
The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, April 11, 2024 meeting:

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

- Augustana
- Campus Saint-Jean
- Native Studies
- Science

Suspension:

- Augustana Faculty: Undergraduate Embedded Certificate in Community Mental Health - Theory and Practice

Termination:

- Augustana Faculty: Bachelor of Arts - Specializations in Arts

CARRIED MOTION:

THAT the GFC Programs Committee approve the items on the Consent Agenda.

Final Item: 4.

Agenda Title: **Faculty of Science: Proposed Name Change and Program Change to the Master of Science in Integrated Petroleum Geosciences (IPG)**

FAILED MOTION:

THAT the GFC Programs Committee approve the name change for the MSc in Integrated Petroleum Geosciences to the MSc in Integrated Energy Geosciences, and the corresponding load and program changes, for implementation upon final approval

Final Item: 5.

Agenda Title: **Faculty of Education: Program Change to the Master of Education in Health Sciences Education (MHSE)**

TABLED MOTION:

THAT GFC Programs Committee approve the load and program changes for the Master of Education in Health Sciences Education (MHSE) in the Faculty of Education, for implementation upon final approval.

Item 6 (documents not included)

Agenda Title: **College of Health Sciences: Team-Based Collaborative Care Non-Credit Certificate**

CARRIED MOTION:

THAT GFC Programs Committee approve the College of Health Science: Team-Based Collaborative Care Non-Credit Certificate for implementation upon final approval.

Final Item: 7.

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Decision Discussion Information

ITEM OBJECTIVE: To approve course, minor program, and minor regulations changes for the Faculties of Augustana, Campus Saint-Jean, Native Studies, and Science

DATE	April 11, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION 1: THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached submissions from the Faculties of Augustana, Campus Saint-Jean, Native Studies, and Science.

MOTION 2: THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached suspension of the Augustana Embedded Certificate in Community Mental Health: Theory and Practice.

MOTION 3: THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached terminations of specialisations in the Augustana Bachelor of Arts in Bachelor of Arts in Art, Visual Art, Drama, Economics, English, History, Modern Languages, Music, Philosophy and Religion, and Political Studies.

EXECUTIVE SUMMARY:

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.

In addition, the GFC Programs Committee is asked to exercise their delegated authority from GFC to approve the suspension of an embedded certificate from Augustana and the terminations of specialisations in the Augustana Bachelor of Arts.

See individual item for Faculty Council approval information.

Supporting Materials:

1. Augustana
2. Campus Saint-Jean
3. Native Studies
4. Science
5. Suspension AU
6. Terminations AU

GOVERNANCE OUTLINE

Faculty (& Department or Academic Unit):	Augustana - Department of Science
Contact Person:	Brandon Alakas
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2024

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 following course changes represent minor changes in course hours, descriptions and exclusions, reflecting the evolution of these courses through significant program and staffing changes over the last two years.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number: AUSCI 405</p> <p>Title: Chemical and Physical Sciences Capstone</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description: This course will integrate learning across the different streams in the Chemical and Physical Sciences major. Students will spend time examining some significant historical problems such as the history of the development of the atomic model, history of the development of the periodic table, diversity and ethical questions and problems in the natural sciences. The course will culminate with an interdisciplinary senior research project. Prerequisites: 4th year standing and *6 of 300- or 400-level AUBIO, AUCHE or AUPHY.</p>	<p>Subject & Number: AUSCI 405</p> <p>Title: Chemical and Physical Sciences Capstone</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description: This course will integrate learning across the different streams in the Chemical and Physical Sciences major. Students will spend time examining some significant historical problems such as the history of the development of the atomic model, history of the development of the periodic table, diversity and ethical questions and problems in the natural sciences. The course will culminate with an interdisciplinary senior research project. Prerequisites: 4th year standing and *6 of 300- or 400-level AUBIO, AUCHE or AUPHY. Note: Credit may be obtained for only one of AUSCI 405 or AUCHE 405 taken prior to Winter 2024.</p>

<p>Subject & Number: AUSCI 425</p> <p>Title: Senior Mentorship Experience</p> <p>Course Career Undergraduate Units 3 Approved Hours 0-3-0 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description: This course will involve weekly laboratory instruction for general chemistry (AUSCI 125 and AUCHE 213) labs. Students enrolled in the course will be responsible for supervision of students during the labs as well as mentoring of junior students who will be assisting in the lab. Students will be expected to attend weekly technical meetings on lab logistics, safety and procedures. In addition, students will attend weekly seminars on teaching practice, communication and student mentorship experience. An important component of this course will be reflective assignments about the teaching experience. Prerequisites: 3rd or 4th year standing. Consent of the instructors based on successful completion of the selection process.</p>	<p>Subject & Number: AUSCI 425</p> <p>Title: Senior Mentorship Experience</p> <p>Course Career Undergraduate Units 3 Approved Hours 1.5-1.5-3 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description: This course will involve a weekly learning placement, faculty-led seminar, and technical meeting lecture. The learning placement will be an on-campus experience facilitating learning for junior students, such as serving in a tutoring center or overseeing laboratory experiments. The seminar is a weekly meeting studying how people learn, communication, and the mentorship experience. The technical meeting provides details unique to the learning placement with a staff member. An important component of this course will be reflective assignments about the teaching experience. Prerequisites: 3rd or 4th year standing. Consent of the instructors based on successful completion of the selection process.</p>
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Reviewed/Approved by:

<p>REQUIRED: Augustana Faculty Council - March 1, 2024.</p>
<p>OPTIONAL: Augustana Curriculum Committee - February 13, 2024.</p>

Faculty (& Department or Academic Unit):	Augustana - Department of Fine Arts and Humanities
Contact Person:	Brandon Alakas
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2024

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 following course changes represent minor changes in course titles, numbers, hours, descriptions and prerequisites arising out of the significant program and staffing changes of the last two years.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number: AUENG 207</p> <p>Title: Aboriginal/Indigenous Literature</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description: Offers a critical study of literature by First Peoples, including narratives from the oral tradition, fiction, poetry, drama, essays, and personal narratives. Themes will include traditional and contemporary perspectives on gender, cultural and political identity, and spirituality. Multiple critical approaches (aesthetic, linguistic, political, historical, and cultural) will be employed in examining this literature, including selections from Native critical texts. Content, period, and national focus will vary. Prerequisites: Two of AUENG 102, 103, and 104. Note: Not to be taken by students with credit in AUENG 307.</p>	<p>Subject & Number: AUENG 207</p> <p>Title: Indigenous Storytelling</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description: Focuses on stories and storytelling by First Nations, Metis, and Inuit. Texts include oral and written literatures in the form of novels, poetry, drama, essays, personal narratives, and more. Themes will include traditional and contemporary perspectives on gender, culture, language, the land, and spirituality. Content, period, and national focus will vary. Prerequisites: one of AUENG 102, AUIND 101, or second-year standing.</p>

<p>Subject & Number: AUENG 218</p> <p>Title: Creative Writing Memoir</p> <p>Course Career Undergraduate Units 3 Approved Hours 1.5-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered variable</p> <p>Description: Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir, through an intensive workshop process. Prerequisite: AUENG 102. Note: Credit may be obtained for only one of AUENG 218 and AUENG 318 (2022).</p>	<p>Subject & Number: AUENG 218</p> <p>Title: Creative Writing Memoir</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered variable</p> <p>Description: Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir, through an intensive workshop process. Prerequisite: AUENG 102. Note: Credit may be obtained for only one of AUENG 218 and AUENG 318 (2022).</p>
<p>Subject & Number: AUENG 240</p> <p>Title: Restoration and Eighteenth Century Literature and Culture</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered variable</p> <p>Description: Literature—poetry, prose, drama and fiction—of the period between 1660 and 1800. The course is taught chronologically with a focus on the major cultural shifts of that era. Topics include satire and the public sphere, print culture, consumerism, the politics of gender and ethnicity, globalization and subjectivity. Prerequisites: 3 units in English at the 100-level. Note: Credit may be obtained for only one of AUENG 240, AUENG 241 (2018), AUENG 243 (2018), AUENG 341 (2018) and AUENG 343 (2018).</p>	<p>Subject & Number: AUENG 240</p> <p>Title: Sex, Scandal, and Society in the Eighteenth Century</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered variable</p> <p>Description: The eighteenth century saw the world change forever through the Industrial Revolution, the transatlantic slave trade, Europe's colonization of North and South America, the rise of women's rights, and more. This course considers the literature of the century and how authors grappled with the above cultural and political shifts. Additionally, this course considers contemporary responses to eighteenth-century culture and society, including Shondaland's hit Netflix series <i>Bridgerton</i>. Prerequisites: 3 units in English at the 100-level.</p>

Reviewed/Approved by:

REQUIRED: Augustana Faculty Council - March 1, 2024.
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OPTIONAL: Augustana Curriculum Committee - February 13, 2024.

ITEM NO. 4**Decision** **Discussion** **Information**

ITEM OBJECTIVE: The proposal is before the committee to introduce New Course Designator, APPEX (Apprentissage Expérientiel) as an identifier for courses related to experiential learning, Faculté Saint-Jean

DATE	April 11, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator APPEX (Apprentissage Expérientiel), as submitted by the Faculté Saint-Jean.

EXECUTIVE SUMMARY:Background

At the University of Alberta, experiential learning is fundamental, emphasizing the institution's commitment to preparing students for the challenges of the real world. This commitment is evident across numerous faculties, where programs are thoughtfully designed to integrate theoretical knowledge with practical application.

Faculté Saint-Jean, aligning with U of A's educational goals, has introduced New course Designator APPEX (Apprentissage Expérientiel) an identifier for two innovative courses, APPEX 801 and 802, aimed at promoting experiential learning. This initiative is designed to enhance student mobility within the Canadian Francophonie, offering tangible learning opportunities both on campus and through partnerships with community organizations. These initiatives not only connect theoretical insights with real-life applications but also enrich students' understanding of their fields of study, emphasizing the relevance to their future careers. This approach to learning is instrumental in developing a broad spectrum of skills, including critical thinking, professionalism, work ethics, time management, and problem-solving, while also fostering adaptability and intercultural competence through exposure to diverse perspectives and cultures. These courses are designed to meet the growing demand for experiential learning among students in arts, sciences, and education programs, further enhancing the existing agreements with the Faculty of Arts and the Faculty of Sciences for the Art Work Experience (AWE) and Science Internship Program (SIP).

Starting May 2024, Faculté Saint-Jean plans to welcome students from other institutions, requiring the creation of experiential learning courses for credit towards their internships. FSJ's strategy emphasizes the significance of experiential learning in providing students with

GOVERNANCE OUTLINE



essential skills for both professional success and personal growth, thus supporting the university's vision of a comprehensive educational experience.

Supporting Materials:

Attachments

1. Calendar Change Request Form for Course Changes

SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • FSJ Dean, Vice Dean, Faculty members and staff
<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Conseil de la Faculté Saint-Jean (online voting, February 7, 2024) • FSJ Executive Committee -January 18, 2024 • FSJ Academic Planning - January 15, 2024 (evote) • Office of the Registrar (Jesse Luyendyk, Tom Hidson) - January 11, 2024 • Provost & Vice-President Academic: Karsten Mundel, Vice Provost (Learning Initiatives) and Raymond Matthias (Director, Experiential and Work Integrated Learning) - February 23, 2024.
<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • FSJ Arts & Sciences group: February 2, 2024 (information) • Education Group : February 2, 2024 (information)
<p><u>Approval Route:</u></p> <p>GFC Programs Committee -</p> <ul style="list-style-type: none"> • Undergraduate Program Support Team

Supplementary Notes / Context:



Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	Faculté Saint-Jean
Contact Person:	Hassan Safouhi (Vice-Dean - hsafouhi@ualberta.ca)
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Spring 2024 (Early implementation)

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 creation of opportunities for experiential learning, or learning in an associative or community setting, has become essential for post-secondary education institutions.

The integration of experiential learning and learning in an associative or community setting, into university programs, prepares students both academically and professionally, by equipping them with the necessary skills to excel in a complex and dynamic professional environment. These experiences allow for the application of theoretical knowledge to real situations, thus enhancing the understanding of concepts. Experiential learning also enables a deeper understanding of the subject of study and its importance for a professional career, while developing a number of skills, including critical thinking, professionalism, work ethics, time management, project management, problem-solving, collaboration and teamwork, and by exposing the individual to different perspectives, cultures, and challenges, which promotes adaptability and intercultural competence.

La création de possibilités d'apprentissage par l'expérience, ou d'apprentissage en milieu associatif ou communautaire, est devenue essentielle pour les établissements d'enseignement post-secondaire.

