
The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, June 20, 2024 meeting:

Agenda Title: **Faculty of Graduate and Postdoctoral Studies Graduate Admission Regulation**

CARRIED MOTION:

That GFC Programs Committee approves the policy and calendar changes regarding Conditional Admissions for graduate students, as included, for implementation upon final approval.

Final Item: 5.

Agenda Title: **Faculty of Pharmacy & Pharmaceutical Sciences: Proposed Changes to Doctor of Pharmacy Requirements**

CARRIED MOTION:

THAT the GFC Programs Committee approve the attached calendar changes from the Faculty of Pharmacy and Pharmaceutical Sciences pertaining to the PharmD admissions process and requirements as amended for implementation in the 2025-2026 University Calendar.

Final Item: 6.

Agenda Title: **Faculty of Medicine & Dentistry: Proposed Course Designator for Bachelor of Biomedicine Dual Degree**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator (AIB), new courses and program requirements for the new Bachelor of Biomedicine Program and courses set forth in attachment 1, as submitted by the Faculty of Medicine and Dentistry.

Final Item: 7.

Agenda Title: **Faculty of Nursing: Suspension of Registered Psychiatric Nurse to Bachelor of Science in Nursing Program**

CARRIED MOTION:

THAT the General Faculties Council (GFC) Programs Committee approve, with delegated authority from GFC, the suspension of admissions to the Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program) from the Faculty of Nursing, to take effect July 1, 2024.

Final Item: 8.

Agenda Title: **Office of the Registrar: English as Primary Language of Instruction**

CARRIED MOTION:

That the GFC Programs Committee approve the changes to the Language Proficiency Requirements in the Calendar to clarify the primary languages of instruction and assessment.

Final Item: 9.

Agenda Title: **Faculty of Arts : Minors in Agricultural Food Policy and Global Health; Clothing, Textiles and Material Culture; Environmental Policy; and Family Science**

CARRIED MOTION:

THAT the GFC Programs Committee, with delegated authority from General Faculties Council, approve the proposed Minors in Agricultural Food Policy and Global Health; Clothing, Textiles and Material Culture; Environmental Policy; and Family Science, as proposed by the Faculty of Arts, for inclusion in the 2025-2026 University Calendar.

Final Item: 10.

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FINAL ITEM NO. 4

Decision **Discussion** **Information**

ITEM OBJECTIVE: To approve course, minor program, and minor regulations changes for the Faculties of Arts, Augustana, Business, Campus Saint-Jean, Education, Engineering, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and School of Public Health.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached submissions from the Faculties of Arts, Augustana, Business, Campus Saint-Jean, Education, Engineering, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and School of Public Health.

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.

See individual item for Faculty Council approval information.

Supporting Materials:

Attachments:

1. Arts
2. Augustana
3. Business
4. Campus Saint-Jean
5. Education
6. Engineering
7. Medicine and Dentistry
8. Nursing
9. Pharmacy and Pharmaceutical Sciences
10. Rehabilitation Medicine
11. School of Public Health

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
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

These changes to the Bachelor of Management are driven by the need to ensure the long-term sustainability of the program which has faced the departure and retirement of three faculty members in the past three years. The changes to the program maintain a strong foundation in business economics and management while allowing students greater flexibility to choose from a diverse suite of economics and management courses.

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

Bachelor of Management [Augustana]

Overview

The four year Bachelor of Management (BMgt) degree consists of 120 units in arts, science and professional (see Classification of Courses) including up to 72 units in the Management program and the credits required for the Foundation and Knowledge components of the Augustana Core. Because of the possibility of overlap between the credits required for portions of the Augustana Core and those required for the Management program, a student may also include options or an optional minor as follows:

Management Program:

See below for details on the Management Foundation, Economics Foundation, Stream, and Supporting course requirements of the Management program.

The Augustana Core: Foundation 15 units

The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

The Augustana Core: Knowledge 21 units

The 21 units in Breadth of Knowledge requirements consist of three different categories:

- 9 units in Fine Arts and Humanities (students must complete at least 3 units in each area)
- 6 units in Science
- 6 units in Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the

Bachelor of Management [Augustana]

Overview

The four year Bachelor of Management (BMgt) degree consists of 120 units in arts, science and professional (see Classification of Courses) including up to 72 units in the Management and Business Economics major and the credits required for the Foundation and Knowledge components of the Augustana Core. Because of the possibility of overlap between the credits required for portions of the Augustana Core and those required for the Management program, a student may also include options or an optional minor as follows:

Management and Business Economics Major:

See below for details on the Management and Economics Foundation, Stream, and Supporting course requirements of the Management program.

The Augustana Core: Foundation 15 units

The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

The Augustana Core: Knowledge 21 units

The 21 units in Breadth of Knowledge requirements consist of three different categories:

- 9 units in Fine Arts and Humanities (students must complete at least 3 units in each area)
- 6 units in Science
- 6 units in Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the

Augustana Core; that is, a total of 36 different units must be earned to fulfill these requirements.

