with the exception of the BKin/BEd combined degree program) in the final year of a student's program. This is a non-paid practicum work experience in which students are placed with an approved agency. The practicum placement provides students with a work experience that complements program knowledge, previous work and volunteer history, as well as learning objectives.

In Field Learning Requirements (for students admitted to BARST, BKin, or BScKin in Fall 2024 and onwards, and for those students approved by the Faculty to transition their program to the new structure)

An important element of KSR undergraduate programs is the required **completion of In Field Learning** (with the exception of the BKin/BEd combined degree program). **This element of KSR undergraduate programming provides students with real world connection of theory into practice, career exploration, understanding of professional certifying standards, and access to a multitude of diverse work-integrated learning experiences with a large sampling of populations and cultures. The In Field Learning component presents experiences** that complement program knowledge, previous work and volunteer history, as well as learning objectives.

[...]

New language



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KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)

KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval

KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval

GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update

Other Consultations:

KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022

KSR Academic Council: April, 26th, 2022

KSR UG Students (upon completion of practicum): June 10, 2022

KSRSS Council: October 16th, 2022

KSRSS GFC Student Representative: October 24, 2022

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Attachment 3
**KSR.Calendar Change Request Form for Program Changes.BARST.Practicum Changes.Fall 2024
Implementation**
Calendar Change Request Form for Program and Regulation Changes

 See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • Practicum Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR "Practicum" model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these



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associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

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Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).



Item No. 6

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=43025&returnto=11341

Current	Proposed
<p>BA in Recreation, Sport and Tourism Degree Program Return to: Faculty of Kinesiology, Sport, and Recreation - Programs</p> <p>The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options: completion of the general BARST program or completion of the BARST program with a Minor.</p> <p>General BARST Program Structure</p>	<p>BA in Recreation, Sport and Tourism Degree Program Return to: Faculty of Kinesiology, Sport, and Recreation - Programs</p> <p>The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options: completion of the general BARST program or completion of the BARST program with a Minor (Minor in Community Development, Minor in Sport and Recreation Management, or Minor in Tourism and Natural Environments).</p> <p>General BARST Program Structure</p>



Effective September 2024

Students in the BARST Degree take a program of 120 units over a four-year period, consisting of:

1. Faculty Core: ★69

Required courses offered by the Faculty of Kinesiology, Sport, and Recreation, inclusive of a full term practicum or an Advanced Project option.

2. Liberal Arts Foundation: ★18

★6 of 100-level ENGL or ★3 ENGL and ★3 WRS
★12 with a minimum of ★3 in each of: Humanities, Social Sciences, or Fine Arts/Languages (see below)

Humanities

Any course chosen from the following areas: CATS, CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST, MLCS, MST, PHIL, RELIG, SPRIT, WRITE.

Fine Arts or Language Other than English

Any course chosen from the following areas: ART, DANCE, DES, DRAMA, FS, HADVC, Language(s) other than English, MUSIC.

Social Sciences

Any course chosen from the following areas: ANTHR, EAS, ECON, LING, NS, POL S, PSYCO, SOC, SUST, WGS.

Note: Some courses [e.g., courses in Interdisciplinary (INT D) or Science, Technology, and Society (STS)] may satisfy one or more of the above subject areas. In this instance, students should consult a Program Advisor.

3. Senior Faculty Options: ★12

Senior courses offered by the Faculty of Kinesiology, Sport, and Recreation, chosen from a list of available options (students should consult the Student Services Office or the Faculty website).

4. Senior Out-of-Faculty Options: ★12

Senior courses offered outside of the Faculty of Kinesiology, Sport, and Recreation.

Note: Senior Courses are those courses numbered 200-499.

5. Open Options: ★9

1. Degree Core:

A group of required courses in Kinesiology, Sport, and/or Recreation totalling 54 units.

2. Liberal Arts Foundation:

A group of required out of Faculty courses totalling 18 units that consist of:

6 units of 100-level ENGL or 3 units ENGL and 3 units WRS

12 units with a minimum of 3 units in each of:

Humanities

Any course chosen from the following areas: CATS, CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST, MLCS, MST, PHIL, RELIG, SPRIT, WRITE.

Fine Arts or Language Other than English

Any course chosen from the following areas: ART, DANCE, DES, DRAMA, FS, HADVC, Language(s) other than English, MUSIC.

Social Sciences

Any course chosen from the following areas: ANTHR, EAS, ECON, LING, NS, POL S, PSYCH, SOC, SUST, WGS.

Note: Some courses [e.g., courses in Interdisciplinary (INT D) or Science, Technology, and Society (STS)] may satisfy one or more of the above subject areas. In this instance, students should consult a Program Advisor.

3. In Field Learning Component:

A group of courses totalling completion of a minimum of 9 units to a maximum of 12 units.

4. Senior Faculty Options:

Senior Faculty Options must be 200-level or higher and chosen from the following subjects: HE ED, DANCE, KIN, KRLS, RLS, or INT D 280/403 and 408/439, totalling 15 units.

5. Senior Out-of-Faculty Options:

A group of senior courses offered outside of the Faculty of Kinesiology, Sport, and Recreation, totalling 12 units.

Note:

Senior Courses are those courses numbered 200-499.

6. Open Options:



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Chosen from any credit course offered by the University of Alberta.

6. Advanced Project Option: This option is designed to provide the opportunity for advanced scholarly development by substituting an additional ★9 of course work in or out of the Faculty and ★6 of research based directed study in place of the ★15 normally dedicated to the practicum. Admission into the advanced project option is based on a demonstrated high standard of academic performance (minimum GPA of 3.0 on most recent minimum ★30), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor and the approval of the Associate Dean (Undergraduate). Students interested in doing the Advanced Project Option should contact the Student Services Office for more information.

Course Sequence for General BARST program

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- HE ED 110 - Introduction to Personal Health and Well-Being
- KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
- KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
- RLS 100 - Life, Leisure, and the Pursuit of Happiness
- RLS 122 - Leadership in Recreation and Leisure Organizations
- RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure
- 6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
- 6 units in Humanities, Social Sciences, or Fine Arts/Languages [see Liberal Arts Foundation]

A group of courses totalling a minimum of 9 to a maximum of 12 units which may be taken from within or outside of the Faculty of Kinesiology, Sport, and Recreation (see Note).

Note:

Students who elect to complete the minimum 9 units of the In Field Learning Component will complete 12 units of Open Options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 9 units of Open Options.

7. Advanced Project Option:

This option is designed to provide the opportunity for advanced scholarly development by substituting an additional 3/6 units of course work in or out of the Faculty and 6/6 units of research based directed study in place of the 9/12 units normally dedicated to the In Field Learning Component. Admission into the advanced project option is based on a demonstrated high standard of academic performance (minimum GPA of 3.0 on most recent minimum 30 units), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor, and the approval of the Associate Dean (Undergraduate). Students interested in completing the Advanced Project Option should contact the Student Services Office for more information.

Course Sequence for General BARST program

Students are advised to follow the prescribed order as closely as possible.

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- RLS 122 - Leadership in Recreation and Leisure Organizations
- RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure
- 6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
- 6 units in Humanities, Social Sciences, or Fine Arts/Languages [see Liberal Arts Foundation]



Year 2 (30 units)

KRLS 204 - Canadian History of Leisure, Sport, and Health
 KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations
 RLS 210 - Recreation and Leisure Scholarship
 RLS 225 - Program Planning for Leisure
 RLS 223 - Leisure and Human Behavior
 RLS 232 - Marketing for Recreation, Sport and Tourism
 RLS 263 - Principles of Tourism
 6 units in Humanities, Social Sciences, or Fine Arts/Languages (see below)
 3 units in Open Options.

Note:

Select courses based on balance of requirements relative to Year 1 selections.

Year 3 (30 units)

KRLS 305 - Financial Management in Recreation, Sport and Tourism
 KRLS 304 - Advanced Sociology of Sport and Leisure
 RLS 325 - Public Policy in Recreation, Sport and Tourism
 RLS 335 - Human Resources Management in Recreation, Sport and Tourism
 18 units selected from Senior Faculty Options, Senior Out-of-Faculty Options, or Open Options

Year 4 (30 units)

RLS 400 - Philosophies of Leisure
 RLS 447 Professional Practicum
 12 units chosen from Senior Faculty Options, Senior Out-of-Faculty Options, or Open Options

Notes

1. No more than 6 units of Options are to be completed through PAC/DAC courses.
2. Students approved to take the Advanced Project in lieu of the Professional Practicum would normally take the approved course work and research-based Directed Study in Year 4.
3. A maximum of 18 units in Practicum course offerings may be credited toward the BARST degree program.

Year 2 (30 units)

KRLS 204 - Canadian History of Leisure, Sport, and Health
 KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations
 RLS 210 - Recreation and Leisure Scholarship
 RLS 225 - Program Planning for Leisure
 RLS 223 - Leisure and Human Behavior
 RLS 232 - Marketing for Recreation, Sport and Tourism
 RLS 263 - Principles of Tourism
 6 units in Humanities, Social Sciences, or Fine Arts/Languages (see below)
 3 units in Open Options.

Note:

Select courses based on balance of requirements relative to Year 1 selections.

Year 3 (30 units)

KRLS 305 - Financial Management in Recreation, Sport and Tourism
 KRLS 304 - Advanced Sociology of Sport and Leisure
 RLS 325 - Public Policy in Recreation, Sport and Tourism
 RLS 335 - Human Resources Management in Recreation, Sport and Tourism
 6 units In Field Learning
 6 units Senior Faculty Options
 3 units Senior Out-of-Faculty Option
 3 units Open Option

Year 4 (30 units)

RLS 400 - Philosophies of Leisure
 3/6 units In Field Learning (see Note 1)
 9 units Senior Faculty Options
 9 units Senior Out-of-Faculty Options
 6/3 units in Open Option (see Note 1)

Notes

1. The total course units taken in Open Options and In Field Learning courses in year 4 must equal 6 units.
2. Students are encouraged to contact the KSR Student Services Office and consult with an Academic Advisor for assistance in program building and course selection of Faculty Options in the completion of program requirements as well in selecting appropriate Open Options to support, prepare for, and meet In Field Learning course prerequisites and placement requirements.



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4. **RLS 447** is restricted to students who have completed a minimum of **90** units toward the BARST degree program.

Minors

A minor consists of at least **27** units with at least **24** units at the 300-level or higher (see Note **4**). Students may choose to complete one of the following minors:

Minor in Community Development

The minor must include the following:

KRLS 352 - Leisure Facilities: Planning and Management

RLS 331 - Leisure Education

RLS 447 in the community recreation sector.

At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Sport and Recreation Management

The minor must include the following:

KRLS 350 - Advanced Analysis of Sport and Leisure Organizations

KRLS 352 - Leisure Facilities: Planning and Management

At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Tourism and Natural Environments

The minor must include the following:

RLS 463 - Issues in Tourism Development

RLS 465 - Natural Area Tourism

RLS 447 in the tourism and natural **areas** sector

At least 6 units from an approved list of options for the minor, available from the Student Services Office.

3. Students approved to take the Advanced Project in lieu of **In Field Learning** would normally take the approved coursework and research-based Directed Study in Year 4.
4. A maximum of **15** units in **In Field Learning** course offerings may be credited toward the BARST degree program.
5. **In Field Learning courses** are restricted to students who have completed a minimum of **45** units toward the BARST degree program.

Minors

A minor consists of at least **21** units with at least **15** units at the 300-level or higher (see Note **5**). Students may choose to complete one of the following minors:

Minor in Community Development

The minor must include the following:

KRLS 352 - Leisure Facilities: Planning and Management

RLS 331 - Leisure Education

In Field Learning course work focused on experiential learning in the community recreation sector.

At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Sport and Recreation Management

The minor must include the following:

KRLS 350 - Advanced Analysis of Sport and Leisure Organizations

KRLS 352 - Leisure Facilities: Planning and Management

In Field Learning course work focused on experiential learning in the sport and recreation management sector.

At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Tourism and Natural Environments

The minor must include the following:

RLS 463 - Issues in Tourism Development

RLS 465 - Natural Area Tourism

In Field Learning course work focused on experiential learning in the tourism and natural environments sector.

At least 6 units from an approved list of options for the minor, available from the Student Services Office.

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<p>Notes Students who complete a minor will complete 21 units open options with at least 12 units at the 200-level or higher. A maximum of 6 units are to be completed through PAC/DAC courses.</p> <p>[...]</p> <p>Removed language</p>	<p>Notes:</p> <p>1. Students who complete a minor will complete 21 units open options with at least 12 units at the 200-level or higher.</p> <p>2. Students who complete a minor will complete 4 senior open options and 4 minor courses, instead of the program requirements of 4 senior faculty options and 4 senior out-of-faculty options for those students who do not choose to declare a minor.</p> <p>[...]</p> <p>New language</p>
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Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 approval; Jan 26, 2023 (calendar language implementation consultation)

KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval

KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval

GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update

Other Consultations:

KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022

KSR Academic Council: April, 26th, 2022

KSR UG Students (upon completion of practicum): June 10, 2022

KSRSS Council: October 16th, 2022

KSRSS GFC Student Representative: October 24, 2022

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Attachment 4
**KSR.Calendar Change Request Form for Program Changes.BKin.Practicum Changes.Fall 2024
Implementation**
Calendar Change Request Form for Program and Regulation Changes

 See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> Program Practicum Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR "Practicum" model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these



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associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).



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This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42200&returnto=11341

Current

The Bachelor of Kinesiology (BKin) degree program consists of 120 units and has both a professional and discipline focus. The program consists of the following components:

1. **Degree Core:** 66 units. These courses provide the foundation of knowledge in professional and discipline areas of the field.
2. **Activity Core:** 12 units. These courses provide foundational knowledge and theory specific to movement education. See [Activity Core Electives](#) for a list of faculty approved activity core courses.

Notes

1. Any units of course weight completed above the required 12 units are included in the Open Option Component of the degree.

Proposed

Effective September 2024

The Bachelor of Kinesiology (BKin) degree program consists of 120 units and has both a professional and discipline focus. The program consists of the following components:

1. **Degree Core:** 66 units. These courses provide the foundation of knowledge in professional and discipline areas of the field.
2. **Activity Core:** 12 units. These courses provide foundational knowledge and theory specific to movement education. See [Activity Core Electives](#) for a list of faculty approved activity core courses.

Notes

1. Any units of course weight completed above the required 12 units are included in the Open Option Component of the degree.



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- 2. A single course cannot be used to satisfy more than one degree program requirement
- 3. **Major:** ~~30 units.~~ Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. ~~Each major must include a practicum of at least 9 units.~~ Students normally select their major during the second year of their program.
Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.
- 4. **Option Component:** A group of courses totaling 12 units of which at least 3 units must be an open option taken from outside the Faculty.

Course Sequence

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- 3 units in WRS or 3 units in ENGL
- [HE ED 120 - Introduction to the Biological Aspects of Fitness to Health](#)
- [KIN 100 - Human Anatomy](#)
- [KIN 101 - Introduction to Human Physiology](#)

- 2. A single course cannot be used to satisfy more than one degree program requirement
- 3. **In Field Learning Component:** A [group of courses](#) totalling completion of a minimum of 9 units to a maximum of 12 units.
- 4. **Major:** A group of courses totalling completion of a minimum of 18 units to a maximum of 21 units (see Note i). Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Students normally select their major during the second year of their program.
Notes:
 - i. Students who elect to complete the minimum 9 units of the In Field Learning Component will complete 21 units of major course options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 18 units of a combination of major required and optional course options.
 - ii. Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.
- 5. **Option Component:** A group of courses totaling 12 units of which at least 3 units must be an open option taken from outside the Faculty.

Course Sequence

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- 3 units in WRS or 3 units in ENGL
- [HE ED 120 - Introduction to the Biological Aspects of Fitness to Health](#)
- [KIN 100 - Human Anatomy](#)
- [KIN 101 - Introduction to Human Physiology](#)



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- [KIN 102 - Foundations of Human Movement](#)
- [KIN 103 - Integrative Human Physiology](#)
- [KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society](#)
- [KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs](#)
- 3 units from [Activity Core](#)

One of:

- [KIN 109 - Statistics, Measurement, and Evaluation](#)
- [STAT 151 - Introduction to Applied Statistics I](#)

Year 2 (30 units)

- [DANCE 200 - The Spectrum of Dance in Society](#)
- [KIN 200 - Physiology of Exercise](#)
- [KIN 203 - Skill Acquisition and Performance](#)
- [KIN 206 - Biomechanics](#)
- [KIN 207 - Physical Growth and Psychomotor Development](#)
- [KIN 209 - Research Methods in Kinesiology](#)
- [KIN 240 - Introduction to Sports Injury Management](#)
- [KRLS 204 - Canadian History of Leisure, Sport, and Health](#)
- [KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations](#)
- 3 units from [Activity Core](#)

Year 3 (30 units)

- [KIN 311 - Assessment of Fitness and Health](#)
- [KRLS 304 - Advanced Sociology of Sport and Leisure](#)
- 9 units from major
- 3 units from [Activity Core](#)
- 9 units in Open Options

One of:

- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 303 - Psychology of Sport and Physical Activity](#)

Year 4 (30 units)

- [KIN 401 - Applied Ethics in Sport, Physical Activity and Exercise](#)
- 6 units from major (see Notes 1 and 3)
- 3 units from [Activity Core](#)
- 3 units in Open Option

- [KIN 102 - Foundations of Human Movement](#)
- [KIN 103 - Integrative Human Physiology](#)
- [KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society](#)
- [KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs](#)
- 3 units from [Activity Core](#)

One of:

- [KIN 109 - Statistics, Measurement, and Evaluation](#)
- [STAT 151 - Introduction to Applied Statistics I](#)

Year 2 (30 units)

- [DANCE 200 - The Spectrum of Dance in Society](#)
- [KIN 200 - Physiology of Exercise](#)
- [KIN 203 - Skill Acquisition and Performance](#)
- [KIN 206 - Biomechanics](#)
- [KIN 207 - Physical Growth and Psychomotor Development](#)
- [KIN 209 - Research Methods in Kinesiology](#)
- [KIN 240 - Introduction to Sports Injury Management](#)
- [KRLS 204 - Canadian History of Leisure, Sport, and Health](#)
- [KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations](#)
- 3 units from [Activity Core](#)

Year 3 (30 units)

- [KIN 311 - Assessment of Fitness and Health](#)
- [KRLS 304 - Advanced Sociology of Sport and Leisure](#)
- 6 units [In Field Learning](#)
- 6 units from Major
- 3 units from [Activity Core](#)
- 6 units in Open Options

One of:

- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 303 - Psychology of Sport and Physical Activity](#)

Year 4 (30 units)

- [KIN 401 - Applied Ethics in Sport, Physical Activity and Exercise](#)
- 3/6 units [In Field Learning](#) (see Note 1)
- 15/12 units from major (see Note 1 and 2)
- 3 units from [Activity Core](#)
- 6 units in Open Option



- 15 units in Full-time practicum **OR** 9 units in part-time Practicum and 6 units Faculty Options (see Note 4)
The total course weights taken above must equal 15 units.

Notes

1. Students must choose one of following practicum options:
9 units: Part-time practicum (must register in [KIN 492](#) only), **OR**
15 units: Full-time practicum (must register in [KIN 493](#) only)
2. Practicum opportunities may be limited for those students wishing to do a part-time practicum.
3. A maximum of 18 units in Practicum course offerings may be credited toward the BKin degree program.
4. [KIN 492 & KIN 493](#) are restricted to students who have completed a minimum of 90 units toward the BKin degree program.

Majors

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Adapted Physical Activity (30 units):

This major provides students with theoretical knowledge and practical skills to facilitate physically active lifestyles for people with impairments. Emphasis is placed on gaining instructional and leadership skills in physical activity, fitness and sport programs for individuals along the continuum of impairments and across all age groups and environments.

Required Courses for Major (12 units)

- [KIN 372 - Neuroscience Considerations for Adapted Physical Activity](#)
- [KIN 385 - Physical Activity and the Aging Adult](#)
- [KIN 471 - Physical Activity for Individuals with Developmental Impairments](#) **OR**
- [KIN 472 - Physical Activity for Individuals with Physical Impairments](#)
- [KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation](#)

Notes

1. Students who elect to complete the minimum 9 units of the [In Field Learning Component](#) will complete 21 units of Major courses. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 18 units of Major courses.
2. A maximum of 15 units of [In Field Learning course offerings](#) may be credited toward the BKin degree program.
3. [In Field Learning courses](#) are restricted to students who have completed a minimum of 45 units toward the BKin degree program.

Majors

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Adapted Physical Activity (30 units):

This major provides students with theoretical knowledge and practical skills to facilitate physically active lifestyles for people with impairments. Emphasis is placed on gaining instructional and leadership skills in physical activity, fitness, and sport programs for individuals along the continuum of impairments and across all age groups and environments.

Required Courses for Major (12 units)

- [KIN 372 - Neuroscience Considerations for Adapted Physical Activity](#)
- [KIN 385 - Physical Activity and the Aging Adult](#)
- [KIN 471 - Physical Activity for Individuals with Developmental Impairments](#) **OR**
- [KIN 472 - Physical Activity for Individuals with Physical Impairments](#)
- [KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation](#)



Choose one of:

- 9 units in Professional Practicum ([KIN 492](#)) and 9 units from the list of approved Option Courses for Major
- 15 units in Professional Practicum ([KIN 493](#)) and 3 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Physical Activity and Health (30 units):

This major provides students with understanding of and appreciation for the importance of physical activity as it relates to health, fitness, and well-being over the lifespan. Biopsychosocial factors influencing acquisition and maintenance of physical activity and health will be emphasized.

Required Courses for Major (12 units)

- [HE ED 320 - Social Dimensions of Health and Health Promotion](#)
- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 334 - Physical Activity, Nutrition and Energy Balance](#)
- [KIN 335 - Advanced Conditioning Methodology](#)

Note:

If [HE ED 321](#) has been chosen as part of the Degree Core, please add 3 units to your Option Courses for Major requirement.

Choose one of:

- 9 units in Professional Practicum ([KIN 492](#)) and 9 units from the list of approved Option Courses for Major
- 15 units in Professional Practicum ([KIN 493](#)) and 3 units from the list of approved Option Courses for Major

Choose one of:

- 9 units of [In Field Learning coursework](#) focused on experiential learning in the [Adapted Physical Activity sector](#) and 9 units from the list of approved Option Courses for Major
- or
- 12 units of [In Field Learning coursework](#) focused on experiential learning in the [Adapted Physical Activity sector](#) and 6 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Physical Activity and Health (30 units):

This major provides students with understanding of and appreciation for the importance of physical activity as it relates to health, fitness, and well-being over the lifespan. Biopsychosocial factors influencing acquisition and maintenance of physical activity and health will be emphasized.

Required Courses for Major (12 units)

- [HE ED 320 - Social Dimensions of Health and Health Promotion](#)
- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 334 - Physical Activity, Nutrition and Energy Balance](#)
- [KIN 335 - Advanced Conditioning Methodology](#)

Note:

If [HE ED 321](#) has been chosen as part of the Degree Core, please add 3 units to your Option Courses for Major requirement.

Choose one of:

- 9 units of [In Field Learning coursework](#) focused on experiential learning in the [Physical Activity and Health sector](#) and 9 units from the list of approved Option Courses for Major
- or
- 12 units of [In Field Learning coursework](#) focused on experiential learning in the [Physical Activity and Health sector](#) and 6 units



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<p>Additional Information Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.</p> <p>Sport Performance (30 units): This major advances students' understanding of the theoretical underpinnings of the multifaceted aspects of sport performance. In addition, students will gain practical experience in sport performance through an interdisciplinary delivery of courses and practicum requirements.</p> <p>Required Courses for Major (9 units)</p> <ul style="list-style-type: none"> • KIN 335 - Advanced Conditioning Methodology • KIN 435 - Applied Resistance Training • KIN 436 - Applied Endurance Training <p>Choose one of:</p> <ul style="list-style-type: none"> • 9 units in Professional Practicum (KIN 492) and 12 units from the list of approved Option Courses for Major • 15 units in Professional Practicum (KIN 493) and 6 units from the list of approved Option Courses for Major <p>Additional Information Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.</p> <p>Individualized Major (30 units): This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).</p> <p>General Requirements</p>	<p>from the list of approved Option Courses for Major</p> <p>Additional Information Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.</p> <p>Sport Performance (30 units): This major advances students' understanding of the theoretical underpinnings of the multifaceted aspects of sport performance. In addition, students will gain practical experience in sport performance through an interdisciplinary delivery of courses and in field learning requirements.</p> <p>Required Courses for Major (9 units)</p> <ul style="list-style-type: none"> • KIN 335 - Advanced Conditioning Methodology • KIN 435 - Applied Resistance Training • KIN 436 - Applied Endurance Training <p>Choose one of:</p> <ul style="list-style-type: none"> • 9 units of In Field Learning coursework focused on experiential learning in the Sport Performance sector and 12 units from the list of approved Option Courses for Major or • 12 units of In Field Learning coursework focused on experiential learning in the Sport Performance sector and 9 units from the list of approved Option Courses for Major <p>Additional Information Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.</p> <p>Individualized Major (30 units): This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).</p> <p>General Requirements</p>
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<p>Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:</p> <ol style="list-style-type: none"> A clear description of the focus and the objectives of the major. A detailed list of courses to be taken and indication of how they relate to the stated objectives. <p>Specific Requirements</p> <p>Choose one of:</p> <ul style="list-style-type: none"> 9 units in Professional Practicum (KIN 492) and 21 units in additional course work related to the major 15 units in Professional Practicum (KIN 493) and additional 15 units of course work related to the major <p>Additional Information</p> <p>The additional coursework related to the major normally consists of:</p> <ol style="list-style-type: none"> 15 units taken at the 300- or 400-level Minimum 9 units taken from DANCE, HE ED, KRLS, KIN, and/or RLS courses. <p>[...]</p> <p>Removed language</p>	<p>Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:</p> <ul style="list-style-type: none"> A clear description of the focus and the objectives of the major. A detailed list of courses to be taken and indication of how they relate to the stated objectives. <p>Specific Requirements</p> <p>Choose one of:</p> <ul style="list-style-type: none"> 9 units of In Field Learning coursework focused on experiential learning and 21 units in additional coursework, both related to the major or 12 units of In Field Learning coursework focused on experiential learning and 18 units in additional coursework, both related to the major <p>Additional Information</p> <p>The additional coursework related to the major normally consists of:</p> <ul style="list-style-type: none"> 18 units taken at the 300- or 400-level Minimum 9 units taken from DANCE, HE ED, KRLS, KIN, and/or RLS courses. <p>[...]</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)</p> <p>KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval</p> <p>KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval</p> <p>GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update</p>
<p>Other Consultations:</p> <p>KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022</p> <p>KSR Academic Council: April, 26th, 2022</p> <p>KSR UG Students (upon completion of practicum): June 10, 2022</p> <p>KSRSS Council: October 16th, 2022</p> <p>KSRSS GFC Student Representative: October 24, 2022</p> <p>Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation</p>

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Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022
 Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022
 Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022
 Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022
 Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Attachment 5
KSR.Calendar Change Request Form for Program Changes.BScKin.Practicum Changes.Fall 2024 Implementation
Calendar Change Request Form for Program and Regulation Changes

 See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • BScKin “Practicum” Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and



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professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of

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populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=43024&returnto=11341

Current
Bachelor of Science in Kinesiology

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

Program Requirements

Students in the BSc (Kin) Degree take a program of 120 units over a four year period, consisting of:

1. Degree core: A group of required courses in Kinesiology totalling 93 units
2. Practicum Component: (9 units) Part-time or (15 units) Full-time practicum
3. Option component:
 - a. Open Options: A group of courses totalling 12

Proposed
Bachelor of Science in Kinesiology

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

Effective September 2024

Program Requirements

Students in the BSc (Kin) Degree take a program of 120 units over a **four-year** period, consisting of:

1. Degree core: A group of required courses in Kinesiology totalling 78 units.
2. In Field Learning Component: A **group of courses** totalling a minimum of 9 units to a **maximum of 12 units.**
3. Option component:



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units which may be taken from within or outside the Faculty of Kinesiology, Sport, and Recreation.

b. Faculty Options: ~~0 units~~/6 units chosen from courses within the Faculty of Kinesiology, Sport, and Recreation.

Note: Students who choose a 9-unit part-time practicum will do 6 units in Faculty Options; students who choose a 15-unit full-time practicum will not require any additional Faculty Options.

Course Sequence for BSc in Kinesiology

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- 6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
- CHEM 101 - Introductory University Chemistry I
- HE ED 120 - Introduction to the Biological Aspects of Fitness to Health
- KIN 100 - Human Anatomy
- KIN 101 - Introduction to Human Physiology
- KIN 103 - Integrative Human Physiology
- KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
- KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
- One of:
KIN 109 - Statistics, Measurement, and Evaluation
STAT 151 - Introduction to Applied Statistics I

Year 2 (30 units)

- CHEM 261 - Organic Chemistry I
- HE ED 221 - Population Health
- KIN 200 - Physiology of Exercise
- KIN 203 - Skill Acquisition and Performance
- KIN 209 - Research Methods in Kinesiology
- KIN 240 - Introduction to Sports Injury Management
- KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations
- MATH 125 - Linear Algebra I **OR**

a. Open Options: A group of courses totalling a minimum of 12 to a maximum of 15 units which may be taken from within or outside the Faculty of Kinesiology, Sport, and Recreation (see Note).

b. **General** Faculty Options: 6 units chosen from courses within the Faculty of Kinesiology, Sport, and Recreation.

c. Faculty Options: A group of courses totalling 12 units chosen from List A or B courses.

Note:

Students who elect to complete the minimum 9-units of the In Field Learning Component will complete 15 units/credits of Open Options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 12 units of Open Options.

Course Sequence for BSc in Kinesiology

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- 6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
- CHEM 101 - Introductory University Chemistry I
- HE ED 120 - Introduction to the Biological Aspects of Fitness to Health
- KIN 100 - Human Anatomy
- KIN 101 - Introduction to Human Physiology
- KIN 103 - Integrative Human Physiology
- KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
- KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
- One of:
KIN 109 - Statistics, Measurement, and Evaluation
or
STAT 151 - Introduction to Applied Statistics I

Year 2 (30 units)

- CHEM 261 - Organic Chemistry I
- HE ED 221 - Population Health
- KIN 200 - Physiology of Exercise
- KIN 203 - Skill Acquisition and Performance
- KIN 209 - Research Methods in Kinesiology
- KIN 240 - Introduction to Sports Injury Management
- KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations
- **One of:**
MATH 125 - Linear Algebra I



- MATH 134 - Calculus for the Life Sciences I
- PHYS 124 - Particles and Waves
- 3 units in Open options

Year 3 (30 units)

- BIOCH 200 - Introductory Biochemistry
- KIN 303 - Psychology of Sport and Physical Activity **OR**
- HE ED 321 - Psychological Dimensions of Health Promotion
- KIN 306 - Quantitative Biomechanics of Human Movement
- KIN 311 - Assessment of Fitness and Health
- KIN 334 - Physical Activity, Nutrition and Energy Balance
- KIN 335 - Advanced Conditioning Methodology
- **6** units in Open Option

3-unit List A Faculty Option

~~Students should contact the Student Services Office for detailed information about List A Faculty Options.~~

3-unit List B Faculty Option

~~Students should contact the Student Services Office for detailed information about List B Faculty Options.~~

~~a. 6 units in Open Option~~

Year 4 (30 units)

- ~~1. KIN 401~~
- ~~2. 6 units chosen from List B Faculty Options~~
~~Students should contact the Student Services Office for detailed information about List B Faculty Options.~~
- ~~3. 3 units chosen from List A or B Faculty Options~~
~~Students should contact the Student Services Office for detailed information about List A and B Faculty Options.~~
- ~~4. 3 units in Open Option~~
- ~~5. 9 unit/15 unit Professional Practicum (see Notes 4 and 5)~~
- ~~6. 6 units in Faculty Options (see Notes 4 and 5)~~
The total course weights taken in 5 and 6 above must equal 15 units.

Notes

- ~~1. No more than 9 units of options are to be completed through PAC/DAC courses.~~
- ~~2. Practicum opportunities may be limited for those students wishing to do a part-time practicum.~~
3. It is strongly recommended to select appropriate Open Options in order to meet **agency**

or

- MATH 134 - Calculus for the Life Sciences I
- PHYS 124 - Particles and Waves
- 3 units in Open options

Year 3 (30 units)

- BIOCH 200 - Introductory Biochemistry
- **One of:**
- KIN 303 - Psychology of Sport and Physical Activity
- or**
- HE ED 321 - Psychological Dimensions of Health Promotion
- KIN 306 - Quantitative Biomechanics of Human Movement
- KIN 311 - Assessment of Fitness and Health
- KIN 334 - Physical Activity, Nutrition and Energy Balance
- KIN 335 - Advanced Conditioning Methodology
- **6 units In Field Learning**
- 3 units in Open Option
- **3 units Faculty Option (from List A or List B)**

Note

Students are encouraged to contact the KSR Student Services Office and consult with an academic advisor for assistance in program building and course selection from List A and B Faculty Options in the completion of program requirements.