L'intégration de l'apprentissage expérientiel et de l'apprentissage en milieu associatif ou communautaire, dans les programmes universitaires, prépare les étudiants à la fois sur le plan académique et professionnel, en les dotant des compétences nécessaires pour exceller dans un environnement professionnel complexe et dynamique. Ces expériences permettent d'appliquer les connaissances théoriques à des situations réelles et renforcent ainsi la compréhension des concepts. L'apprentissage par l'expérience permet également de comprendre en profondeur le sujet d'étude et son importance pour une carrière professionnelle, tout en développant un certain nombre de compétences, notamment la pensée critique, le professionnalisme, l'éthique de travail, la gestion du temps, la gestion de projet, la résolution de problèmes, la collaboration et le travail d'équipe, et en exposant l'individu à des perspectives, des cultures et des défis différents, ce qui favorise l'adaptabilité et la compétence interculturelle.

Course Template

CURRENT Current: Removed language	PROPOSED Proposed: New language
New	<p>APPEX 801 - FSJ Cours d'apprentissage expérientiel I Course Career Undergraduate Units 3 Approved Hours 130 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered Variable</p> <p>Description L'expérience professionnelle et l'apprentissage en milieu associatif ou communautaire offrent à l'étudiant une exposition à l'application pratique de sa spécialisation et à l'environnement de travail général. L'évaluation sera basée sur l'appréciation de la performance de l'employeur, le rapport de stage de l'étudiant, et la capacité de l'étudiant à apprendre des expériences acquises pendant le stage. Le stage devrait être d'une durée minimale de 130 heures (120 heures dans l'organisme d'accueil et 10 heures pour la rédaction du travail évalué). Préalable: l'approbation de la Faculté.</p>
New	<p>APPEX 802 - FSJ Cours d'apprentissage expérientiel II Course Career Undergraduate Units 6 Approved Hours 260 Fee index 12 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered Variable</p> <p>Description L'expérience professionnelle et l'apprentissage en milieu associatif ou communautaire offrent à l'étudiant une exposition à l'application pratique de sa spécialisation et à l'environnement de travail général. L'évaluation sera basée sur l'appréciation de la performance par l'employeur, le rapport de stage de l'étudiant, et la capacité de l'étudiant à apprendre des expériences acquises pendant le stage. Le stage devrait être d'une durée minimale de 260 heures (240 heures dans l'organisme d'accueil et 20 heures pour la rédaction du travail évalué). Préalable: l'approbation de la Faculté.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
 Conseil de la Faculté Saint-Jean (online voting, February 7, 2024)
 FSJ Executive Committee -January 18, 2024
 FSJ Academic Planning - January 15, 2024 (evote)

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

Faculty (& Department or Academic Unit):	Faculty of Native Studies
Contact Person:	Dr. Paul Gareau, Associate Dean (Graduate Studies)
Level of change: (choose one only)	<ul style="list-style-type: none"> <input type="radio"/> Undergraduate <input checked="" type="radio"/> Graduate
Type of change request: (check all that apply)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Program <input type="checkbox"/> 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)	None

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

Calendar Copy

https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47793&returnto=12426	
Current Copy: Removed language	Proposed Copy: New language

<p>Graduate Programs in Native Studies</p> <p>[...]</p> <p>Doctor of Philosophy in Indigenous Studies (Native Studies)</p> <p>Graduate Program Requirements</p> <p>[...]</p> <p>Comprehensive exams</p> <p>During the second term of Year 1, students will prepare for and undertake two comprehensive examinations and submit a dissertation proposal.</p> <p>Candidacy exam</p> <p>An oral candidacy examination will be held based upon the written components of the comprehensive exams. All students should meet their candidacy requirement by the end of Year 1.</p>	<p>Graduate Programs in Native Studies</p> <p>[...]</p> <p>Doctor of Philosophy in Indigenous Studies (Native Studies)</p> <p>Graduate Program Requirements</p> <p>[...]</p> <p>Candidacy exam</p> <p>Following the completion of coursework, students will prepare a written exam and a dissertation proposal for oral examination.</p> <p>This oral examination will contain two parts: (1) students will respond to an exam question from an assigned reading list; (2) followed by a dissertation proposal.</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date.</p> <p>Faculty of Native Studies Faculty Council, November 14, 2023.</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p> <p>Faculty of Native Studies Academic Affairs Committee, October 25, 2023</p>

Faculty (& Department or Academic Unit):	Faculty of Science, Computing Science
Contact Person:	Mohammad Salavatipour
Level of change: (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2024

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

Improved descriptions and consistent numbering to support commonly offered cross-listed undergraduate/graduate courses:
 CMPUT 402/502, CMPUT 411/511, CMPUT 412/512, CMPUT 429/529, CMPUT 461/561, CMPUT 463/563, CMPUT 466/566, and CMPUT 467/567.

Exclusions were added so that a student who took the undergraduate version as an undergraduate student cannot also get credit for taking the graduate version as a graduate student.

Course Template

Current: Removed language	Proposed: New language
New course	<p>Subject & Number: CMPUT 502</p> <p>Title: Software Quality</p> <p>Course Career: Graduate</p> <p>Units: 3</p> <p>Approved Hours: VARIABLE</p> <p>Fee index: 6</p> <p>Faculty: Science</p> <p>Department: Computing Science</p> <p>Typically Offered: VAR</p> <p>Description Software quality issues are covered. Various types of software testing, ranging from unit testing to integration testing are discussed. Processes to ensure quality, such as reviews and continuous integration, are introduced. State-of-the-art software quality tools that analyze different artifacts within the software lifecycle are described. Credit cannot be obtained for both CMPUT 402 and 502.</p>

<p>Subject & Number: CMPUT 511</p> <p>Title: Topics in Computer Science</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p>	<p>Subject & Number: CMPUT 511</p> <p>Title: Introduction to Computer Graphics</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p> <p>Description 2D and 3D transformation; 3D modeling and viewing; illumination models and shading methods; texture mapping; ray tracing. Credit cannot be obtained for both CMPUT 411 and 511.</p>
<p>New course</p>	<p>Subject & Number: CMPUT 512</p> <p>Title: Experimental Mobile Robotics</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p> <p>Description A project-based course dealing with the design and implementation of mobile robots to accomplish specific tasks. Students work in groups and are introduced to concepts in sensor technologies, sensor data processing, motion control based on feedback and real-time programming. Credit cannot be obtained for both CMPUT 412 and 512.</p>
<p>New course</p>	<p>Subject & Number: CMPUT 529</p> <p>Title: Computer Systems and Architecture</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p> <p>Description</p>

	<p>A discussion of computer system design concepts with stress on modern ideas that have shaped the high-performance architecture of contemporary systems. Instruction sets, pipelining, instruction-level parallelism, register reuse, branch prediction, CPU control, cache-coherence, accelerators, and related concepts. Memory technologies, caches, I/O, high-performance networks. Credit cannot be obtained for both CMPUT 429 and 529.</p>
<p>New course</p>	<p>Subject & Number: CMPUT 561</p> <p>Title: Introduction to Natural Language Processing</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p> <p>Description Natural language processing (NLP) is a subfield of artificial intelligence concerned with the interactions between computers and human languages. This course is an introduction to NLP, with the emphasis on writing programs to process and analyze text corpora. The course covers both foundational aspects and applications of NLP. The course aims at a balance between classical and statistical methods for NLP, including methods based on machine learning. In this course, students will clean or otherwise pre-process natural language corpora; develop natural language processing tools; integrate existing tools into an analysis task; and apply computational methods to natural language artefacts to extract information, classify the language within the artefact, identify relationships among artefacts, or identify relationships among elements within an artefact. Credit cannot be obtained for both CMPUT 461 and 561.</p>
<p>Subject & Number: CMPUT 563</p> <p>Title: Topics in Computing Science</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p>	<p>Subject & Number: CMPUT 563</p> <p>Title: Probabilistic Graphical Models</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p>

	<p>Description Probabilistic graphical models (PGMs; including Bayesian Belief Nets, Markov Random Fields, etc.) now contribute significantly to many areas, including expert systems, computer perception (vision and speech), natural language interpretation, automated decision making, and robotics. This course provides an introduction to this field, describing semantics, inference and learning, as well as practical applications of these systems. Programming assignments will include hands-on experiments with various reasoning systems. Credit cannot be obtained for both CMPUT 463 and 563.</p>
<p>Subject & Number: CMPUT 566</p> <p>Title: Topics in Computing Science</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p>	<p>Subject & Number: CMPUT 566</p> <p>Title: Machine Learning Essentials</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p> <p>Description Learning is essential for many real-world tasks, including recognition, diagnosis, forecasting and data-mining. This course provides a broad overview of topics in machine learning, from foundational methods for regression, classification and dimensionality reduction to more complex modeling with neural networks. It will also provide the formal foundations for understanding when learning is possible and practical. Credit cannot be obtained for both CMPUT 466 and 566.</p>
<p>New course</p>	<p>Subject & Number: CMPUT 567</p> <p>Title: Machine Learning II</p> <p>Course Career: Graduate Units: 3 Approved Hours: VARIABLE Fee index: 6 Faculty: Science Department: Computing Science Typically Offered: VAR</p> <p>Description This course expands on machine learning fundamentals with a focus on extending to nonlinear modeling with neural networks and higher-dimensional data.</p>

	<p>Topics include: optimization approaches (constrained optimization, hessians, matrix solutions), deep learning and neural networks, generative models, more advanced methods for assessing generalization (cross-validation, bootstrapping), introduction to non-iid data and missing data. Credit cannot be obtained for both CMPUT 467 and 567 or CMPUT 367 and 567.</p>
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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. Dec 1, 2023
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. Department of Computing Science Council, November 30, 2023.

**Internal Suspension and Termination Template
- for-credit programs not requiring Ministry approval -**

This template is to be used for proposals to suspend or terminate the following program types that do not require Ministry approval:

- Second-level specializations (e.g., minors of undergraduate programs, Honors streams of existing undergraduate programs, and second-level specializations of graduate programs)
- Embedded certificates

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 (fgsr.gov@ualberta.ca).

PROPOSAL TYPE

This proposal is for a (select one):	
<input checked="" type="checkbox"/>	Suspension - Complete Section A only
<input type="checkbox"/>	Termination - Complete Section B only

SECTION A: SUSPENSION

Suspension of a program means to suspend admissions, thereby allowing currently enrolled students to complete the requirements while preventing new students from enrolling. Suspensions are typically implemented for a five-year period. A period of suspension must precede the termination of a program.

1: Basics		
Specialization/Embedded Certificate Name	Certificate in Community Mental Health: Theory and Practice	
Faculty/Department	Augustana	
Contact information	Name and Title	Brandon Alakas, Associate Dean, Academic
	Phone	780.679.1124
	Email	alakas@ualberta.ca
Proposed start date of suspension	Fall Term 2024	
Proposed end date of suspension	Fall Term 2029	



Attachments
<input checked="" type="checkbox"/> Proposed Calendar changes <input type="checkbox"/> Letter of Support from the Dean of the Faculty

2: Rationale, Implications, and Impacts

<p>Rationale for Suspension of Specialization / Embedded Certificate</p> <p>Explain the reason for the suspension with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).</p>	<p>The certificate is being suspended because “Community Mental Health” is now a stream within our Psychology and Mental Health major. Owing to this redundancy, enrolment in the certificate has dropped off in the last five years.</p> <p>Suspending the certificate in “Community Mental Health” will also eliminate redundancy in our curriculum.</p>
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Document enrolments by head count for the most recent 5-year period

Enrolment	2023	2022	2021	2020	2019
Total Headcount	0	0	0	1	1
• Year 1	0	0	0	0	0
• Year 2	0	0	0	0	0
• Year 3	0	0	0	0	1
• Year 4	0	0	0	1	0

<p>Rationale for End date</p> <p>Briefly explain the rationale for the proposed end date for the suspension.</p>	<p>Fall 2024 is the earliest that this proposal to suspend the certificate can make it through university governance and thus take effect.</p>
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<p>Current Students</p>	<p>All students enrolled in the certificate at the time of suspension will be given the opportunity to fulfill the requirements of the certificate. Advisors in the Augustana Student Academic Services (SAS) Office will assist students with</p>
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<p>Describe how active students will be assisted in completing graduation requirements during the suspension period, as well as information regarding formal communication plans.</p>	<p>course selection and planning. Essential courses needed to complete the certificate will still be on offer.</p> <p>Augustana will notify students enrolled in the certificate of its future cancellation and of the continued commitment to providing them with assistance in completing the certificate.</p> <p>Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension of the certificate.</p>
<p>Stop-Out Students Describe how stop-out students will be managed, including information regarding communication plans.</p>	<p>Augustana’s approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.</p>
<p>Consultation Briefly describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>The decision to suspend the certificate was made by faculty members in the Psychology and Mental Health program. This decision became more urgent on account of the certificate’s noncompliance with the Undergraduate Embedded Certificate Framework.</p>
<p>Resource Implications Identify relevant financial impact, including reallocation of internal resources.</p>	<p>There will be no financial impact in suspending the certificate in Community Mental Health.</p>
<p>Approval Process Indicate the internal governance path, including meeting dates</p>	

SECTION B: TERMINATION

Termination of a program means that the program has been eliminated and can no longer be offered. Terminations must be preceded by a period of suspension, typically five years.