Optional minor:

A minimum of 18 units in one discipline or approved interdisciplinary area, including at least 12 units at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.

Options:

0-21 units (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice.

Residence Requirements

Students registered in a Bachelor of Management ~~program~~ must complete at least 60 units offered by the Augustana Faculty, at least 54 units of which must be at the senior level. However,

1. Language or other study abroad may, with special permission of the Associate Dean, Academic, count toward the residency requirement.
2. An exception to this requirement may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Management degree in fewer than 60 units. Normally in such cases at least the final 45 units must be completed at Augustana.

Note: Students transferring into this degree program within the framework of a Faculty-approved transfer agreement must complete 60 units of the final credits of their degree program with credits offered by the Augustana Faculty.

Management Program Requirements

See Augustana Faculty for Admission Requirements

27 units in Management Foundation

- AUACC 311 - Introductory Accounting
- AUACC 322 - Managerial Accounting
- AUMGT 100 - Introduction to Business

Augustana Core; that is, a total of 36 different units must be earned to fulfill these requirements.

Optional minor:

A minimum of 18 units in one discipline or approved interdisciplinary area, including at least 12 units at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.

Options:

0-21 units (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice.

Residence Requirements

Students registered in a Bachelor of Management degree must complete at least 60 units offered by the Augustana Faculty, at least 54 units of which must be at the senior level. However,

1. Language or other study abroad may, with special permission of the Associate Dean, Academic, count toward the residency requirement.
2. An exception to this requirement may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Management degree in fewer than 60 units. Normally in such cases at least the final 45 units must be completed at Augustana.

Note: Students transferring into this degree program within the framework of a Faculty-approved transfer agreement must complete 60 units of the final credits of their degree program with credits offered by the Augustana Faculty.

Management and Business Economics Major Requirements

See Augustana Faculty for Admission Requirements

33 units in Management and Economics Foundation

- AUACC 311 - Introductory Accounting

- AUMGT 200 - Introduction to Management
- AUMGT 310 - Corporate Finance
- ~~AUMGT 320 - Business Law~~
- AUMGT 330 - Introduction to Marketing
- ~~AUMGT 340 - Organizational Behaviour~~
- AUMGT 490 - Business Policy and Strategy

9 units in Economics Foundation

- AUECO 101 - Introduction to Microeconomics
- AUECO 102 - Introduction to Macroeconomics
- AUECO 480 - Ethics in Economics and Business

Students will choose either the Management General Stream or the Business Economics Stream:

Management General Stream:

9 units additional in Management Foundation

- ~~AUMGT 345 - Organizational Theory~~
- ~~AUMGT 350 - Entrepreneurship~~
- ~~AUMGT 370 - Organizational Research Methods~~

15 units in Elective courses

- ~~12 units in Management or Economics at the 300 or 400 level.~~
- ~~an additional 3 units in Management or Economics at the senior level.~~

12 units in Supporting Courses

- ~~AUENG 102 - Critical Reading, Critical Writing~~
- ~~AUMAT 110 - Elementary Calculus I OR AUMAT 116 - Calculus Concepts and Modelling~~
- ~~AUPHI 260 - Ethics~~
- ~~AUSTA 153 - Introductory Applied Statistics~~

Management Business Economics Stream:

6 units in additional in Economics Foundation

- AUACC 322 - Managerial Accounting
- AUECO 101 - Introduction to Microeconomics
- AUECO 102 - Introduction to Macroeconomics
- AUECO 480 - Ethics in Economics and Business
- AUMGT 100 - Introduction to Business
- AUMGT 200 - Introduction to Management
- AUMGT 310 - Corporate Finance
- ~~AUMGT 370 - Organizational Research Methods~~
- AUMGT 330 - Introduction to Marketing
- AUMGT 490 - Business Policy and Strategy

9 Additional Senior-level units from

- ~~AUECO 203 - Intermediate Microeconomic Analysis I~~
- ~~AUECO 204 - Intermediate Macroeconomic Analysis I~~
- ~~AUMGT 320 - Business Law~~
- ~~AUMGT 340 - Organizational Behaviour~~
- ~~AUMGT 345 - Organizational Theory~~
- ~~AUMGT 350 - Entrepreneurship~~
- ~~AUMGT 380 - Selected Topics in Management~~
- ~~AUMGT 381 - Selected Topics in Management~~