Year 4 (30 units)

- KIN 401
- 6 units Faculty Options (one from List A, one from List B)
- 3 units Faculty Options (from List A or List B)
- 6 units General Faculty Option
- 3/6 units **In Field Learning** (see Note 1)
- 9/6 units in Open Option (see Note 1)

Notes

1. The total course units taken in Open Options and **In Field Learning courses** in year 4 must equal 12 units.
2. Students are encouraged to contact the KSR Student Services Office and consult with an Academic Advisor for assistance in program building and course selection from List A and B Faculty Options in the completion of program requirements as well in selecting appropriate Open Options to support, prepare for, and meet In Field Learning course prerequisites and placement requirements.
3. **In Field Learning courses** are restricted to



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<p>prerequisites for a practicum placement. See a Program Advisor for suggested courses.</p> <p>4. Students must choose one of following practicum placement options: 15-unit full-time practicum (must register in KIN 493 only), or 9-unit part-time practicum (must register in KIN 492 only) and an additional 6 units in Faculty Options.</p> <p>5. A maximum of 18 units in Practicum course offerings may be credited toward the BSc in Kinesiology degree program.</p> <p>6. KIN 492 & KIN 493 are restricted to students who have completed a minimum of 90 units toward the BSc in Kinesiology degree program.</p> <p>Removed language</p>	<p>students who have completed a minimum of 45 units toward the BSc in Kinesiology degree program.</p> <p>4. A maximum of 15 units in In Field Learning course offerings may be credited toward the BSc in Kinesiology degree program.</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)</p> <p>KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval</p> <p>KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval</p> <p>GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update</p>
<p>Other Consultations:</p> <p>KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022</p> <p>KSR Academic Council: April, 26th, 2022</p> <p>KSR UG Students (upon completion of practicum): June 10, 2022</p> <p>KSRSS Council: October 16th, 2022</p> <p>KSRSS GFC Student Representative: October 24, 2022</p> <p>Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation</p> <p>Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022</p> <p>Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022</p> <p>Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022</p> <p>Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022</p> <p>Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023</p>

Attachment 6
KSR.Calendar Change Request Form for Course Changes.IFL (new courses) and Practicum (course deletions).Fall 2024 Implementation
Calendar Change Request Form for Course Changes

 See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoKSR
Contact Person:	Angela L. Bayduza Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	Undergraduate
For which term will this change take effect?	Fall 2024

Rationale

URL KIN Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=KIN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

URL RLS Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=RLS&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active



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learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to



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prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions indicated below during the teach out phase will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Course Template

Current	Proposed
<p>KIN 490 – Professional Practicum ★ 6 (# 12) (variable, variable) A half-time unpaid Professional Practicum of 20 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. A limited number of placements are available. Note: Students will not be allowed to register in more than *9 concurrently with KIN 490 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 490 or PEDS 490.</p>	<p>... [delete] ...</p>
<p>KIN 491 – Professional Practicum ★ 12 (# 24) (variable, variable) A full-time unpaid Professional Practicum of 35-40 hours per week for 14</p>	<p>... [delete] ...</p>



weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. Note: Students will not be allowed to register in any other course concurrently with KIN 491 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 491 or PEDS 491.

KIN 492 – Professional Practicum

★ 9 (fi 18) (variable, variable) A half-time unpaid Professional Practicum of 20 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. A limited number of placements are available. Note: Students will not be allowed to register in more than *9 concurrently with KIN 492 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 492 or PEDS 492.

... [delete] ...

KIN 493 – Professional Practicum

★ 15 (fi 30) (variable, variable) A full-time unpaid Professional Practicum of 35-40 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. Note: Students will not be allowed to register in any other course concurrently with KIN 493 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 493 or PEDS 493.

... [delete] ...

RLS 441 – Practicum Seminar

★ 3 (fi 6) (either term, 0-3s-0) A seminar, taken concurrently with RLS 449, which seeks to relate the professional work experience to the academic and professional preparation elements within the BA program. Students will not be allowed to register in any other course concurrently with RLS 441/449 unless approved by the Practicum Supervisor/Instructor.

... [delete] ...

RLS 447 – Professional Practicum

★ 15 (fi 30) (variable, variable) A full-time unpaid Professional Practicum of 35-40 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. Note: Students will not be allowed to register in any other course concurrently with RLS 447 unless approved by the Practicum Supervisor/Instructor. Credit will be granted for only one of RLS 441/449 or RLS 447.

... [delete] ...

RLS 449 – Professional Practicum

★ 12 (fi 24) (either term, 14 weeks) Fourteen weeks of professional experience in full-time, unpaid placement (35 to 40 hours per week). Students must arrange placements through the Practicum Supervisor/Instructor. Must be taken concurrently with RLS 441. Students will not be allowed to register in any other course in conjunction with RLS

... [delete] ...



441/449 unless approved by the Practicum
Supervisor/Instructor.

... [new] ...

... [new] ...

Effective September 2024

KRLS 290 – An Introduction to In Field Learning:

Career Explorations

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this course, students will explore the breadth of career paths and scope of practice that can be pursued with their degrees. Strategies for conducting job searches, application and resume writing skills, interviewing and networking skills, and engaging stakeholders will also be addressed. Throughout the course, students will be tasked with creating a professional portfolio to be built upon and utilized as they progress through their remaining program, in field learning courses, and as they enter into their careers. Through multiple micro career explorations and informational interviewing with established practicing professionals students will be connected with throughout the course (e.g., alumni, practitioners in professions of interest), students will discover and uncover how professionals use degree knowledge to build careers. Through these micro career experiences (variable; ~1-4 hrs/ week or ~15-60 hrs/term), students will be guided in learning how to identify and articulate transferable skills from all of their own experiences, including from their academic program, that can then be utilized in their future career journey. Notes: Classroom/tutorial sessions are variable per week in addition to the micro career explorations and in field learning experiences with working professionals students will engage with throughout the course. Prerequisite: Successful completion of 45 course units.

KRLS 291 – In Field, Practice-Based, Learning –

Professional Practice & Interpersonal Skill Building

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

This course provides students the opportunity to develop knowledge and competencies in interpersonal theory specific to Kinesiology, Sport, and/or Recreation settings. Content covered in this course include such topics as effective verbal, non-verbal, and written communication



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<p>... [new] ...</p>	<p>strategies, active listening with patients/clients, reflective practice, managing conflict and difficult conversations, negotiations in the workplace, decision making, leadership, respect for diversity, intercultural competence, self-awareness, collaboration, teamwork and interdisciplinary practice, and generating and synthesizing evidence, and applying ethical principles. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations, settings, and career pathways within the field of Kinesiology, Sport, and Recreation. As a part of the course, students will participate in multiple micro field placements (variable; ~1-4 hrs/ week or ~15-60 hrs/term) with assigned mentors, observing and engaging in interpersonal relations and participating in the planning and implementation of programs as is appropriate. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experiences. Prerequisite: Successful completion of KRLS 290.</p> <p>KRLS 392 – In Field, Practice-Based, Learning – Interdisciplinary Problem Solving Course Career Undergraduate Units 3 Approved Hours Variable Fee index 6 Faculty Kinesiology, Sport, & Rec Department Kinesiology, Sport, & Rec Typically Offered Variable</p> <p>Description In this project, micro field placement (variable; ~1-4 hrs/ week or ~15-60 hrs/term) based course, students will work in small interdisciplinary teams to analyze a complex problem and propose a solution (strategies and interventions) to address a real-world issue and context. Students will apply theoretical knowledge to attempt to solve practical challenges they identify, demonstrate their understanding of the challenge and potential solutions through presentation of their ideas, and design an implementation and evaluation strategy. Students will be asked to draw connections between their theoretical course learnings and the practical application of skills through discussion of proposed solutions with team members and other course participants. With the support of the Course Instructor, Practicum Advisor, and Industry Partners, students will visualize, identify, and articulate how the practical application of their knowledge altered their self-efficacy in the competency areas required of the experience. Notes: Classroom/tutorial sessions are variable per week in addition to micro in field learning experiences scheduled for each iteration of the course. Prerequisite: Successful completion of KRLS 291.</p> <p>KRLS 493 – In Field, Practice-Based, Learning – Comprehensive Placement Course Career Undergraduate Units 6</p>
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<p>... [new] ...</p>	<p>Approved Hours Variable Fee index 12 Faculty Kinesiology, Sport, & Rec Department Kinesiology, Sport, & Rec Typically Offered Variable</p> <p>Description Students will participate in a singular, comprehensive, high-density, macro learning (variable; ~8-12 hrs/week or ~120-180 hrs/term), In Field Learning placement with an assigned mentor. During this intensive in the field learning experience, students will become fully integrated into the work at their assigned Field Placement that will provide students with an intensive short term hands-on practical experience in a setting relevant to their subject of study and lead to relatively independent work by the completion of the placement. Students will work towards contributing to their assigned field placement's capacity, critically assessing issues, designing, implementing and evaluating strategic initiatives, and/or engaging actively in research while at the same time gaining confidence and skills as a practicing professional under the direction of the course instructor and the placement mentor. Students will report back to the course instructor regularly i). proposed ideas and plans for work appropriate to the working environment that aligns with the settings mission, values, and workflow; ii). information collected and resources utilized that were needed to assess and complete work functions; iii) evaluation of what skill sets are required to complete work functions, and iv). judgements on whether their current skill set meets the identified work functions. Notes: Classroom/tutorial sessions are variable per week in addition to the macro in field learning experience. Prerequisite: Successful completion of KRLS 290 or KRLS 291.</p>
<p>... [new] ...</p>	<p>KRLS 499 – In Field, Practice-Based, Learning – Directed Project Course Career Undergraduate Units 3 Approved Hours Variable Fee index 6 Faculty Kinesiology, Sport, & Rec Department Kinesiology, Sport, & Rec Typically Offered Variable</p> <p>Description A course designed to meet the needs of individual students in completion of the In Field Learning requirements of their degree program. A singular, comprehensive, high-density, micro experience (variable; ~1-4 hrs/ week or ~15-60 hrs/term), in combination with academically focused work, completed under the supervision, mentorship, and direction of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved affiliate. Normally for students in their fourth year of study. Notes:</p>



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<p>Removed language</p>	<p>Classroom/tutorial sessions are variable per week in addition to the micro in field learning experience. Prerequisite: KRLS 290 or KRLS 291 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved affiliate.</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation) KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update</p>
<p>Other Consultations: KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022 KSR Academic Council: April, 26th, 2022 KSR UG Students (upon completion of practicum): June 10, 2022 KSRSS Council: October 16th, 2022 KSRSS GFC Student Representative: October 24, 2022 Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022 Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022 Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022 Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022 Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023</p>



Attachment 7

KSR Program Change Proposal Form - IFL Course Electives Calendar Language (Practicum Changes).(NEW DOC based on Calendar Language Clarification)

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoKSR
Contact Person:	Angela L. Bayduza Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	Undergraduate
For which term will this change take effect?	Fall 2024

Rationale

URL KIN Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=KIN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

URL RLS Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=RLS&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

The following proposed new courses are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active



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learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to



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prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions indicated below during the teach out phase will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Course Template

Current	Proposed
<p>... [new] ...</p>	<p>In Field Learning Courses - Kinesiology, Sport and Recreation</p> <p>An important element of KSR undergraduate programs is the required completion of In Field Learning (with the exception of the BKin/BEd combined degree program). This element of KSR undergraduate programming provides students with real world connection of theory into practice, career exploration, understanding of professional certifying standards, and access to a multitude of diverse work-integrated learning experiences with a large sampling of populations and cultures.</p>



The following list of In Field Learning courses present experiences that complement program knowledge, previous work and volunteer history, as well as learning objectives.

NOTE: for students admitted to BARST, BKin, or BScKin in the Fall of 2024 and onwards, as well as for those students approved by the Faculty of KSR to transition their program to the new structure.

KRLS 290 – An Introduction to In Field Learning:

Career Explorations

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this course, students will explore the breadth of career paths and scope of practice that can be pursued with their degrees. Strategies for conducting job searches, application and resume writing skills, interviewing and networking skills, and engaging stakeholders will also be addressed. Throughout the course, students will be tasked with creating a professional portfolio to be built upon and utilized as they progress through their remaining program, in field learning courses, and as they enter into their careers. Through multiple micro career explorations and informational interviewing with established practicing professionals students will be connected with throughout the course (e.g., alumni, practitioners in professions of interest), students will discover and uncover how professionals use degree knowledge to build careers. Through these micro career experiences (variable; ~1-4 hrs/ week or ~15-60 hrs/term), students will be guided in learning how to identify and articulate transferable skills from all of their own experiences, including from their academic program, that can then be utilized in their future career journey. Notes: Classroom/tutorial sessions are variable per week in addition to the micro career explorations and in field learning experiences with working professionals students will engage with throughout the course. Prerequisite: Successful completion of 45 course units.

KRLS 291 – In Field, Practice-Based, Learning – Professional Practice & Interpersonal Skill Building

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable



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Description

This course provides students the opportunity to develop knowledge and competencies in interpersonal theory specific to Kinesiology, Sport, and/or Recreation settings. Content covered in this course include such topics as effective verbal, non-verbal, and written communication strategies, active listening with patients/clients, reflective practice, managing conflict and difficult conversations, negotiations in the workplace, decision making, leadership, respect for diversity, intercultural competence, self-awareness, collaboration, teamwork and interdisciplinary practice, and generating and synthesizing evidence, and applying ethical principles. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations, settings, and career pathways within the field of Kinesiology, Sport, and Recreation. As a part of the course, students will participate in multiple micro field placements (variable; ~1-4 hrs/ week or ~15-60 hrs/term) with assigned mentors, observing and engaging in interpersonal relations and participating in the planning and implementation of programs as is appropriate. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experiences. Prerequisite: Successful completion of KRLS 290.

KRLS 392 – In Field, Practice-Based, Learning – Interdisciplinary Problem Solving

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this project, micro field placement (variable; ~1-4 hrs/ week or ~15-60 hrs/term) based course, students will work in small interdisciplinary teams to analyze a complex problem and propose a solution (strategies and interventions) to address a real-world issue and context. Students will apply theoretical knowledge to attempt to solve practical challenges they identify, demonstrate their understanding of the challenge and potential solutions through presentation of their ideas, and design an implementation and evaluation strategy. Students will be asked to draw connections between their theoretical course learnings and the practical application of skills through discussion of proposed solutions with team members and other course participants. With the support of the Course Instructor, Practicum Advisor, and Industry Partners, students will visualize, identify, and articulate how the practical application of their knowledge altered their self-efficacy in the competency areas required of the experience. Notes: Classroom/tutorial sessions are variable per week in addition to micro in field learning experiences



scheduled for each iteration of the course. Prerequisite: Successful completion of KRLS 291.

KRLS 493 – In Field, Practice-Based, Learning – Comprehensive Placement
Course Career Undergraduate
Units 6
Approved Hours Variable
Fee index 12
Faculty Kinesiology, Sport, & Rec
Department Kinesiology, Sport, & Rec
Typically Offered Variable

Description

Students will participate in a singular, comprehensive, high-density, macro learning (variable; ~8-12 hrs/week or ~120-180 hrs/term), In Field Learning placement with an assigned mentor. During this intensive in the field learning experience, students will become fully integrated into the work at their assigned Field Placement that will provide students with an intensive short term hands-on practical experience in a setting relevant to their subject of study and lead to relatively independent work by the completion of the placement. Students will work towards contributing to their assigned field placement's capacity, critically assessing issues, designing, implementing and evaluating strategic initiatives, and/or engaging actively in research while at the same time gaining confidence and skills as a practicing professional under the direction of the course instructor and the placement mentor. Students will report back to the course instructor regularly i). proposed ideas and plans for work appropriate to the working environment that aligns with the settings mission, values, and workflow; ii). information collected and resources utilized that were needed to assess and complete work functions; iii) evaluation of what skill sets are required to complete work functions, and iv). judgements on whether their current skill set meets the identified work functions.

Notes: Classroom/tutorial sessions are variable per week in addition to the macro in field learning experience.
 Prerequisite: Successful completion of KRLS 290 or KRLS 291.

KRLS 499 – In Field, Practice-Based, Learning – Directed Project
Course Career Undergraduate
Units 3
Approved Hours Variable
Fee index 6
Faculty Kinesiology, Sport, & Rec
Department Kinesiology, Sport, & Rec
Typically Offered Variable

Description

A course designed to meet the needs of individual students in completion of the In Field Learning requirements of their

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	<p>degree program. A singular, comprehensive, high-density, micro experience (variable; ~1-4 hrs/ week or ~15-60 hrs/term), in combination with academically focused work, completed under the supervision, mentorship, and direction of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved affiliate. Normally for students in their fourth year of study. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experience. Prerequisite: KRLS 290 or KRLS 291 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved affiliate.</p> <p>New language</p>
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Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)

KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval

KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval

GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update

Other Consultations:

KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022

KSR Academic Council: April, 26th, 2022

KSR UG Students (upon completion of practicum): June 10, 2022

KSRSS Council: October 16th, 2022

KSRSS GFC Student Representative: October 24, 2022

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Attachment 8
KSR.Calendar Change Request Form for Program Changes.UG Research Certificate Changes.Fall 2024 Implementation
Calendar Change Request Form for Program and Regulation Changes

 See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> Program BScKin "Practicum" Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The proposed changes to the Faculty of KSR Research Certificate in Kinesiology are in response to alignment with the proposed changes to the Faculty of KSR Practicum Component.

The proposed changes in the Faculty of KSR Practicum Component are intended to meet the needs of current and future students and implement solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR "Practicum" model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.



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In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning

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and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43054&returnto=11341
Current
Research Certificate in Kinesiology

 Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

The Research Certificate in Kinesiology is open to undergraduate students in the Faculty of Kinesiology, Sport, and Recreation's BSc Kin or BKin degree programs. Consent of the Faculty is required. Normally, a student will be able to fulfill the requirements for this certificate as part of a BSc Kin

Proposed
Research Certificate in Kinesiology
Effective September 2024

 Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

The Research Certificate in Kinesiology is open to undergraduate students in the Faculty of Kinesiology, Sport, and Recreation's BSc Kin or BKin degree programs. Consent of the Faculty is required. Normally, a student will be able to fulfill the requirements for this certificate as part of a BSc Kin or



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<p>or BKin program although some students may need to complete more than the minimum number of credits required in order to qualify for both the degree and the certificate.</p> <p>Students may pursue the Research Certificate in Kinesiology by fulfilling the existing requirements for their program and by completing 24 units as follows:</p> <ol style="list-style-type: none"> 1. 9 units from a list of 300- and 400-level approved option courses that include instruction and experience in research methods, data collection, data handling and analysis, interpretation, and/or practical skills. A maximum of 6 units may be selected from KIN 398, KIN 399, KIN 498, or KRLS 495. 2. KIN 493 (15 units) Professional Practicum focused on research completed under the supervision of a University of Alberta academic faculty member or an approved research affiliate. 3. Presentation at a conference either on or off campus. <p>Students wishing to receive the Research Certificate in Kinesiology must apply through Undergraduate Student Services in the Faculty of Kinesiology, Sport, and Recreation by the application deadline for convocation (see Academic Schedule).</p> <p>Removed language</p>	<p>BKin program although some students may need to complete more than the minimum number of credits required in order to qualify for both the degree and the certificate.</p> <p>Students may pursue the Research Certificate in Kinesiology by fulfilling the existing requirements for their program and by completing a minimum of 21 to a maximum of 24 units as follows:</p> <ol style="list-style-type: none"> 1. 9 to a maximum of 12 units from a list of 300- and 400-level approved option courses that include instruction and experience in research methods, data collection, data handling and analysis, interpretation, and/or practical skills. A maximum of 6 units may be selected from KIN 398, KIN 399, KIN 498, or KRLS 495. 2. Minimum of 9 to a maximum of 12 units of In Field Learning that is focused on research completed under the supervision of a University of Alberta academic faculty member or an approved research affiliate. 3. Presentation at a conference either on or off campus. <p>Students wishing to receive the Research Certificate in Kinesiology must apply through Undergraduate Student Services in the Faculty of Kinesiology, Sport, and Recreation by the application deadline for convocation (see Academic Schedule).</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)</p> <p>KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval</p> <p>KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval</p> <p>GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update</p>
<p>Other Consultations:</p> <p>KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022</p> <p>KSR Academic Council: April, 26th, 2022</p> <p>KSR UG Students (upon completion of practicum): June 10, 2022</p> <p>KSRSS Council: October 16th, 2022</p> <p>KSRSS GFC Student Representative: October 24, 2022</p> <p>Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation</p> <p>Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022</p>



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Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022
Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022
Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022
Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

**PROPOSED CHANGES TO
Faculty of Kinesiology, Sport, and Recreation (KSR)
Practicum Requirement Restructure
Executive Summary**

Prepared by:

Angela Bayduza, Associate Teaching Professor and Associate Dean (Undergraduate Programs), Faculty of KSR (ksradu@ualberta.ca)

Preamble

In January of 2021, the Faculty of KSR began the Practicum Requirement Restructure project with the primary goals of conducting a thorough review of the current Practicum Requirement structure across three Undergraduate Degree Programs (BARST, BKin, BScKin) and making necessary changes for maximum improvement. The Faculty's Practicum framework and delivery structure has existed in its current form for at least two decades (or more) and had not been reviewed or updated to this degree for a significant period of time.

The purpose of this executive summary is to provide University Governance committees with further background information for discussion and decision making regarding the proposed changes to the Practicum Requirement for KSR undergraduate students in three of KSR undergraduate degree programs (BARST, BKin, BScKin). Students enrolled in the fourth KSR undergraduate degree program, the BKinBEd Combined Degrees program, complete their professional practice experience in the Faculty of Education during their 4th and 5th years of their degree program.

Existing KSR Practicum Structure

In the current practicum structure, students are provided with one singular or macro level experience matched with a practicum placement partner, and are tasked with completing 30-35 hours per week of unpaid work across the practicum semester with this one singular experience, for completion of up to 15 credit units. The nature of work in placements often requires students to make themselves available to be scheduled days, evenings, and/or weekends in order to meet the required hours of their placement while receiving meaningful mentorship. Within the current practicum structure, students complete practicum placements just prior to or nearing the end of the degree program with a completion of 90 credit units requirement.

Results of Review of Current KSR Practicum Structure

As a result of an extensive review of the current KSR Practicum requirement structure, critical ethical, equity, accessibility, and inclusivity concerns and considerations for students with this current model of delivery have become clear. As well, a lack of culturally diverse and multi population based experiences offered and made available to each individual student through the current Practicum structure of delivery are problematic and also need to be addressed.

The review of the current KSR Practicum requirement structure has highlighted a need to move forward with a new, updated delivery structure that is solidly based upon the following seven principles:

- Emphasis and alignment given to a strong Indigenous Initiatives, Equity, Diversity, and Inclusion lens and focus, to address equity & accessibility barriers, in current KSR “practicum” structure
- High density, rich, deep, meaningful, learning outcomes based opportunities and alignment with the [Work Integrated Learning \(WIL\) principles](#) of Field Placements
- Increase variety and breadth of experiences for students in both contexts & populations that is inclusive of choices between both micro (part-time/short term) intensive hands-on experiences and continued macro (longer term) intensive practical, “In Field Learning” (IFL) experiences, relevant to student subjects of study.
- Exposure to professional practice opportunities earlier in and across more of the degree program
- Professional practice experiences more deeply connected to theory, curriculum, degree core coursework, and credit completion through a ladder or scaffolded course based approach
- Greater choice, flexibility, and accessibility for the student in the completion of the degree requirement.
- Provision of a delivery structure, model, and/or foundation for future innovation and evolution for completion of this program requirement, that is more nimble and responsive to change.

New Proposed KSR In Field Learning Structure

The proposed new In Field Learning experiences will include both micro (variable; ~1-4 hrs/ week or ~15-60 hrs/term) and macro level (variable; ~8-12 hrs/week or ~120-180 hrs/term) experiences. These experiences will be developed with the objective of challenging students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges within placements. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes. An increased number of richer, deeper learning experiences for KSR students will be developed across an increased number of populations eventually KSR students will be working with professionally.

The proposed new delivery structure incorporates, much earlier in the degree program (courses are restricted to students who have completed a minimum of 45 units), student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

The new In Field Learning delivery model will also focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements, providing a mix and variety of short term micro, as well as macro, intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways. This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers.

This proposed model of In Field Learning attempts to provide greater width and number of in the field learning experiences while at the same time offer increased flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and may choose to complete.

BARST

- In Field Learning Component: A group of courses totalling completion of a minimum of 9 units to a maximum of 12 units.
- The total course units taken in Open Options and In Field Learning courses in year 4 must equal 6 units.
- Students are encouraged to contact the KSR Student Services Office and consult with an Academic Advisor for assistance in program building and course selection of Faculty Options in the completion of program requirements as well in selecting appropriate Open Options to support, prepare for, and meet In Field Learning course prerequisites and placement requirements.
- Students approved to take the Advanced Project in lieu of In Field Learning would normally take the approved coursework and research-based Directed Study in Year 4.
- A maximum of 15 units in In Field Learning course offerings may be credited toward the BARST degree program.
- In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BARST degree program.

BKin

- In Field Learning Component: A group of courses totalling completion of a minimum of 9 units to a maximum of 12 units.
- Students who elect to complete the minimum 9 units of the In Field Learning Component will complete 21 units of major course options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 18 units of a combination of major required and optional course options.
- A maximum of 15 units of In Field Learning course offerings may be credited toward the BKin degree program.

- In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BKin degree program.

BScKin

- In Field Learning Component: A group of courses totalling a minimum of 9 units to a maximum of 12 units.
- Students who elect to complete the minimum 9-units of the In Field Learning Component will complete 15 units/credits of Open Options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 12 units of Open Options.
- The total course units taken in Open Options and In Field Learning courses in year 4 must equal 12 units.
- A maximum of 15 units in In Field Learning course offerings may be credited toward the BSc in Kinesiology degree program.
- In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BSc in Kinesiology degree program.

Implementation Plan

Faculty and administrative staff will continue to work together closely to implement the proposed changes, ensuring forms, policies, processes are correctly and appropriately updated, procedural changes are made, student service office staff continue to be kept informed and engaged in the process, students receive frequent communication and updates, and placement partners are given ample direction and information in collaborating with the Faculty to achieve the objectives of the new proposed In Field Learning program requirement structure.

Administration processes within the KSR Student Services Office will need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs.

These proposed program, regulation, and course changes to the Practicum requirement structure will have impact upon administration resource needs that are in line with the challenges the Faculty of KSR is experiencing with the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will need to be assigned to individual courses in the new In Field Learning delivery model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering through teaching service directly related to the course they are assigned to. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will be centrally positioned as a large focus and responsibility of a newly envisioned KSR Practicum Advisor position, along with realigned administrative support needs to be addressed there. The number of micro and macro placements developed for offering to KSR students will also need to

be closely managed and directly connected in this management to undergraduate enrollment demands across all three programs. As well, undergraduate enrollment management in the Faculty will need to be directly connected to available capacity in the number of micro and macro placements developed for offering in partnership with the Faculty of KSR and its students. With the proposed changes also comes the necessity to implement program-level controls on admission.

The new proposed practicum framework will require minor changes in the way KSR programs are presented in the Academic Calendar. However, these changes will require close collaboration with the Calendar Editor, Governance, and the Registrar as the proposed changes begin to move towards implementation.

The Faculty communication plan will include the use and enhancement of undergraduate pages on the Faculty of KSR webpage. Utilizing the KSR biweekly undergraduate newsletter, constant and inclusive engagement with the KSR Student Society group, and multiple In Field Learning and academic advisement information sessions, the Faculty will employ a multipronged approach in sharing important information regarding the proposed changes. Developing and maintaining strong recruitment and advisement strategies will be essential to this communication plan. Dissemination of information will also occur through various faculty governance and non governance committees and course instructors.

Teach Out Plan

The expected date of implementation of the new proposed In Field Learning Requirement is Fall 2024. Inclusion of this notation in the Academic Calendar in Fall 2023 will be of critical importance for recruitment purposes, in the Faculty communication efforts, and for increased readiness for implementation in Fall 2024.

There may need to be some calendar changes within this suite of proposals that can be implemented as soon as the changes are approved. However, others may need to be in the calendar a full year before they can be implemented. For example, students are eligible to follow the program requirements published in the calendar year they were admitted to the Faculty of KSR. To ensure both continuing and new students are accommodated in terms of the year of program they are eligible to follow, KSR will begin by submitting the new In Field Learning courses for implementation into the calendar immediately and begin use of the new course codes for those students eligible for completion once Fall 2024 begins. At the same time, the faculty will also delay submission of the deletion of the old Practicum courses and course codes as the teach out phase continues and as long as needed to assist students in completion of their programs if they remain on the old Practicum structure program. Although some students may find the new proposed In Field Learning structure appealing and transitioning to advantageous for them, many students will not and continue to choose to follow the old Practicum structure requirements. To accommodate both new and continuing students, the Faculty of KSR will ensure all necessary courses are offered for students in continuation and completion of their programs or acceptable accommodations will be made.

As is the case in all program changes made within the Faculty of KSR, Academic Advisors will also be continuously consulted and familiar with all calendar year versions of KSR Undergraduate programs and submission of program change submissions throughout the teach out phase.

Required Calendar Changes

The following table lists the associated proposed calendar changes in an attempt to provide an organized reference of the multiple resultant calendar program changes that will be required in order to implement the new In Field Learning delivery model and requirements within the three Faculty of KSR undergraduate programs.

Below you will find links to Google documents for the the seven associated calendar changes required for implementation of the proposed new In Field Learning requirement structure:

KSR.Calendar Change Request Form for Program Changes-Regulations.General Information Practicum.Fall 2024 Implementation	<p>Indicates the general statement in calendar of the change in wordage from “Practicum” to use of “In Field Learning” and proposed objectives for KSR students.</p>
KSR.Calendar Change Request Form for Program Changes.BARST.Practicum Changes.Fall 2024 Implementation	<p>Indicates proposed changes to the BARST undergraduate degree program to reflect implementation of new In Field Learning delivery model and objectives.</p>
KSR.Calendar Change Request Form for Program Changes.BKin.Practicum Changes.Fall 2024 Implementation	<p>Indicates proposed changes to the BKin undergraduate degree program to reflect implementation of new In Field Learning delivery model and objectives.</p>
KSR.Calendar Change Request Form for Program Changes.BScKin.Practicum Changes.Fall 2024 Implementation	<p>Indicates proposed changes to the BScKin undergraduate degree program to reflect implementation of new In Field Learning delivery model and objectives.</p>
KSR.Calendar Change Request Form for Course Changes.IFL (new courses) and Practicum (course deletions).Fall 2024 Implementation	<p>Indicates the associated courses deletions from old “Practicum” structure that will be held back from calendar deletion until further notice once the “teach out plan” (see pg 5 of this doc) has been completed. Includes new course additions for “In Field Learning” structure that will replace these deletions.</p>
KSR Program Change Proposal Form - IFL Course Electives Calendar Language (Practicum Changes).(new based on Calendar Clarification Update)	<p>Indicates the calendar language for the IFL course electives page that will appear as an URL within each of the specific program structures of the BARST, BKin, and BScKin programs in the new proposed “In Field Learning” structure.</p>
KSR.Calendar Change Request Form for Program Changes.UG Research Certificate Changes.Fall 2024 Implementation	<p>Indicates associated changes to the UG Research Certificate to align with the new proposed “In Field Learning” structure.</p>

Calendar Implementation Steps:

- In consultation with Calendar Editor Rebecca Liaw (January 19 & 20th, 2023), the following is proposed for calendar language student clarity in the 2023-2024 Calendar:
 - Faculty General Information page to show two paragraphs:
 - one regarding the Practicum for students in the original program structure and
 - one regarding the In Field Learning for students who will be admitted to the new program structure beginning Fall 2024.
 - BARST, BKin and BScKin program requirements pages will be duplicated - the original pages will remain to show the current program requirements for students admitted in Fall 2023, and the duplicate pages will show the amendments to In Field Learning, effective Fall 2024, for applicants during the 2023-2024 admissions cycle.
 - Research Certificate program page will be duplicated - the original page will remain to show requirements for current students or those who take the Certificate prior to Fall 2024, and the duplicate page will show the amendments to In Field Learning, effective Fall 2024.
 - A basic Calendar page will be created titled: "In Field Learning Courses - Kinesiology, Sport and Recreation" which will provide a list of links to the new In Field Learning Courses (as noted in the Course Change forms included in this package).
 - The Faculty of KSR will submit to University Calendar the deletions included in Document #6 (titled "*Doc #6: KSR.Calendar Change Request Form for Course Changes.IFL (new courses) and Practicum (course deletions).Fall 2024 Implementation*") after completion of the teach out plan and all indications have been received by the Faculty that there are no further students in need of them during the teach out phase.
 - These courses for deletion (KIN 490, 491, 492, 493, RLS 4441, 447, and 449) have been included as part of the entire governance package for approval purposes and full disclosure of required calendar changes that will be required to implement this proposal.
 - These courses (KIN 490, 491, 492, 493, RLS 4441, 447, and 449) must stay active for student registration during the teach out phase, until it is clear that no further students on the old curriculum will require these courses.
 - Once that point of the teach out phase has been reached, to initiate the deletions, KSR will submit them in the future through a minor/editorial change request. Again, only when it is again clear that no further student will require them for program completion.