<p>1: Basics</p>	
<p>Specialization / Embedded Certificate Name</p>	
<p>Faculty/Department</p>	



Contact information	Name and Title	
	Phone	
	Email	
Proposed effective date of termination		
Attachments		
<input type="checkbox"/> Proposed Calendar changes <input type="checkbox"/> Letter of Support from the Dean of the Faculty		

2: Rationale, Implications and Impacts	
Rationale for Termination Identify the reason(s) for the termination with supporting rationale and evidence.	
Was the proposal preceded by a suspension? If yes, please indicate the date of the suspension. If not, explain why a period of suspension was not implemented and indicate when students were last admitted to the program. <i>Note: terminations that are not preceded by a period of suspension must first be approved by the Vice-Provost (Programs) prior to entering the approval process.</i>	
Consultation Describe the consultation process that occurred with relevant stakeholders.	



<p>Communications Describe plans for communicating the termination decision to relevant stakeholders.</p>	
<p>Resource Implications Describe plans for reallocation of resources previously used for this Specialization/Embedded Certificate.</p>	
<p>Approval Process Indicate the internal governance path, including meeting dates</p>	

Faculty (& Department or Academic Unit):	Augustana - Department of Social Sciences
Contact Person:	Brandon Alakas
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 2024
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

The certificate is being suspended because “Community Mental Health - Theory and Practice” is now a stream within our Psychology and Mental Health major. Owing to this redundancy, enrolment in the certificate has dropped off in the last five years.

Suspending the certificate in “Community Mental Health - Theory and Practice” will also eliminate redundancy in our curriculum.

Calendar Copy

URL in current Calendar (or “New page”) https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47829	
Current Copy: Removed language	Proposed Copy: New language
<p>Certificate in Community Mental Health: Theory and Practice</p> <hr/> <p>The Certificate in Community Mental Health: Theory and Practice is administered by the Augustana Faculty and is available to students with a major in psychology in the Augustana Faculty BA or BSc program. This certificate will provide students with the necessary understanding and skills to work with mental health or health-related community programs. To this end, the certificate program offers training in principles of psychological health. This includes coverage of psychological and neuropsychological disorders, as well as basic principles of health psychology. In addition, students will learn about community psychology and principles of social psychology.</p>	<p><u>To be Deleted</u></p>

The program consists of a subset of the courses needed to satisfy the psychology major requirements. Lectures will be scheduled throughout the week, with some classes possibly offered at night. The lecture component will be delivered via face-to-face instruction at the Augustana Campus.

To qualify for the Certificate in Community Mental Health: Theory and Practice, students accepted into the program must successfully complete 24 units, as follows (each course is 3 units):

Requirements

- AUPSY 240 - Social Psychology
- AUPSY 275 - An Introduction to the Brain and Nervous System
- AUPSY 342 - Health Psychology
- AUPSY 346 - Community Psychology
- AUPSY 377 - Human Neuropsychology
- AUPSY 483 - Psychological Disorders

Plus 6 additional units from the following list:

- AUCRI 224 - Studies in Deviant Behaviour
- AUPSY 414 - Program Evaluation in Psychology
- AUPSY 486 - Clinical and Counselling Psychology

Notes

In addition, within the 24 units and/or the courses in their Psychology major, students are required to take 6 units of courses with a CSL (Community Service Learning) component.

There are a limited number of spaces available.

Normally, a student will make an application at the end of their second year. Interested students should consult with their Academic Advisor as early as possible. To be admitted, students must have a major GPA of 2.7 or above, and must submit an essay. Students should submit an essay (maximum 1,500 words) describing why they want to enter the program and what benefits they anticipate from the program. The essay will be evaluated by members of the psychology discipline who will make a recommendation regarding admission to the embedded certificate program to the Chair of the Department of Social Sciences. Please see the Augustana Psychology Department website for more details about the essay and application process. Once admitted, to remain in the program students must maintain a major GPA of 2.7 until they graduate.

Reviewed/Approved by:

Augustana Faculty Council, March 1, 2024.

Augustana Curriculum Committee, February 13, 2024.
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Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Art
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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<p>curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.</p> <ul style="list-style-type: none"> ● In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings. ● One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Visual Art. Currently, Augustana offers a Bachelor of Arts in Visual Art as a first-level specialization, with students given the option of completing one of two available second-level specializations in either Art Studio, or Art History and Visual Culture. While the program has produced a number of excellent graduates, the Visual Art program requires intensive teaching demands, particularly in the Studio specialization, and the continuing enrollments make it difficult to justify the resources dedicated in this area. ● One of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Creativity and Culture, offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which has enables students interested in Visual Art the ability to still pursue and develop the core skills of the former Visual Art major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.
<p>b. Provide specific information about which internal governance body approved the termination, and provide date of approval.</p> <ul style="list-style-type: none"> ● Augustana Curriculum Committee – March 12, 2024 ● Augustana Faculty Council – April 5, 2024 ● GFC Programs Committee – TBD ● GFC Academic Planning Committee – TBD ● General Faculties Council – TBD ● Board Learning, Research and Student Experience Committee – TBD
<p>Reviewer’s Comment:</p>

SECTION C: ACCESS

<p>a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).</p> <ul style="list-style-type: none"> ● All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Creativity and Culture program. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with course selection and planning and essential courses were

<p>offered to enable students in the BA in Visual Art to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, two students remain registered in the Augustana BA in Visual Art program, both of whom have applied to graduate in June 2024.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in Visual Art program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Visual Art, and the creation of the new BA-IDS Creativity and Culture program during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS in Creativity and Culture, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.
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<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in Visual Art in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Visual Arts was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
<p>Suspended Majors</p> <p>Effective October 2019, there will be no further admission to the following majors:</p> <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Drama
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Drama, which was offered by Augustana as a first-level specialization. While the program has produced a number of excellent graduates, the Drama program required intensive teaching demands and the continuing enrollments made it difficult to justify the resources dedicated in this area.
- One of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Creativity and Culture, offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which has enables students interested in Drama the ability to still pursue and develop the core skills of the former Drama major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Creativity and Culture program. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with course selection and planning and essential courses were offered to enable students in the BA in Drama to complete their degrees during the suspension period.
- As of January 2024, no students remain registered in the Augustana BA in Drama program.

<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> • Students previously in the Bachelor of Arts in Drama program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> • Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. • The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). • There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. • Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> • The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Drama, and the creation of the new BA-IDS Creativity and Culture program during the two years of curricular review at Augustana from 2017-2019. • Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS in Creativity and Culture, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in Drama in the summer of 2019 of the suspension of the program and of the continued commitment to providing

<p>them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.</p>
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Drama was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
Suspended Majors Effective October 2019, there will be no further admission to the following majors: <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies – Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

<p>Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.</p>	
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date.</p>

<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p>
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Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Economics
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Economics, which was offered by Augustana as a first-level specialization, with students given the option of completing one of two available second-level specializations in either a General route, or Economics and Mathematics route. While the program has produced a number of excellent graduates, the Economics program required intensive teaching demands and the continuing enrollments made it difficult to justify the resources dedicated in this area.
- One of Augustana's new programs, the Bachelor of Arts in Sustainability Studies, offers broad-ranging multi-disciplinary learning opportunities in Economics, in combination with Environmental Studies and Sociology, which will enable students interested in Economics the ability to still pursue and develop the core skills of the current Economics major, while enhancing these with a greater range of knowledge within a wider Social Sciences context. Augustana also continues to offer a Bachelor of Management degree, an option that overlaps with much of the current Economics major as well.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

- a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).
- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-Sustainability Studies program or the Bachelor of Management degree. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with course selection and

<p>planning and essential courses were offered to enable students in the BA in Economics to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, one student remains registered in the Augustana BA in Economics program, who has applied to graduate in June 2024.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in Economics program would be able to find numerous comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Economics, and the creation of the new BA in Sustainability Studies program during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS in Creativity and Culture, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.
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<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in Economics in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Economics was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
<p>Suspended Majors</p> <p>Effective October 2019, there will be no further admission to the following majors:</p> <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

<p>Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.</p>	
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Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
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OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	English
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in English, which was offered by Augustana as a first-level specialization. While the program has produced a number of excellent graduates, the English program required intensive teaching demands and the continuing enrollments made it difficult to justify the resources dedicated in this area.
- One of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Creativity and Culture, offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which has enables students interested in English the ability to still pursue and develop the core skills of the former English major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Creativity and Culture program. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with course selection and planning and essential courses were offered to enable students in the BA in English to complete their degrees during the suspension period.
- As of January 2024, no students remain registered in the Augustana BA in English program.

<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> • Students previously in the Bachelor of Arts in English program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> • Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. • The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). • There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. • Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> • The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in English, and the creation of the new BA-IDS Creativity and Culture program during the two years of curricular review at Augustana from 2017-2019. • Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS in Creativity and Culture, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in English in the summer of 2019 of the suspension of the program and of the continued commitment to providing

<p>them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.</p>
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in English was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
Suspended Majors Effective October 2019, there will be no further admission to the following majors: <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	History
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

a. Confirm whether (check applicable box(es)):	<input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
b. If this proposal was preceded by a suspension, attach approval letter.	<ul style="list-style-type: none"> • See attached letter of August 2, 2019
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	<ul style="list-style-type: none"> • NA
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	<ul style="list-style-type: none"> • NA
Reviewer’s Comment:	

SECTION B: RATIONALE

a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).	<ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in History, which was offered by Augustana as a first-level specialization. While the program has produced a number of excellent graduates, the History program requires intensive teaching demands, over a wide range of time periods, geographical regions, and genres, and the continuing enrollments make it difficult to justify the resources dedicated in this area.
- Two of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Ethics and Global Studies, and the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Law, Crime, and Justice Studies, offer broad-ranging multi-disciplinary learning opportunities in Social Sciences, which has enables students interested in History the ability to still pursue and develop the core skills of the former History major, while enhancing these with a greater range of knowledge within a wider Social Sciences context.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Ethics and Global Studies program, or the new BA-IDS Law, Crime and Justice Studies program. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with

<p>course selection and planning and essential courses were offered to enable students in the BA in History to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, five students remain registered in the Augustana BA in History program, all of whom have applied to graduate in June 2024.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in History program would be able to find a number of comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in History, and the creation of the new BA-IDS Ethics and Global Studies program, or the new BA-IDS Law, Crime and Justice Studies program, during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS Ethics and Global Studies program and the new BA-IDS Law, Crime and Justice Studies

<p>program, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.</p>
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in History in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in History was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
<p>Suspended Majors</p> <p>Effective October 2019, there will be no further admission to the following majors:</p> <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Modern Languages
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Modern Languages as a first-level specialization, with students given the option of completing one of six available second-level specializations by combining the study of two of four available language/language groups – French, German, Scandinavian and Spanish. While the program has produced a number of excellent graduates, the Modern Languages program required intensive teaching demands, particularly in upper-level language courses over all four specializations, and low continuing enrollments made it difficult to justify the resources dedicated in this area.
- One of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Creativity and Culture, offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which has enables students interested in Modern Languages the ability to still pursue and develop the core skills of the former Modern Languages major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Creativity and Culture program. Advisors in the Augustana Student Academic Services (SAS) Office have

<p>assisted students with course selection and planning and essential courses were offered to enable students in the BA in Modern Languages to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, no students remain registered in the Augustana BA in Modern Languages program.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in Modern Languages program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Modern Languages, and the creation of the new BA-IDS Creativity and Culture program during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS in Creativity and Culture, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.
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<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in Modern Languages in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Modern Languages was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
Suspended Majors Effective October 2019, there will be no further admission to the following majors: <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies – Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Music
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Music, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the Music program requires intensive teaching demands, particularly in the Applied Music area, and the continuing enrollments make it difficult to justify the resources dedicated in this area.
- One of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Creativity and Culture, offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which has enables students interested in Music the ability to still pursue and develop the core skills of the former Music major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context. Students interested in a thorough Music education at Augustana also continue to have the option of completing a Bachelor of Music degree.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Creativity and Culture program. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with course selection and planning and essential courses were offered

<p>to enable students in the BA in Music to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, no students remain registered in the Augustana BA in Music program.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in Music program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Music, and the creation of the new BA-IDS Creativity and Culture program during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS in Creativity and Culture, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Augustana notified each of the students enrolled in the BA in Music in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> •
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Music was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
Suspended Majors Effective October 2019, there will be no further admission to the following majors: <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Philosophy and Religion
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Philosophy and Religion, which was offered by Augustana as a first-level specialization, with students given the option of completing one of two available second-level specializations in either a General, or Philosophy route. While the program has produced a number of excellent graduates, the Philosophy and Religion program requires intensive teaching demands, particularly in upper-year courses, and the continuing enrollments make it difficult to justify the resources dedicated in this area.
- Two of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Ethics and Global Studies, and the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Creativity and Culture, offer broad-ranging multi-disciplinary learning opportunities in Humanities, which has enables students interested in Philosophy and Religion the ability to still pursue and develop the core skills of the former Philosophy and Religion major, while enhancing these with a greater range of knowledge within a wider Humanities context.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Ethics and Global Studies program, or the BA-IDS Creativity and Culture program. Advisors in the