6 units in Elective courses

- ~~6 additional units in Management or Economics at the senior level.~~

3 units of Experiential Learning from

- ~~AUCSL 100 - An Introduction to Community Engagement~~
- ~~AUCSL 350 - Selected Topics in Community Service-Learning~~
- ~~AUCSL 360 - Community Service-Learning Practicum~~
- ~~AUCSL 361 - Community Service-Learning Practicum~~
- ~~AUCSL 480 - Directed Study in Community Service-Learning~~
- ~~AUECO 254 - India Tour~~
- ~~AUECO 356 - China Tour: Experiencing Development and Change~~
- ~~AUIDS 292 - Integrative Studies (Cuba Program)~~
- ~~AUMGT 399 - Management Internship~~

<ul style="list-style-type: none"> ● <u>AUECO 203 - Intermediate Microeconomic Analysis I</u> ● <u>AUECO 204 - Intermediate Macroeconomic Analysis I</u> <p>18 units in Elective courses</p> <ul style="list-style-type: none"> ● <u>9 additional senior credits in Economics, of which 3 units may be at the 200-level.</u> ● <u>9 additional senior credits in Economics or Management at the 300- or 400-level.</u> <p>6 units in Supporting Courses</p> <ul style="list-style-type: none"> ● <u>AUMAT 110 - Elementary Calculus I OR AUMAT 116 - Calculus Concepts and Modelling</u> ● <u>AUSTA 153 - Introductory Applied Statistics</u> 	<ul style="list-style-type: none"> ● <u>AUPOL 248 - Model United Nations/International Organization</u> ● <u>AUPOL 348 - Model United Nations/International Organization</u> <p>18 units in Supporting Courses</p> <ul style="list-style-type: none"> ● <u>AUENG 102 - Critical Reading, Critical Writing</u> ● <u>AUMAT 116 - Calculus Concepts and Modelling OR AUMAT 120 - Linear Algebra</u> ● <u>AUPHI 260 - Ethics OR AUREL 257 - Modern Ethics</u> ● <u>AUSTA 153 - Introductory Applied Statistics</u> ● <u>3 additional units in English</u> ● <u>3 units in Fine Arts from AUART, AUDRA or AUMUS</u>
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Reviewed/Approved by:

Augustana Faculty Council, March 1, 2024.

Augustana Curriculum Committee, February 13, 2024.

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 a minor change in prerequisites due to an error in a recent submission.

Course Template

Current: Removed language	Proposed: New language
Subject & Number: AUBIO 334 Title: Field Studies in Environmental Science and Ecology Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term Description: A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA 125 , AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).	Subject & Number: AUBIO 334 Title: Field Studies in Environmental Science and Ecology Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term Description: A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA 153 , AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).

<p>Subject & Number: AUENV 334</p> <p>Title: Field Studies in Environmental Science and Ecology</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description: A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA 125, AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).</p>	<p>Subject & Number: AUENV 334</p> <p>Title: Field Studies in Environmental Science and Ecology</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description: A 3-week field course that provides students an opportunity to develop skills in research and study design in the field of Environmental Science and Ecology. Students will spend much of the course at the Augustana Miquelon Lake Research Station to allow them to fully immerse themselves in their research projects, which could cover the range of ecology, botany, geography, environmental science, and/or environmental studies. Course content also includes instruction in key aspects of conservation biology and resource management. Prerequisites: One of AUSTA 153, AUSTA 213, AUSTA 215, and one of AUENV 218, AUENV 230, AUGEO 218 (2021), AUGEO 230 (2021), AUENV 252, AUBIO 253. Notes: Credit may be obtained for only one of AUBIO 334, AUENV 334 and AUGEO 334 (2021).</p>
<p>Subject & Number: AUSCI 330</p> <p>Title: History and Theory of Computing</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 History and models of computers including finite automata and Turing machines, computability, basics of formal languages, and complexity classes (P, NP, NP-complete). Prerequisite: AUCSC 111, or AUCSC 113 (2023) and AUSCI 135; and AUMAT 250. Note: Credit may be obtained for only one of AUMAT 355, AUCSC 315 and AUCSC 415 (2021).</p>	<p>Subject & Number: AUSCI 330</p> <p>Title: History and Theory of Computing</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 History and models of computers including finite automata and Turing machines, computability, basics of formal languages, and complexity classes (P, NP, NP-complete). Prerequisite: AUCSC 111, or AUCSC 113 (2023) or AUSCI 135; and AUMAT 250. Note: Credit may be obtained for only one of AUMAT 355, AUCSC 315 and AUCSC 415 (2021).</p>

Reviewed/Approved by:

REQUIRED: Augustana Faculty Council - November 3, 2023.

OPTIONAL: Augustana Curriculum Committee - October 25, 2023.

Faculty (& Department or Academic Unit):	Augustana Faculty
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 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

This revision to the Augustana Core, which entails replacing AUIDS 201 with a list of courses that meet the Collaborative Research Seminar portion of the Core, aims to respond to feedback the core committee received from students and instructors by achieving the following goals:

- Greater flexibility in terms of choice available to students
- Increased interest on the part of students to choose courses that align with their area of interest
- Potential increased enrollment in certain courses which are under-enrolled
- Increased perception of utility of course as they will now count towards major, core, and, potentially, transferable credits at an external faculty or institution

These changes will require no additional costs or faculty resources.