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoKSR
Contact Person:	Angela L. Bayduza, KSR Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • Regulation
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In the Field Learning experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of

populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):
<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11268>

Current	Proposed
<p>Faculty of Kinesiology, Sport, and Recreation General Information Return to: Faculty of Kinesiology, Sport, and Recreation</p> <p>The Faculty of Kinesiology, Sport, and Recreation Members of the Faculty Undergraduate Programs Graduate Programs Facilities</p>	<p>Faculty of Kinesiology, Sport, and Recreation General Information Return to: Faculty of Kinesiology, Sport, and Recreation</p> <p>The Faculty of Kinesiology, Sport, and Recreation Members of the Faculty Undergraduate Programs Graduate Programs Facilities</p>

The Faculty of Kinesiology, Sport, and Recreation

The Faculty of Kinesiology, Sport, and Recreation (KSR) at the University of Alberta has been dedicated to improving the quality of life and the health of our communities through physical activity, sport and recreation for more than 55 years. Ranked top 10 in the world in sports related studies, the Faculty offers high-caliber undergraduate and graduate academic programs that inspire, challenge, push the boundaries and help students find out what they are capable of.

Faculty of Kinesiology, Sport, and Recreation Vision: Outstanding achievements in learning, discovery and citizenship that contribute to the quality of life and health of our communities through physical activity, sport and recreation.

To support this vision, we work with our students and staff to put our mission of creating and sharing the best understandings and applications of physical activity, sport, and recreation for the public good to work throughout our entire academic and service endeavors. As the Faculty commits its resources to this mission, we affirm the following values:

Excellence – in teaching, research, and creative activity that enriches learning experiences and advances knowledge

Discovery and Innovation – creativity and innovation from the genesis of ideas to the dissemination of knowledge

Citizenship – empower and enable each member to positively contribute to the greater good

Diversity and Inclusion – across and among staff, students, campuses and disciplines

Life-long Learning – valuing learners at all stages of life and striving to provide an intellectually rewarding educational truth

Collaboration and Collegiality – united in a common purpose and respecting each other's abilities

History and Tradition – celebrating the Faculty and University's history with pride—our people, achievements and contributions to society

Graduates of the Faculty gain the requisite preparation to

The Faculty of Kinesiology, Sport, and Recreation

The Faculty of Kinesiology, Sport, and Recreation (KSR) at the University of Alberta has been dedicated to improving the quality of life and the health of our communities through physical activity, sport and recreation for more than 55 years. Ranked top 10 in the world in sports related studies, the Faculty offers high-caliber undergraduate and graduate academic programs that inspire, challenge, push the boundaries and help students find out what they are capable of.

Faculty of Kinesiology, Sport, and Recreation Vision: Outstanding achievements in learning, discovery and citizenship that contribute to the quality of life and health of our communities through physical activity, sport and recreation.

To support this vision, we work with our students and staff to put our mission of creating and sharing the best understandings and applications of physical activity, sport, and recreation for the public good to work throughout our entire academic and service endeavors. As the Faculty commits its resources to this mission, we affirm the following values:

Excellence – in teaching, research, and creative activity that enriches learning experiences and advances knowledge

Discovery and Innovation – creativity and innovation from the genesis of ideas to the dissemination of knowledge

Citizenship – empower and enable each member to positively contribute to the greater good

Diversity and Inclusion – across and among staff, students, campuses and disciplines

Life-long Learning – valuing learners at all stages of life and striving to provide an intellectually rewarding educational truth

Collaboration and Collegiality – united in a common purpose and respecting each other's abilities

History and Tradition – celebrating the Faculty and University's history with pride—our people, achievements and contributions to society

Graduates of the Faculty gain the requisite preparation to

be:

- Professionals in fields related to physical education, kinesiology, recreation, tourism, sport management and sport science.
- Scholars can advance the frontiers of knowledge pertaining to physical activity, leisure, active living, and their relationships to personal and societal health and well-being, and to environmental conservation and preservation.

Undergraduate degree programs include:

- Bachelor of Arts in Recreation, Sport and Tourism (BARST)
- Bachelor of Kinesiology (BKin)
- Bachelor of Kinesiology/Bachelor of Education combined degrees (BKin/BEd) in both Elementary and Secondary Education (five-year program)
- Bachelor of Science in Kinesiology (BScKin)

Our degree programs attract students from across Alberta, throughout Canada and all over the world. We offer opportunities for international study and continue to develop a wide range of exchange programs across Canada and internationally through our study abroad partnerships. Whether it's in the classroom, in the lab or in the field we offer an extraordinary learning environment, producing some of the most employable graduates in the world.

An important element of KSR undergraduate programs is the required practicum experience (with the exception of the BKin/BEd combined degree program) in the final year of a student's program. This is a non-paid practicum work experience in which students are placed with an approved agency. The practicum placement provides students with a work experience that complements program knowledge, previous work and volunteer history, as well as learning objectives.

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- Scholars can advance the frontiers of knowledge pertaining to physical activity, leisure, active living, and their relationships to personal and societal health and well-being, and to environmental conservation and preservation.

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Practicum Requirements (for students admitted to BARST, BKin, or BSc Kin in Fall 2023 and prior years)

An important element of KSR undergraduate programs is the required practicum experience (with the exception of the BKin/BEd combined degree program) in the final year of a student's program. This is a non-paid practicum work experience in which students are placed with an approved agency. The practicum placement provides students with a work experience that complements program knowledge, previous work and volunteer history, as well as learning objectives.

In Field Learning Requirements (for students admitted to BARST, BKin, or BScKin in Fall 2024 and onwards, and for those students approved by the Faculty to transition their program to the new structure)

<p>An important element of KSR undergraduate programs is the required practicum experience (with the exception of the BKin/BEd combined degree program) in the final year of a student's program. This is a non-paid practicum work experience in which students are placed with an approved agency. The practicum placement provides students with a work experience that complements program knowledge, previous work and volunteer history, as well as learning objectives.</p> <p>[...]</p> <p>Removed language</p>	<p>An important element of KSR undergraduate programs is the required completion of In Field Learning (with the exception of the BKin/BEd combined degree program). This element of KSR undergraduate programming provides students with real world connection of theory into practice, career exploration, understanding of professional certifying standards, and access to a multitude of diverse work-integrated learning experiences with a large sampling of populations and cultures. The In Field Learning component presents experiences that complement program knowledge, previous work and volunteer history, as well as learning objectives.</p> <p>[...]</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation) KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update</p>
<p>Other Consultations: KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022 KSR Academic Council: April, 26th, 2022 KSR UG Students (upon completion of practicum): June 10, 2022 KSRSS Council: October 16th, 2022 KSRSS GFC Student Representative: October 24, 2022 Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022 Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022 Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022 Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022 Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023</p>

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • Practicum Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In the Field Learning experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student

completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student's ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty's degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the "right" or most "advantageous" practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students' personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one's career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=43025&returnto=11341

Current	Proposed
<p>BA in Recreation, Sport and Tourism Degree Program Return to: Faculty of Kinesiology, Sport, and Recreation - Programs</p> <p>The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one</p>	<p>BA in Recreation, Sport and Tourism Degree Program Return to: Faculty of Kinesiology, Sport, and Recreation - Programs</p> <p>The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one</p>

of four options: completion of the general BARST program or completion of the BARST program with a Minor.

General BARST Program Structure

1. Faculty Core: ★69

Required courses offered by the Faculty of Kinesiology, Sport, and Recreation, ~~inclusive of a full term practicum or an Advanced Project option.~~

2. Liberal Arts Foundation: ★18

★6 of 100-level ENGL or ★3 ENGL and ★3 WRS

★12 with a minimum of ★3 in each of: ~~Humanities, Social Sciences, or Fine Arts/Languages (see below)~~

Humanities

Any course chosen from the following areas: CATS, CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST, MLCS, MST, PHIL, RELIG, SPRIT, WRITE.

Fine Arts or Language Other than English

Any course chosen from the following areas: ART, DANCE, DES, DRAMA, FS, HADVC, Language(s) other than English, MUSIC.

Social Sciences

Any course chosen from the following areas: ANTHR, EAS, ECON, LING, NS, POL S, ~~PSYCO~~, SOC, SUST, WGS.

Note: Some courses [e.g., courses in Interdisciplinary (INT D) or Science, Technology, and Society (STS)] may satisfy one or more of the above subject areas. In this instance, students should consult a Program Advisor.

3. Senior Faculty Options: ★12

of four options: completion of the general BARST program or completion of the BARST program with a Minor (Minor in Community Development, Minor in Sport and Recreation Management, or Minor in Tourism and Natural Environments).

General BARST Program Structure Effective September 2024

Students in the BARST Degree take a program of 120 units over a four-year period, consisting of:

1. Degree Core:

A group of required courses in Kinesiology, Sport, and/or Recreation totalling 54 units.

2. Liberal Arts Foundation:

A group of required out of Faculty courses totalling 18 units that consist of:

6 units of 100-level ENGL or 3 units ENGL and 3 units WRS

12 units with a minimum of 3 units in each of:

Humanities

Any course chosen from the following areas: CATS, CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST, MLCS, MST, PHIL, RELIG, SPRIT, WRITE.

Fine Arts or Language Other than English

Any course chosen from the following areas: ART, DANCE, DES, DRAMA, FS, HADVC, Language(s) other than English, MUSIC.

Social Sciences

Any course chosen from the following areas: ANTHR, EAS, ECON, LING, NS, POL S, ~~PSYCO~~, SOC, SUST, WGS.

Note: Some courses [e.g., courses in Interdisciplinary (INT D) or Science, Technology, and Society (STS)] may satisfy one or more of the above subject areas. In this instance, students should consult a Program Advisor.

3. In Field Learning Component:

A group of courses totalling completion of a minimum of 9 units to a maximum of 12 units.

4. Senior Faculty Options:

Senior courses offered by the Faculty of Kinesiology, Sport, and Recreation, chosen from a list of available options (students should consult the Student Services Office or the Faculty website).

4. Senior Out-of-Faculty Options: ★12

Senior courses offered outside of the Faculty of Kinesiology, Sport, and Recreation.

Note: Senior Courses are those courses numbered 200-499.

5. Open Options: ★9

Chosen from any credit course offered by the University of Alberta.

6. Advanced Project Option: This option is designed to provide the opportunity for advanced scholarly development by substituting an additional ★9 of course work in or out of the Faculty and ★6 of research based directed study in place of the ★15 normally dedicated to the practicum. Admission into the advanced project option is based on a demonstrated high standard of academic performance (minimum GPA of 3.0 on most recent minimum ★30), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor and the approval of the Associate Dean (Undergraduate). Students interested in doing the Advanced Project Option should contact the Student Services Office for more information.

Course Sequence for General BARST program

Senior Faculty Options must be 200-level or higher and chosen from the following subjects: HE ED, DANCE, KIN, KRLS, RLS, or INT D 280/403 and 408/439, totalling 15 units.

5. Senior Out-of-Faculty Options:

A group of senior courses offered outside of the Faculty of Kinesiology, Sport, and Recreation, totalling 12 units.

Note:

Senior Courses are those courses numbered 200-499.

6. Open Options:

A group of courses totalling a minimum of 9 to a maximum of 12 units which may be taken from within or outside of the Faculty of Kinesiology, Sport, and Recreation (see Note).

Note:

Students who elect to complete the minimum 9 units of the In Field Learning Component will complete 12 units of Open Options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 9 units of Open Options.

7. Advanced Project Option:

This option is designed to provide the opportunity for advanced scholarly development by substituting an additional 3/6 units of course work in or out of the Faculty and 6/6 units of research based directed study in place of the 9/12 units normally dedicated to the In Field Learning Component. Admission into the advanced project option is based on a demonstrated high standard of academic performance (minimum GPA of 3.0 on most recent minimum 30 units), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor, and the approval of the Associate Dean (Undergraduate).

Students interested in completing the Advanced Project Option should contact the Student Services Office for more information.

Course Sequence for General BARST program

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

HE ED 110 - Introduction to Personal Health and Well-Being
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
RLS 100 - Life, Leisure, and the Pursuit of Happiness
RLS 122 - Leadership in Recreation and Leisure Organizations
RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure
6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
6 units in Humanities, Social Sciences, or Fine Arts/Languages [see Liberal Arts Foundation]

Year 2 (30 units)

KRLS 204 - Canadian History of Leisure, Sport, and Health
KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations
RLS 210 - Recreation and Leisure Scholarship
RLS 225 - Program Planning for Leisure
RLS 223 - Leisure and Human Behavior
RLS 232 - Marketing for Recreation, Sport and Tourism
RLS 263 - Principles of Tourism
6 units in Humanities, Social Sciences, or Fine Arts/Languages (see below)
3 units in Open Options.

Note:

Select courses based on balance of requirements relative to Year 1 selections.

Year 3 (30 units)

KRLS 305 - Financial Management in Recreation, Sport and Tourism
KRLS 304 - Advanced Sociology of Sport and Leisure
RLS 325 - Public Policy in Recreation, Sport and Tourism

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

HE ED 110 - Introduction to Personal Health and Well-Being
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
RLS 100 - Life, Leisure, and the Pursuit of Happiness
RLS 122 - Leadership in Recreation and Leisure Organizations
RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure
6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
6 units in Humanities, Social Sciences, or Fine Arts/Languages [see Liberal Arts Foundation]

Year 2 (30 units)

KRLS 204 - Canadian History of Leisure, Sport, and Health
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RLS 210 - Recreation and Leisure Scholarship
RLS 225 - Program Planning for Leisure
RLS 223 - Leisure and Human Behavior
RLS 232 - Marketing for Recreation, Sport and Tourism
RLS 263 - Principles of Tourism
6 units in Humanities, Social Sciences, or Fine Arts/Languages (see below)
3 units in Open Options.

Note:

Select courses based on balance of requirements relative to Year 1 selections.

Year 3 (30 units)

KRLS 305 - Financial Management in Recreation, Sport and Tourism
KRLS 304 - Advanced Sociology of Sport and Leisure
RLS 325 - Public Policy in Recreation, Sport and Tourism

RLS 335 - Human Resources Management in Recreation, Sport and Tourism
18 units selected from Senior Faculty Options, Senior Out-of-Faculty Options, or Open Options

Year 4 (30 units)

RLS 400 - Philosophies of Leisure
RLS 447 Professional Practicum
12 units chosen from Senior Faculty Options, Senior Out-of-Faculty Options, or Open Options

Notes

1. No more than 6 units of Options are to be completed through PAC/DAG courses.
2. Students approved to take the Advanced Project in lieu of the Professional Practicum would normally take the approved course work and research-based Directed Study in Year 4.
3. A maximum of 18 units in Practicum course offerings may be credited toward the BARST degree program.
4. RLS 447 is restricted to students who have completed a minimum of 90 units toward the BARST degree program.

Minors

A minor consists of at least 27 units with at least 24 units at the 300-level or higher (see Note 4). Students may choose to complete one of the following minors:

Minor in Community Development

The minor must include the following:

RLS 335 - Human Resources Management in Recreation, Sport and Tourism

6 units In Field Learning
6 units Senior Faculty Options
3 units Senior Out-of-Faculty Option
3 units Open Option

Year 4 (30 units)

RLS 400 - Philosophies of Leisure
3/6 units In Field Learning (see Note 1)
9 units Senior Faculty Options
9 units Senior Out-of-Faculty Options
6/3 units in Open Option (see Note 1)

Notes

1. The total course units taken in Open Options and In Field Learning courses in year 4 must equal 6 units.
2. Students are encouraged to contact the KSR Student Services Office and consult with an Academic Advisor for assistance in program building and course selection of Faculty Options in the completion of program requirements as well in selecting appropriate Open Options to support, prepare for, and meet In Field Learning course prerequisites and placement requirements.
3. Students approved to take the Advanced Project in lieu of In Field Learning would normally take the approved coursework and research-based Directed Study in Year 4.
4. A maximum of 15 units in In Field Learning course offerings may be credited toward the BARST degree program.
5. In Field Learning courses are restricted to students who have completed a minimum of 45 units toward the BARST degree program.

Minors

A minor consists of at least 21 units with at least 15 units at the 300-level or higher (see Notes). Students may choose to complete one of the following minors:

Minor in Community Development

The minor must include the following:

KRLS 352 - Leisure Facilities: Planning and Management
RLS 331 - Leisure Education
~~RLS 447~~ in the community recreation sector.
At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Sport and Recreation Management

The minor must include the following:

KRLS 350 - Advanced Analysis of Sport and Leisure Organizations
KRLS 352 - Leisure Facilities: Planning and Management
At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Tourism and Natural Environments

The minor must include the following:

RLS 463 - Issues in Tourism Development
RLS 465 - Natural Area Tourism
~~RLS 447~~ in the tourism and natural ~~areas~~ sector
At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Notes

Students who complete a minor will complete 21 units open options with at least 12 units at the 200-level or higher. ~~A maximum of 6 units are to be completed through PAC/DAG courses.~~

[...]

~~Removed language~~

KRLS 352 - Leisure Facilities: Planning and Management
RLS 331 - Leisure Education
In Field Learning course work focused on experiential learning in the community recreation sector.
At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Sport and Recreation Management

The minor must include the following:

KRLS 350 - Advanced Analysis of Sport and Leisure Organizations
KRLS 352 - Leisure Facilities: Planning and Management
In Field Learning course work focused on experiential learning in the sport and recreation management sector.
At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Minor in Tourism and Natural Environments

The minor must include the following:

RLS 463 - Issues in Tourism Development
RLS 465 - Natural Area Tourism
In Field Learning course work focused on experiential learning in the tourism and natural environments sector.
At least 6 units from an approved list of options for the minor, available from the Student Services Office.

Notes:

1. Students who complete a minor will complete 21 units open options with at least 12 units at the 200-level or higher.
2. Students who complete a minor will complete 4 senior open options and 4 minor courses, instead of the program requirements of 4 senior faculty options and 4 senior out-of-faculty options for those students who do not choose to declare a minor.

[...]

New language

Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 approval; Jan 26, 2023 (calendar language implementation consultation)

KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval

KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval

GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update

Other Consultations:

KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022

KSR Academic Council: April, 26th, 2022

KSR UG Students (upon completion of practicum): June 10, 2022

KSRSS Council: October 16th, 2022

KSRSS GFC Student Representative: October 24, 2022

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022 consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June 13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Calendar Change Request Form for Program and Regulation Changes

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Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • Practicum Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student

completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student's ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty's degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the "right" or most "advantageous" practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students' personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one's career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42200&returnto=11341

Current	Proposed
<p>The Bachelor of Kinesiology (BKin) degree program consists of 120 units and has both a professional and discipline focus. The program consists of the following components:</p> <ol style="list-style-type: none"> 1. Degree Core: 66 units. These courses provide the foundation of knowledge in professional and discipline areas of the field. 2. Activity Core: 12 units. These courses provide foundational knowledge and theory 	<p>Effective September 2024</p> <p>The Bachelor of Kinesiology (BKin) degree program consists of 120 units and has both a professional and discipline focus. The program consists of the following components:</p> <ol style="list-style-type: none"> 1. Degree Core: 66 units. These courses provide the foundation of knowledge in professional and discipline areas of the field. 2. Activity Core: 12 units. These courses provide foundational knowledge and theory specific to

specific to movement education. See [Activity Core Electives](#) for a list of faculty approved activity core courses.

Notes

1. Any units of course weight completed above the required 12 units are included in the Open Option Component of the degree.
2. A single course cannot be used to satisfy more than one degree program requirement

3. **Major:** ~~30 units~~. Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. ~~Each major must include a practicum of at least 9 units.~~ Students normally select their major during the second year of their program.

Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

4. **Option Component:** A group of courses totaling 12 units of which at least 3 units must be an open option taken from outside the Faculty.

movement education.

See [Activity Core Electives](#) for a list of faculty approved activity core courses.

Notes

1. Any units of course weight completed above the required 12 units are included in the Open Option Component of the degree.
2. A single course cannot be used to satisfy more than one degree program requirement

3. **In Field Learning Component:** A [group of courses](#) totalling completion of a minimum of 9 units to a maximum of 12 units.

4. **Major:** A group of courses totalling completion of a minimum of 18 units to a maximum of 21 units (see Note i). Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Students normally select their major during the second year of their program.

Notes:

i. Students who elect to complete the minimum 9 units of the In Field Learning Component will complete 21 units of major course options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 18 units of a combination of major required and optional course options.

ii. Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

5. **Option Component:** A group of courses totaling 12 units of which at least 3 units must be an open option taken from outside the

<p>Course Sequence</p> <p>Students are advised to follow the prescribed order as closely as possible.</p> <p>Year 1 (30 units)</p> <ul style="list-style-type: none"> • 3 units in WRS or 3 units in ENGL • HE ED 120 - Introduction to the Biological Aspects of Fitness to Health • KIN 100 - Human Anatomy • KIN 101 - Introduction to Human Physiology • KIN 102 - Foundations of Human Movement • KIN 103 - Integrative Human Physiology • KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society • KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs • 3 units from Activity Core <p>One of:</p> <ul style="list-style-type: none"> • KIN 109 - Statistics, Measurement, and Evaluation • STAT 151 - Introduction to Applied Statistics I <p>Year 2 (30 units)</p> <ul style="list-style-type: none"> • DANCE 200 - The Spectrum of Dance in Society • KIN 200 - Physiology of Exercise • KIN 203 - Skill Acquisition and Performance • KIN 206 - Biomechanics • KIN 207 - Physical Growth and Psychomotor Development • KIN 209 - Research Methods in Kinesiology • KIN 240 - Introduction to Sports Injury Management • KRLS 204 - Canadian History of Leisure, Sport, and Health • KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations • 3 units from Activity Core <p>Year 3 (30 units)</p>	<p>Faculty.</p> <p>Course Sequence</p> <p>Students are advised to follow the prescribed order as closely as possible.</p> <p>Year 1 (30 units)</p> <ul style="list-style-type: none"> • 3 units in WRS or 3 units in ENGL • HE ED 120 - Introduction to the Biological Aspects of Fitness to Health • KIN 100 - Human Anatomy • KIN 101 - Introduction to Human Physiology • KIN 102 - Foundations of Human Movement • KIN 103 - Integrative Human Physiology • KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society • KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs • 3 units from Activity Core <p>One of:</p> <ul style="list-style-type: none"> • KIN 109 - Statistics, Measurement, and Evaluation • STAT 151 - Introduction to Applied Statistics I <p>Year 2 (30 units)</p> <ul style="list-style-type: none"> • DANCE 200 - The Spectrum of Dance in Society • KIN 200 - Physiology of Exercise • KIN 203 - Skill Acquisition and Performance • KIN 206 - Biomechanics • KIN 207 - Physical Growth and Psychomotor Development • KIN 209 - Research Methods in Kinesiology • KIN 240 - Introduction to Sports Injury Management • KRLS 204 - Canadian History of Leisure, Sport, and Health • KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations • 3 units from Activity Core <p>Year 3 (30 units)</p>
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- [KIN 311 - Assessment of Fitness and Health](#)
- [KRLS 304 - Advanced Sociology of Sport and Leisure](#)
- 9 units from major
- 3 units from [Activity Core](#)
- 9 units in Open Options

One of:

- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 303 - Psychology of Sport and Physical Activity](#)

Year 4 (30 units)

- [KIN 401 - Applied Ethics in Sport, Physical Activity and Exercise](#)
- 6 units from major (see Notes 1 and 3)
- 3 units from [Activity Core](#)
- 3 units in Open Option
- 15 units in Full-time practicum OR 9 units in part-time Practicum and 6 units Faculty Options (see Note 1)
The total course weights taken above must equal 15 units.

Notes

1. Students must choose one of following practicum options:
9 units: Part-time practicum (must register in [KIN 492](#) only), OR
15 units: Full-time practicum (must register in [KIN 493](#) only)
2. Practicum opportunities may be limited for those students wishing to do a part-time practicum.
3. A maximum of 18 units in Practicum course offerings may be credited toward the BKin degree program.
4. [KIN 492 & KIN 493](#) are restricted to students who have completed a minimum of 90 units toward the BKin degree program.

Majors

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

- [KIN 311 - Assessment of Fitness and Health](#)
- [KRLS 304 - Advanced Sociology of Sport and Leisure](#)
- 6 units [In Field Learning](#)
- 6 units from Major
- 3 units from [Activity Core](#)
- 6 units in Open Options

One of:

- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 303 - Psychology of Sport and Physical Activity](#)

Year 4 (30 units)

- [KIN 401 - Applied Ethics in Sport, Physical Activity and Exercise](#)
- 3/6 units [In Field Learning](#) (see Note 1)
- 15/12 units from major (see Note 1 and 2)
- 3 units from [Activity Core](#)
- 6 units in Open Option

Notes

1. Students who elect to complete the minimum 9 units of the [In Field Learning Component](#) will complete 21 units of Major courses. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 18 units of Major courses.
2. A maximum of 15 units of [In Field Learning course offerings](#) may be credited toward the BKin degree program.
3. [In Field Learning courses](#) are restricted to students who have completed a minimum of 45 units toward the BKin degree program.

Majors

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Adapted Physical Activity (30 units):

This major provides students with theoretical knowledge and practical skills to facilitate physically active lifestyles for people with impairments. Emphasis is placed on gaining instructional and leadership skills in physical activity, fitness and sport programs for individuals along the continuum of impairments and across all age groups and environments.

Required Courses for Major (12 units)

- [KIN 372 - Neuroscience Considerations for Adapted Physical Activity](#)
- [KIN 385 - Physical Activity and the Aging Adult](#)
- [KIN 471 - Physical Activity for Individuals with Developmental Impairments](#) OR
- [KIN 472 - Physical Activity for Individuals with Physical Impairments](#)
- [KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation](#)

Choose one of:

- 9 units in **Professional Practicum (KIN 492)** and 9 units from the list of approved Option Courses for Major
- 15 units in **Professional Practicum (KIN 493)** and 3 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Physical Activity and Health (30 units):**Adapted Physical Activity (30 units):**

This major provides students with theoretical knowledge and practical skills to facilitate physically active lifestyles for people with impairments. Emphasis is placed on gaining instructional and leadership skills in physical activity, fitness, and sport programs for individuals along the continuum of impairments and across all age groups and environments.

Required Courses for Major (12 units)

- [KIN 372 - Neuroscience Considerations for Adapted Physical Activity](#)
- [KIN 385 - Physical Activity and the Aging Adult](#)
- [KIN 471 - Physical Activity for Individuals with Developmental Impairments](#) OR
- [KIN 472 - Physical Activity for Individuals with Physical Impairments](#)
- [KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation](#)

Choose one of:

- 9 units of **In Field Learning coursework** focused on experiential learning in the **Adapted Physical Activity sector** and 9 units from the list of approved Option Courses for Major
- or
- 12 units of **In Field Learning coursework** focused on experiential learning in the **Adapted Physical Activity sector** and 6 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Physical Activity and Health (30 units):

This major provides students with understanding of and appreciation for the importance of physical activity as it relates to health, fitness, and well-being over the lifespan. Biopsychosocial factors influencing acquisition and maintenance of physical activity and health will be emphasized.

Required Courses for Major (12 units)

- [HE ED 320 - Social Dimensions of Health and Health Promotion](#)
- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 334 - Physical Activity, Nutrition and Energy Balance](#)
- [KIN 335 - Advanced Conditioning Methodology](#)

Note:

If [HE ED 321](#) has been chosen as part of the Degree Core, please add 3 units to your Option Courses for Major requirement.

Choose one of:

- 9 units in [Professional Practicum \(KIN 492\)](#) and 9 units from the list of approved Option Courses for Major
- 15 units in [Professional Practicum \(KIN 493\)](#) and 3 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Sport Performance (30 units):

This major advances students' understanding of the theoretical underpinnings of the multifaceted aspects of sport performance. In addition, students will gain practical experience in sport performance through an

This major provides students with understanding of and appreciation for the importance of physical activity as it relates to health, fitness, and well-being over the lifespan. Biopsychosocial factors influencing acquisition and maintenance of physical activity and health will be emphasized.

Required Courses for Major (12 units)

- [HE ED 320 - Social Dimensions of Health and Health Promotion](#)
- [HE ED 321 - Psychological Dimensions of Health Promotion](#)
- [KIN 334 - Physical Activity, Nutrition and Energy Balance](#)
- [KIN 335 - Advanced Conditioning Methodology](#)

Note:

If [HE ED 321](#) has been chosen as part of the Degree Core, please add 3 units to your Option Courses for Major requirement.

Choose one of:

- 9 units of [In Field Learning coursework](#) focused on experiential learning in the [Physical Activity and Health sector](#) and 9 units from the list of approved Option Courses for Major
- or
- 12 units of [In Field Learning coursework](#) focused on experiential learning in the [Physical Activity and Health sector](#) and 6 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Sport Performance (30 units):

This major advances students' understanding of the theoretical underpinnings of the multifaceted aspects of sport performance. In addition, students will gain practical experience in sport performance through an

interdisciplinary delivery of courses and **practicum** requirements.

Required Courses for Major (9 units)

- [KIN 335 - Advanced Conditioning Methodology](#)
- [KIN 435 - Applied Resistance Training](#)
- [KIN 436 - Applied Endurance Training](#)

Choose one of:

- 9 units in **Professional Practicum (KIN 492)** and 12 units from the list of approved Option Courses for Major
- 15 units in **Professional Practicum (KIN 493)** and 6 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Individualized Major (30 units):

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

- i. A clear description of the focus and the objectives of the major.

interdisciplinary delivery of courses and **in field learning** requirements.

Required Courses for Major (9 units)

- [KIN 335 - Advanced Conditioning Methodology](#)
- [KIN 435 - Applied Resistance Training](#)
- [KIN 436 - Applied Endurance Training](#)

Choose one of:

- 9 units of **In Field Learning coursework** focused on experiential learning in the Sport Performance sector and 12 units from the list of approved Option Courses for Major **or**
- 12 units of **In Field Learning coursework** focused on experiential learning in the Sport Performance sector and 9 units from the list of approved Option Courses for Major

Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

Individualized Major (30 units):

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

- A clear description of the focus and the objectives of the major.

<p>ii. A detailed list of courses to be taken and indication of how they relate to the stated objectives.</p> <p>Specific Requirements</p> <p>Choose one of:</p> <ul style="list-style-type: none"> 9 units in Professional Practicum (KIN 492) and 21 units in additional course work related to the major 15 units in Professional Practicum (KIN 493) and additional 15 units of course work related to the major <p>Additional Information The additional coursework related to the major normally consists of:</p> <ol style="list-style-type: none"> 15 units taken at the 300- or 400-level Minimum 9 units taken from DANCE, HE ED, KRLS, KIN, and/or RLS courses. <p>[...]</p> <p>Removed language</p>	<ul style="list-style-type: none"> A detailed list of courses to be taken and indication of how they relate to the stated objectives. <p>Specific Requirements</p> <p>Choose one of:</p> <ul style="list-style-type: none"> 9 units of In Field Learning coursework focused on experiential learning and 21 units in additional coursework, both related to the major or 12 units of In Field Learning coursework focused on experiential learning and 18 units in additional coursework, both related to the major <p>Additional Information The additional coursework related to the major normally consists of:</p> <ul style="list-style-type: none"> 18 units taken at the 300- or 400-level Minimum 9 units taken from DANCE, HE ED, KRLS, KIN, and/or RLS courses. <p>[...]</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)</p> <p>KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval</p> <p>KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval</p> <p>GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update</p>
<p>Other Consultations:</p> <p>KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022</p> <p>KSR Academic Council: April, 26th, 2022</p> <p>KSR UG Students (upon completion of practicum): June 10, 2022</p> <p>KSRSS Council: October 16th, 2022</p> <p>KSRSS GFC Student Representative: October 24, 2022</p>

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022
consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June
13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • Program • BScKin "Practicum" Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR "Practicum" model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

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Key equity, accessibility, and inclusivity considerations within the proposed changes to "practicum" in the Faculty of KSR are the completion requirements of the current delivery models. The current student

completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student's ability to work in a paid role as it makes scheduling paid shifts difficult.

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Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43024&returnto=11341

Current

Bachelor of Science in Kinesiology

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

Program Requirements

Students in the BSc (Kin) Degree take a program of 120 units over a four year period, consisting of:

1. Degree core: A group of required courses in

Proposed

Bachelor of Science in Kinesiology

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

Effective September 2024

Program Requirements

Students in the BSc (Kin) Degree take a program of 120 units over a **four-year** period, consisting of:

1. Degree core: A group of required courses in

Kinesiology totalling 93 units

2. Practicum Component: (9 units) Part-time or (15 units) Full-time practicum
3. Option component:
 - a. Open Options: A group of courses totalling 12 units which may be taken from within or outside the Faculty of Kinesiology, Sport, and Recreation.
 - b. Faculty Options: 9 units/6 units chosen from courses within the Faculty of Kinesiology, Sport, and Recreation.