<p>Augustana Student Academic Services (SAS) Office have assisted students with course selection and planning and essential courses were offered to enable students in the BA in Philosophy and Religion to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, no students remain registered in the Augustana BA in Philosophy and Religion program.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in Philosophy and Religion program would be able to find a number of comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Philosophy and Religion, and the creation of the new BA-IDS Ethics and Global Studies program, or the new BA-IDS Creativity and Culture program, during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS Ethics and Global Studies program and the new BA-IDS Creativity and Culture program, were

approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> Augustana notified each of the students enrolled in the BA in Philosophy and Religion in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none">
Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed:

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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
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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)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Philosophy and Religion was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poide=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
<p>Suspended Majors</p> <p>Effective October 2019, there will be no further admission to the following majors:</p> <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta, Augustana Faculty
Program Name	Bachelor of Arts (Augustana Faculty)
Specialization Name	Political Studies
Credential Awarded	Bachelor of Arts
Proposed effective date of termination	July 1, 2024

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached letter of August 2, 2019 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • NA 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • NA 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current 	
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curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

- In May 2019, an Ad Hoc Curricular Innovation Coordinating Committee presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments. These recommendations were all approved by significant margins at the May 2019 Augustana Faculty Council meetings.
- One of the majors approved for suspension in 2019, and now coming forward for termination, was the Bachelor of Arts in Political Studies, which was offered by Augustana as a first-level specialization. While the program has produced a number of excellent graduates, the Political Studies program requires intensive teaching demands, over a wide range of time periods, geographical regions, and genres, and the continuing enrollments make it difficult to justify the resources dedicated in this area.
- Two of the newly-adopted second-level specializations, the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Ethics and Global Studies, and the Bachelor of Arts in Interdisciplinary Studies with a second-level specialization in Law, Crime, and Justice Studies, offer broad-ranging multi-disciplinary learning opportunities in Social Sciences, which has enables students interested in Political Studies the ability to still pursue and develop the core skills of the former Political Studies major, while enhancing these with a greater range of knowledge within a wider Social Sciences context.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Augustana Curriculum Committee – March 12, 2024
- Augustana Faculty Council – April 5, 2024
- GFC Programs Committee – TBD
- GFC Academic Planning Committee – TBD
- General Faculties Council – TBD
- Board Learning, Research and Student Experience Committee – TBD

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- All students in the program at the time of suspension were given the option to either complete their existing program, or transition into a new BA-IDS Ethics and Global Studies program, or the new BA-IDS Law, Crime and Justice Studies program. Advisors in the Augustana Student Academic Services (SAS) Office have assisted students with

<p>course selection and planning and essential courses were offered to enable students in the BA in Political Studies to complete their degrees during the suspension period.</p> <ul style="list-style-type: none"> ● As of January 2024, no students remain registered in the Augustana BA in Political Studies program.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Students previously in the Bachelor of Arts in Political Studies program would be able to find a number of comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program still have active transfer agreements in the ACAT system.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process. ● The Augustana Students' Association President and four other student representatives were voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April). ● There were two meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter 2019 term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council. ● Student input and response was supportive throughout the process and generally understanding of the changes proposed and the reasoning behind the recommendations.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● The primary stakeholders in this change were the faculty, staff and students of Augustana Faculty, all of whom were given opportunities to provide input towards the proposed changes involving the suspension of programs including the BA in Political Studies, and the creation of the new BA-IDS Ethics and Global Studies program, and the new BA-IDS Law, Crime and Justice Studies program, during the two years of curricular review at Augustana from 2017-2019. ● Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations, including the BA-IDS Ethics and Global Studies program and the new BA-IDS Law, Crime and Justice Studies
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<p>program, were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.</p>
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> Augustana notified each of the students enrolled in the BA in Political Studies in the summer of 2019 of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees prior to the 5-year termination deadline. Information was disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs. All reference to these programs was removed from recruitment and admission materials starting in the 2020 recruitment/admission cycle, as well as from the Augustana Faculty webpages, and notice of the suspension and deadline for program termination has been included in the U of A Calendar since the 2020-2021 edition.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed termination does not require additional staff or resources, but rather will enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none">
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>
<p>Rationale for Recommendation:</p>
<p>Reviewer(s):</p>
<p>Date Completed:</p>

Faculty (& Department or Academic Unit):	Augustana Faculty
Contact Person:	Brandon Alakas, Associate Dean, Academic
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 2024
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No, but is accompanied by a supporting program termination template.

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

Admission to the Bachelor of Arts, major in Political Studies was suspended effective October 2019 because of low student demand. All students who were in those routes have graduated. Current students are still able to take courses in these areas. Please see the attached termination template for more information.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47827&returnto=12337	
Current Copy: Removed language	Proposed Copy: New language
Suspended Majors Effective October 2019, there will be no further admission to the following majors: <ul style="list-style-type: none"> • Drama • Economics • English • History • Interdisciplinary Studies — Global and Development Studies • Modern Languages • Music • Philosophy and Religion • Political Studies • Visual Art 	

Students who entered these prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024. Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Reviewed/Approved by:

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

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

August 2, 2019

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7



AR 56894

Dear Dr. Turpin:

Advanced Education has completed its review of University of Alberta's proposals to suspend several specializations in the Bachelor of Arts program offered at Augustana Campus. The department approves the suspension of the following specializations for five-year terms extending from July 1, 2019 through to June 30, 2024:

- Bachelor of Arts (Visual Art)
- Bachelor of Arts (Drama)
- Bachelor of Arts (Economics)
- Bachelor of Arts (English)
- Bachelor of Arts (History)
- Bachelor of Arts (Modern Languages)
- Bachelor of Arts (Music)
- Bachelor of Arts (Philosophy and Religion)
- Bachelor of Arts (Political Studies)

The department approves the suspensions with the understanding that there is declining student demand, and that there are positive initiatives underway to develop new specializations that better meet future student needs. The department appreciates that you are accommodating students who wish to complete the program during the suspension period. Please advise the department six months prior to the suspension end date, through the Provider and Program Registry System, of your plan to terminate or reactivate the Bachelor of Arts specializations.

Dr. David Turpin
Page 2

The department acknowledges that a number of opportunities are available to students to study in a variety of majors and specializations in the Bachelor of Arts program at Augustana campus.

I appreciate University of Alberta's commitment to serving students and your ongoing processes of program review and renewal.

Sincerely,



Rod Skura
Deputy Minister

cc: Honourable Demetrios Nicolaides
Minister of Advanced Education

Michael Phair, Chair
Board of Governors, University of Alberta

August 2, 2019

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7



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- Bachelor of Arts (Economics)
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- Bachelor of Arts (History)
- Bachelor of Arts (Modern Languages)
- Bachelor of Arts (Music)
- Bachelor of Arts (Philosophy and Religion)
- Bachelor of Arts (Political Studies)

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Dr. David Turpin
Page 2

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Sincerely,



Rod Skura
Deputy Minister

cc: Honourable Demetrios Nicolaides
Minister of Advanced Education

Michael Phair, Chair
Board of Governors, University of Alberta



Decision **Discussion** **Information**

ITEM OBJECTIVE: To seek approval for a Name and Program change for the Master of Science in Integrated Petroleum Geosciences (IPG).

DATE	April 11, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: THAT the GFC Programs Committee approve the name change for the MSc in Integrated Petroleum Geosciences to the MSc in Integrated Energy Geosciences, and the corresponding load and program changes, for implementation upon final approval.

EXECUTIVE SUMMARY:

Background

The Departments of Earth & Atmospheric Sciences and Physics propose to change the name of the Integrated Petroleum Geosciences program to the Integrated Energy Geosciences program. The new specialization name will better reflect new content that modernizes and broadens the scope to include other energy- and renewable-related geoscience subjects, including geothermal power, carbon capture and storage, and the extraction of commercial commodities from basin brines such as lithium. The new content will be reflected in additional courses and new capstone projects. Specific new courses (optional for most students in the program) will include: (1) geothermics, (2) fluid phase equilibria/aqueous geochemistry, (3) coupled fluid flow - reaction modeling, and (4) geomechanics. The capstone project will become more in-depth. These program changes will also allow graduates to find employment in new parts of an expanding energy sector within Alberta, while the new name better communicates the broadened content and will attract new students to the program.

Load and Program changes will also be made to reflect updates to the program. The program will now provide opportunities for students to study geosciences topics related to geothermal energy, carbon capture and storage, and commercial commodities in basin brines, with new course selections. An increased course load is required to provide the necessary academic background. The expanded capstone project will provide the opportunity for students to gain greater experience in their areas of focus and demonstrate their capabilities with realistic projects.

Analysis / Discussion

Changes to the Integrated Petroleum Geosciences (IPG) program are advisable in light of (1) declining enrollments; (2) industrial developments in the renewable energy sector both within Canada and globally; (3) commitments at the provincial and federal levels to CO₂ sequestration.

GOVERNANCE OUTLINE



FINAL ITEM NO. 5

In its current form with a primary focus on training for the petroleum industry, the IPG program has had enrollments of six students in each of the past two years and only one Canadian student. Undergraduates with whom the program directors have spoken in recruiting trips have frequently expressed in training in subjects related to renewable energy and climate change mitigation.

The IPG program can be expanded with relatively minor additional course development to provide training in geothermal energy, carbon capture and storage and commercial commodities in basin brines. Graduates from the modified program should find new employment opportunities in these sectors, given the industry developments and government programs noted above. As a result of the proposed changes, enrollments should expand significantly.

The program name should be modified to better represent the objectives and content of the program.

Risk Discussion / Mitigation of the Risk

The primary risk in making these changes to the program is that enrollments will not increase. In order to mitigate that risk, a systematic approach to advertising the program and to recruiting students should be undertaken once final approvals are in place (see Next Steps).

An updated industry advisory board should be established to identify emerging gaps in training and course content, opportunities for capstone projects and other student engagement with industry, and to promote employment opportunities for program graduates.

At the five-year point of the modified program, an in-depth review of the program should be undertaken to determine whether the modifications are successful and whether additional changes should be implemented.

Next Steps

After final approvals have been made, the modified program should be advertised to potential students:

1. The program website should be updated and improved.
2. The modified program should be advertised in social media (LinkedIn) and trade journals.
3. Recruiting visits to universities should be undertaken within Canada and internationally.

Additional courses will be developed, noted above in Background. The necessary calendar change documents for these courses should be prepared in time for implementation in academic year 2025-26.



FINAL ITEM NO. 5

New capstone projects will be developed in carbon capture and storage, dissolved commodities and geothermal topics. Links should be established with potential new industry partners to provide appropriate datasets and to explore funding for capstone projects.

Supporting Materials:

- Program Name Change
- Load Change
- Calendar Change
- Appendix B: Overview of IPG Program Changes

***See Schedule A for additional items to include if needed.**

SCHEDULE A:

Engagement and Routing

Consultation:

- Consultation with program advisory board members, various 2020 through 2023;
- Consultation with program graduates, Nov. 2022

Approval Route:

- Approved by EAS Department Council, Nov 30, 2023;
- Approved by Physics Department Council, Jan 23 2024;
- Approved by GPST, Feb 26 2024;
- Approved Faculty of Science Grad Portfolio Committee, March 5, 2024
- GPS Council: March 13, 2024
- GFC Programs Committee: April 11, 2024 (Anticipated)

Supplementary Notes / Context:

The proposed Name and Program change for the Master of Science in Integrated Petroleum Geosciences (IPG) were presented at the April 11, 2024 meeting of the General Faculties Council Programs Committee. After a discussion in which members asked questions and raised concerns about the program's alignment with Braiding Past Present and Future, the University of Alberta Indigenous Strategic Plan, and the University's commitment to respond to the Truth and Reconciliation Commission's Calls to Action, the motion was brought to a vote and the motion failed with eight members indicating their desire to have their name recorded in the minutes.

Proposal Template: Program/Specialization Name Change

This template is for proposals to change the name of a ministry-approved program or specialization.

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

Institutions should:

- ensure that submission content is concise. Any additional information may be appended; and
- ensure that applicable supporting documents are attached to the proposal

SECTION A: PROPOSAL INFORMATION

Basic Information (*Complete the table below*)

Institution	University of Alberta
Current Program Name	Master of Science
Current Specialization Name	Integrated Petroleum Geosciences
Credential Awarded	Master of Science
Proposed Implementation Date	July 1 2025

1. Proposed New Name (*Answer the following questions*)

a. Specify the new name that is being proposed.

- **Integrated Energy Geosciences**

b. Specify if the new name is for a program Program
or a specialization within a program? Specialization

Reviewer's Comment:

2. Rationale for Proposed New Name (*Answer the following questions*)

a. Describe the rationale for the proposed name change.