Calendar Copy

URL in current Calendar (or "New page")

BA: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55067

BEd Elementary: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=67908

BMgt: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55068

BMus: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55188

BSc: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55188

BSc/BEd: https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55070

Current Copy: Removed language

Proposed Copy: New language

Bachelor of Arts [Augustana]

Overview

The Bachelor of Arts degree consists of 120 units in arts and science, including at least 55 units in arts (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation 15 units

The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- ~~AUIDS 201 - Collaborative Learning~~
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes...]

Bachelor of Arts [Augustana]

Overview

The Bachelor of Arts degree consists of 120 units in arts and science, including at least 55 units in arts (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation 15 units

The Augustana Foundation requirement is met by the completion of the following courses:

- AUIDS 101 - First Year Seminar
- Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301.
 - AUART 260 – Selected Topics in Art History
 - AUCSC 220: Software Engineering
 - AUENG 206 – Indigenous Children’s Literature
 - AUENG 207 – Indigenous Storytelling
 - AUENG 260 – Animal Studies
 - AUDRA 230 – Acting
 - AUHIS 261: Canadian History, 1867 to the Present
 - AUPED 266 – Gender and Sport in Physical Activity
 - AUPED 290 – Studies in Leadership Theory
 - AUPOL 240 – Introduction to International Relations I
 - AUPOL 250 – From Dictatorships to Democracies
 - AUSCA 231 – Scandinavian Culture and Civilization
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

[...no further changes...]

Bachelor of Education in Elementary Education (Augustana/Education)

General Information Underlying Principles

The following principles underlie all teacher preparation programs:

Bachelor of Education in Elementary Education (Augustana/Education)

General Information Underlying Principles

The following principles underlie all teacher preparation programs:

<p><i>[...no changes until...]</i></p> <p>Augustana Core Foundation Courses (6 units)</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • AIDS 201 - Collaborative Learning <p><i>[...no further changes...]</i></p>	<p><i>[...no changes until...]</i></p> <p>Augustana Core Foundation Courses (6 units)</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AIDS 301. <ul style="list-style-type: none"> • AUART 260 – Selected Topics in Art History • AUCSC 220: Software Engineering • AUENG 206 – Indigenous Children’s Literature • AUENG 207 – Indigenous Storytelling • AUENG 260 – Animal Studies • AUDRA 230 – Acting • AUHIS 261: Canadian History, 1867 to the Present • AUPED 266 – Gender and Sport in Physical Activity • AUPED 290 – Studies in Leadership Theory • AUPOL 240 – Introduction to International Relations I • AUPOL 250 – From Dictatorships to Democracies • AUSCA 231 – Scandinavian Culture and Civilization <p><i>[...no further changes...]</i></p>
<p>Bachelor of Management [Augustana]</p> <p><i>[...no changes until...]</i></p> <p>The Augustana Core: Foundation 15 units The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • AIDS 201 - Collaborative Learning • AIDS 301 - Community Partnership Project • AIDS 401 - Advanced Integration Project <p><i>[...no further changes...]</i></p>	<p>Bachelor of Management [Augustana]</p> <p><i>[...no changes until...]</i></p> <p>The Augustana Core: Foundation 15 units The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AIDS 301. <ul style="list-style-type: none"> • AUART 260 – Selected Topics in Art History • AUCSC 220: Software Engineering • AUENG 206 – Indigenous Children’s Literature • AUENG 207 – Indigenous Storytelling • AUENG 260 – Animal Studies • AUDRA 230 – Acting • AUHIS 261: Canadian History, 1867 to the