Note: Students who choose a 9-unit part-time practicum will do 6 units in Faculty Options; students who choose a 15-unit full-time practicum will not require any additional Faculty Options.

Course Sequence for BSc in Kinesiology

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- 6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
- CHEM 101 - Introductory University Chemistry I
- HE ED 120 - Introduction to the Biological Aspects of Fitness to Health
- KIN 100 - Human Anatomy
- KIN 101 - Introduction to Human Physiology
- KIN 103 - Integrative Human Physiology
- KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
- KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
- One of:
KIN 109 - Statistics, Measurement, and Evaluation
STAT 151 - Introduction to Applied Statistics I

Year 2 (30 units)

Kinesiology totalling 78 units.

2. In Field Learning Component: A group of courses totalling a minimum of 9 units to a maximum of 12 units.
3. Option component:
 - a. Open Options: A group of courses totalling a minimum of 12 to a maximum of 15 units which may be taken from within or outside the Faculty of Kinesiology, Sport, and Recreation (see Note).
 - b. General Faculty Options: 6 units chosen from courses within the Faculty of Kinesiology, Sport, and Recreation.
 - c. Faculty Options: A group of courses totalling 12 units chosen from List A or B courses.

Note:

Students who elect to complete the minimum 9-units of the In Field Learning Component will complete 15 units/credits of Open Options. Students who elect to complete the maximum 12 units of the In Field Learning Component will complete 12 units of Open Options.

Course Sequence for BSc in Kinesiology

Students are advised to follow the prescribed order as closely as possible.

Year 1 (30 units)

- 6 units in 100-level ENGL OR 3 units in ENGL and 3 units in WRS
- CHEM 101 - Introductory University Chemistry I
- HE ED 120 - Introduction to the Biological Aspects of Fitness to Health
- KIN 100 - Human Anatomy
- KIN 101 - Introduction to Human Physiology
- KIN 103 - Integrative Human Physiology
- KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
- KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
- One of:
KIN 109 - Statistics, Measurement, and Evaluation
or
STAT 151 - Introduction to Applied Statistics I

Year 2 (30 units)

- CHEM 261 - Organic Chemistry I
- HE ED 221 - Population Health
- KIN 200 - Physiology of Exercise
- KIN 203 - Skill Acquisition and Performance
- KIN 209 - Research Methods in Kinesiology
- KIN 240 - Introduction to Sports Injury Management
- KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations

- MATH 125 - Linear Algebra I **OR**
- MATH 134 - Calculus for the Life Sciences I
- PHYS 124 - Particles and Waves
- 3 units in Open options

Year 3 (30 units)

- BIOCH 200 - Introductory Biochemistry
- KIN 303 - Psychology of Sport and Physical Activity **OR**
- HE ED 321 - Psychological Dimensions of Health Promotion
- KIN 306 - Quantitative Biomechanics of Human Movement
- KIN 311 - Assessment of Fitness and Health
- KIN 334 - Physical Activity, Nutrition and Energy Balance
- KIN 335 - Advanced Conditioning Methodology
- 6 units in Open Option

3-unit List A Faculty Option

Students should contact the Student Services Office for detailed information about List A Faculty Options.

3-unit List B Faculty Option

Students should contact the Student Services Office for detailed information about List B Faculty Options.

- a. 6 units in Open Option

Year 4 (30 units)

1. KIN 401
 2. 6 units chosen from List B Faculty Options
- Students should contact the Student Services Office for detailed information about List B Faculty Options.

- CHEM 261 - Organic Chemistry I
- HE ED 221 - Population Health
- KIN 200 - Physiology of Exercise
- KIN 203 - Skill Acquisition and Performance
- KIN 209 - Research Methods in Kinesiology
- KIN 240 - Introduction to Sports Injury Management
- KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations

● One of:

MATH 125 - Linear Algebra I

or

MATH 134 - Calculus for the Life Sciences I

- PHYS 124 - Particles and Waves
- 3 units in Open options

Year 3 (30 units)

- BIOCH 200 - Introductory Biochemistry
- One of:
- KIN 303 - Psychology of Sport and Physical Activity
- or
- HE ED 321 - Psychological Dimensions of Health Promotion
- KIN 306 - Quantitative Biomechanics of Human Movement
- KIN 311 - Assessment of Fitness and Health
- KIN 334 - Physical Activity, Nutrition and Energy Balance
- KIN 335 - Advanced Conditioning Methodology
- 6 units **In Field Learning**
- 3 units in Open Option
- 3 units Faculty Option (from List A or List B)

Note

Students are encouraged to contact the KSR Student Services Office and consult with an academic advisor for assistance in program building and course selection from List A and B Faculty Options in the completion of program requirements.

Year 4 (30 units)

- KIN 401
- 6 units Faculty Options (one from List A, one from List B)
- 3 units Faculty Options (from List A or List B)

3. 3 units chosen from List A or B Faculty Options. Students should contact the Student Services Office for detailed information about List A and B Faculty Options.

4. 3 units in Open Option

5. 9 unit/15 unit Professional Practicum (see Notes 4 and 5)

6. 6 units in Faculty Options (see Notes 4 and 5)

The total course weights taken in 5 and 6 above must equal 15 units.

Notes

1. No more than 9 units of options are to be completed through PAC/DAG courses.

2. Practicum opportunities may be limited for those students wishing to do a part time practicum.

3. It is strongly recommended to select appropriate Open Options in order to meet agency prerequisites for a practicum placement. See a Program Advisor for suggested courses.

4. Students must choose one of following practicum placement options:
— 15-unit full-time practicum (must register in KIN 493 only), or 9-unit part-time practicum (must register in KIN 492 only) and an additional 6 units in Faculty Options.

5. A maximum of 18 units in Practicum course offerings may be credited toward the BSc in Kinesiology degree program.

6. KIN 492 & KIN 493 are restricted to students who have completed a minimum of 90 units toward the BSc in Kinesiology degree program.

Removed language

- 6 units General Faculty Option
- 3/6 units [In Field Learning](#) (see Note 1)
- 9/6 units in Open Option (see Note 1)

Notes

1. The total course units taken in Open Options and [In Field Learning courses](#) in year 4 must equal 12 units.

2. Students are encouraged to contact the KSR Student Services Office and consult with an Academic Advisor for assistance in program building and course selection from List A and B Faculty Options in the completion of program requirements as well in selecting appropriate Open Options to support, prepare for, and meet In Field Learning course prerequisites and placement requirements.

3. [In Field Learning courses](#) are restricted to students who have completed a minimum of 45 units toward the BSc in Kinesiology degree program.

4. A maximum of 15 units in [In Field Learning course offerings](#) may be credited toward the BSc in Kinesiology degree program.

New language

Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)

KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval

KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval

GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update

Other Consultations:

KSR Leadership Team: April 4th, 2022; August 8, 2022; October 18th, 2022

KSR Academic Council: April, 26th, 2022

KSR UG Students (upon completion of practicum): June 10, 2022

KSRSS Council: October 16th, 2022

KSRSS GFC Student Representative: October 24, 2022

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022
consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June
13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoKSR
Contact Person:	Angela L. Bayduza Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	Undergraduate
For which term will this change take effect?	Fall 2024

Rationale

URL KIN Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=KIN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

URL RLS Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=RLS&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

The following proposed changes to the KSR Practicum are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these

associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of

Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions indicated below during the teach out phase will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Course Template

Current	Proposed
<p>KIN 490 – Professional Practicum ★ 6 (fi 12) (variable, variable) A half-time unpaid Professional Practicum of 20 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. A limited number of placements are available. Note: Students will not be allowed to register in more than *9 concurrently with KIN 490 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 490 or PEDS 490.</p>	<p>... [delete] ...</p>

KIN 491 – Professional Practicum

★ 12 (*fi* 24) (variable, variable) A full-time unpaid Professional Practicum of 35-40 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. Note: Students will not be allowed to register in any other course concurrently with KIN 491 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 491 or PEDS 491.

KIN 492 - Professional Practicum

★ 9 (*fi* 18) (variable, variable) A half-time unpaid Professional Practicum of 20 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. A limited number of placements are available. Note: Students will not be allowed to register in more than *9 concurrently with KIN 492 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 492 or PEDS 492.

KIN 493 – Professional Practicum

★ 15 (*fi* 30) (variable, variable) A full-time unpaid Professional Practicum of 35-40 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. Note: Students will not be allowed to register in any other course concurrently with KIN 493 unless approved by the Practicum Supervisor/Instructor. Note: Credit will be granted for only one of KIN 493 or PEDS 493.

RLS 441 – Practicum Seminar

★ 3 (*fi* 6) (either term, 0 3s 0) A seminar, taken concurrently with RLS 449, which seeks to relate the professional work experience to the academic and professional preparation elements within the BA program. Students will not be allowed to register in any other course concurrently with RLS 441/449 unless approved by the Practicum Supervisor/Instructor.

RLS 447 – Professional Practicum

★ 15 (*fi* 30) (variable, variable) A full-time unpaid Professional Practicum of 35-40 hours per week for 14 weeks, or the equivalent time. Students must arrange placements through the Practicum Supervisor/Instructor. Note: Students will not be allowed to register in any other course concurrently with RLS 447 unless approved by the Practicum Supervisor/Instructor. Credit will be granted for only one of RLS 441/449 or RLS 447.

... [delete] ...

... [delete] ...

... [delete] ...

... [delete] ...

... [delete] ...

RLS 449 – Professional Practicum

★ 12 (fi 24) (either term, 14 weeks) Fourteen weeks of professional experience in full-time, unpaid placement (35 to 40 hours per week). Students must arrange placements through the Practicum Supervisor/Instructor. Must be taken concurrently with RLS 441. Students will not be allowed to register in any other course in conjunction with RLS 441/449 unless approved by the Practicum Supervisor/Instructor.

... [new] ...

... [delete] ...

Effective September 2024

KRLS 290 – An Introduction to In Field Learning: Career Explorations

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this course, students will explore the breadth of career paths and scope of practice that can be pursued with their degrees. Strategies for conducting job searches, application and resume writing skills, interviewing and networking skills, and engaging stakeholders will also be addressed. Throughout the course, students will be tasked with creating a professional portfolio to be built upon and utilized as they progress through their remaining program, in field learning courses, and as they enter into their careers. Through multiple micro career explorations and informational interviewing with established practicing professionals students will be connected with throughout the course (e.g., alumni, practitioners in professions of interest), students will discover and uncover how professionals use degree knowledge to build careers. Through these micro career experiences (variable; ~1-4 hrs/ week or ~15-60 hrs/term), students will be guided in learning how to identify and articulate transferable skills from all of their own experiences, including from their academic program, that can then be utilized in their future career journey. Notes: Classroom/tutorial sessions are variable per week in addition to the micro career explorations and in field learning experiences with working professionals students will engage with throughout the course. Prerequisite: Successful completion of 45 course units.

... [new] ...

KRLS 291 – In Field, Practice-Based, Learning – Professional Practice & Interpersonal Skill Building
Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

This course provides students the opportunity to develop knowledge and competencies in interpersonal theory specific to Kinesiology, Sport, and/or Recreation settings. Content covered in this course include such topics as effective verbal, non-verbal, and written communication strategies, active listening with patients/clients, reflective practice, managing conflict and difficult conversations, negotiations in the workplace, decision making, leadership, respect for diversity, intercultural competence, self-awareness, collaboration, teamwork and interdisciplinary practice, and generating and synthesizing evidence, and applying ethical principles. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations, settings, and career pathways within the field of Kinesiology, Sport, and Recreation. As a part of the course, students will participate in multiple micro field placements (variable; ~1-4 hrs/ week or ~15-60 hrs/term) with assigned mentors, observing and engaging in interpersonal relations and participating in the planning and implementation of programs as is appropriate. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experiences. Prerequisite: Successful completion of KRLS 290.

... [new] ...

KRLS 392 – In Field, Practice-Based, Learning – Interdisciplinary Problem Solving
Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this project, micro field placement (variable; ~1-4 hrs/ week or ~15-60 hrs/term) based course, students will work

... [new] ...

in small interdisciplinary teams to analyze a complex problem and propose a solution (strategies and interventions) to address a real-world issue and context. Students will apply theoretical knowledge to attempt to solve practical challenges they identify, demonstrate their understanding of the challenge and potential solutions through presentation of their ideas, and design an implementation and evaluation strategy. Students will be asked to draw connections between their theoretical course learnings and the practical application of skills through discussion of proposed solutions with team members and other course participants. With the support of the Course Instructor, Practicum Advisor, and Industry Partners, students will visualize, identify, and articulate how the practical application of their knowledge altered their self-efficacy in the competency areas required of the experience. Notes: Classroom/tutorial sessions are variable per week in addition to micro in field learning experiences scheduled for each iteration of the course. Prerequisite: Successful completion of KRLS 291.

KRLS 493 – In Field, Practice-Based, Learning – Comprehensive Placement

Course Career Undergraduate

Units 6

Approved Hours Variable

Fee index 12

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

Students will participate in a singular, comprehensive, high-density, macro learning (variable; ~8-12 hrs/week or ~120-180 hrs/term), In Field Learning placement with an assigned mentor. During this intensive in the field learning experience, students will become fully integrated into the work at their assigned Field Placement that will provide students with an intensive short term hands-on practical experience in a setting relevant to their subject of study and lead to relatively independent work by the completion of the placement. Students will work towards contributing to their assigned field placement's capacity, critically assessing issues, designing, implementing and evaluating strategic initiatives, and/or engaging actively in research while at the same time gaining confidence and skills as a practicing professional under the direction of the course instructor and the placement mentor. Students will report back to the course instructor regularly i). proposed ideas and plans for work appropriate to the working environment

<p>... [new] ...</p> <p>Removed language</p>	<p>that aligns with the settings mission, values, and workflow; ii). information collected and resources utilized that were needed to assess and complete work functions; iii) evaluation of what skill sets are required to complete work functions, and iv). judgements on whether their current skill set meets the identified work functions. Notes: Classroom/tutorial sessions are variable per week in addition to the macro in field learning experience. Prerequisite: Successful completion of KRLS 290 or KRLS 291.</p> <p>KRLS 499 – In Field, Practice-Based, Learning – Directed Project Course Career Undergraduate Units 3 Approved Hours Variable Fee index 6 Faculty Kinesiology, Sport, & Rec Department Kinesiology, Sport, & Rec Typically Offered Variable</p> <p>Description A course designed to meet the needs of individual students in completion of the In Field Learning requirements of their degree program. A singular, comprehensive, high-density, micro experience (variable; ~1-4 hrs/ week or ~15-60 hrs/term), in combination with academically focused work, completed under the supervision, mentorship, and direction of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved affiliate. Normally for students in their fourth year of study. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experience. Prerequisite: KRLS 290 or KRLS 291 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved affiliate.</p> <p>New language</p>
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Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)
KSR Faculty Executive: Sept 21st 2022 consultation; November 22nd, 2022 approval
KSR Faculty Council: Sept 28th 2022 consultation; November 30th, 2022 approval
GFC Programs Committee: January 12, 2023 approval; February 12, 2023 update

Other Consultations:

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KSR Academic Council: April, 26th, 2022

KSR UG Students (upon completion of practicum): June 10, 2022

KSRSS Council: October 16th, 2022

KSRSS GFC Student Representative: October 24, 2022

Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2, 2022; August 25, 2022
consultation

Dr. Karsten Mundel, Provost Fellow, Experiential and Work-Integrated Learning & Associate Professor: June
13, 2022

Norma Rodenburg, Deputy Registrar, Office of the Registrar: June 13, 2022

Dr. Beverley Temple, Professor, Associate Dean, Undergrad Studies, Faculty of Nursing: June 20, 2022

Dr. Florence Glanfield, Vice-Provost Indigenous Programming & Research: July 14, 2022

Rebecca Liaw, University Calendar Editor: October 25, 2022; January 19-20th, 2023

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	FoKSR
Contact Person:	Angela L. Bayduza Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	Undergraduate
For which term will this change take effect?	Fall 2024

Rationale

URL KIN Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=KIN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

URL RLS Courses:

https://calendar.ualberta.ca/content.php?filter%5B27%5D=RLS&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=36&expand=&navoid=11383&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

The following proposed new courses are in response to the needs of current and future students in implementing solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR “Practicum” model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

As the Faculty of KSR continues its strong response to the TRC calls to action in decolonizing and Indigenizing programming, the proposed changes to Practicum will have a dedicated focus on Indigenous Knowledges, ethical engagement and collaboration with Indigenous communities, and strong grounding in kinesiology related issues (sport, exercise, recreation, physical activity, health and wellness, etc.) experienced by Indigenous Peoples of Canada. The proposed new In Field Learning (IFL) experiences, at both a micro and macro level, will challenge students to respond to the needs they see and purposefully find solutions in application of their knowledge and training in meeting these challenges. Providing applied, active learning experiences focused on cultural sensitivity in a breadth of diverse populations and lived experiences, will be a driving factor within the proposed changes.

In addressing the lack of culturally diverse and multi population based experiences offered to each individual student within their current work integrated opportunities, the proposed changes provide an enhanced opportunity to continue to build already existing partnerships with community associations and organizations as well as build others. Through KSRs ongoing partnerships with such community organizations and professional certifying/registration bodies (i.e., Indigenous Sport Council of Alberta-ISCA; Alberta Kinesiology Association-AKA; Alberta Recreation and Parks-ARPA, to name just a few), at the level of each proposed IFL course, richer, deeper learning experiences for KSR students can be developed with not only these

associations but also the populations they serve and eventually KSR students will be working with professionally.

Key equity, accessibility, and inclusivity considerations within the proposed changes to “practicum” in the Faculty of KSR are the completion requirements of the current delivery models. The current student completing the Faculty of KSR practicum program structure comes from a privileged background, likely still living at home, or has other significant support such as family to pay for their accommodations and costs of daily living during the practicum semester. In the current practicum structure, where students who are matched with practicum placement partners, students are tasked with completing 30-35 hours per week of unpaid work across the practicum semester, for completion of up to 15 credit units. Students, as a result of this degree program requirement, have little time or flexibility to attend to other financial responsibilities by working in a paid position outside of their practicum commitment. In addition to this, the nature of work in some placements requires students to be available to be scheduled days, evenings, and weekends to meet the required hours of their placement while receiving meaningful mentorship. This further reduces the student’s ability to work in a paid role as it makes scheduling paid shifts difficult.

Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of

Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions indicated below during the teach out phase will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Course Template

Current	Proposed
<p>... [new] ...</p>	<p>In Field Learning Courses - Kinesiology, Sport and Recreation</p> <p>An important element of KSR undergraduate programs is the required completion of In Field Learning (with the exception of the BKin/BEd combined degree program). This element of KSR undergraduate programming provides students with real world connection of theory into practice, career exploration, understanding of professional certifying standards, and access to a multitude of diverse work-integrated</p>

learning experiences with a large sampling of populations and cultures.

The following list of In Field Learning courses present experiences that complement program knowledge, previous work and volunteer history, as well as learning objectives.

NOTE: for students admitted to BARST, BKin, or BScKin in the Fall of 2024 and onwards, as well as for those students approved by the Faculty of KSR to transition their program to the new structure.

**KRLS 290 – An Introduction to In Field Learning:
Career Explorations**

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this course, students will explore the breadth of career paths and scope of practice that can be pursued with their degrees. Strategies for conducting job searches, application and resume writing skills, interviewing and networking skills, and engaging stakeholders will also be addressed. Throughout the course, students will be tasked with creating a professional portfolio to be built upon and utilized as they progress through their remaining program, in field learning courses, and as they enter into their careers. Through multiple micro career explorations and informational interviewing with established practicing professionals students will be connected with throughout the course (e.g., alumni, practitioners in professions of interest), students will discover and uncover how professionals use degree knowledge to build careers. Through these micro career experiences (variable; ~1-4 hrs/ week or ~15-60 hrs/term), students will be guided in learning how to identify and articulate transferable skills from all of their own experiences, including from their academic program, that can then be utilized in their future career journey. Notes: Classroom/tutorial sessions are variable per week in addition to the micro career explorations and in field learning experiences with working professionals students will engage with throughout the course. Prerequisite: Successful completion of 45 course units.

KRLS 291 – In Field, Practice-Based, Learning – Professional Practice & Interpersonal Skill Building

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

This course provides students the opportunity to develop knowledge and competencies in interpersonal theory specific to Kinesiology, Sport, and/or Recreation settings. Content covered in this course include such topics as effective verbal, non-verbal, and written communication strategies, active listening with patients/clients, reflective practice, managing conflict and difficult conversations, negotiations in the workplace, decision making, leadership, respect for diversity, intercultural competence, self-awareness, collaboration, teamwork and interdisciplinary practice, and generating and synthesizing evidence, and applying ethical principles. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations, settings, and career pathways within the field of Kinesiology, Sport, and Recreation. As a part of the course, students will participate in multiple micro field placements (variable; ~1-4 hrs/ week or ~15-60 hrs/term) with assigned mentors, observing and engaging in interpersonal relations and participating in the planning and implementation of programs as is appropriate. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experiences. Prerequisite: Successful completion of KRLS 290.

KRLS 392 – In Field, Practice-Based, Learning – Interdisciplinary Problem Solving

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

In this project, micro field placement (variable; ~1-4 hrs/week or ~15-60 hrs/term) based course, students will work in small interdisciplinary teams to analyze a complex problem and propose a solution (strategies and interventions) to address a real-world issue and context. Students will apply theoretical knowledge to attempt to solve practical challenges they identify, demonstrate their understanding of the challenge and potential solutions through presentation of their ideas, and design an implementation and evaluation strategy. Students will be asked to draw connections between their theoretical course learnings and the practical application of skills through discussion of proposed solutions with team members and other course participants. With the support of the Course Instructor, Practicum Advisor, and Industry Partners, students will visualize, identify, and articulate how the practical application of their knowledge altered their self-efficacy in the competency areas required of the experience. Notes: Classroom/tutorial sessions are variable per week in addition to micro in field learning experiences scheduled for each iteration of the course. Prerequisite: Successful completion of KRLS 291.

KRLS 493 – In Field, Practice-Based, Learning – Comprehensive Placement

Course Career Undergraduate

Units 6

Approved Hours Variable

Fee index 12

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

Students will participate in a singular, comprehensive, high-density, macro learning (variable; ~8-12 hrs/week or ~120-180 hrs/term), In Field Learning placement with an assigned mentor. During this intensive in the field learning experience, students will become fully integrated into the work at their assigned Field Placement that will provide students with an intensive short term hands-on practical experience in a setting relevant to their subject of study and lead to relatively independent work by the completion of the placement. Students will work towards contributing to their assigned field placement's capacity, critically assessing issues, designing, implementing and evaluating strategic initiatives, and/or engaging actively in research while at the same time gaining confidence and skills as a practicing professional under the direction of the course instructor and the placement mentor. Students will report

back to the course instructor regularly i). proposed ideas and plans for work appropriate to the working environment that aligns with the settings mission, values, and workflow; ii). information collected and resources utilized that were needed to assess and complete work functions; iii) evaluation of what skill sets are required to complete work functions, and iv). judgements on whether their current skill set meets the identified work functions.

Notes: Classroom/tutorial sessions are variable per week in addition to the macro in field learning experience.

Prerequisite: Successful completion of KRLS 290 or KRLS 291.

KRLS 499 – In Field, Practice-Based, Learning – Directed Project

Course Career Undergraduate

Units 3

Approved Hours Variable

Fee index 6

Faculty Kinesiology, Sport, & Rec

Department Kinesiology, Sport, & Rec

Typically Offered Variable

Description

A course designed to meet the needs of individual students in completion of the In Field Learning requirements of their degree program. A singular, comprehensive, high-density, micro experience (variable; ~1-4 hrs/ week or ~15-60 hrs/term), in combination with academically focused work, completed under the supervision, mentorship, and direction of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved affiliate. Normally for students in their fourth year of study. Notes: Classroom/tutorial sessions are variable per week in addition to the micro in field learning experience.

Prerequisite: KRLS 290 or KRLS 291 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved affiliate.

New language

Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)

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Faculty (& Department or Academic Unit):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> Program BScKin "Practicum" Requirements
For which term is this intended to take effect?	Fall 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

The proposed changes to the Faculty of KSR Research Certificate in Kinesiology are in response to alignment with the proposed changes to the Faculty of KSR Practicum Component.

The proposed changes in the Faculty of KSR Practicum Component are intended to meet the needs of current and future students and implement solutions to prioritize diversity and provide more flexible pathways to students within more meaningful, rich, rigorous, purposeful, career focused, and culturally sensitive work integrated learning experiences. Currently, there are critical ethical, equity, accessibility, and inclusivity considerations for students with the current KSR "Practicum" model of delivery as well as a lack of culturally diverse and multi population based experiences offered and available to each individual student.

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Another driver of the update to the KSR practicum structure is that the career paths available to graduates of the Faculty’s degree programs, where the practicum is required, are very diverse. The current delivery structure places completion of the practicum at the end of the degree program (90 credit units completed) when students have not yet had an opportunity to complete a thorough exploration of the different career paths available to them. This places a lot of pressure on the student to choose the “right” or most “advantageous” practicum at the very end of their program, instead of emphasizing the connection of theory into practice, very early in and across the degree program.

The proposed new delivery structure incorporates, much earlier in the degree program, student engagement in career exploration, understanding of professional requirements and potential certifying bodies more consistently and fully, attainment of multiple and more diverse work-integrated learning experiences, and improvement of students’ personal awareness as to what is required of them in their next steps after completion of their undergraduate program, what their professional identity is, and how that identity is present within one’s career path.

Finally, within the significant ask of students completing practicum in the current practicum structure where placements are unpaid with an average work week of 30-35 hours, it has become apparent that this time completion expectation of students is often not being filled with meaningful skills, professional development, and/or intensive applied learning for the student. Often within these large, macro experiences, significant amounts of this time is being filled with entry-level labour that should otherwise be completed by a paid employee of the placement organization. In other words, practicum organizations are asking skilled student labour to fill their placement hours and practicum requirements with tasks not connected strongly to learning outcomes or experiential, applied program learning. As a result, these students are left without a rigorous, purposeful, career focused work integrated learning experience.

The proposed new structure will respond to the needs of current and future students, implement solutions to prioritize diversity, and provide more flexible pathways for students to receive meaningful, rich, rigorous, purposeful, career focused, work integrated, and culturally responsive learning experiences. The new In Field Learning delivery model will focus on the provision of high density, rich, and applied outcomes based learning and learning opportunities much more closely aligned with the Work Integrated Learning (WIL) principles of Field Placements. In this new delivery model, students will be provided a mix and variety of short term, micro, as well as macro intensive hands-on practical experiences, in a multiple of settings with a variety of

populations relevant to their subjects of study and career pathways (reference: [CEWIL Canada - What is Work Integrated Learning \(WIL\)](#)).

This proposed top-down WIL approach integrates a greater connection of WIL (Experiential Learning-EL/Community Service Learning-CSL) in academic focused courses, from the point of completion of 45 credits (1.5 yr of program) all the way through to degree completion. In this way, students will be better able to understand how each of the individual courses offered throughout their program and in connection to WIL/EL/CSL electives, develop skills that are transferable across their degree and beyond into their careers. This proposed model of In Field Learning provides greater flexibility to students in support of program completion, accessibility and inclusivity, and applied, active engaged outcome based learning through much broader sampling of populations and culturally diverse In Field Learning opportunities they will be exposed to and choose to complete.

These proposed program, regulation, and course changes will have impacts to administration that are in line with the challenges the Faculty of KSR is experiencing in the current Practicum delivery model. Academic Instructors, who currently are assigned to the Practicum Seminar, will be assigned to individual courses in the new model and will need to be more fully engaged in the oversight and quality assurance of the In Field Learning experiences unique to each course offering. As well, relationship building with both current and new placement partners, to coordinate high quality micro and macro work integrated experiences for KSR students will continue to be a large focus of the KSR Practicum Advisor position and administrative support will need to be added there. Administration process will also need to be established to ensure current students already enrolled in programming are provided the opportunity and option to transition to the new delivery model if appropriate. As well, a phased approach to course deletions (indicated in the proposal package), during the teach out phase, will be taken to ensure that students who either can not or do not want to transition to the new delivery model can continue and complete their current degree programs. KSR Academic Advisors and Student Services Office staff, as well key Leadership positions in the Faculty, have been consulted and included in the development of these proposed changes and will continue to be included in addressing these proposed changes and administrative, transactional impacts associated with the proposed changes, for implementation of the new structure in Fall 2024.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=36&pooid=43054&returnto=11341

Current	Proposed
Research Certificate in Kinesiology Return to: Faculty of Kinesiology, Sport, and Recreation - Programs	Research Certificate in Kinesiology Effective September 2024 Return to: Faculty of Kinesiology, Sport, and Recreation - Programs

The Research Certificate in Kinesiology is open to undergraduate students in the Faculty of Kinesiology, Sport, and Recreation's BSc Kin or BKin degree programs. Consent of the Faculty is required. Normally, a student will be able to fulfill the requirements for this certificate as part of a BSc Kin or BKin program although some students may need to complete more than the minimum number of credits required in order to qualify for both the degree and the certificate.

Students may pursue the Research Certificate in Kinesiology by fulfilling the existing requirements for their program and by completing 24 units as follows:

1. 9 units from a list of 300- and 400-level approved option courses that include instruction and experience in research methods, data collection, data handling and analysis, interpretation, and/or practical skills. A maximum of 6 units may be selected from KIN 398, KIN 399, KIN 498, or KRLS 495.
2. ~~KIN 493 (15 units) Professional Practicum~~ focused on research completed under the supervision of a University of Alberta academic faculty member or an approved research affiliate.
3. Presentation at a conference either on or off campus.

Students wishing to receive the Research Certificate in Kinesiology must apply through Undergraduate Student Services in the Faculty of Kinesiology, Sport, and Recreation by the application deadline for convocation (see [Academic Schedule](#)).

Removed language

The Research Certificate in Kinesiology is open to undergraduate students in the Faculty of Kinesiology, Sport, and Recreation's BSc Kin or BKin degree programs. Consent of the Faculty is required. Normally, a student will be able to fulfill the requirements for this certificate as part of a BSc Kin or BKin program although some students may need to complete more than the minimum number of credits required in order to qualify for both the degree and the certificate.

Students may pursue the Research Certificate in Kinesiology by fulfilling the existing requirements for their program and by completing a **minimum of 21 to a maximum of 24** units as follows:

1. **9 to a maximum of 12** units from a list of 300- and 400-level approved option courses that include instruction and experience in research methods, data collection, data handling and analysis, interpretation, and/or practical skills. A maximum of 6 units may be selected from KIN 398, KIN 399, KIN 498, or KRLS 495.
2. **Minimum of 9 to a maximum of 12 units of In Field Learning that is** focused on research completed under the supervision of a University of Alberta academic faculty member or an approved research affiliate.
3. Presentation at a conference either on or off campus.

Students wishing to receive the Research Certificate in Kinesiology must apply through Undergraduate Student Services in the Faculty of Kinesiology, Sport, and Recreation by the application deadline for convocation (see [Academic Schedule](#)).