- The new specialization name will better reflect new content that modernizes and broadens the scope to include other energy- and renewable-related geoscience subjects, including geothermal power, carbon capture and storage, and the extraction of commercial commodities from basin brines such as lithium. The new content will be reflected in additional courses and capstone projects. Specific new courses (optional for most students in the program) will include: (1) geothermics, (2) fluid phase equilibria/aqueous geochemistry, (3) coupled fluid flow - reaction modeling, and (4) geomechanics. The capstone project will become more in-depth.
- Graduates will find employment in new parts of an expanding energy sector within Alberta.
- The proposed new name better communicates the broadened content and will attract new students to the program.

b. Is comparable nomenclature used for similar programs/specializations offered across the Alberta Adult Learning System and, where relevant, in other jurisdictions?

- This program is unique within Alberta and, in fact, unique within Canada. The proposed name change does not affect that assessment.

Reviewer's Comment:

SECTION B: SYSTEM IMPACT

1. Impact on Learners (Answer the following questions)

- a. Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?
 - **Former students were consulted on the proposed name change. They were unanimously supportive of the name change.**
- b. Describe benefits for students of proposed new name.
 - **The change in specialization name will create a broader appeal to potential employers. The new name will better convey the expanded course content and experiential learning to potential employers, providing graduates with more employment opportunities.**
- c. Describe plans to accommodate active students who may wish to graduate with the previously approved name.
 - **Not applicable. These changes will not apply to students active in the program before the name change.**
- d. Describe plans to accommodate previous graduates who may request to exchange their parchment for one with the new program or specialization name.
 - **Students who graduate before the name is changed will not be able to exchange their parchment. It would not be appropriate to allow them to do so because the version of the program they completed did not include the updated content associated with the name change.**

Reviewer's Comment:

2. Potential Risks.

- a. Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.
 - **The name change presents very little risk. (1) The proposed name is dissimilar from other program names within Canada. (2) The proposed name is sufficiently similar to the historical name that students and other stakeholders (including potential employers) will recognize it. (3) Past employers of program graduates will be made aware that essential features of the original program will be retained under the new name.**

Reviewer's Comment:

3. Consultation/Collaboration (Answer the following questions)

- a. Identify which stakeholder groups, if any, were consulted:
 - Faculty Employers
 - Advisory committee
 - Regulatory bodies/professional associations Other (past graduates of the program)
- b. Summarize feedback received including anticipated impacts on stakeholders.
 - **Feedback has been very positive from all stakeholders.**

Reviewer's Comment:

4. Communication
<p>a. Describe how information about the name change will be communicated to students and applicants</p> <ul style="list-style-type: none"> • The website will be changed, with notice of the new specialization name, at the time the change is approved. • Potential applicants will be advised during recruiting trips to other universities. • The new name and related program changes will be communicated through advertisements in relevant journals, magazines and newsletters.
Reviewer's Comment:

SECTION C: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT

3. Proposed New Name <i>(Answer the following questions)</i>
<ul style="list-style-type: none"> • Provide specific information about which internal governance body approved this proposed name change and the date of approval. • Approved by EAS (Department of Earth & Atmospheric Sciences) department council Nov 30, 2023 • Approved by Physics department council (electronic vote, completed Jan 23, 2024) • Approved by Graduate Program Support Team (February 26, 2024) • Approved by Faculty of Science Grad Portfolio Committee for Science Faculty Council (March 5, 2023) • Approved by GPS Council (March 13, 2024) • GFC Programs Committee (pending)
<p>a. If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.</p> <ul style="list-style-type: none"> •
Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)
Do Any Issues or Information Gap Remain?
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed:

Proposal Template: Load Change

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

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

Institutions should:

- ensure that submission content is concise. Any additional information may be appended; and
- ensure that applicable supporting documents are attached to the proposal

Basic Information *(Complete the table below)*

Institution	University of Alberta
Program Name	Integrated Energy Geosciences (proposed new program name – previously Integrated Petroleum Geosciences)
Specialization Name	
Credential Awarded	M.Sc.
Proposed Implementation Date	September 2025

a. Specify the change(s) to load characteristics being proposed. In cases where load changes reflect changes to existing curriculum, please attach revised course lists including calendar-level information (course titles, descriptions, weights). <ul style="list-style-type: none">• Program will be expanded from 1.0 to 1.5 years.• Total credits required for program completion will increase from 36 to 45 credits.• The number of credits attached to the capstone project will be expanded from 6 to 12 credits.
b. Briefly describe the institution's approval process for the proposed change(s). <ul style="list-style-type: none">•
c. Provide a rationale for the proposed change(s). (Factors may include, but need not be limited to changes in the relevant body of knowledge and/or technology, changes in regulatory and/or professional standards, feedback from students or employers, or alignment with similar/related programs at other institutions.) <ul style="list-style-type: none">• Program will now provide opportunities for students to study geosciences topics related geothermal energy, carbon capture and storage, and commercial commodities in basin brines, with new course selections. An increased course load is required to provide the necessary academic background.• Expanded capstone project will provide the opportunity for students to gain greater experience in their area of focus and demonstrate their capabilities with realistic projects.
d. Describe anticipated impacts on students, and plans to ameliorate any such impacts. <ul style="list-style-type: none">• Students will take 1.5 years instead of 1.0 year to complete the program. However, the tuition costs will remain approximately the same, and a lower per-semester course load will make it easier for students to support themselves while in the program.
e. Where appropriate, provide evidence of consultation with external stakeholders (e.g. employers, professional/ regulatory organizations) and describe any anticipated impacts on those stakeholders.

- **The IPG program advisory board was consulted and supports the program changes.**
- **Graduates of the IPG program were consulted and support the program changes.**

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

- **No anticipated negative impacts on institutional operations and resources. Increased enrollment should provide additional tuition revenue.**

Reviewer's Comment:

Faculty (& Department or Academic Unit):	Science, EAS and Physics
Contact Person:	Nicholas B. Harris
Level of change: (choose one only)	• Undergraduate
	• Graduate - Yes
Type of change request: (check all that apply)	• Program - Yes
	• Regulation
For which term is this intended to take effect?	Fall, 2025
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

These changes will broaden the scope of the Integrated Petroleum Geosciences program to include geothermal resources, carbon capture and storage, and economic commodities sequestered in basinal brines. However, relatively minor changes to program content and teaching loads will be required. The new program title reflects the broader scope. The proposed changes will attract more students and will provide program graduates with more employment opportunities. In addition, the new program will provide opportunities to package subsets of courses for microcredentials.

Calendar Copy

URL in current Calendar (or "New page")	
Current Copy: Petroleum language	Proposed Copy: New language
Master of Science in Integrated Petroleum Geosciences (Earth and Atmospheric Sciences)	Master of Science in Integrated Petroleum Energy Geosciences (Earth and Atmospheric Sciences and Physics) Students entering the Integrated Energy Geosciences program will select a specialization from the following:

This course-based program requires the completion of 36 units in graduate-level course work, including 24 units of required, core courses and 12 units of optional graduate-level course work. The core courses include a 6-unit research project that is to be completed once the course work has been completed. The core courses are in Integrated Petroleum Geosciences (IPG) whereas the optional courses are selected from prescribed Earth and Atmospheric Science (EAS) courses and Geophysics (GEOPH) courses. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program.

Length of Program

The course-based MSc program in Integrated Petroleum Geosciences is designed for completion within one calendar year beyond a completed undergraduate degree in Earth Science. The program must normally be completed within three years from admission.

Petroleum, Geothermal, Carbon Capture and Storage, Minerals.

This course-based program requires the completion of 45 units in graduate-level course work, including 30 units of required, core courses and 15 units of optional graduate-level course work. The core courses include a 12-unit capstone project that is to be undertaken once the course work has been completed. The core courses are in Integrated Energy Geosciences (IEG) or prescribed EAS or GEOPH courses whereas the optional courses are selected from Earth and Atmospheric Science (EAS) courses and Geophysics (GEOPH) courses, with the approved of the IEG program director. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program.

Length of Program

The course-based MSc program in Integrated Energy Geosciences is designed for completion within 1.5 calendar years beyond a completed undergraduate degree in Earth Science. The program must normally be completed within three years from admission.

Reviewed/Approved by:

Approved by EAS Department Council, Nov 30, 2023;
 Approved by Physics Department Council, Jan 23 2024;
 Approved by GPST, Feb 26 2024;
 Approved Faculty of Science Grad Portfolio Committee, March 5, 2024
 Approved by GPS Council, March 13, 2024

Integrated Petroleum Geosciences

Exclusively a petroleum focus

one year program, Sept
through August

5 core courses,
4 optional courses
Fall, winter, spring term (1
intensive modular course)

Capstone project
(independent research
project) in spring / summer
(3.5 months)



Integrated Energy Geosciences

Four concentrations:
(1) Petroleum, (2) CCS,
(3) Geothermal, (4) Minerals

One and one half (1.5) year
program, Sept through Feb of
following year

5 core courses,
5 optional courses
Fall, winter, spring / summer
as intensive modules

Capstone project
(independent research
project) in fall and winter (up
to mid-Feb (5 months)

Integrated Petroleum Geosciences

Exclusively a petroleum focus

Integrated Energy Geosciences

Four concentrations:
(1) Petroleum, (2) CCS,
(3) Geothermal, (4) Minerals

Justification:

- (1) broad consistency across four disciplines, so can retain much of current course structure
- (2) Interest on part of potential students
- (3) Increase enrollment and smooth out enrollment cycles related to oil and gas sector

Integrated Petroleum Geosciences

one year program, Sept
through August

Justification:

- (1) Courses spread out over one full year (including spring / summer) will decrease course load – allow students to work part-time with less damage to their academic program.
- (2) Flexibility with courses offered in spring / summer
- (3) Extended capstone project
- (4) The older cohort could mentor the younger cohort

Integrated Energy Geosciences

One and one half (1.5) year
program, Sept through Feb of
following year

Integrated Petroleum Geosciences

5 core courses,
4 optional courses
Fall, winter, spring term (1
intensive modular course)

Justification:

- (1) Basic structure has worked well – some disciplines will require different core courses.

Additional comments:

- (1) Intensive modules in spring / summer will make it easier to find sessionals for courses that our current staffing does not allow.
- (2) Spring / summer sequences of courses may work for micro-credential packages.

Integrated Energy Geosciences

5 core courses,
5 optional courses
Fall, winter, four courses
spring / summer as intensive
modules, four courses

Integrated Petroleum Geosciences

Capstone project
(independent research
project) in spring / summer
(3.5 months)

Integrated Energy Geosciences

Capstone project
(independent research
project) in fall and winter (up
to mid-Feb (5 months)

Justification:

- (1) More substantial projects (esp. since some projects will be highly software intensive, and learning curve is significant).
- (2) Projects could be integrated into EAS / Physics research programs.

New courses: Geothermics, Hydrogeology, Numerical modeling

- All to be taught in spring / summer as intensive modules (easier to bring in sessionals)

Support for capstone projects

New program cannot be managed with current staff if we have 30+ students

Will require sessional hires from Edmonton or Calgary (elsewhere?) to teach some new courses and to meet with students 2-3 times for capstone projects.



Decision Discussion Information

ITEM OBJECTIVE:

DATE	April 11, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	College of Health Sciences

MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Team-Based Collaborative Care Non-Credit Certificate.

EXECUTIVE SUMMARY

The Team-based Collaborative Care Non-Credit Certificate addresses learning needs that support working health professionals to fully contribute to changing health care systems where working in teams is critical. Completion of the Non-Credit Certificate includes one foundational fully asynchronous micro-course, and 3 hybrid courses (~12 hours of content), selected from 9 course options. The hybrid courses include asynchronous preparatory activities, followed by synchronous simulation sessions where students activate their learning. Simulation uses authentic situations/scenarios, provides support and guidance for learners, and allows control over sequencing of events. Simulation is an effective way to improve knowledge and skills, and include experiential learning in teamwork and communication. The Health Sciences Education and Research Commons in ECHA will be the location for simulation learning experiences. The College of Health Sciences (CHS) has administrative responsibility for this interprofessional certificate. CHS works with content experts across different professions, and provides during development and implementation.

Background

The College of Health Sciences (and previously Health Sciences Council) collaborates with health faculties to coordinate and deliver interprofessional health education. The essence of interprofessional education is that students in health programs have opportunities to learn with, from and about each other. Students practice team-based competencies including functioning as a team, communicating with others, learning and negotiating roles; and in all cases putting the patient at the centre of the team and team decision making. With 11 health professional programs and more than 1,100 students each year in those programs, the University of Alberta has rich opportunities for students to learn from, with and about each other.

The development of the Team-based Collaborative Care Non-Credit Certificate is funded by a Micro Credential grant from the Government of Alberta. The funding allows us to leverage expertise across the College of Health Sciences, and broaden the impact of interprofessional training to working professionals, including internationally trained health professionals.

Analysis / Discussion

GOVERNANCE OUTLINE



ITEM NO. 7

In every service sector within healthcare, care is provided by teams of professionals. Collaborative or interprofessional (IP) care is considered an essential competency for all health professionals and is critical for safe, effective and efficient care. The Modernizing Alberta's Primary Health Care System Strategic Advisory Panel Final Report (March 2023, [link](#)) has a vision to "Create a primary health care system that is built with engaged and highly collaborative teams in a patient's medical home, that is integrated with other care services including community and social care". Health care workforce planning nationally also emphasizes the importance of team based care ([Canada's Health Workforce: Pathways Forward](#) from the Canadian Academy of Health Sciences).