	<p style="text-align: center;">Present</p> <ul style="list-style-type: none"> ● AUPED 266 – Gender and Sport in Physical Activity ● AUPED 290 – Studies in Leadership Theory ● AUPOL 240 – Introduction to International Relations I ● AUPOL 250 – From Dictatorships to Democracies ● AUSCA 231 – Scandinavian Culture and Civilization <ul style="list-style-type: none"> ● AUIDS 301 - Community Partnership Project ● AUIDS 401 - Advanced Integration Project <p><i>[...no further changes...]</i></p>
<p>Bachelor of Music [Augustana]</p> <p>Overview</p> <p>The Bachelor of Music program consists of 122 units in Performance-Based Pedagogy major, including 61 units of core music requirements, 31 units in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and 30 units of non-music requirements.</p> <p><i>[...no changes until...]</i></p> <p>Non-Music Requirements (30 units): The Augustana Core: 15 units</p> <p>The Augustana Core requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> ● AUIDS 101 - First Year Seminar ● AUIDS 201 - Collaborative Learning ● AUIDS 301 - Community Partnership Project ● AUIDS 401 - Advanced Integration Project <p>Note:</p> <p>All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.</p> <p><i>[...no further changes...]</i></p>	<p>Bachelor of Music [Augustana]</p> <p>Overview</p> <p>The Bachelor of Music program consists of 122 units in Performance-Based Pedagogy major, including 61 units of core music requirements, 31 units in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and 30 units of non-music requirements.</p> <p><i>[...no changes until...]</i></p> <p>Non-Music Requirements (30 units): The Augustana Core: 15 units</p> <p>The Augustana Core requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> ● AUIDS 101 - First Year Seminar ● Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AUIDS 301. <ul style="list-style-type: none"> ● AUART 260 – Selected Topics in Art History ● AUCSC 220: Software Engineering ● AUENG 206 – Indigenous Children’s Literature ● AUENG 207 – Indigenous Storytelling ● AUENG 260 – Animal Studies ● AUDRA 230 – Acting ● AUHIS 261: Canadian History, 1867 to the Present ● AUPED 266 – Gender and Sport in Physical Activity ● AUPED 290 – Studies in Leadership Theory ● AUPOL 240 – Introduction to International Relations I ● AUPOL 250 – From Dictatorships to

	<p>Democracies</p> <ul style="list-style-type: none"> • AUSCA 231 – Scandinavian Culture and Civilization • AIDS 301 - Community Partnership Project • AIDS 401 - Advanced Integration Project <p>Note: All students must complete AIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.</p> <p><i>[...no further changes...]</i></p>
<p>Bachelor of Science [Augustana]</p> <p>Overview</p> <p>The Bachelor of Science degree consists of 120 units in arts and science, including at least 66 units in science (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:</p> <p>The Augustana Core: Foundation 15 units</p> <p>The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • AIDS 201 - Collaborative Learning • AIDS 301 - Community Partnership Project • AIDS 401 - Advanced Integration Project <p><i>[...no further changes...]</i></p>	<p>Bachelor of Science [Augustana]</p> <p>Overview</p> <p>The Bachelor of Science degree consists of 120 units in arts and science, including at least 66 units in science (see Classification of Courses). The 120 units in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:</p> <p>The Augustana Core: Foundation 15 units</p> <p>The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AIDS 301. <ul style="list-style-type: none"> • AUART 260 – Selected Topics in Art History • AUCSC 220: Software Engineering • AUENG 206 – Indigenous Children’s Literature • AUENG 207 – Indigenous Storytelling • AUENG 260 – Animal Studies • AUDRA 230 – Acting • AUHIS 261: Canadian History, 1867 to the Present • AUPED 266 – Gender and Sport in Physical Activity • AUPED 290 – Studies in Leadership Theory • AUPOL 240 – Introduction to International Relations I • AUPOL 250 – From Dictatorships to Democracies • AUSCA 231 – Scandinavian Culture and Civilization

	<ul style="list-style-type: none"> • AIDS 301 - Community Partnership Project • AIDS 401 - Advanced Integration Project <p>[...no further changes...]</p>
<p>Bachelor of Science (Augustana) / Bachelor of Education in Secondary Education Combined Degrees Program [Augustana]</p> <p>General Information</p> <p>The Augustana Faculty and the Faculty of Education offer a combined degrees program that is more highly structured than the BSc followed by a BEd After-Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees sequentially, because it is designed to meet the minimum requirements of both degrees in five years. In addition, it must meet teacher certification requirements within this time frame.</p> <p>The program is normally completed in five years, three years in the Augustana Faculty and two years in the Faculty of Education.</p> <p>[...no changes until...]</p> <p>Core Requirements (33 units) Part A: The Augustana Core: Foundation (12 units)</p> <p>The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • AIDS 201 - Collaborative Learning • AIDS 301 - Community Partnership Project <p>Note:</p> <p>The courses that satisfy this requirement may not overlap with the Augustana Core: Knowledge requirements.</p> <p>[...no further changes...]</p>	<p>Bachelor of Science (Augustana) / Bachelor of Education in Secondary Education Combined Degrees Program [Augustana]</p> <p>General Information</p> <p>The Augustana Faculty and the Faculty of Education offer a combined degrees program that is more highly structured than the BSc followed by a BEd After-Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees sequentially, because it is designed to meet the minimum requirements of both degrees in five years. In addition, it must meet teacher certification requirements within this time frame.</p> <p>The program is normally completed in five years, three years in the Augustana Faculty and two years in the Faculty of Education.</p> <p>[...no changes until...]</p> <p>Core Requirements (33 units) Part A: The Augustana Core: Foundation (12 units)</p> <p>The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - First Year Seminar • <u>Students must complete one of the following courses to satisfy the 200-level Collaborative Research Seminar element of the core and to enroll in AIDS 301.</u> <ul style="list-style-type: none"> • <u>AUART 260 – Selected Topics in Art History</u> • <u>AUCSC 220: Software Engineering</u> • <u>AUENG 206 – Indigenous Children’s Literature</u> • <u>AUENG 207 – Indigenous Storytelling</u> • <u>AUENG 260 – Animal Studies</u> • <u>AUDRA 230 – Acting</u> • <u>AUHIS 261: Canadian History, 1867 to the Present</u> • <u>AUPED 266 – Gender and Sport in Physical Activity</u> • <u>AUPED 290 – Studies in Leadership Theory</u>