New language

Reviewed/Approved by:

KSR Undergraduate Programs Committee: April 6th, 2022 consultation; June 1st, 2022 consultation; September 7, 2022 consultation; November 16th, 2022 consultation; Jan 26, 2023 (consultation on calendar language implementation)

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**Governance Executive Summary
Action Item**

Agenda Title	Undergraduate Embedded Certificate Framework
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Motion

THAT the GFC Programs Committee recommend that the General Faculties Council approve the proposed Undergraduate Embedded Certificate Framework, as set forth in Attachment 1 to take effect Fall 2024.
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Janice Causgrove Dunn, Vice-Provost (Programs)
Presenter(s)	Janice Causgrove Dunn, Vice-Provost (Programs)

Details

Office of Administrative Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to provide a final version of the Undergraduate Embedded Certificate Framework, and seek recommendation of approval of the Undergraduate Embedded Certificate Framework for the University of Alberta.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Embedded Certificates are a popular credential among faculties and departments but after consultation and feedback from our community, it was clear there is a lack of consistent understanding of a common purpose of embedded certificates, which further results in a diverse set of existing certificates.</p> <p>In Winter 2022, members of the Program Support Team (Undergraduate and Non-Credit) were invited to serve on a Working Group led by the Vice-Provost (Programs), to examine the current offerings of embedded certificates at the University of Alberta, identify concerns, risks, and opportunities as they related to embedded certificates, and develop a set of recommendations.</p> <p>The Working Group identified the following concerns, risks, and considerations:</p> <ul style="list-style-type: none"> ● Lack of consistency and clarity of purpose ● Lack of oversight ● Problematic registration system ● Some awarded to students automatically when they complete their program; certificate does not differentiate students or provide added value ● Similar appearance of embedded certificate and degree parchments may cause confusion ● Lack of awareness and understanding of the value of embedded certificates among students ● Proliferation of low demand and low enrolment embedded certificates risks diluting the value of the credential



Item No. 7

	<p>Built from the Working Group’s recommendations along with consideration of the results of surveying the 2022 Spring and Fall graduates, this Framework will:</p> <ul style="list-style-type: none"> ● better communicate a cohesive purpose and structure of embedded certificates at the University of Alberta; ● differentiate embedded certificates from other types of credentials and specializations; ● address risks and promote opportunities: <ul style="list-style-type: none"> ○ proliferation of low demand & low enrolment embedded certificates risks diluting the value of embedded certificates overall, and ○ provide students an opportunity to enhance their experience and learning via a unique type of credential. <p>Following approval of the Framework, the Office of the Provost will work on a case-by-case basis with the home Faculties of existing embedded certificates that do not adhere to the Framework to ensure all embedded certificates are in alignment by Fall 2024. Faculties will be given the option to:</p> <ol style="list-style-type: none"> 1. amend the existing program to bring into alignment with the Framework (following all necessary institutional governance approvals, while adhering to the 2024 - 25 Calendar publication deadline of January 2024), or 2. prepare a suspension* proposal (following all necessary institutional governance approvals, while adhering to the 2024 - 25 Calendar publication deadline of January 2024) <p><i>*In some cases, depending on a number of factors, a termination proposal may be more appropriate.</i></p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating and who have been consulted:</u></p> <ul style="list-style-type: none"> ● Program Support Team (Undergraduate and Non-Credit) (June 2, 2022) ● Students’ Union Vice-President (Academic) (June 15, 2022) ● Students’ Union Council of Faculty Associations (August 17, 2022) ● Students’ Union Students’ Council (August 23, 2022) ● Students’ Union Vice-President (Academic) (September 13, 2022) ● GFC Programs Committee (September 15, 2022) ● Provosts’ Council (September 19, 2022) ● Program Support Team (Undergraduate and Non-Credit) (November 24, 2022) ● GFC Programs Committee (December 8, 2022) ● College Deans’ Meeting (January 18, 2023) ● General Faculties Council (January 30, 2023) ● Statutory Deans’ Council (February 1, 2023) ● <i>GFC Programs Committee (February 9, 2023)</i>
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	<ul style="list-style-type: none"> • <i>General Faculties Council (March 20, 2023)</i>
Approval Route (Governance) (including meeting dates)	<ol style="list-style-type: none"> 1. GFC Programs Committee Action: For Recommendation (February 9, 2023) 2. GFC EXEC Placement on the GFC Agenda (March 13, 2023) 3. GFC Action: For Approval (March 20, 2023)

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>GOAL Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7. OBJECTIVE Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>GOAL Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>12. OBJECTIVE Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.</p> <p>GOAL Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>17. OBJECTIVE Facilitate, build, and support interdisciplinary, cross-faculty, and crossunit engagement and collaboration.</p> <p>GOAL Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.



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	<input 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 type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	GFC Programs Committee General Faculties Council	

Attachment:

1. [Undergraduate Embedded Certificate Framework \(February 2023\)](#)

Prepared by: Janice Causgrove Dunn, Vice-Provost (Programs), jcausgro@ualberta.ca

Purpose

Embedded undergraduate certificates are institutional credentials that are completed concurrently with an undergraduate degree program, prior to graduation. They provide students with the opportunity to enhance their educational experience through engagement with interdisciplinary concepts and topics that transcend individual programs, departments, faculties or colleges. Topics respond to broad societal interests and/or address strategic interests of the University.

Principles

Accessible	Accessible to students from multiple units or facilities and locations, and include consideration of course scheduling and delivery mode.	Strategic Alignment	Promote the University's strategic initiatives, enhance graduate attributes, and/or respond to societal interests
Interdisciplinary Focus	Provide an opportunity to engage with interdisciplinary topics or problems that incorporate and integrate different disciplinary perspectives.	Thoughtful Program Design	Consideration of overlap with other program requirements and other embedded certificates, mode of delivery; balance of junior and senior courses, meaningful experiential component
Indigenization	Contribute to the weaving of Indigenous worldviews, histories, and perspectives, recognition of the validity of Indigenous knowledge systems, remediation of the knowledge gap on Indigenous historical and lived experiences and strengthening academic rigour across disciplines (Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan)	Demonstrated Demand	Evidence of interest by students and the community
Sustainable	Consideration of administrative load, consistent delivery of courses, course enrollment limits.		

Elements

Proposal Template	The Embedded Certificate Template is available on the website of the Provost and Vice-President (Academic).
Stakeholder Consultation Requirements	<ol style="list-style-type: none"> 1. The Dean of the home faculty (or Deans of collaborating faculties) and relevant College(s) Office(s) of Education must confirm support for the embedded certificate. 2. Vice-Provost (Programs) to discuss the suitability of an embedded certificate for the proponent's purpose, and for advice and feedback related to certificate development according to the related principles and policies. 3. Vice-Provost (Indigenous Programming and Research) for advice and feedback related to embedding Indigenous content in the certificate curriculum. 4. Stakeholders (e.g., students and student groups, employers, accreditation bodies, professional associations, community organizations, alumni) to demonstrate demand and garner feedback regarding design principles. 5. Faculties that may be impacted from an enrollment (e.g., access and course capacity courses to courses for the certificate) or disciplinary perspective to confirm understanding and support. 6. Office of the Registrar for advice on Calendar language (Calendar Editor). <p>Consultation will be noted in the Governance Executive Summary, and letters of support are an asset.</p>
Administrative Responsibility	All proposals will identify a lead proposing faculty or college that will assume administrative responsibility from among those collaborating in the development and delivery of the embedded certificate.
Entrance Requirements	Enrolment in a University of Alberta undergraduate degree program.
Admission Process	A clear statement of admission requirements will be included in the proposal. Students will register via online application. Note: not all embedded certificates are available to all students in all faculties.
Credit Weight	12 - 18 credit units (maximum of 3 units at 100-level and minimum of 3 units at the 300- or 400-level), including an experiential component and/or capstone project/activity completed within, or in addition to, the course requirements.
Laddering / Transfer	Embedded undergraduate certificates are integrated into undergraduate degree programs and cannot be laddered into other for-credit programs.
Overlap	Students complete embedded certificates primarily using electives in their programs; normally, there will be no more than 3 credit units overlap with required courses. Coursework may only be applied to one embedded certificate.
Maximum Number Permitted	While there is no limit to the number of embedded certificates permitted, limits on overlap as indicated above must be strictly adhered to. If extra credits are required to complete an embedded certificate (over and above those required for degree completion), students must consult their home faculty to determine if additional course credits beyond those required for the degree (or extra-to-degree credits) are permitted in their program.
Tuition	Assessed at the standard rates for courses in which the students are registered. No additional tuition fees are assessed for courses taken as a part of the embedded certificate program, regardless of student's home Faculty.
Awarding Process	In order for the embedded certificate to be awarded at the time of degree program completion, the lead administering Faculty or College Office of Education administering the embedded certificate must provide the Office of the Registrar with the names and ID numbers of those students who have completed the requirements for their embedded certificate. This list must also include verification that the student has completed their degree program. Faculties must work with each other to reconcile lists and share information about such students.
Transcript	Embedded certificates are noted on the transcript.

Approval	Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC)
Review	Embedded certificates will be reviewed every 5 to 7 years by the Office of the Provost and the faculties and/or colleges involved. An annual report of current embedded certificates and corresponding number of graduates will be compiled by the Office of the Provost each year, and embedded certificates may be included in scheduled curriculum reviews by the offering unit(s).
Termination	Termination Approval Pathway: Program Support Team (PST) > Proposing Faculty Council* > GFC Programs Committee (PC) At a minimum, consultation should include the existing students currently enrolled in the embedded certificate to ensure they are informed and can complete the embedded certificate; Office of the Dean of the home Faculty, collaborating Faculty (ies), and College Office of Education for the embedded certificate to ensure support; Vice-Provost (Programs) for advice on completing required templates; and the Office of the Registrar. In addition, accreditation bodies and professional associations may be consulted as relevant. Consultation will be noted in the Governance Executive Summary .

*** An embedded certificate offered jointly by two or more Faculties will be approved by each of the Faculty Councils involved.**

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**Governance Executive Summary
Action Item**

Agenda Title	Program Changes for the PhD Program in the Faculty of Nursing
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Motion

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the program and calendar revisions and related course additions and changes for the PhD Nursing program, as presented in the attached document, for inclusion in the next Calendar and implementation for the Fall of 2023.

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Roger Epp, Interim Vice-Provost and Dean, FGSR Dianne Tapp, Associate Dean - Grad, Faculty of Nursing
Presenter(s)	Dianne Tapp, Associate Dean - Grad, Faculty of Nursing

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposal is before the committee as proposed changes to the Doctor of Philosophy (Nursing) program reflect revisions and course changes resulting from recommendations by the Faculty of Nursing Doctoral Core Curriculum Working Group and Faculty of Nursing Graduate Education Committee.</p> <p>The changes will support timely program progression and completion, clarity of structure, and flexibility.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<ol style="list-style-type: none"> 1. Updates to calendar language for Graduate Program Requirements <ol style="list-style-type: none"> a. Addition of 3 one-credit courses (increase the total required course credit load from 15 credits to 18 credits. b. <u>Deletion</u> of a residence requirement. 2. New calendar entries for 3 new required <u>one-credit</u> courses: <ol style="list-style-type: none"> a. NURS 696 - Doctoral Community of Inquiry I b. NURS 697 - Doctoral Community of Inquiry II c. NURS 698 - Doctoral Community of Inquiry III 3. Revisions to calendar entries for <u>required</u> courses: <ol style="list-style-type: none"> a. NURS 600 - Knowledge Development in Nursing b. NURS 601 - Advanced Nursing Inquiry c. NURS 609 - Synthesizing Knowledge d. INT D 690 - Knowledge Utilization: Science and Practice e. NURS 699 - Dissertation Seminar 4. Revisions to calendar entries for <u>elective</u> courses: <ol style="list-style-type: none"> a. NURS 604 - Fundamentals of Aging b. NURS 682 - Applied Statistics for Health Research c. NURS 683 - Advanced Approaches for Research Designs

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d. NURS 687 - Advanced Principles and Practice of Qualitative Inquiry

The proposed changes primarily reflect curriculum renewal with intention to advance curriculum currency and quality. There are no proposed changes to overall enrollment, and no anticipated additional operating costs for teaching, administrative, or other supports to sustain the program.

These changes are based on the results of a curriculum development process that has been intensively underway over the past 18 months. In February 2021, a Doctoral Core Curriculum Working Group was mandated to make recommendations to the Graduate Education Committee for changes related to doctoral program learning outcomes, courses and curriculum framework, student assessment and evaluation. Membership on this working group included six faculty members and two doctoral students.

This working group aligned recommendations with the Rizzoli Report (2020), which responded to recommendations from a curriculum review by a Faculty of Nursing ad hoc task force (Ogilvie Report, 2018), and a self-study report and recommendations from the President's Visiting Committee review in 2019. The Rizzoli report was the culmination of an extensive examination of graduate nursing education, including analysis of comparative data from curricula of other Canadian graduate nursing programs, regulatory requirements, employment trends, student accessibility, teaching innovations, and current and future roles for nurses. This process was led by a curriculum design specialist with extensive involvement of faculty members and graduate students in focused working groups and workshops.

Key recommendations (June 2022) from the Doctoral Core Curriculum Working Group included the following:

- a. Adoption of the learning outcomes of the CASN National Nursing Education Framework (Canadian Association of Schools of Nursing, 2022) as doctoral program learning outcomes.
- b. Deletion of the doctoral program requirement for a written comprehensive examination. This decision provided clarity for review of the pathway for coursework and dissertation seminars leading to the candidacy examination. Deletion of the written comprehensive exam was approved by FGSR Council in January 2022, and APC in April 2022.
- c. Current required doctoral courses should be retained, with updates and revisions to course titles and course descriptions to reflect current content and practice.

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- d. Increase core course requirements by 3 credits. Three new one-credit seminars (one credit per term during the first 3 semesters of study) will culminate in the dissertation seminar (NURS 699). These new courses are identified as “Doctoral Community of Inquiry I, II, and III” (NURS 696/697/698). The seminars will support cohorts of incoming doctoral students to develop a scholarly peer network, complement the aims of graduate supervisors, and enable students to attain doctoral program outcomes that are not addressed in other core course requirements. Together, the Community of Inquiry and Dissertation Seminars will develop scholarly skills required to create the dissertation proposal, build a scholarly profile of publications and presentations, and support preparation of students for the doctoral candidacy examination.

The Faculty of Nursing Doctoral Program Learning Outcomes (May 2022) reflect attention to topics of indigenization, equity, diversity, inclusivity as required by the recently revised CASN National Nursing Education Framework (Canadian Association of Schools of Nursing, 2022). It will be expected that related topics will be explicitly reflected in course learner outcomes as these doctoral course outlines are updated.

Additional guidance documents that have recently been developed in support of graduate supervision in the PhD Nursing program and approved by the FoN Graduate Education Committee include the following:

1. Faculty of Nursing Doctoral Candidacy Guidelines (May, 2022)
2. Faculty of Nursing Master’s and Doctoral Thesis Guidelines (Traditional and Paper-Based) (March, 2022)
3. Faculty of Nursing Doctoral Program Learning Outcomes (May, 2022)

Recommendation to Delete Residence Requirement

While the PhD program in Nursing incorporates online and hybrid components of study and graduate supervision, periods of time in-person on campus for direct experiential engagement may optimize achievement of doctoral program learning outcomes. After consultations and discussion at two town halls with faculty members and doctoral students in September, deliberation on three occasions by Graduate Education Committee, and presentation of the motion to Nursing Caucus on Sept 26, 2022, *the motion to delete the residence requirement for the PhD (Nursing) was unanimously approved by Nursing Council on October 24, 2022.*

Faculty acknowledged that students may benefit from periods on-campus during the doctoral program through experiences such as:

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	<ol style="list-style-type: none"> 1. Socialization, networking, and mentorship within their student cohort, their supervisor’s research program, the Faculty of Nursing, and the University; 2. Experiential engagement in doctoral scholarship through research training and employment (i.e. within the graduate supervisor’s program of research, and through graduate teaching and research assistantships); 3. In-person engagement in courses; 4. Immersion in focused periods of writing related to the student’s dissertation project; and 5. Intensive in-person mentored preparation for candidacy and final examinations. <p>Also, faculty members may require research trainees to be present and actively engaged in their programs of research in order to provide research experiences and/or student stipends or research assistantships. During the application/admission process, for each student that the faculty member agrees to supervise, an agreement will be negotiated and documented by the proposed graduate supervisor and applicant to inform and align expectations related to periods of on-campus engagement during doctoral studies.</p>
Supplementary Notes and context	<p><i>At their meeting of January 12, PC tabled the motion “pending review of the Faculty of Nursing’s learning outcomes document and a summary of actions that have been taken to address specific Calls to Action for nursing schools by the Truth and Reconciliation Commission of Canada.”</i></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Dianne Tapp, Associate Dean (Graduate Studies) & Associate Professor, Faculty of Nursing ● Anna Hnit, Graduate Program Administrator
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<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> • Townhall consultations with faculty: June 7, 2022 and September 21, 2022 • Townhall consultation with doctoral students: June 8, 2022 and September 20, 2022 • Consultation with Graduate Education Committee: April 19, 2022; May 17, 2022; June 21, 2022; September 8, 2022 • Information & Consultation with Faculty of Nursing Caucus: June 21, 2022 (All faculty); September 26, 2022 • GPST Graduate Program Support Team - August 29, 2022
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Faculty of Nursing Graduate Education Committee - October 13, 2022 • Faculty of Nursing Council - October 24, 2022 • Policy Review Committee - November 10, 2022 • FGSR Council - December 7, 2022 • Programs Committee - January 12, 2023 – <i>Motion Tabled</i> • Programs Committee - February 9, 2023

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

Attachments (each to be numbered 1 - <>)

1. Nursing PhD Regulations and Courses

Prepared by: Dianne Tapp, Associate Dean Graduate Studies, Nursing (dianne.tapp@ualberta.ca)

Explanatory Memo: Calendar changes for Doctor of Philosophy (Nursing) Program, Regulations & Courses

Motion: Be it resolved that FGSR Council approve the program and calendar revisions, and related course additions and changes, for the PhD Nursing program, and the courses for the Master of Nursing program, as presented in the following documents, for inclusion in the next calendar and implementation for the Fall of 2023.			
Committee:	FGSR Council		
Meeting Date:	Dec 7, 2022	Item #:	7.0
Presenter:	Dianne Tapp (Associate Dean Graduate Studies, Faculty of Nursing)		
What changes/proposals are being considered:	<ol style="list-style-type: none"> 1. Updates to calendar language for Graduate Program Requirements <ol style="list-style-type: none"> a. Addition of 3 one-credit courses (increase the total required course credit load from 15 credits to 18 credits. b. <u>Deletion</u> of a residence requirement. 2. New calendar entries for 3 new required one-credit courses: <ol style="list-style-type: none"> a. NURS 696 - Doctoral Community of Inquiry I (one-credit) b. NURS 697 - Doctoral Community of Inquiry II (one-credit) c. NURS 698 - Doctoral Community of Inquiry III (one-credit) 3. Revisions to calendar entries for <u>required</u> courses: <ol style="list-style-type: none"> a. NURS 600 - Knowledge Development in Nursing b. NURS 601 - Advanced Nursing Inquiry c. NURS 609 - Synthesizing Knowledge d. INT D 690 - Knowledge Utilization: Science and Practice e. NURS 699 - Dissertation Seminar 4. Revisions to calendar entries for <u>elective</u> courses: <ol style="list-style-type: none"> a. NURS 604 - Fundamentals of Aging b. NURS 682 - Applied Statistics for Health Research c. NURS 683 - Advanced Approaches for Research Designs d. NURS 687 - Advanced Principles and Practice of Qualitative Inquiry 		
Rationale	See included documents.		
Consultation / approval pathway and dates:	<p>CONSULTATION:</p> <ul style="list-style-type: none"> - Townhall consultations with faculty: June 7, 2022 and September 21, 2022 - Townhall consultation with doctoral students: June 8, 2022 and September 20, 2022 - Consultation with Graduate Education Committee: April 19, 2022; May 17, 2022; June 21, 2022; September 8, 2022 - Information & Consultation with Faculty of Nursing Caucus: June 21, 2022 (All faculty); September 26, 2022 - GPST Graduate Program Support Team - August 29, 2022 		

	<p><u>APPROVAL:</u> Faculty of Nursing Graduate Education Committee - October 13, 2022 Faculty of Nursing Council - October 24, 2022 Policy Review Committee - November 10, 2022 FGSR Council - December 7, 2022 Programs Committee - January 12, 2023</p>		
Other comments/info:			
Substantive changes and new program proposals should be preliminarily reviewed by an FGSR AD prior to committee consideration. Please note which FGSR AD has reviewed:		Dr. Frances Plane	
Date Submitted:	November 10, 2022	Submitted By:	Dianne Tapp

Calendar Change Request Form
for Program and Regulation Changes
See the [Calendar Guide](#) for tips on how to complete this form.

Calendar Changes to Graduate Program Requirements

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Dianne Tapp (Associate Dean Graduate Studies)
Level of change: (choose one only)	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input checked="" type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes - appended to this submission

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Proposed changes to the Doctor of Philosophy (Nursing) program reflect revisions and course changes resulting from recommendations by the Faculty of Nursing Doctoral Core Curriculum Working Group and Faculty of Nursing Graduate Education Committee. Please refer to pages 2 and 3 of the above note explaining the overall rationale for these changes.

Changes to the “Program Mission and Vision” are intended to offer an enduring description of the program that does not necessarily reflect the current strategic plan, which is likely to be revised in upcoming years.

Changes to the “Program Requirements” reflect:

1. Alignment with doctoral program outcomes identified by the national nursing accreditation body (CASN Canadian Association of Schools of Nursing);
2. The addition of three one-credit courses that will engage students as a cohort each year, culminating in NURS 699 (Dissertation seminar in Year 2), and prepare students for the doctoral candidacy examination. Thus the total required course credit load will increase from 15 credits to 18 credits.
3. Elaboration on the nature and number of courses normally taken by doctoral students.
4. Deletion of the Faculty of Nursing residence requirement (unanimously approved by Nursing Council October 24, 2022).

Calendar Copy

<p>URL in current Calendar https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42649&returnto=11393</p>	
<p>Current Copy: Removed language</p>	<p>Proposed Copy: New language</p>
<p>Graduate Program Requirements</p> <p>Doctor of Philosophy (Nursing)</p> <p>Program Mission</p> <hr/> <p>Within a research-intensive context, the Faculty of Nursing's PhD Program exists to prepare for the 21st-century nursing scholars who are able to generate new knowledge and facilitate change to advance healthcare outcomes and nursing within a global context.</p> <p>Program Vision</p> <hr/> <p>Students in the PhD Program are engaged in and educated for excellence in the development, organization and evaluation of new knowledge. The Program is characterized by rigour, flexibility and relevance: rigour in the quality of scholarship and flexibility within and relevance to the discipline of nursing and the student's career goals and research interests. See the Faculty of Nursing website for full description of Program and Principles underlying it.</p> <p>The graduate will exhibit competencies in each of the following core qualities:</p> <ul style="list-style-type: none">● Advancing nursing● Enhancing scholarship● Mobilizing knowledge● Extending inquiry● Leading change <p>Program Requirements</p> <hr/> <p>For each student, advancement of the core qualities described in the program vision, will occur through a combination of activities, learning experiences and skills derived from supervision, course participation, scholarly experiences,</p>	<p>Graduate Program Requirements</p> <p>Doctor of Philosophy (Nursing)</p> <p>Program Mission</p> <hr/> <p>Embedded in a research-intensive academic context, the Faculty of Nursing's PhD Program is renowned for global leadership. The program develops nursing scholars who generate and mobilize knowledge, speak as influential voices for nursing, and lead with purpose and inclusivity to enhance healthcare outcomes and nursing within a global context.</p> <p>Program Vision</p> <hr/> <p>Students in the PhD Program demonstrate excellence in the development, organization and evaluation of new knowledge. The Program is characterized by rigour in the quality of scholarship and relevance to nursing and the student's career goals and research interests.</p> <p>Program Requirements</p> <hr/> <p>Program learning outcomes for the doctoral nursing curriculum are guided by the National Nursing Education Framework of the Canadian Association of Schools of Nursing, and informed by the PhD Learning Outcomes as articulated by FGSR in the University of Alberta Calendar. Program outcomes are achieved through a constellation of experiences within the program, including formal coursework, teaching and</p>

various other activities and outputs, engagement with faculty and colleagues and reflection. These activities will occur in and outside of the Faculty of Nursing.

All students take the following four courses in the first two years:

- [NURS 600](#)
- [NURS 601](#)
- [NURS 609](#)
- [INT D 690](#)

In consultation with the supervisor and based on program plans, ~~students are additionally expected to take design/method/analysis courses and one three-credit dissertation seminar (NURS 699).~~

~~Typically students take a total of 7-10 doctoral level courses which could include nursing history, research methods, statistics and philosophy of science as well as courses in students' substantive areas.~~ The number and type of courses will vary according to students' academic backgrounds, experiences and career goals. ~~The majority of courses are offered face to face and a few are offered via e-learning.~~

The minimum period of residence on campus is one Fall or Winter Term, or two Spring or Summer

~~research assistantships, conferences and workshops, research training opportunities, and mentorship and coaching by the graduate supervisor and supervisory committee members.~~ These activities may occur within the Faculty of Nursing and other faculties, and within relevant professional and community networks.

It is anticipated that by completion of the program, all doctoral students will achieve these learner outcomes, recognising that there is a spectrum of attainment based on individual career goals.

Students will take the following required courses (18 credits), typically in the first two years.

- [NURS 600 \(3 credits\)](#)
- [NURS 601 \(3 credits\)](#)
- [NURS 609 \(3 credits\)](#)
- [INT D 690 \(3 credits\)](#)
- [NURS 699 \(3 credits\)](#)
- [NURS 696 \(1 credit\)](#)
- [NURS 697 \(1 credit\)](#)
- [NURS 698 \(1 credit\)](#)

In consultation with the supervisor and based on individual program plans, ~~students typically take a total of approximately 30 credits of doctoral level courses.~~ Elective courses focus on the substantive scholarship in the field of the student's anticipated dissertation, and research design and methods relevant to the emerging research project. The number and type of courses will vary according to students' academic backgrounds, experiences and career goals.

~~Elective graduate courses offered by the Faculty of Nursing have the prefix of either NURS or INTD. All NURS courses require permission of the Faculty for registration by students from other faculties.~~

Ethics Requirement

Doctoral students must meet the [FGSR Ethics and Academic Citizenship Training Requirement](#) through the completion of INT D 710 (if not previously completed as a master's student) and INT D 720 by the end of the first term of registration in their degree program.

Residence Requirement

There is no requirement for a minimum period of

Terms. However, the Faculty of Nursing may require that a student spend more than the stated minimum time on campus.

residence on campus. Individualized plans for period(s) of on-campus study are based on supervisory expectations and student needs and goals. These plans may be influenced by opportunities for scholarly socialization, networking, and mentorship; as well as research training, funding opportunities, graduate teaching and research assistantships, and student career plans. An agreement for on-campus study must be explicitly negotiated and documented by the graduate supervisor and the student as part of the application and admission process.

Examinations

There are two examinations during the PhD program: The Doctoral Candidacy Exam which must be completed by the end of the third year; and the Doctoral Final Oral Exam. English is the language of study. All requirements for the degree must normally be completed within six years from the time a student first registers as a graduate student.

Financial Assistance and Scholarships

The Faculty of Nursing and Faculty of Graduate Studies and Research offer many opportunities for scholarships and assistance to qualified graduate students.

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Financial Assistance and Scholarships

The Faculty of Nursing and Faculty of Graduate Studies and Research offer many opportunities for scholarships and assistance to qualified graduate students.

Reviewed/Approved by:

REQUIRED:

GPST Graduate Program Support Team - August 29, 2022
Faculty of Nursing Graduate Education Committee - October 13, 2022
Faculty of Nursing Council - October 24, 2022
Policy Review Committee - November 10, 2022
FGSR Council - December 7, 2022
Programs Committee - January 12, 2023

OPTIONAL: Consultation Pathway for Doctoral Program revisions

Recommendations from the Doctoral Core Curriculum Working Group have received input as follows:

- Townhall consultations with faculty: June 7, 2022 and September 21, 2022
- Townhall consultation with doctoral students: June 8, 2022 and September 20, 2022
- Consultation with Graduate Education Committee: April 19, 2022; May 17, 2022; June 21, 2022; Sept 8, 2022; October 13, 2022 (approval)
- Information & Consultation with Faculty of Nursing Caucus: June 21, 2022; September 26, 2022

Calendar Change Request Form for Program and Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Calendar Insertions for New PhD Courses

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Dr. Dianne Tapp (Associate Dean Graduate Studies)
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This new series of three one-credit courses will support each cohort of incoming doctoral students to build connections as a scholarly community, to understand the doctoral program learner outcomes and curriculum, and to build knowledge and skills that contribute to the formation of scholars in the discipline of nursing. The courses will complement individual student experiences with their graduate supervisors and committees, and foster a community of collaborative peer support as their research questions and thesis projects evolve. These courses are prerequisite to the dissertation seminar (NURS 699 - 3 credits) in the winter term of the second year of studies, when students will actively be developing their dissertation project and transitioning toward preparation for the doctoral candidacy examination.

Course Template - **New Course**

Current: Removed language	Proposed: New language
Subject & Number	<u>NURS 696 Doctoral Community of Inquiry I</u>
Title	<u>Course Career Graduate</u>
Course Career	<u>Units 1</u>
Units	<u>Approved Hours 0-1S-0</u>
Approved Hours	<u>Fee index 2</u>
Fee index	<u>Faculty Nursing</u>
Faculty	<u>Department Nursing</u>
Department	<u>Typically Offered Fall term</u>
Typically Offered	
Description	<u>Description:</u> <u>This seminar offers an introduction to doctoral student roles and responsibilities, doctoral nursing program outcomes, and planning of personal milestones and timelines for development as a nurse researcher and scholar.</u>

Course Template - New Course

Current: Removed language	Proposed: New language
Subject & Number Title Course Career Units Approved Hours Fee index Faculty Department Typically Offered Description	<u>NURS 697 Doctoral Community of Inquiry II</u> <u>Course Career Graduate</u> <u>Units 1</u> <u>Approved Hours 0-1S-0</u> <u>Fee index 2</u> <u>Faculty Nursing</u> <u>Department Nursing</u> <u>Typically Offered Winter term</u> <u>Description:</u> <u>The seminar explores strategies for doctoral nursing students to develop their scholarly profile, build academic networks, and communicate effectively with diverse audiences. Prerequisite: NURS 696</u>

Course Template - New Course

Current: Removed language	Proposed: New language
Subject & Number Title Course Career Units Approved Hours Fee index Faculty Department Typically Offered Description	<u>NURS 698 Doctoral Community of Inquiry III</u> <u>Course Career Graduate</u> <u>Units 1</u> <u>Approved Hours 0-1S-0</u> <u>Fee index 2</u> <u>Faculty Nursing</u> <u>Department Nursing</u> <u>Typically Offered Fall term</u> <u>Description:</u> <u>This seminar focuses on forms of engagement in scholarly communities, such as peer review, research collaboration, and strategies for intellectual exchange. Prerequisite: NURS 697</u>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

GPST Graduate Program Support Team - August 29, 2022

Faculty of Nursing Council - October 24, 2022

Policy Review Committee - November 10, 2022

FGSR Council - December 7, 2022

Programs Committee - January 12, 2022

OPTIONAL: Consultation Pathway for Doctoral Program revisions

Recommendations from the Doctoral Core Curriculum Working Group related to this series of new courses have received input as follows:

- Townhall consultations with faculty: June 7, 2022 and September 21, 2022
- Townhall consultation with doctoral students: June 8, 2022 and September 20, 2022
- Consultation with Graduate Education Committee: April 19, 2022; May 17, 2022; June 21, 2022; Sept 8, 2022; October 13, 2022 (approval)
- Information & Consultation with Faculty of Nursing Caucus: June 21, 2022; September 26, 2022

Calendar Change Request Form
for Program and Regulation Changes
See the [Calendar Guide](#) for tips on how to complete this form.

Part A. CALENDAR REVISIONS–REQUIRED DOCTORAL COURSES

Faculty (& Department or Academic Unit):	Faculty of Nursing
Contact Person:	Dr. Dianne Tapp (Associate Dean Graduate Studies)
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

The course is broadly about knowledge development in nursing which encompasses but is not limited to theory development in nursing. The course considers not only nursing models and conceptual perspectives but theoretical approaches from other disciplines that influence the development of new knowledge in the discipline of nursing. Changes reflect current course offering.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 600</p> <p>Title: Theory Development in Nursing</p> <hr/> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term</p> <p>Description Exploration of influence and implications of various nursing models, paradigms, and conceptualizations of nursing practice on the development and structure of the discipline of nursing. Prerequisite: consent of instructor</p>	<p>Subject & Number NURS 600</p> <p>Title: Knowledge Development in Nursing</p> <hr/> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered Fall term</p> <p>Description Exploration of conceptual and theoretical perspectives from nursing and other disciplines that have influenced the development of nursing knowledge and structure of the discipline of nursing.</p>

REVISIONS to REQUIRED DOCTORAL NURSING COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Editorial change only.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 601</p> <p>Title Advanced Inquiry</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description The purpose of this course is to foster advanced scholarly inquiry and to assist students to understand, position, and defend their research theoretically and methodologically in the context of multiple perspectives and different theoretical standpoints. Emphasis will be placed on the diverse but distinctive nature of nursing inquiry which is the systematic creating and/or building of knowledge for the discipline of nursing through engagement of multiple communities within a health related context.</p>	<p>Subject & Number NURS 601</p> <p>Title Advanced Nursing Inquiry</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered Winter term</p> <p>Description The purpose of this course is to foster advanced scholarly inquiry and to assist students to understand, position, and defend their research theoretically and methodologically in the context of multiple perspectives and different theoretical standpoints. Emphasis will be placed on the diverse but distinctive nature of nursing inquiry created through engagement of multiple communities within health related contexts.</p>

REVISIONS to REQUIRED DOCTORAL NURSING COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Changes highlight that the course prepares students to conduct a systematic review that supports development of their thesis question and the background for their dissertation project. Changes reflect current course offering.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 609</p> <p>Title Synthesizing Knowledge</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description The objective of this course is to provide students with knowledge, methodological skills, and guidance through all steps of conducting a variety of systematic literature reviews. Topics include developing a research question, literature searching, managing references, selecting studies, quality assessment, data extraction, synthesizing evidence, heterogeneity, and interpretation of evidence. Readings and seminar discussions focus on critical judgment factors that reviewers must make to enhance rigor in their review. This course addresses reviews of quantitative and qualitative. It provides a foundation for those interested in conducting intensive qualitative or quantitative reviews. Prerequisites: A graduate course in Statistics and a graduate course in Research Design, and permission of the instructor.</p>	<p>Subject & Number NURS 609</p> <p>Title Synthesizing Knowledge</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered Fall term</p> <p>Description The objective of this course is to provide students with the knowledge, methodological skills, and guidance through all steps of an appropriate systematic literature review for the dissertation project. Emphasis is placed on examining the methods of conducting comprehensive syntheses of quantitative, qualitative, and mixed methods research evidence. Challenges, debates, and issues in evidence-based/evidence-informed practice and policy will be addressed.</p>

REVISIONS to REQUIRED DOCTORAL NURSING COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Changes clarify the contemporary focus of the course (reduced emphasis on knowledge diffusion; increased emphasis on knowledge utilization in health care policy and practice).