Effective team-based care requires training. The Team-based Collaborative Care Non-Credit Certificate provides bite size training for professionals and can improve their ability to fully contribute to changing health care systems in Alberta and Canada.

Next Steps

The College of Health Sciences will support the development and administration of the courses within the Team-Based Collaborative Care Non-Credit Certificate, as discussed in the governance template. Developers and development teams are at various stages of course development. The work of development teams (usually 2-4 people) is time limited and uses processes similar to those used in interprofessional education at the University of Saskatchewan ([link](#)). The Education Developer in the College of Health Sciences supports the context experts on the development teams in their work, providing structure and templates for course development. The Education Developer will also support eClass site development, ensuring all courses have a similar structure and look. Depending on the timing of the first course delivery (summer 2024), we may be able to start learning management system development directly into Canvas. The College of Health Sciences is currently hiring a simulation coordinator using the grant funding - the simulation coordinator will support development teams to move their simulation ideas from something on paper to rich and authentic simulation learning experiences.

The first foundational microcourse, Learning to Collaborate: Interprofessional Team based Collaborative Care is currently under development and will be offered in Fall 2024.

The first two courses that will be piloted and offered are: 1) Holistic Patient Centred Care: Partnering with Caregivers; and 2) Planning for Disaster: an Interprofessional Approach. They will be offered in Summer and Fall 2024. The remainder of the courses will be offered in 2025 with a full slate of courses available by Fall 2025.

Supporting Materials:

- [1. 2024-03-11-CHS-NC -PRC Team Based Collaborative Care CertificateGovernance Template.docx](#)
- [2. 2024-03-11 - CHS-NC List of Courses - Team-based Collaborative Care Certificate](#)
- [3. 2024-03-11- CHS-NC Master List Learning Outcomes -Team based collaborative care certificate](#)



SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Development teams which include content experts from different settings (from the University and community)
- Associate Dean Education - College of Health Sciences
- Education Developer College of Health Sciences
- Simulation Coordinator (currently hiring)
- Staff during implementation (as indicated in the governance template)
- Simulation expert in HSERC
- Online and Continuing Ed - involved in discussion about Destiny 1, and conducted market analysis

Those who have been consulted:

- Office of the Provost and Vice-President (Academic)
- Program Support Team (PST) - March 28, 2024
- GFC Programs Committee - April 11, 2024
- The Interprofessional Curriculum committee, with representatives from each of the health faculties/programs, have been consulted regarding the certificate particularly in the areas of:
 - recommendations for courses topics and contexts
 - recommendations for developers and participants on development teams
 - recommendations for marketing
- Associate Deans (Education Leads) in the Health Sciences Faculties
- Administrative and simulation staff in HSERC
- Online and Continuing Education - related to recommendations about course templates

Those who have been informed:

- Deans in the Health Sciences faculties

Approval Route:

Vice-Provost (Programs) (*as delegate of Provost*)
GFC Programs Committee

Supplementary Notes / Context:



This template is to be used for proposals for non-credit certificates and diplomas. Proponents must consult with the Programs Team in the Office of the Provost and Vice-President (Academic) (vprov.programs@ualberta.ca) on the conceptual plans, appropriate template, and process. Please visit the [Programs website](#) for more information.

Section A: Basics		
Credential Type	<input checked="" type="checkbox"/> Non-Credit Certificate <input type="checkbox"/> Non-Credit Diploma	
Certificate/Diploma Name	Team-based Collaborative Care Certificate	
Administrative Responsibility Identify the Faculty/Academic Unit/College and academic lead.	College of Health Sciences	
Contact information	Name and Title	Patricia Manns, Associate Dean (Education) College of Health Sciences
	Email	trish.manns@ualberta.ca
Program Synopsis Include the objective/purpose for the new program, learning outcomes/competencies and skills acquired, courses included, overall length of program in hours, delivery format (online, on-site, hybrid), potential for laddering or transfer, and type of assessment.	<p>Interprofessional courses that include simulation will be developed and offered as continuing education for working health professionals including those who have international training. Simulation training experiences use authentic situations/scenarios, provide support and guidance for learners, and allow control over sequencing of events. Simulation is an effective way to improve knowledge and skills, and include experiential learning in teamwork and communication.</p> <p>Courses will be applicable to those in a variety of professions including nursing, medicine, rehabilitation, pharmacy, dietetics, dentistry or dental hygiene, public health, and kinesiology. Some courses (for e.g., disaster management, harm reduction) may have broader audiences including City of Edmonton or social agencies. Interprofessional courses by definition must be relevant to and include learners from at least 2 practice or disciplinary areas. Students will be able to enrol in individual courses or complete an Interprofessional Health Simulation certificate, which will require enrolment and completion of a series of 4 courses. The list of courses can be found at:</p> <p>2024-03-11 - CHS-NC List of Courses - Team-based Collaborative Care Cer...</p> <p>Students completing the certificate will take:</p> <ul style="list-style-type: none"> • Course # 1 - an introduction to interprofessional competencies and simulation. Note: this course is a <u>micro-course</u> and is fully asynchronous, 8 hours of content. • at least 1 course selected from courses # 2 to #6, courses that have applications for students in all professions and include topics such as 	

harm reduction, anti-racism, addressing implicit bias, disaster management.

- 2 other elective courses (selected from courses #7-#10, and any courses not already ready completed from #2-#6).

Courses will integrate the [Canadian IP Health Collaborative](#) competencies.

Learners will gain skill and confidence in the application of collaborative team based care and can improve their work performance within their current roles and/or seek out new jobs in areas in need of skilled workers.

Courses may at a later date be adapted for delivery to high school students (single events and/or day camps) with the purpose of introducing them to health and collaborative care and helping students to learn about possible roles in health.

The development of this microcredential was funded by a grant from the Government of Alberta (GoA).

Learning Outcomes: The [Canadian IP Health Collaborative](#) competencies are foundational to the learning outcomes in the Team-based Collaborative Care Certificate and include team communication, patient/client/family centred care, role clarification, team functioning, collaborative leadership, and interprofessional conflict resolution. The competencies were updated and renamed in 2023 (e.g., interprofessional conflict resolution is now called team disagreements processing), however, the structure of 6 domains remains. The new wording and descriptors for the competencies will be reflected in the courses. The refreshed 2023 competency framework can be found at: [link](#). Learning outcomes can be found at:

[2024-03-11- CHS-NC Master List Learning Outcomes -Team based collabo...](#)

. Specific learning objectives are listed in the course list.

Delivery Format: The delivery of the Team-based Collaborative Care courses will be primarily hybrid and use a common learning management system format. The introductory micro-course will be fully online and asynchronous. Each of the remaining 9 courses will contain 10-12 hours of course content and will use hybrid delivery. Asynchronous learning activities (6-8 hours of content for eg. short recorded lectures, readings, knowledge checks, discussion board activities) will be used to prepare students for synchronous in-person simulation activities (up to 4 hours). Each simulation will be followed by reflection, either synchronous or asynchronous. Simulation learning activities will be held in HSERC (Health Sciences Education and Research Commons) in ECHA. Initially, these activities will be held on a Thursday (late afternoon) or Saturday but may be changed based on learner preference. The inclusion of remote participants and the use of virtual simulations will be considered during

	<p>development. Virtual simulation has been studied and evaluated, particularly through the COVID-19 pandemic and its inclusion in selected courses (1-2) would increase access to learners across the province and nationally.</p> <p>Each course will enrol up to 24 students, with a minimum of 8, including students representing at least 2 professions.</p> <p>Evaluation: The courses will be graded as complete/incomplete. Students will be expected to complete all asynchronous learning evaluations (knowledge checks, reflection), and attend the full synchronous session. Asynchronous preparatory activities (e.g., recorded lectures, podclasses, readings) will be evaluated through the use of short multiple choice knowledge checks, and discussion board reflections. Synchronous simulation activities will include formative and summative feedback from the facilitator, and a reflection on the simulation experience.</p> <p>Laddering of Courses to Certificate: As per the Non Credit programming framework (found here), UA or external students/ professionals can complete a single or series of courses to receive a non-credit credential through the UAlberta digital badge framework. Completion of four courses (1 fully asynchronous micro-course and 3 courses) will lead to a Team-based Collaborative Care Certificate (~42 hours).</p>
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Section B: Rationale, Implications and Impacts

<p>Rationale for Introduction of Certificate/Diploma Identify the target market and labour market demand.</p>	<p>In every service sector within healthcare, care is provided by teams of professionals. Collaborative or interprofessional (IP) care is considered an essential competency for all health professionals (Examples: Nursing, Physicians, Pharmacists, Physiotherapists, Dental Hygienists, Medical Technicians, etc.). Competency in team based collaborative care is foundational to primary health care and is essential for safe, effective and efficient team based care. The Modernizing Alberta's Primary Health Care System Strategic Advisory Panel Final Report (March 2023, link) has a vision to "Create a primary health care system that is built with <u>engaged and highly collaborative teams</u> in a patient's medical home, that is integrated with other care services including community and social care". Health care workforce planning nationally also emphasizes the importance of team based care (Canada's Health Workforce: Pathways Forward from the Canadian Academy of Health Sciences).</p> <p>Technology enhanced education, through the use of simulation, offers an excellent format for building competency in collaborative care. Simulation allows for the realistic practice of scenarios involving high risk and/or complex protocols within a safe environment and has become an acceptable addition to clinical practicums. Interprofessional simulation training increases the skill and confidence of participants and helps to better prepare professionals for many</p>
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	<p>areas for practice (Acute Care, Rehab, Community Care, Primary Care, etc.) in which team functioning is crucial. Additionally, internationally educated health professionals who are in the process of bridging to Canadian practice and other external students and professionals seeking additional skills, would benefit from access to collaborative care learning opportunities, offered through simulation certification. This micro-credential could provide incentive for these students and professionals to pursue work-integrated learning and jobs in key health and community sections currently facing staffing challenges.</p> <p>Effective team based care requires training. The Team-based Collaborative Care Certificate provides bite size training for professionals and can improve their ability to fully contribute to changing health care systems in Alberta and Canada.</p> <p>Online and Continuing Education completed a market analysis specific to this certificate. Their summary concluded: "Interprofessional Healthcare Simulation Training with a Continuing Education focus is not readily found within the Canadian nor US Post Secondary systems". The full report can be found at: W Market Research from OCE IP Healthcare Simulation Training - Preliminary... Hanover Research, in a publication titled "Emerging Trends and Innovations in Health Sciences Education" (Nov 2022), supports the implementation of interprofessional education, and the inclusion of simulation.</p>
<p>Strategic Alignment How does the proposed program align with the institutional strategic plan (and other relevant strategic initiatives)?</p>	<p>The priorities within SHAPE Education with Purpose are fully aligned with the Team-based Collaborative Care Certificate. The SHAPE strategic plan emphasizes experiential learning, the strategic offering of hybrid and online learning, and encourages the leveraging of expertise in continuing education. SHAPE also includes "deliberate efforts to welcome and engage international students." Finally transformational impacts discussed in SHAPE are a "wider range of credentials and pathways into the University". The proposed microcredential incorporates all of those elements.</p> <p>The Team-based Collaborative Care Certificate utilizes the College of Health Sciences structure to bring together content experts in disciplinary and interprofessional spaces to offer programming that gives students practical experiences in teamwork and communication - competencies that are highly sought after by employers. SHAPE (page 19) refers to the new College structure as "an asset, enabling us to develop and deliver innovative programs that transcend disciplinary boundaries while building on our disciplinary strengths". The Team-based Collaborative Care Certificate embodies Education with Purpose by leveraging strengths within the College of Health Sciences to offer new interprofessional course offerings. The development of courses within the microcredential helps to invigorate our discussions about credit interprofessional offerings for students across the College of Health Sciences.</p>

<p>Resource Implications</p> <p>Identify the resource implications. Include a budget that clearly indicates overhead costs including admissions, registration, space, and program administration.</p>	<p>The cost of the development of the 10 courses in the Team-based Collaborative Care Certificate is funded through the GoA grant received by the College of Health Sciences. After development (and piloting of simulations), the certificate will be cost-recovery.</p> <p>The College of Health Sciences, as an administrative unit, will provide administrative/coordination support during the development and implementation of the courses within the Team-based Collaborative Care Certificate, in collaboration with the Interprofessional Curriculum Committee (which includes representatives from all programs offered in Faculties that are part of the College of Health Sciences). Course instructors will primarily be clinicians or other educators in the health sciences faculties (if they have capacity). Senior PhD students may also be considered for positions that support the delivery of the proposed courses (positions discussed below), contributing to funding for graduate students in a future guaranteed funding environment.</p> <p>Administrative/coordination support includes:</p> <ul style="list-style-type: none"> ● recruitment of content experts including those with lived experience to be content/course developers; and facilitation of development teams to create content ● the development and communication of a common template for all courses to developers ● course building within the LMS, in collaboration with developers ● support for developers for things like the procurement of equipment, connection with partners in other professions through development teams, eClass development and management, scheduling of simulations ● registration of learners, through the use of Destiny One, ensuring that learners from at least 2 professions are enrolled. We have discussed this with Online Education, and attended the March 1, 2024 Destiny One workshop. ● payment of content experts/course developers ● scheduling of space in HSERC for simulations ● support for students re: certificate enrollment/progression ● project oversight <p>Once developed, the delivery of the courses will use a cost-recovery model that will cover the costs of:</p> <ul style="list-style-type: none"> ● course facilitator. Each course will have one facilitator to help to manage student progress through the course; monitor and respond to questions on the discussion board; and grade assignments (if applicable). The facilitator will manage primarily the asynchronous parts of the course, and will liaise with the simulator coordinator throughout the course. The course facilitator will be paid on a per student basis.
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Course facilitators may be contract staff, thesis graduate students, clinicians.