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| | <ul style="list-style-type: none">• <u>AUPOL 240 – Introduction to International Relations I</u>• <u>AUPOL 250 – From Dictatorships to Democracies</u>• <u>AUSCA 231 – Scandinavian Culture and Civilization</u>• AIDS 301 - Community Partnership Project |
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Note:

The courses that satisfy this requirement may not overlap with the Augustana Core: Knowledge requirements.

[...no further changes...]

Reviewed/Approved by:

Augustana Faculty Council, May 6, 2024
Augustana Curriculum Committee, March 12, 2024

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
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 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

Two AUENV courses need to be added to this list, indicating their classification as 'Science' courses for Augustana degree purposes.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13585#classification-of-courses	
Current Copy: Removed language	Proposed Copy: New language
<p>Classification of Courses In the determination of eligibility for an Augustana Faculty degree, courses are classified as follows:</p> <ol style="list-style-type: none"> 1. The following are classified as Science courses: <ol style="list-style-type: none"> a. all Biology (AUBIO). b. all Chemistry (AUCHE). c. Community Service-Learning (AUCSL) 361. d. all Computing Science (AUCSC). e. Economics AUECO 206, AUECO 311, AUECO 449. f. Environmental Studies AUENV 120, AUENV 201, AUENV 218, AUENV 220, AUENV 230, AUENV 231, AUENV 233, AUENV 234, AUENV 252, AUENV 301, AUENV 320, AUENV 324, AUENV 334, AUENV 335, AUENV 350, AUENV 351, AUENV 354, 	<p>Classification of Courses In the determination of eligibility for an Augustana Faculty degree, courses are classified as follows:</p> <ol style="list-style-type: none"> 2. The following are classified as Science courses: <ol style="list-style-type: none"> a. all Biology (AUBIO). b. all Chemistry (AUCHE). c. Community Service-Learning (AUCSL) 361. d. all Computing Science (AUCSC). e. Economics AUECO 206, AUECO 311, AUECO 449. f. Environmental Studies AUENV 120, AUENV 201, AUENV 218, AUENV 220, AUENV 230, AUENV 231, AUENV 233, AUENV 234, AUENV 252, AUENV 301, AUENV 320, AUENV 324, AUENV 331, AUENV 334, AUENV 335, AUENV 350, AUENV 351,

<p>AUENV 401, AUENV 420, AUENV 421, AUENV 425, AUENV 434, AUENV 459.</p> <p>g. Geography AUGEO 301, AUGEO 401</p> <p>h. Interdisciplinary Studies AUIDS 137, AUIDS 211.</p> <p>i. Management AUMGT 206.</p> <p>j. all Mathematics (AUMAT).</p> <p>k. Physical Education AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497.</p> <p>l. all Physics (AUPHY).</p> <p>m. Psychology (AUPSY) courses having odd numbers (last digit is 1, 3, 5, 7, or 9).</p> <p>n. all Science (AUSCI)</p> <p>o. all Statistics (AUSTA).</p> <p>[...no further changes...]</p>	<p>AUENV 354, AUENV 401, AUENV 420, AUENV 421, AUENV 425, AUENV 431, AUENV 434, AUENV 459.</p> <p>g. Geography AUGEO 301, AUGEO 401</p> <p>h. Interdisciplinary Studies AUIDS 137, AUIDS 211.</p> <p>i. Management AUMGT 206.</p> <p>j. all Mathematics (AUMAT).</p> <p>k. Physical Education AUPED 112, AUPED 215, AUPED 216, AUPED 232, AUPED 251, AUPED 314, AUPED 317, AUPED 343, AUPED 344, AUPED 374, AUPED 375, AUPED 393, AUPED 414, AUPED 497.</p> <p>l. all Physics (AUPHY).</p> <p>m. Psychology (AUPSY) courses having odd numbers (last digit is 1, 3, 5, 7, or 9).</p> <p>n. all Science (AUSCI)</p> <p>o. all Statistics (AUSTA).</p> <p>[...no further changes...]</p>
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Reviewed/Approved by:

Augustana Faculty Council, April 5, 2024
Augustana Curriculum Committee, March 12, 2024

Faculty (& Department or Academic Unit):	Alberta School of Business
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
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

New class designed to support the new Innovation Fund strategic initiative.