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number INT D 690</p> <p>Title Topics in Knowledge Utilization</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term</p> <p>Description This course examines the scientific, theoretical, and historical underpinnings of the distinct but related fields of knowledge utilization, knowledge translation and innovation diffusion. Attention is given to contemporary manifestations in Canadian society such as evidence-based/evidence-informed decision making, and in health care such as evidence-based medicine, and evidence-based practice. Particular attention will be given to the challenges of knowledge use in complex organizations and in the use of strategies to increase the use of knowledge, primarily although not exclusively the use of scientific knowledge. The course will focus on the central conceptual and methodological challenges in the field.</p>	<p>Subject & Number INT D 690</p> <p>Title Knowledge Utilization: Science and Practice</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered Winter term</p> <p>Description This course examines the science and practice of knowledge utilization, including theoretical underpinnings and exploration and critique of evidenced-based practice and knowledge translation in health care. Particular attention will be given to the conceptual and methodological features of the scientific field of knowledge utilization, knowledge use in complex organizations, and the design and application of strategies to increase the use of diverse forms of knowledge in health care policy and practice.</p>

REVISIONS to REQUIRED DOCTORAL NURSING COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

This seminar will build upon and extend work that students complete in the new “Community of Inquiry” courses (NURS 696, 697, 698) and will explicitly focus on the transition to development of the dissertation proposal and preparation for candidacy examination.

Course Template - Revised Course

Current: Removed language	Proposed: <u>New language</u>
<p>Subject & Number NURS 699</p> <p>Title Dissertation Seminar</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description For PhD in Nursing students. The seminar focus is on the doctoral students' development as nurse scholars/researchers. It will include opportunities for discussion of the students' proposed and ongoing research, and career development.</p>	<p>Subject & Number NURS 699</p> <p>Title Dissertation Seminar</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered <u>Winter</u> term</p> <p>Description This seminar focuses on doctoral students' <u>dissertation proposals and</u> development as nurse scholars <u>and</u> researchers. <u>Students will have opportunities to integrate previous course work, develop aspects of the dissertation project, prepare for the candidacy examination, and explore</u> proposed and ongoing research, and career development. <u>Recommended for Winter term in the second year of the program. Prerequisite: NURS 698 (Community of Inquiry III)</u></p>

Part B: REVISIONS to ELECTIVE DOCTORAL COURSES

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Although this course is still listed in the calendar for Health Ecology, it is no longer offered jointly. Nursing confirmed with the Department of Health Ecology that this should no longer be cross listed.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 604</p> <p>Title Fundamentals of Aging</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term</p> <p>Description A critical analysis of the issues and environments that influence the lives of older Canadians. Focus is on theories and knowledge about age-related normative and non-normative changes and their interaction with the physical, social, community and policy environments of older adults. (Course is cross-listed as HECOL 604). Credit will only be granted for NURS 604 or HECOL 604.</p>	<p>Subject & Number NURS 604</p> <p>Title Fundamentals of Aging</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Nursing Department Nursing Typically Offered either term</p> <p>Description A critical analysis of the issues and environments that influence the lives of older Canadians. Focus is on theories and knowledge about age-related normative and non-normative changes and their interaction with the physical, social, community and policy environments of older adults.</p>

REVISIONS to ELECTIVE DOCTORAL COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Revisions emphasize the applied nature of the statistical analyses that will be explored, and clarifies prerequisite expectations for registration in the course. Changes reflect current course offering.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 682</p> <p>Title Statistics for Causal Analysis in Health Research</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-1</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description This course presents foundational statistical tools for the analysis of social, behavioral, and health data. The focus will be on using these tools to overcome the challenges of inferring causality from observational data. This course requires advanced standing and builds upon the quantitative research design and statistics content from the graduate program in nursing or another health science. Students will refine skills with statistical software (SPSS). Learning will be reinforced through data analysis assignments.</p>	<p>Subject & Number NURS 682</p> <p>Title Applied Statistics for Health Research</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-1</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description This course focuses on statistical analysis of health data, primarily through use of parametric statistical testing. This applied statistics course will support students in developing knowledge and skills in the management, analysis, and interpretation of quantitative data. The course will include both theoretical and practical aspects, using SPSS statistical software. Prerequisites: Graduate level or refresher course(s) in research design and statistics. Proficiency with statistical analysis software.</p>

REVISIONS to ELECTIVE DOCTORAL COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Revisions to the title and description more fully and appropriately reflect the current focus and substance of the course.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 683</p> <p>Title Design Problems in Nursing Research</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description Appraisal of laws of scientific inquiry and designs used in nursing research. Prerequisite: consent of instructor.</p>	<p>Subject & Number NURS 683</p> <p>Title Advanced Approaches to Research Designs</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description Critically examine research designs while considering application and integration of theory, research question, population of interest, and research methods (quantitative, qualitative, and mixed). Assess challenges and potential mitigation strategies related to logistical aspects of research activity. The research lifecycle and the complexities of operationalizing the research project will be explored, critically discussed and applied to the student's research project(s).</p>

PART B: REVISIONS to ELECTIVE DOCTORAL COURSES (con't)

Rationale

Things to consider (maximum 500 words): Why is this being changed; How will it benefit students/department/unit; How is this comparable to similar programs (internal or external); Historical context; Impacts to administration or program structure; Consultation with stakeholders

Minor editorial revisions and clarification of current prerequisite requirements.

Course Template - Revised Course

Current: Removed language	Proposed: New language
<p>Subject & Number NURS 687</p> <p>Title Advanced Principles and Practice of Qualitative Inquiry</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description This course provides an advanced examination of the theoretical reasoning, methods and research strategies of specific approaches within contemporary qualitative inquiry. Students explore the key ontological and epistemological foundations that underlie different theoretical orientations and how different interpretations lead to differences in methods and research strategies. This course cannot be taken for credit if credit has already been obtained in NURS 660 – Adv Princ/Prae of Qual Inquiry</p>	<p>Subject & Number NURS 687</p> <p>Title Advanced Principles and Practice of Qualitative Inquiry</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 0-3S-0</p> <p>Fee index 6</p> <p>Faculty Nursing</p> <p>Department Nursing</p> <p>Typically Offered either term</p> <p>Description This course provides an advanced examination of the theoretical reasoning, methods and research strategies of specific approaches within contemporary qualitative inquiry. Students explore the key ontological and epistemological foundations that underlie different theoretical orientations and how different approaches lead to differences in research methods and practices. Prerequisite: Graduate level research foundations or introductory qualitative research methods course.</p>

All of the course changes proposed above have resulted from an initiative to update the PhD program in the Faculty of Nursing over the past 18 months. In February 2021, a Doctoral Core Curriculum Working Group was mandated by the Faculty of Nursing Caucus to develop recommendations to the Graduate Education Committee for changes related to doctoral program learning outcomes, courses and curriculum framework, student assessment and evaluation. Membership on this working group included two doctoral students. Proposed changes have been developed in consultation with the curriculum working group, FoN Graduate Education Committee, and faculty members who have taught the courses in recent years.

Reviewed/Approved by:

REQUIRED: Faculty of Nursing Council (Anticipated October 24, 2022)

OPTIONAL: Consultation Pathway for Doctoral Program revisions

Recommendations from the Doctoral Core Curriculum Working Group have received input as follows:

- Townhall consultations with faculty: June 7, 2022 and September 21, 2022
- Townhall consultation with doctoral students: June 8, 2022 and September 20, 2022
- Consultation with Graduate Education Committee: April 19, 2022; May 17, 2022; June 21, 2022; Sept 8, 2022; October 13, 2022 (approval)
- Information & Consultation with Faculty of Nursing Caucus: June 21, 2022; September 26, 2022

The formal approval pathway is anticipated as follows:

- GPST Graduate Program Support Team - August 29, 2022
- Faculty of Nursing Graduate Education Committee - October 13, 2022
- Faculty of Nursing Council - October 24, 2022
- Policy Review Committee - November 10, 2022
- FGSR Council - December 7, 2022
- Programs Committee - January 12, 2023



MEMO

DATE: January 30, 2023
TO: Program Committee
FROM: Dianne Tapp, Associate Dean Graduate Studies, Faculty of Nursing

RE: Additional information regarding tabled motion related to Faculty of Nursing Doctoral Program Calendar Changes
“THAT GFC Programs Committee table the motion pending review of the Faculty of Nursing’s learning outcomes document and a summary of actions that have been taken by the Faculty to address specific Calls to Action for nursing schools by the Truth and Reconciliation Commission of Canada”.

This information is provided to Program Committee in follow-up to the above request for additional information pertaining to the tabled motion for approval of calendar changes for REVISIONS to the Faculty of Nursing Doctoral Program. Please refer to the attachments pertaining to the following topics that were discussed at the January meeting of the Program Committee.

1. Faculty of Nursing Doctoral Program Learning Outcomes (May, 2022) (Appended materials pp. 3-9)

This document is a product of the curriculum review process leading to the calendar change document under consideration by Program Committee, but unfortunately was not included in the submission reviewed for the January meeting. Please refer to Program Outcome #7 Reconciliation, Equity, Diversity & Inclusivity (page 7) and the related program outcome statement on page 8. With anticipated approval of the proposed calendar changes for doctoral courses, these outcomes will inform revisions to course-level learner outcomes/objectives where it will be expected that attention to issues of reconciliation, power, diversity, and equity will be explicitly addressed in revisions to all course outlines (i.e. learning outcomes and activities) as appropriate.

2. Examples of current integration of Indigenous knowledge and practices in existing doctoral courses (Appended materials pp. 10-12)

Detailed course review and revision will occur following approval of the proposed calendar changes. However, the appended materials in this section illustrate examples of existing graduate courses in the Faculty of Nursing that have already been responsive to the integration of content related to Indigenization as it relevant in both required courses (e.g. NURS 600 and 601), and in research methods courses (e.g. NURS 687). In upcoming months, the extent to which Program Outcome #7 has been addressed will be assessed as each course is systematically reviewed to align with program outcomes.

3. Proposal for new program requirement for admission to graduate programs in the Faculty of Nursing

Item #24 of the TRC Calls to Action states the following:

4. “We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings

and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.” (p. 3)

Undergraduate nursing students are now commonly required to do undergraduate coursework related to Indigenous health issues, history of residential schools, and intercultural competencies. Over the past two years, applicants to graduate Nursing programs have been asked to provide this information on their applications for admission to graduate studies in the Faculty of Nursing: *Describe your approach to understanding perspectives of other people from diverse backgrounds, activities taken for personal growth in this area, and how you have led or participated in EDI initiatives in your professional roles.* We have learned that many graduate Nursing students have taken similar courses through their employment roles in health care agencies.

The Faculty of Nursing Graduate Education Committee is currently developing a motion for a calendared program regulation that proposes that as a condition of admission, all graduate students (MN and PhD) should meet a requirement for formal training related to TRC Call to Action #24. This committee is reviewing calendar wording that has been adopted by other graduate programs at the University of Alberta and will be bringing a motion for this change through University governance in the spring of 2023.

Doctoral Program Learning Outcomes Faculty of Nursing

Graduate Education Committee, May 14, 2022

Learning outcomes of doctoral graduates in the Faculty of Nursing are guided by the Faculty's mission, vision and values as reflected in the "Nursing Graduate Programs Philosophy and Values Statement" (see Appendix A for statement and rationale).

Graduate Programs in the Faculty of Nursing are designed to cultivate critical engagement, intellectual curiosity and global citizenship. Students are welcomed into a research-intensive environment that honours learning and scholarship. Students are invited to think critically and reflexively about their place in the world, and to engage with personal and professional opportunities to promote health equity and quality of life for the public good.

Learning is understood as a journey situated within vibrant, engaged, scholarly communities that value and support dialogue, intellectual curiosity and comfort with the uncertain nature of knowledge. The Faculty of Nursing aims to create a collaborative learning milieu that promotes engagement within nursing and across broader communities.

Students work in a context that encourages them to delve into complex problems, drawing on diverse schools of thought and academic traditions, honoring Indigenous ways of knowing and doing, to push the boundaries of nursing through the creation and dissemination of knowledge and insight.

Graduate learner outcomes in the Faculty of Nursing are also guided by two key sources:

1. PhD Learner Outcomes as articulated by the Faculty of Graduate Studies (FGSR) in the University of Alberta Calendar; and
2. Domains, guiding principles, and essential components of doctoral education in Nursing as outlined in the CASN National Nursing Education Framework (2022 Rev).

These two sources share many overlapping learner outcome statements in core domains of knowledge, research competencies, communication, and professionalism/ethics. The FGSR outcome statements reflect the primacy of discovery and knowledge development appropriate to a research-intensive University. It is intended that faculties will supplement these outcomes with program/discipline specific learning outcomes. The CASN (2022) outcome statements provide direction for Canadian doctoral nursing programs and include two additional domains that are not addressed in the FGSR calendar statement: nursing practice and leadership. The CASN learner outcomes reflect the emphasis of research and scholarship at the PhD level in the discipline of Nursing as an essential vehicle to influence health and build health capacity, and to lead and transform health systems.

Rather than attempting to combine or reword these two influential source documents, we endorse the core domains and learner outcomes addressed in each of these documents and will **rely on the CASN framework (2022) as the primary document that will guide curriculum development and implementation**. Outcome 7 (Reconciliation, Equity, Diversity, and Inclusivity) and Outcome 8 (Teaching and Education) have been added to reflect important expectations within these two additional domains.

Program outcomes are achieved through the full constellation of experiences within the program of doctoral studies, including formal coursework, teaching and research assistantships, conferences and workshops, and mentorship and supportive coaching of the graduate supervisor and committee members.. Appendix A illustrates levelling of learner outcomes and assessment across each year of the doctoral program to highlight expectations for student progression across each year of doctoral studies.

A comparison of doctoral program outcomes proposed in the Rizzoli document, the FGSR calendar statement of learner outcomes for thesis-based master’s and PhD programs, and the CASN education framework is summarized in Appendix B.

It is anticipated that by completion of their program, all doctoral students will achieve the learner outcomes, but it is also recognised that there is a spectrum of attainment. Learning activities that contribute to achievement of program learner outcomes include formal courses (core and electives), independent study, colloquium and/or doctoral retreats, graduate teaching and research assistantships, assistantships on faculty research teams, presentations and publications, and diverse forms of community engagement.

While all doctoral students will experience a program that rigorously prepares graduates to generate knowledge that informs nursing practice and health systems, it is recognized that students will have diverse career goals in mind (i.e. academic research and/or teaching, health system leadership, health policy, other health system and entrepreneurial opportunities). In consultation with the graduate supervisor and supervisory committee, individual students are encouraged to develop a plan to achieve their individualized learning goals.

UofA Calendar Statement of Doctoral Learning Outcomes (2020), and the CASN National Nursing Education Framework (2022)

The Faculty of Nursing will base doctoral program outcomes on the CASN National Nursing Education Framework (November 2022).

This document illustrates the alignment of the suggested Doctoral Learning Outcomes from the University of Alberta Calendar, and the CASN (Canadian Association of Schools of Nursing) National Nursing Education Framework.

UofA Calendar – Doctoral Learning Outcomes*	CASN National Nursing Education Framework (2022)
<p>1. Knowledge</p> <p>1. Demonstrate thorough understanding of a substantial body of knowledge with expertise that is at the forefront of an academic discipline or area of professional practice</p> <p>2. Demonstrate awareness of the limitations of one’s own work and discipline, the complexity of knowledge, and the potential contributions of other interpretations, methods, and disciplines</p>	<p>1. Knowledge</p> <p>Guiding Principle: The nursing education program prepares graduates to become thought and knowledge leaders in nursing, in other areas of health care, and in other sectors of society.</p> <p>Graduates will be able to:</p> <p>1.1 Develop philosophical and theoretical approaches to nursing that consider the historical development of nursing and current socio-politico, economic and scientific factors.</p> <p>1.2 Develop substantive knowledge in an area of nursing practice.</p> <p>1.3 Synthesize and integrate a substantive understanding of nursing knowledge with knowledge from other disciplines to improve health equity and health outcomes for individuals, families (natural or chosen), communities and populations, to improve health care delivery and to provide solutions to health care issues at the local, provincial/territorial, national and international level.</p> <p>1.4 Think critically, independently and creatively to expand existing knowledge to improve health equity and health outcomes.</p>

<p>2. Research</p> <p>1. Conceptualize, design and implement advanced level research for the generation of new knowledge, applications, or understanding</p> <p>2. Make informed judgements on complex issues, in specialist fields</p>	<p>2. Research Skills and Critical Inquiry</p> <p>Guiding Principle: The nursing education program prepares graduates to engage in complex projects that expand existing knowledge, develop new knowledge and/or create innovative solutions in health care.</p> <p>Graduates will be able to:</p> <p>2.1 Design and lead innovative approaches to research that transform health care and improve health equity and health outcomes.</p> <p>2.2 Provide evidence-informed rationale for research questions, designs, methods, data analysis and interpretation of data.</p> <p>2.3 Lead intra- and interprofessional and intersectoral teams to conduct rigorous research that addresses complex health care and health care system problems, challenges or issues.</p> <p>2.4 Develop, implement and evaluate knowledge mobilization strategies for diverse situations.</p> <p>2.5 Appraise, minimize and mitigate the ethical risks in complex research studies and other knowledge-generating projects.</p> <p>2.6 Conduct a rigorous and comprehensive evaluation of existing scholarship and appraise the nature and quality of the evidence.</p> <p>2.7 Conceptualize complex problems, challenges or issues that require new knowledge and new solutions and develop approaches that address them.</p> <p>2.8 Develop competitive funding proposals to conduct research or support programs that lead to responsive, relevant or transformative outcomes.</p> <p>2.9 Evaluate funding proposals and scholarly articles that have been submitted for publication.</p>
<p>3. Communication</p> <p>1. Communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences</p>	<p>3. Communication and Collaboration (Domain 4 in CASN document)</p> <p>Guiding Principle: The nursing education program prepares graduates to communicate effectively with multiple audiences and to lead influential collaborations and coalitions within nursing and outside of nursing.</p> <p>Graduates will be able to:</p> <p>3.1 Lead and participate in broad collaborations, partnerships and coalitions at the local, provincial/territorial, national and international levels that advance nursing practice or improve health care outcomes.</p> <p>3.2 Lead and participate in broad collaborations, partnerships and coalitions at the local, provincial/territorial, national and international levels to create, co-create or advance policies to improve health care outcomes.</p> <p>3.3 Integrate principles of advanced verbal, written and digital communication strategies to effectively communicate complex issues and solutions with diverse audiences.</p>
<p>4. Professional Capacity / Autonomy</p>	<p>4. Professionalism (Domain 5 in CASN document)</p> <p>Guiding Principle:</p>

<p>1. Research, reflect upon, and take ownership of the development of skills and career goals</p> <p>2. Demonstrate personal accountability and autonomous initiative and decision-making in complex situations</p> <p>3. Demonstrate the intellectual independence required to be academically and professionally engaged and remain current</p>	<p>The nursing education program prepares graduates to hold influential nursing positions at educational institutions and senior positions at the local, provincial/territorial, national and international level.</p> <p>Graduates will be able to:</p> <p>4.1 Articulate the role and contribution of a nurse prepared at the doctoral level.</p> <p>4.2 Create or co-create scholarly work that contributes to the improvement of health outcomes and health equity while simultaneously highlighting the transformative nature of nursing.</p> <p>4.3 Coach, mentor or educate others who are engaged in master’s or doctoral preparation.</p> <p>4.4 Appraise emerging issues in practice and policy at the local, provincial, territorial, national and international level and exemplify the integration of nursing expertise in addressing the issues.</p>
<p>5. Ethics</p> <p>a. Identify, explain, analyze, and propose solutions to existing and new ethical issues particularly as they pertain to the conduct of research in the field of study</p>	<p>Note: Addressed in Domain 2.5 (Research)</p>
	<p>5. Nursing Practice (Domain 3 in CASN document)</p> <p>Guiding Principle: The nursing education program prepares graduates to grow and strengthen an area of nursing practice to optimize health care outcomes.</p> <p>Graduates will be able to:</p> <p>5.1 Develop, lead and evaluate health policy at the local, provincial/territorial, national and international level considering the following: social, structural and ecological determinants of health, racism, and Indigenous ways of knowing.</p> <p>5.2 Provide substantive expertise in an area of nursing practice.</p> <p>5.3 Develop, lead and evaluate innovative policy recommendations to improve health outcomes.</p> <p>5.4 Develop, lead and evaluate patient safety initiatives, quality assurance programs, quality improvement initiatives and program evaluations.</p> <p>5.5 Develop, lead and evaluate the integration of digital health to promote knowledge development and evidence-informed decision making for better health outcomes and health equity for individuals, families (natural or chosen), communities and populations (e.g., health information technology databases, mobile technologies, e-learning, immersive technologies).</p>
	<p>6. Leadership</p> <p>Guiding Principle: The nursing education program prepares graduates to be an integral and influential voice leading local, provincial, national and international initiatives and programs.</p> <p>Graduates will be able to:</p>

	<p>6.1 Advance excellence in nursing scholarship and relational nursing leadership to establish the critical contribution of nursing to improve health equity and health outcomes.</p> <p>6.2 Lead nursing practice and interprofessional practice at the local, provincial/territorial, national and international level.</p> <p>6.3 Develop and lead intra- and interprofessional and intersectoral teams to address racism, diversity, equity, inclusion and social justice in health care.</p> <p>6.4 Develop and lead intra- and interprofessional and intersectoral evaluations of the structures that support the health care system and develop transformative redesigns.</p> <p>6.5 Develop and lead intra- and interprofessional and intersectoral teams to develop policies, programs and practices related to global and planetary health.</p>
<p>FoN Additional Program Outcome</p>	<p>7. Reconciliation, Equity, Diversity & Inclusivity</p> <p>Guiding Principle: The nursing education program prepares graduates to meet the healthcare needs of Indigenous persons and communities, and to advance the process of Canadian reconciliation by acting on the Truth and Reconciliation Commission of Canada Calls to Action (#18 – 24) (p. 9). (University of Alberta, Faculty of Nursing. (2020). <i>Faculty of Nursing 2020 Strategic Plan for Equity, Diversity, and Inclusivity.</i>)</p> <p>Graduates will be able to:</p> <p>7.1 Reflect on, champion, and implement practices to create health systems and communities where there is equitable access and representation of diverse peoples,</p> <p>7.2 Ensure meaningful engagement and participation of socially diverse peoples, and</p> <p>7.3 Lead action toward reconciliation with Indigenous peoples, communities, and knowledges.</p>
<p>FoN Additional Program Outcome</p>	<p>8. Teaching and Education</p> <p>Guiding Principle: The nursing education program prepares graduates to plan, implement and evaluate teaching strategies that are appropriate to the context and learner.</p> <p>Graduates will be able to:</p> <p>8.1 Assess and prioritize learning needs.</p> <p>8.2 <u>Apply</u> and reflect on the scholarship of teaching and learning.</p> <p><u>8.3 Develop appropriate teaching and learning strategies.</u></p> <p>8.4 Assess learning outcomes.</p>

PROGRAM OUTCOME STATEMENT ON RECONCILIATION, EQUITY, DIVERSITY, AND INCLUSIVITY

The Faculty of Nursing 2020 Strategic Plan for Equity, Diversity, and Inclusivity provides direction to address issues of reconciliation, equity, diversity, and inclusivity. Regarding graduate students, the EDI plan (2020) commits that “We will prepare the next generation of expert nurses in advanced clinical practice, education, and research (Master of Nursing and Doctoral programs) who are ready to advance professional nursing roles in diverse and complex contexts by:

- Attracting and retaining a robust body of outstanding graduate students.

- Reviewing criteria (e.g. holistic admission) to promote an intersectionality approach to admissions.
- Building a community of graduate students marked by excellence, engagement, equity, and inquiry that is open and diverse.
- Creating orientation and professional development activities that are respectful to the diverse needs of all students.
- Reviewing and revising the graduate programs in anticipation of the comprehensive requirements of future nursing researchers and leaders.
- Imbedding Indigenous ways of knowing, where appropriate, throughout the courses offered across the graduate programs” (p. 6).

The revisions to the doctoral curriculum provide opportunities to demonstrate action on these commitments to advance social equity and the spirit of reconciliation with Indigenous peoples, communities, and knowledges. **Attention to issues of reconciliation, power, diversity, and equity will be noted in course descriptions and course outlines to make these commitments explicit within the revisions to doctoral courses.**

Appendix A

Outline of Program Progress, Focus and Assessment by Year of the Doctoral Program in Nursing

Progress	Learning Activities	Focus for Each Program Year	Assessment & Milestones
Year 1	Courses: NURS 600 NURS 601 NURS 609 INTD 690 NURS 696* NURS 697* *Doctoral Community of Inquiry	<u>Year 1 Focus:</u> <ul style="list-style-type: none"> • Developing a substantive grasp of the field of study, gaps in knowledge, and theoretical foundations that will inform the dissertation project. 	Graded course work Formative writing opportunities Supervisory committee meeting feedback Annual progress report
Year 2	Courses: NURS 698* NURS 699 + electives (research design/methods and substantive focus) *Doctoral Community of Inquiry	<u>Year 2 Focus:</u> <ul style="list-style-type: none"> • Advanced immersion in theoretical and conceptual scholarship in the field of the dissertation project. • Conceptualization and articulation of research design and methods for the proposed research. 	Graded course work Supervisory committee meeting feedback Annual progress report Preparation for Doctoral Oral Candidacy Examination
Year 3	Synthesize knowledge from courses to prepare for and complete Oral Candidacy Examination (to be completed by 24-36 months)	<u>Year 3 focus:</u> Preparation of the dissertation proposal and completion of the candidacy examination.	Supervisory committee approval of research proposal Completion of Oral Candidacy Examination (24-36 months)

			<p>Research ethics approvals completed</p> <p>Implementation of dissertation project commences</p> <p>Participation on other research teams (RA, GRA)</p> <p>Mentorship offered to others (undergrad/honors, MN, PhD colleagues)</p> <p>Supervisory committee meeting feedback</p> <p>Annual progress report</p>
Year 4		<p><u>4 Focus:</u></p> <ul style="list-style-type: none"> • Implementation of the dissertation project. • Articulation and translation of research findings 	<p>Progress on implementation of dissertation project</p> <p>Presentations on work-in-progress</p> <p>Supervisory committee meeting feedback</p> <p>Annual progress report</p>
Ongoing & Upon Completion		<p><u>Focus:</u></p> <ul style="list-style-type: none"> • Implementation of the dissertation project. • Articulation and translation of research findings 	<p>Progress on implementation of dissertation project</p> <p>Supervisory committee meeting feedback</p> <p>Annual progress report</p> <p>Final draft of dissertation approved by supervisory committee members</p> <p>Final Doctoral Oral Examination</p>

2.Examples of Current Integration of Indigenous Knowledge and Practices in Existing Doctoral Courses

Course # & Description	Course Learner Outcomes	Other Course Outline Descriptors / Learning Activities / Selected Readings and Resources
<p>NURS 600 Fall 2022 Core Required Course</p> <p>Course Title: Knowledge Development in Nursing</p> <p>Course Description Exploration of conceptual and theoretical perspectives from nursing and other disciplines that have influenced the development of nursing knowledge and structure of the discipline of nursing.</p>		<p>INTRODUCTION TO COURSE</p> <p>“Examples of questions we will discuss during this course include:</p> <ul style="list-style-type: none"> - In what ways does Indigenous knowing and knowledge contribute to or relate to the development of nursing knowledge? - In what ways might nursing and other theories and ways of knowing contribute to racism? - Are there ways to increase an anti-racism lens to the development of nursing’s theoretical foundation? - How have various ways of knowing (ie. Indigenous) contributed to theory/knowledge development in nursing? - What concepts derive from particular cultural groups that may have value in nursing knowledge development (eg. wahkohtowin, a Cree word; ubuntu, an ancient African word)? - Are there theory/knowledge development strategies that are more congruent with some cultural groups than other strategies (ie. Indigenous groups)?”
<p>NURS 601 Wi 2023 Core required course</p> <p>Course Title: Advanced Nursing Inquiry</p> <p>Course Description</p>	<p>3. Apply a critical analysis of diverse approaches to inquiry, exploring the impact of diverse approaches including but not restricted to:</p>	<p>Readings:</p> <p><u>Week 2. FOCUS:</u> “It matters what ideas we use to think other ideas”</p> <ul style="list-style-type: none"> - Kimmerer, R. W. (2013). Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants (First edition.). Milkweed Editions. (Chapter 1) - Listen: Why is the world so beautiful? An interview with Robin Wall Kimmerer https://www.cbc.ca/radio/tapestry/why-is-the-world-so-beautiful-an-indigenous-botanist-on-the-spirit-of-life-in-everything-1.5817787

<p>The purpose of this course is to foster advanced scholarly inquiry and to assist students to understand, position, and defend their research theoretically and methodologically in the context of multiple perspectives and different theoretical standpoints. Emphasis will be placed on the diverse but distinctive nature of nursing inquiry created through engagement of multiple communities within health related contexts.</p>	<p>positivism, post-positivism, critical social theory, pragmatism, feminism, postmodernism, and post-colonialism. 4. Critically assess the impact of inquiry on health research and scholarship in light of diverse factors such as health and power-related inequalities and inequities, environment, social context, culture, gender, and social status.</p>	<ul style="list-style-type: none"> - Haraway, D. J. (2016). Staying with the trouble: Making kin in the Chthulucene. Duke University Press. (Chapter 2) - Hunt, S. (2014). Ontologies of Indigeneity: the politics of embodying a concept. Cultural Geographies, 21(1), 27–32. <p><u>Week 3 FOCUS:</u> Who are we in our work? Colonial contexts/ contexting: power/knowledge in academia and research</p> <ul style="list-style-type: none"> - Todd, Z. (2016). An Indigenous feminist’s take on the ontological turn: “Ontology” is just another word for colonialism. Journal of Historical Sociology, 29(1), 4-22–22. <p><u>Week 7 FOCUS:</u> Critical Stances or ‘Masters Tools’?</p> <ul style="list-style-type: none"> - Lorde, A. (1984). Sister outsider. [electronic resource]: essays and speeches. Crossing Press. The Transformation of Silence into Language and Action (pp.36-40) and The Master's Tools Will Never Dismantle the Master's House (pp.106-109) - Clark, N. (2016). Red intersectionality and violence-informed witnessing praxis with indigenous girls. Girlhood Studies, 9(2), 46-64–64. - Simpson, L. (2001). Aboriginal Peoples and knowledge: Decolonizing our processes. Canadian Journal of Native Studies, 21(1), 137–148. - Thomas, A. (2015). Indigenous more-than-humanisms: Relational ethics with the Hurunui River in Aotearoa New Zealand. Social and Cultural Geography,16(8), 974–990. - Collins, P. (2022). Critical race theory. In In G. Delanty & S.P. Turner (Eds.), Routledge international handbook of contemporary social and political theory (2nd ed.), (pp.84-94). Routledge.
<p>NURS 687 Elective course</p> <p>Course Title: Advanced Principles & Practice of Qualitative Inquiry</p>		<p><u>Week 4 FOCUS:</u> Why this design now? Furthering study of qualitative designs: participatory action research, interpretive description and Indigenous research methodology.</p> <ul style="list-style-type: none"> - Braun, K.L., Browne, C.V., Ka’opua, L.S., Kim, B.J., Mokuau, N. (2014). Research on indigenous elders: From positivistic to decolonizing methodologies. Gerontologist, 54 (1), 117-26. http://gerontologist.oxfordjournals.org/content/54/1/117.full.pdf+html - Denzin, N., Lincoln, Y., & Tuhiwai Smith, L. (eds.) (2008). Handbook of Critical and Indigenous Methodologies. Sage.