- simulation co-ordinator. Each course will contain 3-4 hours of synchronous, normally in person activities. The simulation co-ordinator is the lead for the simulation and ensures organization and delivery of learning activities, often in collaboration with others (assistants, standardized patients). The simulation co-ordinator, during development and pilot-testing, will be funded through GoA grant. As we move into full implementation, funding for the simulation coordinator will be included in costs that are recovered through registration fees.
- standardized patients. Each simulation will require 1-3 standardized patients who will simulate patient roles. Standardized patient fee is \$50 per hour (plus any training required)
- Pre and post debrief leader and facilitator. This role may be filled by the simulation co-ordinator or the course facilitator but in many cases will be a separate instructor.

Proposed Fees

Course fees:

- Learning to Collaborate: Team Based Collaborative Care (a micro-course and fully asynchronous) - \$100
- \$250-300 per course for participants external to the University (course #2-10 on the course list). These courses are hybrid. The range of fees reflects the different staffing requirements for simulations in courses.
- \$150 per course for UAlberta recent graduates (within the past year)

This fee is similar to other microcredentials at the University of Alberta where the fee is \$250-350 (for example, [Continuing Professional Education | Faculty of Rehabilitation Medicine](#)). Courses that require more standardized patients or clinicians to appropriately staff will have higher fees than those that require less staffing (e.g., Course #1).

For internal UAlberta professional programs, a group rate can be discussed. Interest from at least 2 programs will be needed to appropriately address interprofessional competencies.

For external partners or groups, a group rate can be discussed.

Admissions. Interested students will apply to take the non-credit course (s). Each non-credit course will have well communicated learning objectives and target audience (i.e., professions) that will assist students in their course choices. The non-credit courses in this certificate do not have specific prerequisites but all students will take the introductory course before proceeding to other courses in the certificate.

	<p>Registrations will be processed using Destiny One, in collaboration with Online Education. The College website will be used to communicate information to learners, similar to that used for the Continuing Professional Education program in the Faculty of Rehabilitation Medicine.</p> <p>Program administration.</p> <p>The program will be administered through the Office of Education in the College of Health Sciences, as discussed above. At full capacity we expect 3-5 courses will be offered per term (Fall, Winter, Spring/Summer). Offerings will be in a predictable order and grouping to facilitate student planning.</p> <p>Courses will have both asynchronous (preparatory activities and reflection) and synchronous components (simulation and debrief). The Health Sciences Education and Research Commons (HSERC) will host the synchronous simulations associated with the Health Simulation Series. HSERC is a facility that is managed by the College of Health Sciences. Several faculties use the space for instructional activities. Outside groups use the exam space in HSERC for licensing exams. We know that the space is underutilized and plan that the courses in the Team-based Collaborative Care Certificate will increase regular usage of the facility by students across the College, and external health care professionals. There may be selected synchronous simulation sessions that are done via Zoom.</p>
<p>Consultation Describe internal and external consultations. Attach letters of support.</p>	<p>The Team-based Collaborative Care Certificate has been discussed regularly over the past year with the Interprofessional Education Curriculum group in the College of Health Sciences; a group that has representation from all programs in the College of Health Sciences. The group is starting to consider ways that the simulations in the Team-based Collaborative Care Certificate might inform credit learning opportunities for health sciences students. The Deans of the faculties in the Health Sciences have been frequently updated.</p> <p>The Online and Continuing Education group (Jessica Scott -Butt and Kristin Mulligan) have been regularly consulted in the development of this certificate. They are providing advice about learning management system templates that will ensure consistent formats across courses in the certificate and are helping to guide our work by providing information about student personas. Fully defining and understanding our student personas (those who will take the courses) informs marketing. We intend to be an early adopter of the new learning management system and will consult with Online and Continuing Education through development.</p>

	<p>We have consulted regularly with the Vice Provost Programs (Dr. Janice Causgrove Dunn) regarding this certificate and the governance pathway. Finance (Edith Finczak) has been consulted.</p> <p>As Alberta transitions to a single primary care organization (separate from Alberta Health Services, AHS), we will reach out to leaders in that new organization to provide information about educational opportunities for staff that are transitioning into primary care; staff that will benefit from interprofessional learning opportunities. Currently, the new primary health care organization is set to be established in Fall 2024 (link) We have reached out to the Primary Health Care Integration Network; that group provides a list of educational opportunities to AHS employees. Others in AHS, with specific links to continuing education, have been consulted.</p> <p>Most of the licensing organizations for health professionals in Alberta have dedicated information for professionals trained internationally (for example, Internationally Educated Physical Therapists CPTA; College of Registered Nurses of Alberta), and can help increase awareness of our available programming.</p>
<p>Indigenous Perspectives</p> <p>How does the proposed program align with the commitment to weave Indigenous knowledge systems, experiences and perspectives in all continuing professional education programs, as outlined in Braiding Past, Present and Future: The University of Alberta Indigenous Strategic Plan? Please consult with the Vice-Provost (Indigenous Programming and Research).</p>	<p>Dr. Manns (AD Education, College of Health Sciences) and Dr. Konoval (Interprofessional Health Instructor and Coordinator, CHS) met with Dr. Florence Glanfield (Vice Provost Indigenous Programming and Research) on a two occasions to discuss interdisciplinary health programming, including microcredential development. Conversations also included Megan Tipler (Indigenous Strategies Manager) and more recently Nella Sajlovic. We sought advice on the appropriate approach to simulations about issues around Indigenous Health, including simulations addressing implicit bias. For students enrolling in a certificate, it was suggested that we consider a mandatory course related to Indigenous Health or addressing implicit bias. We have incorporated that recommendation as discussed in the program description section.</p> <p>One of the primary programming goals stated in Braiding Past Present and Future includes the weaving of Indigenous worldviews, histories and perspectives into all of our programming including, continuing professional education (pg 52, 3.0). One course within the Team-based Collaborative Care Certificate specifically focuses on Indigenous Health, while several other incorporate scenarios where students will encounter some kind of implicit bias that they will be asked to discuss or respond to. People with lived experience have helped to develop these simulations, and they will be present during pilot testing of the simulations. With their guidance, and training of the facilitators, we will strive to offer safe learning spaces for students and continually evaluate the simulation experiences of students who take part.</p>

	Territorial land acknowledgements will be included on all learning management templates, and will be given verbally at the start of each synchronous learning session.
<p>Equity, Diversity and Inclusion Perspectives</p> <p>How does the proposed non-credit program align with the University of Alberta's commitment to the advancement of equity, diversity, inclusion, and accessibility (e.g., gender diversity, inclusion of persons experiencing disability, inclusion of racialized people/visible minorities, etc.)? Please refer to the Strategic Plan for EDI and consult with the Vice-Provost (Equity, Diversity and Inclusion) for guidance.</p>	<p>The College of Health Sciences has Strategic Initiatives Officers in EDI and in Indigenous Initiatives. They are available to provide ongoing advice related to this educational programming.</p> <p>Dr. Tim Konoval met with Dr. Evelyn Hamden in the last year to discuss the microcredential and to think about how learning in the Interprofessional Health Simulation Certificate may be supplemented by Module I: Foundations of Equity, Diversity, and Inclusion. The EDI resources available through the learning modules will be made available to students. Dr. Hamden connected us with possible content developers in the area of social justice.</p> <p>Working with content developers who have lived experience has been critical to the development of courses - in particular those related to Indigenous Health, Sexuality, and Social justice. Developers with lived experience have agreed to advise during the pilot testing of simulations to help to ensure safe learning spaces for students, standardized patients and instructors. As a result of partnerships with people with lived experience, courses about gender diversity, disability, weight bias, and Indigenous Health have been included. Those courses in particular will need careful and continuous evaluation in collaboration with those with lived experiences.</p>

Microcredential development follows the principles in the University of Alberta Non Credit Programming [Framework](#) which provides guidance related to assessment, stackability, delivery mode and the number of hours of content. Within the course offerings in the Team-based Collaborative Care Certificate, there is one micro-course which contains 4-8 hours of content and is fully asynchronous, and 9 courses with 10-12 hours content. Each of the 9 courses will be hybrid with asynchronous and synchronous activities included in each. Synchronous simulations will incorporate the Health Care Simulation Standards of [Best Practice](#) which provide guidance related to simulation design, pre-briefing and debriefing, facilitation, and outcomes and objectives.

One micro-course (course 1), and 3 courses (selected from course #2-10), will stack into a certificate.

#	Name of Course	Course Description	Learning objectives
1	Learning to Collaborate: Interprofessional Team Based Collaborative Care	<p>An introduction to the competencies that underpin interprofessional team-based care including team functioning, team communication, relationship focused care, collaborative leadership, management/navigation of disagreements, and role clarification and negotiation. Best practices in simulation will be discussed with the goal of providing students with an understanding of what to expect in simulation learning activities.</p> <p>All learners will be required to take Micro-course 1 as part of the certificate and as a prerequisite to enrolling in other courses within the certificate.</p> <p>**note: Course #1 is a micro-course and fully asynchronous</p>	<ul style="list-style-type: none"> ● Identify and explain the significance of Interprofessional competencies for healthcare professionals ● Explain the components of simulation-based learning.
2	Implementing an Interprofessional Harm Reduction Approach	<p>Students completing this course will learn a contemporary approach to harm reduction. They will apply their learning through simulation based activities with Interprofessional teams.</p>	<ul style="list-style-type: none"> ● Apply an interprofessional harm reduction approach in healthcare and community settings ● Demonstrate the ability to administer naloxone

3	Addressing Anti-Indigenous Bias in Healthcare	This course will critically examine structural racism in the Canadian healthcare system. Students will work in Interprofessional teams to learn and practice strategies to address anti-Indigenous bias, underpinned by cultural competence and Indigenous ways of knowing health.	<ul style="list-style-type: none"> ● Recognize and unlearn Indigenous-specific racism embedded in healthcare settings ● Respond to calls for reconciliation by engaging in culturally competent health practitioner practices
4	Planning for Disaster: An Interprofessional Approach	This course will prepare Interprofessional student teams with the knowledge and capacities to effectively respond, react and recover to disastrous events. Students will learn strategies that will enable them to actively participate in a number of emergency events and conditions.	<ul style="list-style-type: none"> ● To understand and apply the disaster management cycle and the prevention/mitigation, preparedness, response, and recovery phases. ● To clarify roles and responsibilities of key personnel and adapt to the evolving needs of disasters and emergencies. ● To collaborate and communicate with others within and outside of the health system to improve health and social outcomes across the disaster management cycle.
5	Decolonizing Sexuality: Creating Safer Spaces for Sexually Diverse Indigenous People	This course will highlight the systemic and interpersonal issues faced by Two-Spirit and Trans individuals within the healthcare systems. Students will have the opportunity to explore safer ways of addressing systemic problems in healthcare, as well as improve the language and culture around meeting the needs of Two-Spirit and Trans Indigenous people.	<ul style="list-style-type: none"> ● Recognize the colonial imposition of binary gender identities on Indigenous peoples and its impact on health ● Practice articulating ways to modify your space and practice to make it more inclusive and safer for 2S/LGBTQIA+ people
6	A Social Justice Approach to Healthcare	This course will help student learners understand systemic issues, promoting diversity, and implement strategies for Social Justice and Equity, Diversity, and	<ul style="list-style-type: none"> ● Learn essential skills for engaging in ongoing social justice approach to your work