Course Template

Current: Removed language	Proposed: New language
Subject & Number	Subject & Number SEM 333
Title	Title Technology Ventures: Navigating Entrepreneurial Innovation and Growth
Course Career	Course Career Undergraduate
Units	Units 3
Approved Hours	Approved Hours 3-0-0
Fee index	Fee index 6
Faculty	Faculty Alberta School of Business
Department	Department Business
Typically Offered	Typically Offered either term
Description	Description In partnership with the University of Alberta Innovation Fund, this course explores the dynamic world of high-growth, technology ventures. Students will learn about the changing landscape of innovation ecosystems, discover how entrepreneurs develop entrepreneurial possibilities and effective teams and learn the foundational elements of how new ventures acquire resources to grow. The course is enriched with guests from the UAlberta innovation community and key industries like artificial intelligence, health, energy and agriculture. This introductory course is ideal for students interested in high-growth businesses, including backgrounds in the humanities, business, science, engineering and health.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 28, 2024.
OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	2025/2026

Rationale

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

We are removing BUS 202 as a course in its current form as it is no longer enrolling students. We are aiming to have this number available in the future .

Course Template

Current: Removed language	Proposed: New language
<p>BUS 202 – Introduction to Canadian Business for International Students</p> <p>Course Career Undergraduate Units 3 Approved Hours 2-0-1.5 Fee index 6 Faculty Business Department Business Typically Offered first term</p> <p>Description Provides students with an introduction to the Faculty of Business and the functional areas of business. Special emphasis is made on the Canadian business environment and the skills necessary to live and work in Canada. A Business Plan will be a central aspect of the course. Students improve research, communications, presentation, leadership and group skills. Open only to students in the Faculty of Business. Recommended only for International Students. Not open to students with credit in BUS 201.</p>	<p>Delete course</p>

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Alberta School of Business (Department of Finance)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	2025/2026

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

Formally FIN 488. This course has been taught as a special topics course with sections planned for the 2024/2025 academic year. Given the demand of this course and the expectation that this course is a key component of the Finance honors program, we would like to make this a permanent course.

Course Template

Current: Removed language	Proposed: New language
Subject & Number	Subject & Number FIN 452
Title	Title Financial, Analytics and Trading
Course Career	Course Career Undergraduate
Units	Units 3
Approved Hours	Approved Hours 3-0-0
Fee index	Fee index 6
Faculty	Faculty Business
Department	Department Department of Finance
Typically Offered	Typically Offered either term
Description	Description <div style="background-color: yellow; padding: 2px;"> This course is designed to apply strong analytical skills learned in FIN 450 and deploy them in real markets. Students will be immersed in the dynamic world of algorithmic trading and portfolio management, akin to a professional environment in hedge funds or active asset management. Prerequisite: FIN 450. FIN 440 is recommended. </div>

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	• Undergraduate
	• Graduate
For which term will this change take effect?	2024/2025

Rationale

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

The intent of this course prerequisite change is to ladder students through four courses that lead to the Certificate in Interdisciplinary Leadership Studies (CILS) by having students take INT D 101 “Inspired to Dream: Becoming a Leader” first, typically in their first year of university studies, then if they wish to continue on this path, this second course in the four-course series, “Inspired to Lead: Skills You Need”, typically taken in their second year.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number: INT D 207</p> <p>Title: Inspired to Lead: Skills You Need</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Business Typically Offered either term</p> <p>Description Students will learn about practical skills that are important to be successful in leadership across various organizational settings and situations. Reflection and self-development are key components of the course. Open to all students. No prerequisites. It is recommended that students have completed at least 30 units of course weight towards their degree prior to registering in this course.</p>	<p>Subject & Number: INT D 207</p> <p>Title: Inspired to Lead: Skills You Need</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Business Typically Offered either term</p> <p>Description Students will learn about practical skills that are important to be successful in leadership across various organizational settings and situations. Reflection and self-development are key components of the course. It is recommended that students have completed at least 30 units of course weight towards their degree prior to registering in this course. Prerequisite: INT D 101.</p>

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	• Undergraduate
	• Graduate
For which term will this change take effect?	2024/2025