<p>Course Description</p> <p>This course provides an advanced examination of the theoretical reasoning, methods and research strategies of specific approaches within contemporary qualitative inquiry. Students explore the key ontological and epistemological foundations that underlie different theoretical orientations and how different approaches lead to differences in research methods and practices.</p>		<ul style="list-style-type: none"> - Smith, M. (2015). Linking qualitative research with a First Nations cultural, sociopolitical context: Excerpts from my autoethnography. <i>Cultural and Pedagogical Inquiry</i>, 7(2), 1-9. https://journals.library.ualberta.ca/cpi/index.php/cpi/article/view/26002/19326 - Tuhiwai Smith, L. (2012). <i>Decolonizing methodologies: Research and Indigenous people</i>. Zed Books. - Indigenous research methods Walker, M., Fredericks, B., Mills, K., & Anderson, D. (2014). "Yarning" as a method for community-based health research with indigenous women: The Indigenous women's wellness research program. <i>Health Care for Women International</i>, 35, 1216-26. https://www.tandfonline.com/doi/abs/10.1080/07399332.2013.815754 <p><u>Week 6 FOCUS:</u> Data collection in qualitative research</p> <ul style="list-style-type: none"> - Genuis, S. K., Willows, N., Alexander First Nation, Jardine, C. (2015). Through the lens of our cameras: children's lived experience with food security in a Canadian Indigenous community. <i>Child: Care, Health and Development</i>, 41(4), 600-610. https://doi.org/10.1111/cch.12182 <p><u>Week 10 FOCUS:</u> Exploring ethical issues in qualitative inquiry</p> <ul style="list-style-type: none"> - Indigenous Research Methodologies: Chuutsqa's Story: https://www.youtube.com/watch?v=-9HuUDAYqvY
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**Governance Executive Summary
Action Item**

Agenda Title	Proposed New Course-based Master of Science in Biomedical Engineering, Faculty of Engineering
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Motion

THAT GFC Programs Committee recommend that the Board of Governors approve the new Course-based Master of Science in Biomedical Engineering, for implementation upon final approval.

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Lindsey Westover, Assistant Professor, Department of Mechanical Engineering
Presenter(s)	<ul style="list-style-type: none"> • Lindsey Westover, Assistant Professor, Department of Mechanical Engineering • Pierre Mertiny, Associate Dean (Undergraduate Programs), Faculty of Engineering • Peter Schiavone, Associate Dean, Graduate Programs • Roger Epp, Interim 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 because the department of BioMedical Engineering is proposing to implement a new Course-based Master of Science in Biomedical Engineering.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Currently, the Department of Biomedical Engineering offers two graduate programs: Thesis-based Master of Science (Biomedical Engineering) and Doctor of Philosophy (Biomedical Engineering). All other departments in the Faculty of Engineering also offer a course-based masters; however, this is currently not available in the Department of Biomedical Engineering. We are proposing to add a course-based master of science in Biomedical Engineering.</p> <p>The program objectives are:</p> <ul style="list-style-type: none"> • To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health-related field • To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field • To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

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	<p>The program learning outcomes will be for students to:</p> <ol style="list-style-type: none"> 1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods 2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering 3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field 4. Communicate effectively in a multidisciplinary field, both orally and in writing 5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><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"> • Key stakeholders in the Department of Biomedical Engineering and Faculty of Engineering have been consulted and have actively provided input to the program, including the BME Department Chair (Rob Burrell), the Dean of Engineering (Simaan AbouRizk), the Vice Dean of Engineering (Ivan Fair), Academic Staff in the Department of Biomedical Engineering (Maral Aminpour, Marilee Stephens, Alan Wilman) • Associate Deans in the Faculty of Engineering (Peter Schiavone and Pierre Mertiny) • Dr. Joseph Bergman from the Department of Surgery (Faculty of Medicine & Dentistry) has actively provided input to the program and will contribute going forward • Dr. Gary Faulkner from GRRIT is working on a partnership for internships and work-integrated learning through funding from PrairiesCan <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Faculty members in other engineering departments with teaching and research interests in biomedical engineering (Hasan Uludag, Larry Unsworth, Andrew Martin, Hossein Rouhani, Dan Romanyk, Wylie Stroberg, Manisha Gupta, Samer Adeeb), members of the Faculty of Medicine and Dentistry (Joseph Bergman, Jacqueline Hebert), and Associate Deans in the Faculty of Engineering.
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	<ul style="list-style-type: none"> • Students have been consulted through a survey with 69 respondents (75% undergraduate students). • We have consulted with Lena Hoziana (Director of Engineering Connects) and Tracy Raivio (Associate Dean Education (CNAS)) as well as FGSR (Frances Plane) and the Provost Office (Carley Roth, Janice Causgrove Dunn, Suzanne French). Additionally, we consulted with SMART Network NSERC CREATE (Jacqueline Hebert), and GRRIT (Gary Faulkner, Geoff Gregson, Doug Hill, Jim Raso) • We consulted with Jessica Vandenberghe from the Faculty of Engineering and Florence Glanfield (Vice Provost Indigenous Programming and Research) <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • All engineering faculty members • Engineering Career Center • FoMD faculty members • Undergraduate, graduate, and highschool students are being informed through a Biomedical Engineering Symposium to be held on Feb. 11th as an outreach event.
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022 • Engineering Faculty Academic Planning Committee (APC): November 9, 2022 • Faculty of Medicine and Dentistry Faculty Learning Committee (FLC): November 22, 2022 • Faculty of Medicine and Dentistry Graduate Planning Committee (GPC): November 28, 2022 • Faculty of Medicine and Dentistry Dean’s Executive Committee: November 28, 2022 • FGSR Graduate Program Support Team (GPST): November 28, 2022 • Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022 • FGSR Policy Review Committee (PRC): January 19, 2023 • FGSR Council: February 8, 2023 • GFC Programs Committee: February 9, 2023 • Board Learning, Research and Student Experience Committee: March 10, 2023

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p>
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	<p>Strengthening our programs in biomedical engineering is in direct alignment with one of the University’s signature areas of Precision Health.</p> <p>The program will help to address the following Institutional Strategic Plan Objectives:</p> <p>O1. Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world The proposed program will be unique in Alberta, will provide substantial value to students in an area of clear interest (as shown by our student survey), and will attract high-quality students from both locally and abroad.</p> <p>O7. Increase graduate and undergraduate students’ access to an participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. The proposed program has work-integrated learning through the capstone project and extensive professional development opportunities that will provide substantial value to students.</p> <p>O12. Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader The biomedical engineering program aligns with the strategic priority area of precision health. Introduction of the proposed program will strengthen the profile of the biomedical engineering department and will bring together the worldclass researchers and teachers in biomedical engineering and related disciplines from across campus who are already excelling.</p> <p>O14. Inspire, model, and support excellence in teaching and learning The proposed program will bring new courses and bring together experts to deliver high-quality education</p> <p>O16. Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. We will aim to engage different communities and build connections with stakeholders through our capstone projects. Biomedical engineering has the capacity to provide benefit to a wide variety of community partners. This will also provide excellent opportunities for our students to learn and to work directly with community stakeholders from many sectors.</p> <p>O17. Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. The program is a truly interdisciplinary program with strong collaboration across faculties (and colleges), with particular connections between Engineering and Faculty of Medicine and Dentistry.</p>						
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="553 1871 1531 1961"> <tr> <td data-bbox="553 1871 1068 1911"><input type="checkbox"/> Enrolment Management</td> <td data-bbox="1068 1871 1531 1911"><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td data-bbox="553 1911 1068 1932"><input type="checkbox"/> Faculty and Staff</td> <td data-bbox="1068 1911 1531 1932"><input type="checkbox"/> Reputation</td> </tr> <tr> <td data-bbox="553 1932 1068 1961"><input type="checkbox"/> Funding and Resource Management</td> <td data-bbox="1068 1932 1531 1961"><input type="checkbox"/> Research Enterprise</td> </tr> </table>	<input 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"/> 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						

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	<input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> UofA Calendar General Faculties Council Faculty of Graduate Studies & Research Faculty of Engineering Council Department of Biomedical Engineering Council	

Attachments:

1. 2022-BME-NewProgram-Proposal
2. BME Course Based Master of Science in Biomedical Engineering - Calendar Changes
3. 2023-BME New Courses
4. BME - Dean Letter of Support - 20230124

Prepared by: Lindsey Westover, Assistant Professor, Department of Mechanical Engineering
(lindsey.westover@ualberta.ca)

**Internal Program Proposal Template
- for-credit programs not requiring Ministry approval -**

This template is to be used for proposals to create or modify programs that do not require Ministry of Advanced Education approval.

Faculties and Departments must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca). All program proponents must also consult with the Vice-Provost (Indigenous Programming & Research) during the early development stage.

PROPOSAL TYPE

This proposal is for a (select one):	
<input type="checkbox"/>	Creation of a new second-level specialization (e.g., minors of undergraduate programs and second-level specializations of graduate programs)
<input type="checkbox"/>	The addition of an Honors stream to an existing undergraduate program
<input type="checkbox"/>	Creation of a combined degree program where both contributing degrees have been approved by the Ministry of Advanced Education
<input type="checkbox"/>	Embedded Certificate
<input checked="" type="checkbox"/>	Substantive program changes that do not require Ministry approval

1: Basics		
Program/Specialization /Embedded Certificate/Combined Degree Name	Course Based Master of Science in Biomedical Engineering	
Faculty/Department	Faculty of Engineering / Department of Biomedical Engineering	
Contact information	Name and Title	Lindsey Westover
	Phone	780-221-7344
	Email	lindsey.westover@ualberta.ca
Proposed effective date	July 1, 2023	
Attachments		
<ul style="list-style-type: none"> • Letter of Support from the Dean of the Faculty • Proposed Calendar changes 		

2: Rationale, Implications, and Impacts

Rationale for the Proposal

Identify the purpose of the proposal with supporting rationale and evidence of demand.

Executive Summary:

Currently, the Department of Biomedical Engineering offers two graduate programs: Master of Science (Biomedical Engineering) and Doctor of Philosophy (Biomedical Engineering). All other departments in the Faculty of Engineering also offer a course-based Master of Engineering (M.Eng.); however, this is currently not available in the Department of Biomedical Engineering. We believe that a course-based Master of Science in Biomedical Engineering would be beneficial to both the Department/Faculty and to students. Students from any engineering discipline would be able to take the course-based master's, allowing them to be fully trained engineers in their original discipline as well as fully trained biomedical engineers. Further, students from diverse educational backgrounds with interests in biomedical engineering research, biomedical engineering industry, or health programs such as medicine and dentistry would gain great value from the proposed program.

Background:

Biomedical engineering is a growing discipline with an opportunity to have a major role in the economic development in Alberta. The 2019 report by BioAlberta indicates that Alberta's life sciences sector is responsible for over \$1B in revenues employing over 15,000 Albertans¹. Additionally, in BioTalent Canada's 2021 report, they estimated that 65,000 new workers will be needed by 2029 in Canada's bio-economy, with most new hires required in bio-health². BioAlberta has identified over 300 life sciences companies in Alberta, 45% of which were established since 2015¹. The industry has a dynamic mix of start-ups, small businesses and established companies. Further, the province has seen the development of numerous accelerators and similar groups focusing on growing health innovation companies within the start-up ecosystem in Alberta. A few examples are Health Cities, Life Sciences Innovation Hub, and the Health Innovation Hub. All of this points to the growing demand for knowledge and training in biomedical engineering and technology.

All Departments in the Faculty of Engineering at the University of Alberta, with the exception of Department of Biomedical Engineering, offer two thesis-based graduate programs, an M.Sc. and Ph.D., and a course-based master's degree, the Master of Engineering, MEng. The Department of Biomedical Engineering, only offers the two thesis-based graduate programs, an M.Sc. and Ph.D. Further, many engineering schools across Canada offer a course-based graduate program in Biomedical Engineering including University of British Columbia, University of Victoria, University of Toronto, and Ottawa-Carleton Institute for Biomedical Engineering. Implementing a course-based master's in biomedical engineering at the University of Alberta would allow our students to become highly trained biomedical engineers and contribute to the growing life sciences and health innovation landscape in Alberta.

The proposed program will provide students with:

¹ <https://www.calgaryeconomicdevelopment.com/assets/Reports/Sectors/calgary+report+life-sciences-state-of-the-industry.pdf>

² <https://www.biotalent.ca/wp-content/uploads/BioTalent-Canada-LMI-DemandandSupply-13OCT2021-1.pdf>



- foundational courses in biomedical engineering
- courses specific to biomedical engineering topics of interest
- entrepreneurship training opportunities
- connections with medicine and dentistry
- multidisciplinary graduate training

A key aim of the program is to prepare students for successful careers in the biomedical engineering industry or pathways to medicine, dentistry, and other health-related fields.

Implementation:

Course-Based Master's (BME) Program Objectives:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

Course-Based Master's (BME) Program Learning Outcomes:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Collaboration:

The program has been designed through a strong collaboration between Engineering and Medicine. The Department of Biomedical Engineering is a joint department between the Faculty of Engineering and the Faculty of Medicine and Dentistry. Currently there are nearly 50 faculty members across engineering who have self-identified as having some research in the field of biomedical engineering and 30+ faculty members across campus with some connection (i.e. adjunct or collaboration) to the biomedical engineering department.

The strong connection between the faculties will bring important opportunities for students to train in a multidisciplinary environment. For example, the Capstone Project course may be jointly instructed by a faculty member in the Department of Biomedical Engineering and Dr. Joseph Bergman from the Department of Surgery. Dr. Bergman has contributed to the BME program design and has an Adjunct appointment in the BME Department. He studied mechanical engineering as well as medicine and is a practicing orthopaedic surgeon. He currently teaches a course to orthopaedic surgery residents across Canada teaching foundational engineering concepts relevant to orthopaedic



surgery. Further, we will leverage existing partnerships and expand our partnerships to facilitate clinical/industry-relevant projects and potential internship opportunities for our students. Examples include the Glenrose Rehabilitation Hospital, the Glenrose Rehabilitation Research, Innovation & Technology (GRRIT) Hub, biomedical engineering companies in Alberta (including Karma Medical, Bowhead Cycle) who regularly employ our biomedically-focused engineering co-op students.

Professional Development:

In addition to the courses listed in the following pages, students in the Course-Based M.Sc. (BME) will be offered structured professional development opportunities in an effort to set students up for a successful career in medicine or in the biomedical engineering industry. Topics will include MCAT Preparation, FoMD job shadowing, interview preparation, EDID (equity, diversity, inclusion, decolonization) in biomedical engineering and health, entrepreneurship in health innovation, regulatory quality requirements for health innovation, industrial design in biomedical engineering, and good manufacturing practices. We will leverage the SMART NSERC CREATE Training program workshop series and we will work with partners such as GRRIT, Health Innovation Hub, imYeg (Innovation Masterminds Edmonton), and Edmonton Unlimited to develop training surrounding the entrepreneurial landscape in health innovations in Alberta.

Recruitment:

We expect to recruit both domestic and international students into the proposed program. We will provide advertisement and information about the program on the University of Alberta website and will prepare a course-based master's brochure to highlight the program objectives and details. We expect that students will come from undergraduate programs across engineering and from other disciplines such as sciences or health-related disciplines.

We are currently planning an outreach event for Feb. 2023 to highlight biomedical engineering at the University of Alberta. We have applied for funding through the Gairdner Foundation and have the support of the Faculty of Engineering. This event will target undergraduate students as well as senior high school students to encourage them to consider biomedical engineering as an option. The event will have keynote speakers presenting biomedical engineering research, an industry panel with several speakers from biomedical engineering industries in Alberta, and student conference presentations (undergraduate and graduate) to showcase the exciting work that students are able to be a part of at the University of Alberta. We will discuss the new program in biomedical engineering with the aim of encouraging senior undergraduate students to apply into the program. Further, we aim to encourage high school students with an interest in biology or health-related fields to consider engineering for their undergraduate degree as a pathway to the biomedical field.

The Mechanical Engineering Biomedical Option undergraduate program currently has >60 students enrolled and tends to draw interest from some of the top students completing first year Engineering. Over the last 3 years, >160 students per year (>11% of all undergrad engineering students) selected the mechanical biomedical option as one of their top three choices. We have 30+ graduate students in the department of biomedical engineering and



numerous graduate students working in biomedical related fields with faculty members across engineering. An informal survey was sent through the engineering students' society, undergraduate engineering discipline-specific clubs, UABiomed student group, UAWise, and recent graduates of the Mechanical Engineering Biomed Option. Of the 69 responses thus far, 95% said that they would be interested, maybe interested, or would have been interested in a course-based master's in biomedical engineering when they were a student. Of these respondents, 75% are current undergraduate students, which provides a large group from which to recruit into the proposed program.

List of Courses in the Course-Based Master's (BME)

		Course Name	Designation
Required	BME 621	Advanced Human Anatomy and Physiology for Biomedical Engineers	3-0-0
Required	MEC E 686	Assessment and Analysis of Biomechanical Motion	3-0-0
Required	BME 685	Fundamentals of Biomechanical Modeling	3-0-0
Required	BME 605	Bioinstrumentation	3-0-0
Required	CH E 582	Introduction to Biomaterials	3-1S-0
Required	BME 653	Biomedical Engineering Research Methods and Experimental Design	3-0-0
Choose 2	Two additional graduate level courses must be completed. Courses should be chosen with the approval of the graduate program director. Examples are available at the end of the document.		
Required	BME 900	Biomedical Engineering Capstone Project	UNASSIGNED
Required	BME 600	Seminars in Biomedical Engineering	CR/NC *2(fi 4) (two term, 0-1S/2-0)
Required	BME 5xx	Indigenous perspectives in biomedical engineering	CR/NC 1-0-0

Note: We have been working with Jessica Vandenberghe in the Faculty of Engineering to develop the proposed course BME 5xx – Indigenous perspectives in biomedical engineering. This will be a 1 hour per week (CR/NR) course that we aim to have available for the Winter 2024 term. Further, we are consulting with Adam Gaudry and Kim Tallbear



from the Faculty of Native Studies to understand how the current course options may work to support our program.

Example Courses for Graduate Level Electives:

- BME 511 – Stem Cell Engineering
- BME 513 – Imaging Methods in Medicine
- BME 553 – Rehabilitation Engineering: Assisted Movement After Injury
- BME 564 – Fundamentals of Magnetic Resonance Imaging, MRI
- BME 630 – Advanced Topics in Biomedical Engineering
- CIVE 665 – Introduction to the Finite Element Method
- MECE 635 – Mechanics of Respiratory Drug Delivery
- SPH 531 – Statistical Methods in Health Research
- **BME 643** – Biomedical Device Design and Technology Development

Other courses may be considered in consultation with the graduate program director.

Ethics Requirement:
All students are required to complete FGSR’s Ethics and Academic Citizenship Requirement.

Length of the Program
Identify the length of the program in years and credit units per year.

The length of the program is 2 years. The program requires a minimum of eight 3-unit graduate courses (24.0 units) plus one 2-unit graduate seminar course and one 3-unit capstone project. It is expected that students will complete 14.0 credit units in Year 1 and 15.0 credit units in Year 2.

Provide the anticipated enrolments by head count for the next 5 years

Enrolment	2023	2024	2025	2026	2027
Total Headcount	10	30	50	60	60
● Year 1	10	20	30	30	30
● Year 2	0	10	20	30	30
● Year 3	0	0	0	0	0
● Year 4	0	0	0	0	0

Work-Integrated Learning

- Professional development modules on MCAT Preparation, interview preparation, EDID in biomedical engineering and health, entrepreneurship in health innovations,



<p>Describe how learners in this program will have access to Work-Integrated Learning (see CEWIL definitions).</p>	<p>regulatory quality requirements or health innovation, industrial design in biomedical engineering, good manufacturing practices</p> <ul style="list-style-type: none"> ● Faculty of Medicine and Dentistry Job shadowing opportunities ● Course in Biomedical Device Design and technology development ● Capstone project co-taught between engineering and FoMD with projects sponsored by Engineering faculty, FoMD faculty and/or BME industry ● Collaboration with GRRIT for potential internship placements ● Collaboration with the Health Innovation Hub, imYeg, Edmonton Unlimited and, Start-up Edmonton for health innovation industry connections ● We have consulted with Lena Hozaima (Director of Engineering Connects), Tracy Raivio (Associate Dean Education (College)), SMART Network NSERC CREATE, and GRRIT to begin the pathway for internships and work-integrated learning within the proposed course-based master’s in BME.
<p>Consultation Describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>Key stakeholders in the Department of Biomedical Engineering and Faculty of Engineering have been consulted and have provided input to the program, including the BME Department Chair (Rob Burrell) the Dean of Engineering (Simaan AbouRizk), Academic Staff in the Department of Biomedical Engineering (Maral Aminpour, Marilee Stephens, Alan Wilman), Faculty members in other engineering departments with teaching and research interests in biomedical engineering (Hasan Uludag, Larry Unsworth, Andrew Martin, Hossein Rouhani, Dan Romanyk, Wylie Stroberg, Manisha Gupta, Mahdi Tavakoli, Samer Adeeb), members of the Faculty of Medicine and Dentistry (Joseph Bergman, Jacqueline Hebert), and Associate Deans in the Faculty of Engineering (Peter Schiavone – Associate Dean Graduate Programs and Manisha Gupta – Associate Dean Graduate Students ECE, Sasha Komrakova – Associated Dean Graduate Students MECE).</p> <p>Students have been consulted through an informal survey. Key highlights from the survey are below.</p> <ol style="list-style-type: none"> 1. 69 Students responded <ul style="list-style-type: none"> ● 52 Undergraduate ● 9 Graduate ● 6 Recent Graduates ● 2 Students in health profession such as medicine, dentistry, etc. 2. Would you be interested in a course-based master’s in Biomedical Engineering <ul style="list-style-type: none"> ● 51 (74%) Yes ● 9 (13%) Maybe ● 6 (9%) I would have been interested if this was an option when I was a student ● 3 (4%) No 3. Top priorities for a course-based master’s in biomedical engineering (Choose 2) <ul style="list-style-type: none"> ● Courses covering foundation biomedical engineering topics (48: 70%) ● Courses specific to a biomedical engineering topic in my area of interest (41: 59%) ● Entrepreneurship training opportunities... (34: 49%)



	<ul style="list-style-type: none"> ● Connections with Medicine & Dentistry such as job shadowing, MCAT prep,... (23: 33%) <p>4. Expected pathway following graduation (Check all that apply)</p> <ul style="list-style-type: none"> ● Biomedical Engineering Industry (67: 97%) ● Biomedical Engineering Start-up (37: 53%) ● Ph.D. Program in Biomedical Engineering (21: 30%) ● Medical School or Dentistry (17: 25%) ● Ph.D. Program in another discipline (6: 9%) ● Other (3: 4%) <p>We have consulted with Lena Hoziamia (Director of Engineering Connects) and Tracy Raivio (Associate Dean Education (CNAS)) as well as FGSR (Frances Plane) and the Provost Office (Carley Roth, Janice Causgrove Dunn, Suzanne French).</p>
<p>Indigenous Perspectives</p> <p>Describe the outcomes of the consultation with the Vice Provost (Indigenous Programming and Research) regarding how the program will integrate/include indigenous perspectives and content, and any action items that may result.</p>	<p>We consulted with Jessica Vandenberghe from the Faculty of Engineering on October 13, 2022. She provided valuable suggestions to include indigenous perspectives into the program. Through her office, we will work with UAlberta North, Engage North, and Engineering Connects to place students in communities with indigenous populations for capstone projects and internship opportunities. We discussed aspects of biomedical engineering and the healthcare system affecting indigenous populations. Jessica’s office agreed to develop a course on indigenous perspectives in biomedical engineering that will be a program requirement (see course list above).</p> <p>Additionally, we met with Florence Glanfield, Vice Provost Indigenous Programming and Research, on November 23, 2022 to discuss the program, our current plans, and additional ways to include indigenous perspectives into the program. She provided valuable resources and connections, for example, the Indigenous Primary Health Care & Policy Research Network in Alberta.</p> <p>We will be meeting with Adam Gaudry and Kim Tallbear from the Faculty of Native Studies on February 7, 2023 to discuss how the current course options in the Faculty of Native Studies may work to support our program and how we can better work to develop our proposed course on Indigenous Perspectives in Biomedical Engineering.</p> <p>In addition to the above, all students in the proposed Course-Based Masters in Biomedical Engineering will be required to obtain credit for INT D 710 in accordance with FGSR’s Ethics and Academic Citizenship Requirement. As part of this course, students will study Indigenous perspectives on relationship with land as a key learning outcome. One of the eight modules of this course introduces students to Land Acknowledgement and Relationship with Land</p> <p style="text-align: center;"><i>Module 2: Land Acknowledgement and Relationship with Land</i></p>



	<ul style="list-style-type: none"> • <i>Introduces and examines land acknowledgement and its importance to academic citizenship</i> • <i>Introduces and examines Indigenous perspectives about what it means to live, work, research, and study with the land</i> <p>Further, through Pierre Mertiny's (Associate Dean Undergraduate Programs, Faculty of Engineering) office, the Faculty of Engineering has worked to develop a comprehensive strategy for Program Indigenization within the Faculty of Engineering. This strategy has been developed for the new undergraduate program in Mechatronics Engineering and is applicable to other new programs such as ours. The strategy contains seven main pillars:</p> <ol style="list-style-type: none"> 1. Acknowledge the impact of engineering on Indigenous peoples and communities 2. Understand what it means to be in relationship with Indigenous lands 3. Weave a variety of Indigenous worldviews, histories and perspectives into the program 4. Amplify Indigenous voices 5. Engage in consultation with Indigenous communities 6. Improve Indigenous access to the [engineering] program 7. Provide Indigenous-centered training for faculty and staff <p>As we roll out the Course-Based Masters in Biomedical Engineering, we are committed to working with Dr. Mertiny's team to ensure that our program is consistent with the Indigenization strategy and framework developed for the Faculty of Engineering.</p>
<p>Resource Implications</p> <p>Identify financial impacts and internal resource requirements, particularly staff and classroom and lab space. Also identify any external resource requirements such as practicum or internship placements, etc.</p>	<p>The proposed program is expected to attract new students to the faculty by offering benefit to the students and a master's pathway that is currently lacking at the University of Alberta. Thus, it is expected that there will be positive financial impacts from increased student tuition.</p> <p>Internal resources will be required to hire two Academic Teaching Staff (ATS) to help with implementing the program and to develop and deliver the 6 new courses. Additionally, it is expected that the program will require support for 4 TAs in the Department of Biomedical Engineering. The current budgets of the Department of Biomedical Engineering and the Faculty of Engineering, along with the increase in tuition dollars, would be sufficient to cover the necessary resources.</p>



<p>Approval Process Indicate the internal governance path, including meeting dates</p>	<p>Faculty of Engineering Graduate Planning Committee (November 2, 2022) Approved. Faculty of Engineering Academic Planning Committee (November 9, 2022) Approved. Faculty of Medicine and Dentistry Faculty Learning Committee (November 22, 2022) Approved. Faculty of Medicine and Dentistry Graduate Planning Committee (November 28, 2022) Approved. Faculty of Medicine and Dentistry Dean’s Executive Committee (November 28, 2022) Approved. Faculty of Graduate Studies and Research Graduate Program Support Team (November 28, 2022) Approved. Faculty of Engineering Executive Coordinating Committee (November 29, 2022) Approved. Faculty of Graduate Studies and Research Policy Review Committee (January 19, 2023) Approved.</p>
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Calendar Copy

<p>URL in current Calendar (or “New page”) High level link will be added here: https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42345&returnto=11393</p>	
<p>Current Copy: Removed language</p>	<p>Proposed Copy: New language</p>
<p>Graduate Program Requirements Master’s Programs</p> <ul style="list-style-type: none">• Master of Science (Biomedical Engineering) <p>Program Requirements The requirements for this degree consist of coursework and a thesis. Required courses depend on the undergraduate background of the student; however, normally a minimum of 9 units in graduate courses must be completed. Of the required courses, a minimum 6 units must be obtained through credit in BME 513, 529, BME 530, 541, BME 553, BME 564, 575, BME 579, 583, BME 599, and BME 630, or EE BE 512, 540. The remaining courses are determined by the student’s supervisory committee and are relevant to the chosen area of research. Undergraduate courses taken for graduate credit carry only half the course weight assigned to that course.</p> <p>The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.</p> <p>Length of Program The time required to complete the program will vary according to the previous training of the applicant and</p>	<p>Graduate Program Requirements Master’s Programs</p> <ul style="list-style-type: none">• Master of Science (Biomedical Engineering) <p>Program Requirements The MSc in Biomedical Engineering may be taken as a thesis-based program or a course-based program.</p> <p>Thesis-based MSc: The requirements for this degree consist of coursework and a thesis. Required courses depend on the undergraduate background of the student; however, normally a minimum of 9 units in graduate courses must be completed. Of the required courses, a minimum 6 units must be obtained through credit in BME 513, 529, BME 530, 541, BME 553, BME 564, 575, BME 579, 583, BME 599, and BME 630, or EE BE 512, 540. The remaining courses are determined by the student’s supervisory committee and are relevant to the chosen area of research. Undergraduate courses taken for graduate credit carry only half the course weight assigned to that course.</p> <p>The minimum period of residence is two four-month terms of full-time attendance at the University of Alberta.</p>

the nature of research undertaken; however, a minimum of two years is normally required.

Course-based MSc:

Students are required to complete a minimum of eight 3-unit graduate courses (24.0 units) plus one 2-unit graduate seminar course and one 3-unit capstone project. Additional coursework may be required.

Graduate Seminar Course

- BME 600 (2 units) – Seminars in Biomedical Engineering. Students are required to obtain credit in BME 600 during their graduate program.

Capstone Project

- BME 900 – Biomedical Engineering Capstone Project. Students are required to obtain credit in BME 900 during their graduate program. Students are encouraged to enroll in BME 900 in their last term of their degree.

Length of Program

For the thesis-based program, the time required to complete the program will vary according to the previous training of the applicant and the nature of research undertaken; however, a minimum of two years is normally required.

For the course-based program, it is expected that the program can be completed within 18 to 24 months.

Graduate Program

Requirements Master's Programs

- Master of Science (Biomedical Engineering)

Doctoral Programs

- Doctor of Philosophy (Biomedical Engineering)

Graduate Courses

Graduate Program

Requirements Master's Programs

- Master of Science (Biomedical Engineering)

Doctoral Programs

- Doctor of Philosophy (Biomedical Engineering)

Students must meet the [FGSR Ethics and Academic Citizenship Training Requirement](#) through the completion of INT D 710 (for both master's and doctoral students) and INT D 720 (for doctoral students) by the end of the first term of registration in their degree program.

Graduate Courses

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.

Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022

Engineering Faculty Academic Planning Committee (APC): November 9, 2022

Faculty of Medicine and Dentistry Faculty Learning Committee (FLC): November 22, 2022

Faculty of Medicine and Dentistry Graduate Planning Committee (GPC): November 28,
2022

Faculty of Medicine and Dentistry Dean's Executive Committee: November 28, 2022

Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28,
2022

Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022

Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023

OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Engineering, Biomedical Engineering
Contact Person:	Lindsey Westover; Robert Burrell; Marilee Stephens
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Bioinstrumentation is a foundational topic in biomedical engineering necessary for students to gain an understanding of the design and application of instrumentation systems applied to living tissue or biological systems. There is currently no appropriate graduate level course on bioinstrumentation available. Thus, we are proposing a new course to support the new course-based masters in biomedical engineering.

Course Template

<p>**** New Course ****</p>	<p>Proposed</p> <p>Subject & Number: BME 605</p> <p>Title: Bioinstrumentation</p> <p>Course Career Graduate Units 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Engineering Department: Biomedical Engineering Typically Offered: Annually</p> <p>Description: Application and design of instrumentation systems applied to living tissue or biological systems. Transduction principles, sensors, detectors, electronic signal conditioning and processing techniques, electrical safety for medical instrumentation, error analysis. Various sensors will be examined such as displacement, resistive, inductive, capacitive, piezoelectric, temperature, and optical. Actuators incorporated into medical devices will be examined.</p>
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Reviewed/Approved by:

REQUIRED:

Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022

Engineering Faculty Academic Planning Committee (APC): November 9, 2022

Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28, 2022

Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022

Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023

Course description and justification

1. Calendar description (as above).

BME 605 - Bioinstrumentation

★3 (fi 6) (either term, 3-0-0). Application and design of instrumentation systems applied to living tissue or biological systems. Transduction principles, sensors, detectors, electronic signal conditioning and processing techniques, electrical safety for medical instrumentation, error analysis. Various sensors will be examined such as displacement, resistive, inductive, capacitive, piezoelectric, temperature, and optical. Actuators incorporated into medical devices will be examined.

2. Course Justification

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

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- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Bioinstrumentation is a foundational topic in biomedical engineering necessary for students to gain an understanding of the design and application of instrumentation systems applied to living tissue or biological systems. There is currently no appropriate graduate level course on bioinstrumentation

available. Thus, we are proposing a new course to support the new course-based masters in biomedical engineering.

3. Learning outcomes

By the end of this course, students should be able to:

1. Understand how various electrical signals from the body are generated, recorded, processed and analysed for use in clinical, research and industrial settings.
2. Examine various sensors used to collect kinetic data (forces), including force transducers, load cells, grip dynamometers, and how force data is then processed.
3. Investigate various sensors for kinematic data (goniometers, motion analysis systems, inertial movement units (IMU)), and how this data is processed and incorporated to kinetic data to obtain predicted human movement data.
4. Develop transducers for investigating hematological and respiratory parameters (Blood pressure, Blood saturation, Tidal Volume, etc.), and the processing of that data.
5. Consider factors and develop devices that allow for electrical stimulation of human tissue (nerve and muscle).
6. Understand the various safety measures that have to be considered and incorporated into these systems, especially when systems interact directly with the human body.
7. Understand principles, parameters and selection criterion for selecting actuators to be incorporated into powered biomedical devices.