		Inclusion (EDI). Explore key concepts, take part in meaningful discussions, and engage in an interprofessional simulation to develop practical skills to foster a more inclusive and just environment.	<ul style="list-style-type: none"> Empower yourself and others to contribute to creating a more equitable and socially just community.
7	A patient's journey through the health system (Case #1 Kidney Failure)	This course will be based on a patient's story; their health journey. The story will cross settings/context (e.g., emergency department, rehabilitation hospital, community settings) and include collaborative roles for several professions	<ul style="list-style-type: none"> Explain relevant background knowledge specific to kidney failure (for eg. blood test results, dietary recommendation), for application in simulation activities Identify, discuss and negotiate professional roles at various parts of a person's health journey Apply team communication, team functioning and team disagreement processing competencies in authentic clinical situations.
8	A patient's journey through the health system (Case #2 Obesity)	This course will be based on a patient's story; their health journey. The story will cross settings/contexts (e.g., emergency department, rehabilitation hospital, community settings) and include collaborative roles for several professions	<ul style="list-style-type: none"> Explain relevant background knowledge specific to obesity (for eg. use bariatric equipment in health care, weight bias), for application in simulation activities Identify, discuss and negotiate professional roles at various parts of a person's health journey Apply team communication, team functioning and team disagreement processing competencies in authentic clinical situations.
9	A patient's journey through the health system (Case #3 Spinal Cord Injury)	This course will be based on a patient's story; their health journey. The story will cross settings/contexts (e.g., emergency department, rehabilitation hospital,	<ul style="list-style-type: none"> Explain relevant background knowledge specific to spinal cord injury (for eg.accessibility to health

		<p>community settings) and include collaborative roles for several professions</p>	<p>care; critical disability theory), for application in simulation activities</p> <ul style="list-style-type: none"> ● Identify, discuss and negotiate professional roles at various parts of a person's health journey ● Apply team communication, team functioning and team disagreement processing competencies in authentic clinical situations.
<p>10</p>	<p>Holistic Patient Centered Care: Partnering with Caregivers</p>	<p>This course will use simulation experiences to provide an overview of patient centered care with emphasis on including the caregiver's voice. Students will take part in a simulation experience where they will learn a comprehensive approach for caring for a fallen patient.</p>	<ul style="list-style-type: none"> ● Understand the role caregivers play in the implementation of high-quality patient centered care ● Learn how to manage a patient fall

Learning Outcomes - Team Based Collaborative Care Certificate - Master List

The [CIHC Interprofessional Competency Framework \(2023\)](#) will be used to structure our learning outcomes, and the micro-courses. The competency framework has been refreshed in 2023. The 6 domains are defined and have descriptors associated with them. The descriptors will be used to develop and define learning objectives. Learning outcomes taken directly from the descriptors are indicated with an **.

Learning outcomes by competency:

1. Collaborative Relationship-Focused Care/Services
 - a. Establish and maintain purposeful relationships between all those involved with care/services
 - b. Demonstrate empathy through active listening
 - c. Appraise and ask appropriate questions to guide patients and families during collaborative goal setting
2. Team communication (NOTE: All simulations will have a team meeting component to them, to address team functioning and communication competencies)
 - a. Demonstrate the ability to listen to others
 - b. Demonstrate effective communication strategies, including the use of shared language and the avoidance of jargon, to ensure clear and standardized information exchange**
 - c. Demonstrate the ability to implement processes to structure and organize information transmission to improve understanding and fidelity of message (e.g., SBAR)**
3. Collaborative Leadership
 - a. Establish and maintain an ongoing sharing of leadership, accountability and collaborative practice **
 - b. Facilitate effective team processes for shared decision making
 - c. Apply collaborative decision-making principles to continuously improve team processes and outcomes
4. Role clarification and negotiation
 - a. Demonstrate curiosity to seek to understand the knowledge, skills, expertise, and values of other team members including persons participating in or receiving care/service**
 - b. Compare and contrast the roles for selected health professions in a collaborative setting (related to Clarify their own role and that of others in a specific context; recognize and respect the diversity of other health and social care roles, responsibilities, and competencies**)
 - c. Examine the roles of other health professionals and discuss areas of shared responsibility to recognize and navigate the fluidity of roles**
5. Team functioning (NOTE: All simulations will have a team meeting component to them, to address team functioning and communication competencies)

- a. Describe roles and processes important for team development and respect the impact of high interdependencies on complex decision-making
 - b. Create and nurture a team environment that respects and applies principles of equity, diversity, inclusion, and accessibility**.
 - c. Negotiate a shared common purpose throughout the interprofessional team that considers varying perspectives
6. Team disagreements processing
- a. Acknowledge, recognize and value the potential positive nature of tensions, disagreement and conflicts in a team
 - b. Demonstrate and apply good team functioning practices/processes to address disagreement to prevent unresolved conflict
 - c. Effectively work to address and resolve disagreements, including analyzing the causes of disagreement and working together to reach an acceptable cooperative solution

**Learning outcome from the descriptors in the [CIHC Interprofessional Competency Framework \(2023\)](#).

IPE Healthcare Training

- Post Secondary Scan -

Summary:

Interprofessional Healthcare Simulation Training with a Continuing Education focus is not readily found within the Canadian nor US Post Secondary systems. However, there are a number of players (PSI's and Organizations) who are in the IP Healthcare Simulation space in one form or another within the Canadian and US markets. The essence and objective of IP Health Simulation training remain consistent, aiming to facilitate participants' learning together, from one another, and about each other, ultimately fostering enhanced interprofessional collaborative practice.

Based on the preliminary findings the following is evident;

- Some institutions have been in the IP Health Simulation training space for quite some time
 - Harvard – 1993
 - UBC – 2014 (ended in 2020)
- Most institutions focus on the delivery of training to students
 - UofT / UofC / McGill / Waterloo
- Some institutions include faculty and students together in their delivery
 - University of Texas
- Some Institutions include corporate training as part of their IP Healthcare Simulation services
 - NorQuest
- Some Institutions provide training on how to develop IP Healthcare Simulations
 - NAIT / University of Washington
- Some Institutions offer open enrolment (CE style courses) related to IP Healthcare
 - Canadian Career College
 - Arizona State University
- Some organizations offer Interprofessional Continuing Education opportunities
 - American Psychological Association

CANADA

UBC

[Interprofessional Continuing Education](#)

It appears that UBC at one time had an Interprofessional Continuing Education unit that was fairly active between 2014 – 2020 by offering [annual conferences](#) & [webcasts](#) around a specific theme which were then recognized as equivalent [Continuing Education Units](#) by various accrediting bodies. The unit stopped offering it's programming in 2020.

Canadian Career College

[Interprofessional Collaboration \(IPC\) for Health Providers Online Learning Module](#)

CTS Canadian Career College are partnering with several institutions across Canada to offer an online interprofessional collaboration (IPC) course for students studying health sciences. Students will be provided the opportunity to experience team- and case-based approaches to master effective interprofessional collaboration. Research findings indicate the need for strong interprofessional collaboration and teamwork to enhance health outcomes for patients.

NAIT

[IPHE301 - Simulation Technologist Operations](#)

Course Overview

Healthcare simulation allows the acquisition of clinical skills through deliberate practice in a controlled environment. Upon successful completion of this course you will be able to design, implement, and support healthcare simulation exercises. Simulation tools serve as an alternative to real patients and is an environment where you can make mistakes and learn from them without the fear of harming your patient. At the end of this course you will have the knowledge needed to create immersive simulations using a variety of modalities, design theories, and ethical principles. You will be able to describe the use of various technologies and implement troubleshooting skills required to effectively support a simulation program. At the end of this course you will also be able to describe the interprofessional communication skills, ethical principles, and leadership qualities required to be an successful simulation technologist.

NorQuest College

[Olson Centre for Health Simulation](#)

The Olson Centre for Health Simulation supports workforce readiness through the integration of applied critical thinking, competencies, and knowledge to prepare front-line professionals for Alberta and beyond.

Our simulation services include:

- external consultations and custom building
- corporate training opportunities
- virtual reality and technology support
- Virtual Dementia Tour

The Olson Centre for Health Simulation provides simulation training and support services for programs within the Faculty of Health Studies and the Faculty of Arts and Sciences.

UofC

[Staff Interdisciplinary Simulation Program](#)

The Staff Interdisciplinary Simulation Program is a weekly simulation program that runs Sept – June of each academic year. The three hour sessions are run, in-situ, at the four Emergency Departments in Calgary. Simulation teams include two staff Emergency Medicine physicians, four Emergency Medicine nurses and 1-2 Respiratory therapists. Our colleagues in Pharmacy are also included in our team, when available. The sessions focus on team work and communication skills, practicing procedures in real time and working through complex patient presentations. The team is exposed to critical care scenarios, to refine their skills they need for their daily Emergency Medicine practice. Sessions are approved by both the CCFP and FRCP Emergency Medicine governing bodies and are eligible for CME credit. This program has been running since 2011 with over 350 sessions completed.

UofT

[IPE Foundational Learning Activities](#)

This introductory learning activity powerfully brings together the entire incoming cohort of health science students in striking Convocation Hall. As a part of the activity, faculty members demonstrate different ways in which healthcare teams can deliver interprofessional care. Students also hear the account of a patient's/client's journey through the healthcare system, giving them the opportunity to reflect on the healthcare profession they have chosen as well as how they can be vital members of an interprofessional team.

McGill

[Office of Interprofessional Education](#)

IPEA 500/501/502/503

IPE courses bring together students from the health professions: Genetic Counselling, Dentistry, Dietetics, Medicine, Nursing, Occupational Therapy, Physical Therapy, Speech-Language Pathology and Social Work in an active learning experience. The sessions are facilitated by academic and clinical faculty within the Faculty of Medicine and Health Sciences, the School of Social Work, the School of Human Nutrition and the McGill affiliated health care institutions.

Waterloo

[Waterloo Pharmacy IPE](#)

Our goal is to provide pharmacy students with opportunities to learn with, from, and about other health care professionals and students. In doing this, we hope to prepare students for interprofessional collaboration resulting in improving patient outcomes. Pharmacy IPE leverages the University of

Waterloo and the School of Pharmacy's core strength in innovative experiential programming to deliver unique IPE experiences to students.

[Interprofessional Education Day – Simulation](#)

Each March, University of Waterloo health-care students travel to London for Interprofessional Education Day, an event that brings students together to learn with, from and about each other. The goal is to prepare health-care providers for truly collaborative practice across professions.

UNITED STATES

Arizona State University

[CAIPER \(Centre for Advanced Interprofessional Practice, Education and Research\)](#)

CAIPER reimagines teamwork and collaboration to transform healthcare. We provide evidence-based strategies, training and education to increase understanding of team collaboration and its impact on healthcare.

Our Trainings - Engaging, convening, and co-creating robust interprofessional learning opportunities for individuals and teams across all stages of academic and professional development.

Focus on:

- Students and Professions in the field
- CEU credits available on completion.

University of Texas

[Centre for Health IPE](#)

The Center for Health Interprofessional Practice and Education brings students, faculty, and practitioners across health professions together to strengthen interprofessional collaborative practice and team-based care. We work across programs, schools, and institutions to advance team-based learning and promote IPE core competencies through courses, simulations, trainings, workshops, events, research, and scholarship. Explore the various ways we can collaborate here.

Harvard

[Centre for Medical Simulation](#)

Founded in 1993, CMS was one of the world's first healthcare simulation centers. Two decades of simulation training to improve quality of care later, CMS continues to be a global leader in the field.

Simulation training at CMS gives healthcare providers a new and enlightening perspective on how to handle real medical situations. Through high-fidelity scenarios that simulate genuine crisis management situations, the CMS experience can open new chapters in the level of healthcare quality that participants provide.

At CMS the focus is on communication, collaboration and crisis management in order to develop skills and teamwork behaviors that are best learned actively under realistic conditions. Since it first opened in 1993, CMS has run over two thousand courses and trained thousands of participants using its innovative and challenging scenarios. We are proud to feature:

- A multidisciplinary, expert staff, affiliated with some of the world's most well-known and well-respected hospitals, medical universities and colleges
- Exceptionally high-quality and innovative programs in full-environment facilities
- A breadth of course offerings

University of Washington

[Centre for Health Sciences Interprofessional Education Research and Practice](#)

Our online training and interprofessional education and collaborative practice resources include a variety of tools, online lessons/modules and curricula co-developed by UW faculty, staff, and collaborators from our community and other institutions.

Resources include:

Classroom-based IPE curricula and toolkits for health sciences students, advanced practice trainees and IPE educators, including our Ambulatory Care Nursing Toolkit, Heart Failure Care Management Modules and a series of Point of Care Ultrasound Training Modules.

Toolkits and online training for practicing healthcare professionals, including our Interprofessional Preceptor Training Modules and a Structured Interprofessional Bedside Rounds (SIBR) Toolkit.

Interprofessional Simulation Training Toolkit with curricula, facilitator guides and simulation scenarios, as well as online Teaching with Simulation Lessons for simulation educators.

Team training resources for interdisciplinary clinical researchers and faculty, including an Interprofessional Team Writing Toolkit and Appointment, Promotion and Tenure (APT) Toolkit.

American Psychological Association

[Interprofessional Continuing Education](#)

APA's Center for Interprofessional Training and Education is pleased to offer continuing education that supports effective interprofessional collaboration and intervention across a wide array of workplace settings. Interprofessional skills emphasize interdisciplinary coordination and collaboration in support of a team-based approach to integrated care. These interprofessional programs draw from, and contribute to, the professional development of physicians, psychologists, nurses, social workers, and other health

care professionals who are seeking to expand their skills and improve their outcomes within the rapidly developing world of integrated care. All programs offer CE credit.