4. Relation between learning outcome and graduate attributes

Not applicable to 600-level course.

5. Text books (if any)

There will be no required textbook, but several readings from different reference books will be made available to the students.

6. Course outline and schedule

Week #	Topic	Assignment
1	Introduction to Transducers and Actuators	
2	Recording Electrical Signals – Muscle, Peripheral Nerve, CNS, Heart	
3	Processing Electrical Signals (Filtering, A-D conversion) for use in Biomedical Devices	
4	Stimulating Electrically Active Tissues – Nerve, Muscle	
5	Safety Concerns and Procedures for Stimulation and Recording of Electrical Signals in the body	
6	Kinetic Measures – Load Cells, Force Transducers	
7	Kinematic Measurements – Goniometers, IMU's	Midterm Exam
8	Optical Systems and how Kinetic/Kinematic Measurements are integrated	
9	Sensors for investigating Cardiovascular and Respiratory Systems	
10	Sensors for investigating Cardiovascular and Respiratory Systems	
11	Actuator Systems – Motors – Uses in Biomedical Devices	Assignment Report Due
12	Actuator Systems – Motors – Uses in Biomedical Devices	
13	Safety Concerns and Procedures	Final Exam

7. Expected and types of assessments and suggested grade weight

Assignment – Essay/Report	30%
Midterm	35%
Final Exam	35%

The Assignment will be a report where the student will choose a particular biomedical device that utilizes some instrumentation system and analyze what signals are collected, how they are processed and then how those signals are used to control the device or analyze parameters collected from human subjects.

The Final exam will essentially be a second mid-term as the two examinations will be non-cumulative (the first mid-term exam will cover the material for the first half of the course, and the final exam will cover the material of the second part of the course.).

8. Lab components

None

9. Required resources

None

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Engineering, Biomedical Engineering
Contact Person:	Lindsey Westover; Robert Burrell; Marilee Stephens
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

Anatomy and physiology are foundational topics for biomedical engineering students. Many students entering the M.Sc. and Ph.D. programs in Biomedical Engineering have a background in a “traditional” engineering discipline and do not have any background in biology or similar concepts. For these students, it is imperative to have a graduate level course that introduces the concepts of human anatomy and physiology within the biomedical engineering context. There are anatomy and physiology courses offered in the Faculty of Medicine and Dentistry, however, these courses do not provide the engineering context and structure/function relationship required for biomedical engineering students. The proposed course here would provide the foundations of anatomy and physiology for biomedical engineers at an advanced level appropriate for graduate students. It will concentrate on the systems level of anatomy and physiology, incorporating cellular and tissue concepts when needed to understand the machinery of the human organ. Emphasis will be placed on how the human systems work along the same engineering concepts the students will have studied as part of their undergraduate degrees. There will also be examples presented of past and current biomedical devices and the engineering concepts incorporated that are used for diagnosis and rehabilitation in the different systems, to show students how biomedical engineering can impact the human health services field.

Course Template

<p>**** New Course ****</p>	<p>Proposed</p> <p>Subject & Number: BME 621</p> <p>Title: Advanced Human Anatomy and Physiology for Biomedical Engineers</p> <p>Course Career Graduate Units 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Engineering</p>
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	<p>Department: Biomedical Engineering Typically Offered: Annually</p> <p>Description: Fundamental levels of organization of the human body. Anatomical systems including circulatory, respiratory, digestive, urinary, nervous, endocrine, and musculoskeletal systems will be examined. Structure and functional relationships in anatomy and physiology. The course will concentrate on the systems level of anatomy, introducing cellular- and tissue- level concepts when required to complete understanding of how the organ system works. Emphasis will be on how engineering concepts can be applied to the machinery of the human body.</p>
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Reviewed/Approved by:

REQUIRED:

Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022

Engineering Faculty Academic Planning Committee (APC): November 9, 2022

Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28, 2022

Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022

Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023

Course description and justification

1. Calendar description (as above).

BME 621 – Advanced Human Anatomy and Physiology for Biomedical Engineers

★3 (fi 6) (either term, 3-0-0). Fundamental levels of organization of the human body. Anatomical systems including circulatory, respiratory, digestive, urinary, nervous, endocrine, and musculoskeletal systems will be examined. Structure and functional relationships in anatomy and physiology. The course will concentrate on the systems level of anatomy, introducing cellular- and tissue- level concepts when required to complete understanding of how the organ system works. Emphasis will be on how engineering concepts can be applied to the machinery of the human body.

2. Course Justification

Anatomy and physiology are foundational topics for biomedical engineering students. Many students entering the M.Sc. and Ph.D. programs in Biomedical Engineering have a background in a “traditional” engineering discipline and do not have any background in biology or similar concepts. For these students, it is imperative to have a graduate level course that introduces the concepts of human anatomy and physiology within the biomedical engineering context. There are anatomy and physiology courses offered in the Faculty of Medicine and Dentistry, however, these courses do not provide the engineering context and structure/function relationship required for biomedical engineering students. The proposed course here would provide the foundations of anatomy and physiology for biomedical engineers at an advanced level appropriate for graduate students. It will concentrate on the systems level of anatomy and physiology, incorporating cellular and tissue concepts when needed to understand the machinery of the human organ. Emphasis will be placed on how the human systems work along the same engineering concepts the students will have studied as part of their undergraduate degrees. There will also be examples presented of past and current biomedical devices and the engineering concepts incorporated that are used for diagnosis and rehabilitation in the different systems, to show students how biomedical engineering can impact the human health services field.

Complementary courses within the University include the following:

ANAT 503 – Human Anatomy

A detailed, regional examination of human structure incorporating functional, developmental, clinical and evolutionary perspectives. This course will use both didactic and practical instruction, including the dissection of human cadaveric tissue. Prerequisite: ANAT 200 with a minimum grade of B+ or consent of Division. Restricted to students registered in the Pathologist’s Assistant program.

Note: this course is restricted (as per course description) and cannot be taken by our graduate students in Biomedical Engineering

ANAT 600 – Medical Gross Anatomy

Advanced study of human gross anatomy. Will entail supervised, self-directed, hands-on dissection by the student for the examination of human structure and function. Particular emphasis will be placed on the clinical relevance of Human Anatomy and its importance to clinical medicine. Prerequisite: consent of Division.

Note: this course is designed for medical students and would not be appropriate for graduate students in Biomedical Engineering

3. Learning outcomes

By the end of the term, students should be able to:

1. Explain the concept of homeostasis as it applies to the major systems of the human body
2. Specify the basic structure of bone material and illustrate how bones and joints work together to provide a moveable scaffolding for movement.
3. Explain how a basic membrane potential is generated and propagated in electro-chemically excitable tissues.
4. Describe how muscle contraction is generated and controlled in human muscular tissues.
5. Describe the components of the Central Nervous System, and outline the general functions of each region.
6. Outline the two main sub-systems of the Autonomic Nervous system and be able to integrate their functions within the functions of the other major systems of the body.
7. Explain the role of the Endocrine System and hormones in the control of the human body.
8. Define and integrate the complementary functions of the cardiovascular and pulmonary systems, particularly the components of blood, the mechanics of the heart and blood vessels, the corresponding mechanics of the respiratory tract, and the exchange of gases at both the pulmonary and systemic levels.
9. Characterize the roles of the various portions of the Digestive/Gastrointestinal system with regards to the digestion and absorption of nutrients and water.
10. Describe the structure of the renal system and explain its physiology with regards to regulate elimination of waste and control of blood composition.

4. Relation between learning outcome and graduate attributes

Not applicable to graduate courses.

5. Text books (if any)

There are several good textbooks available that cover basic human anatomy and physiology very well. For this course, I will be using: *“Fundamentals of Anatomy and Physiology”*, Fredric H. Martini, Judi L. Nath and Edwin F. Bartholomew, Benjamin Cummings, 11th edition.

6. Course outline and schedule

Week #	Topic	Assignment
1	Control Systems – Nervous (Somatic CNS and Spinal Cord)	
2	Control Systems – Nervous (Somatic, and Autonomic)	
3	Control Systems – Endocrine	
4	Muscular Systems – Skeletal, Cardiac, Smooth	
5	Muscular Systems – Skeletal, Cardiac, Smooth and Bone	
6	Bone and Joint	
7	Cardiovascular System – Blood, Heart	Midterm Exam
8	Cardiovascular System – Heart, Blood Vessels	
9	Respiratory System	
10	Respiratory System, Digestive System	
11	Digestive System	Assignment Report Due
12	Urinary System	
13	Fluid, Electrolyte, Acid-Base Homeostasis	Final Exam

7. Expected and types of assessments and suggested grade weight

Assignment – Essay/Report	20%
Midterm	40%
Final Exam	40%

The Assignment will be a 10-page report (plus figures and citations/references) of a biomedical device that is used to diagnose problems, augment or replace a part of the anatomy or function of an organ (i.e. artificial heart, brain-computer interface (BCI), etc.)

The Final exam will essentially be a second mid-term as the two examinations will be non-cumulative (the first mid-term exam will cover the material for the first half of the course, and the final exam will cover the material of the second part of the course.).

8. Lab components

None

9. Required resources

None

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Engineering, Biomedical Engineering
Contact Person:	Lindsey Westover; Robert Burrell
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Biomedical device design, technology development, and the regulatory pathway are extremely important topics for biomedical engineers, particularly those interested in entrepreneurship and start-up ventures. It is expected that some students who complete the course-based masters in BME will go on to contribute to the biomedical industry and economy in Alberta. This course will provide the necessary background to understand the pathway from research/lab to devices and technologies that can be used clinically and industry-wide. There is currently no similar course available for graduate students. Thus, we are proposing a new course to support the course-based masters in biomedical engineering.

Course Template

<p>**** New Course ****</p>	<p>Proposed</p> <p>Subject & Number: BME 643</p> <p>Title: Biomedical Device Design and Technology Development</p> <p>Course Career Graduate Units 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Engineering Department: Biomedical Engineering Typically Offered: Annually</p> <p>Description: Design methodology; recognizing and defining open-ended biomedical engineering problems, problem definition, concept generation, project planning, modelling, analysis, decision making, design synthesis, prototyping and testing. Topics may include identifying market needs, idea generation, biologically inspired design, human factors related to design, regulatory issues, intellectual property protection, clinical trials, and commercialization considerations.</p>
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Reviewed/Approved by:

<p>REQUIRED: Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022 Engineering Faculty Academic Planning Committee (APC): November 9, 2022 Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28, 2022 Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022 Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023</p>

Course description and justification

1. Calendar description (as above).

BME 643 – Biomedical Device Design and Technology Development

★3 (fi 6) (either term, 3-0-0). Design methodology; recognizing and defining open-ended biomedical engineering problems, problem definition, concept generation, project planning, modelling, analysis, decision making, design synthesis, prototyping and testing. Topics may include identifying market needs, idea generation, biologically inspired design, human factors related to design, regulatory issues, intellectual property protection, clinical trials, and commercialization considerations.

2. Course Justification

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Biomedical device design, technology development, and the regulatory pathway are extremely important topics for biomedical engineers, particularly those interested in entrepreneurship and start-up ventures. It is expected that some students who complete the course-based masters in BME will go on to contribute

to the biomedical industry and economy in Alberta. This course will provide the necessary background to understand the pathway from research/lab to devices and technologies that can be used clinically and industry-wide. There is currently no similar course available for graduate students. Thus, we are proposing a new course to support the course-based masters in biomedical engineering.

Complementary courses within the University include the following:

ENG M 665 – Introduction to Intellectual Property and New Technology Commercialization

Intellectual property in the context of technology transfer and commercialization. Key topics include intellectual property, product development, valuation of technology, capturing value, and securing the deal. Considerations in identifying and developing new products, exploitation of intellectual property as a corporate strategy, the impact of intellectual property in new company formation and growth.

This course is offered in the Department of Mechanical Engineering through the Engineering Management stream. This course does not cover topics specific to biomedical engineering such as the clinical context of device design and commercialization, the regulatory pathway for biomedical engineering products, and clinical trials. Further, this course does not cover aspects related to device or product design and validation.

B LAW 658 – Intellectual Property Law and Technology Commercialization

An overview of key legal concepts from a variety of jurisdictions related to intellectual property and its commercialization. The course will follow a comparative case-based approach to explore formal laws, institutions and business practices related to IP in technological innovation. Topics covered may include copyright, trademark, industrial design, database protection, patent law, application process and patent searching, and licensing strategies, with a special focus on the life sciences. The course aims to provide students with the skills required to address legal issues arising from technological innovation.

This course is offered in the Faculty of Business. This course does not cover topics specific to biomedical engineering such as the clinical context of device design and commercialization, the regulatory pathway for biomedical engineering products, and clinical trials. Further, this course does not cover aspects related to device or product design and validation.

3. Learning outcomes

By the end of this course, students should be able to:

1. Understand and appreciate the medical device industry and its regulations
2. Understand the commercialization pathway for biomedical innovations
3. Evaluate market/clinical needs
4. Understand IP protection strategies
5. Understand the regulatory and quality requirements to translate a medical device into a commercial product

4. Relation between learning outcome and graduate attributes

Not applicable to 600-level course.

5. Text books (if any)

There will be no required textbook for this course.

6. Course outline and schedule

Week #	Topic	Assignment
1	Introduction to the Medical Device Industry	
2	Design Methodology: Problem definition and concept generation	
3	Design Methodology: Project planning	
4	Design Methodology: analysis, testing, validation	
5	Human factors in biomedical design	Assignment 1: Design
6	Identifying market needs	
7	Identifying barriers and facilitators for translation and implementation	
8	Creating a business plan	
9	Intellectual property strategy	Assignment 2: Commercialization

10	Regulatory pathway: Health Canada	
11	Regulatory pathway: FDA	
12	Clinical trials and implementation	Assignment 3: Regulatory
13	Final Presentations	Final Project Due

7. Expected and types of assessments and suggested grade weight

Assignments	30%
Final Project/Report	40%
Final Presentation	30%

The course will have three assignments (10% each) to assess understanding of the main concepts presented in class. The main assessment will come from a project where students will develop a biomedical design concept and commercialization strategy for their innovation. The project report (40%) will contain aspects covered in the course such from design methodology to market needs/business plan and the regulatory pathway for their innovation. The final presentation (30%) will be a pitch for their innovation, demonstrating their understanding of the course topics related to biomedical device design and technology development.

8. Lab components

None

9. Required resources

None

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Engineering, Biomedical Engineering
Contact Person:	Lindsey Westover; Robert Burrell
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

Research Methods and Experimental Design specific to biomedical engineering are critical in preparing students for working in a biomedical research setting, conducting research, and/or evaluating existing research with a critical eye. In particular science communication and reporting, statistical analysis, and health research ethics are topics specific to biomedical engineering that students are not likely to encounter in other courses. There is currently no appropriate graduate level course on biomedical engineering research methods and experimental design. Thus, we are proposing a new course to be included in the Department of Biomedical Engineering to support the M.Sc. and Ph.D. programs and the new course-based M.Sc.

There is currently available CME 600 – Introduction to Research Methods and MEC E 668 – Design of Experiments in Mechanical Engineering, however these courses do not cover aspects of biomedical engineering research such as those identified above.

Course Template

<p>**** New Course ****</p>	<p>Proposed</p> <p>Subject & Number: BME 653</p> <p>Title: Biomedical Engineering Research Methods and Experimental Design</p> <p>Course Career Graduate Units 3 Approved Hours: 3-0-0 Fee index: 6 Faculty: Engineering Department: Biomedical Engineering Typically Offered: Annually</p> <p>Description: Introduction to the fundamental principles of experimental design, hypothesis formulation, data collection, statistical analysis, literature search and review, developing a research</p>
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	<p>plan, and scientific communications and reporting applied to bioengineering research. Introduction to the ethical issues encountered in biomedical research with human and animal subjects including informed consent, confidentiality, privacy, and research ethics boards.</p>
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Reviewed/Approved by:

<p>REQUIRED: Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022 Engineering Faculty Academic Planning Committee (APC): November 9, 2022 Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28, 2022 Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022 Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023</p>

Course description and justification

1. Calendar description (as above).

BME 653 – Biomedical Engineering Research Methods and Experimental Design

★3 (fi 6) (either term, 3-0-0). Introduction to the fundamental principles of experimental design, hypothesis formulation, data collection, statistical analysis, literature search and review, developing a research plan, and scientific communications and reporting applied to bioengineering research. Introduction to the ethical issues encountered in biomedical research with human and animal subjects including informed consent, confidentiality, privacy, and research ethics boards.

2. Course Justification

Research Methods and Experimental Design specific to biomedical engineering are critical in preparing students for working in a biomedical research setting, conducting research, and/or evaluating existing research with a critical eye. In particular science communication and reporting, statistical analysis, and health research ethics are topics specific to biomedical engineering that students are not likely to encounter in other courses. There is currently no appropriate graduate level course on biomedical engineering research methods and experimental design. Thus, we are proposing a new course to be included in the Department of Biomedical Engineering to support the M.Sc. and Ph.D. programs and the new course-based M.Sc.

There is currently available CME 600 – Introduction to Research Methods and MEC E 668 – Design of Experiments in Mechanical Engineering, however these courses do not cover aspects of biomedical engineering research such as those identified above.

Complementary courses within the University include the following:

CME 600 – Introduction to Research Methods

This course provides an introduction to research methods specific to engineering disciplines. Topics covered include the philosophy of science and engineering, the scientific method, hypothesis-based research, statistical analysis, literature search and review, developing a research plan, research presentation and reporting, and best practices in experimental, theoretical and computational research. Restricted to graduate students in the Faculty of Engineering. Students from departments other than Chemical and Materials Engineering require instructor approval to register.

This is a 2-credit course in the Department of Chemical and Materials Engineering. This course does not cover topics critical to biomedical engineering research and experimental design such as health research ethics, science communication and reporting in bioengineering research, among others.

MEC E 668 – Design of Experiments in Mechanical Engineering

Introduction to Experimental Design, with particular emphasis on mechanical engineering. Randomized factorial and fractional factorial experiments. Fitting regression models and optimization. Applications to analytical and computer models.

This course is offered in the Department of Mechanical Engineering and mainly focuses on statistical methods in the design of experiments for Mechanical Engineering. It does not cover topics critical to biomedical engineering research and experimental design such as health research ethics, science communication and reporting in bioengineering research, among others.

3. Learning outcomes

By the end of the course the students should be able to:

- a) Describe the highlights of human research history and key approaches to research (methods)
- b) Apply ethical considerations to case studies
- c) Conduct literature searches with a critical eye
- d) Design an experiment including hypothesis development
- e) Describe the purpose and structure of different types of studies (cohort/longitudinal, case-control, intervention)
- f) Determine and apply the appropriate statistical approach including sample size calculation (and power), linear regression, and parametric/non-parametric.
- g) Write a comprehensive research proposal specific to biomedical engineering research

4. Relation between learning outcomes and graduate attributes

N/A

5. Text books (if any)

Recommended Reading:

- Bruce, N., Pope, D., Stanistreet, D., (2018) Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics, Second Edition, John Wiley & Sons

- Ranstam, J., Cook, J.A. (2017) Considerations for the Design, Analysis and Presentation of In Vivo studies, OA&C, 25; 364-368.

6. Course outline and Schedule

Week #	Topic	Assignment
1	Introduction to research with human subjects/tissue and research methods	
2	Ethics in biomedical engineering	TCPS 2 Core Module
3	Literature search and critical review	Assignment 1: Lit review
4	Forming Hypotheses	Assignment 2: Hypotheses
5	Formulating Specific Aims	
6	Experimental Design I: longitudinal	
7	Experimental Design II: case-control	Midterm Exam
8	Experimental Design III: interventional	Assignment 3: Experimental design
9	Written communication in health research	Project: Research Proposal
10	Stats I: sampling methods, sample size determination and linear regression	
11	Stats II: Parametric statistics	
12	Stats III: Non-Parametric statistics	
13	In class proposal presentations	Hand in Research Proposal

7. Expected and types of assessments and suggested grade weight

Assignments: 15%
 Project: 50%
 Midterm Exam: 35%

8. Lab components

None

9. Required resources

None

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Engineering, Biomedical Engineering
Contact Person:	Lindsey Westover; Robert Burrell
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

- Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
- Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
- Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
- Communicate effectively in a multidisciplinary field, both orally and in writing
- Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Biomechanical modelling is a foundational topic in biomedical engineering necessary for students to gain an understanding of appropriate models and techniques for representing the behaviour of tissues and biological systems. The proposed graduate level course will include advanced topics such as the application of continuum mechanics. There is currently no appropriate graduate level course on biomechanical modelling available. Thus, we are proposing a new course to support the new course-based masters in biomedical engineering.

Course Template

**** New Course ****

Proposed

Subject & Number: BME 685

Title: Fundamentals of Biomechanical Modelling

Course Career Graduate

Units 3

Approved Hours: 3-0-0

Fee index: 6

Faculty: Engineering

Department: Biomedical Engineering

Typically Offered: Annually

Description: Structure and functional behaviour of tissues in the musculoskeletal and cardiovascular systems. Mechanical characterization of tissues using elastic and viscoelastic models. Topics of continuum mechanics, statics, and dynamics as applied to physiological systems and biological tissues.

Reviewed/Approved by:

REQUIRED:

Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022

Engineering Faculty Academic Planning Committee (APC): November 9, 2022

Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28, 2022

Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022

Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023

Course description and justification

1. Calendar description (as above).

BME 685 – Fundamentals of Biomechanical Modelling

★3 (fi 6) (either term, 3-0-0). Structure and functional behaviour of tissues in the musculoskeletal and cardiovascular systems. Mechanical characterization of tissues using elastic and viscoelastic models. Topics of continuum mechanics, statics, and dynamics as applied to physiological systems and biological tissues.

2. Course Justification

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

Biomechanical modelling is a foundational topic in biomedical engineering necessary for students to gain an understanding of appropriate models and techniques for representing the behaviour of tissues and biological systems. The proposed graduate level course will include advanced topics such as the application of continuum mechanics. There is currently no appropriate graduate level course on

biomechanical modelling available. Thus, we are proposing a new course to support the new course-based masters in biomedical engineering.

3. Learning outcomes

By the end of this course, students should be able to:

1. Apply engineering principles of continuum mechanics, solid mechanics, fluid mechanics, and dynamics to model biomechanical systems and tissues
2. Model and analyze mechanics of tissues using engineering models applied to bone, ligament, muscle, and selected other soft and hard tissues
3. Model and analyze mechanics of systems using engineering approaches applied to the musculoskeletal system, circulatory system, respiratory system, and selected other biomechanical systems
4. Identify and analyze a problem using biomechanics principles and present their results both written and orally

4. Relation between learning outcomes and graduate attributes

Not applicable for 600-level courses

5. Textbooks (if any):

Cowin, S.C., Doty, S.B. (2007) Tissue Mechanics, First Edition, Springer Science+Business Media, New York, NY

Labrosse, M.R. (2019) Cardiovascular Mechanics, First Edition, Taylor & Francis Group, Boca Raton, FL

6. Course Outline and Schedule

Week #	Topic	Assignment
1	Introduction to tissue mechanics and human Anatomy	Assignment #1: human Anatomy
2	Particle models	
3	Rigid object models	
4	Deformable continuum models	Assignment #2: Particle, rigid object and deformable continuum models
5	Lumped parameter models and muscle modelling	
6	Poroelasticity	Assignment #3: lumped parameter, muscle and poroelastic modelling
7	Cartilage mechanics	Project: literature review on a biomechanical modelling concept of the student's choice with approval from professor
8	Bone mechanics	
9	Tendon and ligament mechanics	Assignment #4: Cartilage, bone, tendon, and ligament mechanics
10	Newtonian and non-newtonian blood flow	
11	Aortic/Arterial mechanics	

12	Heart valve mechanics	Assignment #5: Cardiovascular mechanics
13	Oral Presentations for project	Final Exam

7. Expected and types of assessments and suggested grade weight

Assignments: 20%
Project: 30%
Final Exam: 50%

8. Lab components

None

9. Required resources

None

Calendar Change Request Form for Course Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Engineering, Biomedical Engineering
Contact Person:	Lindsey Westover; Robert Burrell; Joseph Bergman
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Graduate
For which term will this change take effect?	Fall 2023

Rationale

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

The course-based M.Sc. (BME) students will be required to complete a capstone course specific to biomedical engineering.

Course Template

<p>**** New Course ****</p>	<p>Proposed</p> <p>Subject & Number: BME 900</p> <p>Title: Biomedical Engineering Capstone Project</p> <p>Course Career Graduate Units 3 Approved Hours: UNASSIGNED Fee index: 6 Faculty: Engineering Department: Biomedical Engineering Typically Offered: variable</p> <p>Description: Directed capstone project in an area of interest, supervised by a project advisor or faculty member. Development of a project proposal. Projects may involve experimental, analytical, or computational techniques. A final written report and oral presentation are required.</p>
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Reviewed/Approved by:

REQUIRED:

Engineering Faculty Graduate Planning Committee (GPC): November 2, 2022

Engineering Faculty Academic Planning Committee (APC): November 9, 2022

Faculty of Graduate Studies and Research Graduate Program Support Team (GPST): November 28, 2022

Faculty of Engineering Executive Coordinating Committee (ECC): November 29, 2022

Faculty of Graduate Studies and Research Policy Review Committee (PRC): January 19, 2023

Course description and justification

1. Calendar description (as above).

BME 900 – Biomedical Engineering Capstone Project

★3 (fi 6) (either term, 3-0-0). Directed capstone project in an area of interest, supervised by a project advisor or faculty member. Development of a project proposal. Projects may involve experimental, analytical, or computational techniques. A final written report and oral presentation are required.

2. Course Justification

The Department of Biomedical Engineering is proposing a course-based Masters Degree in Biomedical Engineering. This will offer students foundational knowledge in biomedical engineering. It is expected that students from diverse undergraduate backgrounds, including any engineering discipline, would be able to complete the course-based masters in Biomedical Engineering.

The program objectives are:

- To prepare students for a career in the biomedical engineering industry and/or set students up for success on a pathway to a career in medicine or health related field
- To equip students with the required knowledge, skills, methods, tools, experience and capability to contribute to the biomedical engineering field
- To equip students from a background in any engineering or related discipline with the required foundational knowledge in biology and medicine to become trained biomedical engineers

The program learning outcomes will be for students to:

1. Gain foundational knowledge in biomedical engineering across areas such as biomechanics, biomaterials, bioinstrumentation, biomedical device design, and biomedical research methods
2. Gain foundational knowledge in anatomy and physiology within the context of biomedical engineering
3. Obtain relevant knowledge about emerging technologies and techniques in the biomedical engineering field
4. Communicate effectively in a multidisciplinary field, both orally and in writing
5. Understand ethical and professional responsibilities involved with biomedical research and development including work with human and animal participants

The course-based M.Sc. (BME) students will be required to complete a capstone course specific to biomedical engineering.

Complementary courses within the University include the following:

M.Eng. programs in other departments in the Faculty of Engineering have Capstone courses that are similar to the proposed course. For example:

- CIV E 900 – Directed Research Project
- CIV E 910 – Directed Research
- CME 900 – Directed Research
- ECE 900 – Directed Research
- ECE 910 – Directed Research Project
- MEC E 900 – Directed Research Project
- MEC E 910 – Directed Research Project
- MIN E 900 – Directed Research
- MIN E 910 – Directed Research
- PET E 900 – Directed Research
- PET E 910 – Directed Research

January 24, 2023

Re: Dean of Engineering Support for Course-Based MSc in BME Program

To whom it may concern,

I am writing in strong support for the approval of a Course-Based Master of Science (MSc) in Biomedical Engineering (BME) program. I expect the development of this program to help address future market demands, contribute towards the strategic pursuits of multiple institutions within the province, strengthen ties between Engineering and other faculties across the university, and enhance the educational experience of our students.

Biomedical engineers combine engineering and medical sciences to develop techniques, procedures, and devices that improve the longevity and quality of life of many patients impacted by both acute and chronic medical conditions. The demand for health-related innovation, and in turn biomedical engineers, is expected to increase as the prevalence of chronic disease continues to expand and as populations continue to age. In Canada alone, the number of individuals aged 65 years and older is expected to increase by almost 50% over the next two decades (7.1M in 2021 to 10.8M in 2040)¹.

In our province specifically, we have observed an increase in the number of Alberta-based biotechnology start-ups seeking highly-qualified personnel in the area of BME. Local demand from industry is expected to further increase, with both the City of Edmonton and the Government of Alberta prioritizing health-care innovation as part of their strategic plans. I believe a Course-Based MSc in BME program represents a strategic opportunity to address these emerging needs and to better prepare our students for future market demands.

Need for Program Implementation

While undergraduate degrees offering a BME option or specialization provide specialized training in the traditional engineering field, training in biomedical engineering remains limited. For example, the BSc in Chemical Engineering with BME Option at the University of Alberta requires that students complete a minimum of only 2 BME and 2 biology courses². Similarly, students who enter thesis-based graduate studies in Canada hold an undergraduate degree in a traditional engineering discipline. Their graduate studies, as in the case at the University of Alberta, relate closely to their undergraduate discipline, resulting in a highly-specialized biomedical engineer that lacks a broad understanding of other areas of biomedical engineering.

The proposed Course-Based MSc in BME program will enable students to develop both a broad-base of BME knowledge together with a specialized, robust foundation in a fundamental engineering discipline, thereby filling educational gaps to develop a highly sought-after biomedical engineer.

¹ Statistics Canada. 2021. [Canada's Population Estimates: Age and Sex, July 1, 2021](#). Statistics Canada: Ottawa, Canada.

² University of Alberta. 2022. [Bachelor of Science in Chemical Engineering - Biomedical Option](#) in *University of Alberta Calendar 2022-2023*.

Alignment with Strategic Priorities

The Course-Based MSc in BME program is well-aligned with the Signature Area of “Precision Health” of the University of Alberta. Representing a natural bridge between the Faculties of Medicine and Dentistry, Rehabilitation Medicine, Science, and the Faculty of Engineering, the Course-Based MSc in BME program is ideally-positioned to help realize the University of Alberta’s objective to “facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration”³.

Beyond the strategic alignment with the University of Alberta, the proposed program also aligns with the strategic goals of our broader communities. In 2016, the City of Edmonton announced the Health City Initiative, developed as a “new strategy to propel Edmonton as a leader in health-care innovation” by “increas[ing] access to capital for local health sector companies and accelerat[ing] the commercialization of new technologies and products”⁴. Investment in health-related innovation has also become a priority for the Government of Alberta, which has aimed to “embrace digital- and data-enabled innovation to help achieve modernized and integrated care models, accelerate health research, and engage stakeholders and citizens to reimagine and create solutions together” as part of their focus on “Health Innovation and Platforms” through the Alberta Innovates program⁵.

Realization of the strategic objectives of the University of Alberta, the City of Edmonton, and the Government of Alberta, however, will depend on the availability of a highly-trained contingent of local biomedical engineers who are willing to take risks and drive health-related innovation forward. The Course-Based MSc in BME program is a key step in achieving these goals.

Kind Regards,



Simaan M. AbouRizk, PhD, PEng, FRSC, FCAE, NAC

Dean, Faculty of Engineering

Distinguished University Professor, Construction Engineering and Management

³ Institutional Strategic Planning Advisory Committee. 2016. [For the Public Good](#). University of Alberta: Edmonton, Canada.

⁴ City of Edmonton. 2022. [Health City Initiative](#). City of Edmonton: Edmonton, Canada. Accessed May 31, 2022.

⁵ Alberta Innovates. 2022. [Health Innovation and Platforms](#). Alberta Innovates: Edmonton, Canada. Accessed May 31, 2022.



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Tuesday, December 6, 2022

This letter will affirm the full support of the Office of the Dean of Engineering for the proposed course-based Master of Science degree program in biomedical engineering.

Management of the Department of Biomedical Engineering has most recently moved from the Faculty of Medicine and Dentistry to the Faculty of Engineering. Currently, the Department offers two graduate programs: a thesis-based Master of Science program and a Doctor of Philosophy program. The proposed new course-based Master of Science degree program will not only bring the Department of Biomedical Engineering into line with all other engineering departments (all of which offer a course-based Master's program in addition to M.Sc. and Ph.D. programs) but will offer students from a range of educational backgrounds (including Engineering) the opportunity to gain foundational knowledge in this rapidly expanding area.

The new program will open up pathways to a series of new and exciting interdisciplinary careers in medicine, bioengineering and in the healthcare industry.

We fully support all efforts to bring this program to the University of Alberta.

On behalf of the Dean of Engineering,

A handwritten signature in black ink that reads 'Ivan Fair'.

Ivan Fair, PhD, PEng
Professor and Vice Dean