Rationale

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

The intent of this course prerequisite change is to ladder students through four courses that lead to the Certificate in Interdisciplinary Leadership Studies (CILS) by having them take INT D 101 “Inspired to Dream: Becoming a Leader” first, typically in their first year of university studies, and then INT D 207 “Inspired to Lead: Skills You Need” (or 3 units in elective courses from the pre-approved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 200-level). The student will then be ready to take this third course in the four-course series “Inspired to Lead: Your Leadership Canvas” while in their third year of studies.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number: INT D 307</p> <p>Title: Inspired to Lead: Your Leadership Canvas</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Business Typically Offered either term</p> <p>Description Solving societal problems requires that leaders engage across many different domains, requiring them to understand multiple disciplines of thought. Students will examine leadership in public, private and non-governmental cases as well as their intersections. By the end of the course, students will have a strong understanding for their own personal leadership development path. Open to all students. No prerequisites. It is recommended that students have completed at least 60 units of course weight towards their degree prior to registering in this course.</p>	<p>Subject & Number: INT D 307</p> <p>Title: Inspired to Lead: Your Leadership Canvas</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Business Typically Offered either term</p> <p>Description Solving societal problems requires that leaders engage across many different domains, requiring them to understand multiple disciplines of thought. Students will examine leadership in public, private and non-governmental cases as well as their intersections. By the end of the course, students will have a strong understanding for their own personal leadership development path. It is recommended that students have completed at least 60 units of course weight towards their degree prior to registering in this course. Prerequisite: INT D 101 and INT D 207 (or equivalent from list of CILS pre-approved courses at the 200 level).</p>

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Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
Level of change: (choose one only) [?]	• Undergraduate
	• Graduate
For which term will this change take effect?	2024/2025

Rationale

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

The intent of this course prerequisite change is to ladder students through four courses that lead to the Certificate in Interdisciplinary Leadership Studies (CILS) by having them take INT D 101 “Inspired to Dream: Becoming a Leader” first, typically in their first year of university studies, then INT D 207 “Inspired to Lead: Skills You Need” (or 3 units in elective courses from the pre-approved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 200-level) in their second year of university studies, and then INT D 307 “Inspired to Lead: Your Leadership Canvas” while in their third year of studies. This fourth course in the four-course series will be the capstone of their CILS, or they may substitute an equivalent course from the list of CILS pre-approved courses at the 400 level. The course is restricted to students in their third and fourth years in order to preclude a student in their first or second years from taking the full set of four CILS courses early in their degree and therefore not benefitting from the structured and laddered sequencing of the four courses.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number: INT D 407</p> <p>Title: Workshop in Leadership</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Business Department Business Typically Offered either term</p> <p>Description Using experiential learning to build practical leadership skills that generalize across organizational settings, and ethical decision making under constraints (stress, time, financial). Leading, understanding, influencing, communicating and motivating others in organizations and teams. Topics may include vision, mission, values, leading change, managing teams, organizational culture management (recruiting, socializing,</p>	<p>Subject & Number: INT D 407</p> <p>Title: Inspired to Lead: Time to Practice</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Business Department Business Typically Offered either term</p> <p>Description Using experiential learning to build practical leadership skills that generalize across organizational settings, and ethical decision making under constraints (stress, time, financial). Leading, understanding, influencing, communicating and motivating others in organizations and teams. Topics may include vision, mission, values, leading change, managing teams, organizational culture management (recruiting, socializing,</p>

<p>rewarding), and working with boards. Prerequisite: INT D-301. Counts toward the Certificate in Interdisciplinary Leadership Studies offered by the School of Business in collaboration with the Peter Loughheed Leadership College. [Faculty of Business].</p>	<p>rewarding), and working with boards. Prerequisites: INT D 101, INT D 207 (or equivalent from list of CILS pre-approved courses at the 200 level), and INT D 307 (or equivalent from list of CILS pre-approved courses at the 300 level). Restricted to 3rd and 4th year students.</p>
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Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Alberta School of Business
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
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 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

Changes were made to align with the new Certificate framework.

The CIE is explicitly constructed to provide a very broad-based, trans-disciplinary approach to innovation and entrepreneurship that conceptualizes entrepreneurship as a set of skills and capacities that are important for everyone. This certificate is curated to not only create new ventures, but to develop social innovations and engage in emancipatory entrepreneurship – the breakdown of barriers and constraints to empower marginalized groups. As such, the curriculum is designed - especially in SEM 330 and the required capstone SEM 331 - to embrace EDI. Pedagogy includes examining bias across different marginalized groups (e.g., women, Black, Indigenous, and 2SLGBTQIA). The CIE also involves 9 faculties including the Faculty of Native Studies. Overall, the CIE provides an example of how pedagogical approaches can be designed reflecting the core principles of shape and resonance across the entire study body of the University of Alberta.

The courses were chosen based on consultation with Faculty Deans as well as Undergraduate Deans, and others are recommended. In addition, Faculty Deans provided letters of support for the CIE and its approach to courses and everything else.

Calendar Copy

URL in current Calendar (or "New page")	
Current Copy: Removed language	Proposed Copy: New language

General Information

The Certificate in Innovation and Entrepreneurship will provide undergraduate students formal recognition for the innovation and entrepreneurship knowledge that they have acquired and demonstrated over the course of their academic career. The certificate will indicate to employers that the student has an understanding of how innovative and entrepreneurial processes can be leveraged to enhance social and economic outcomes, complementing and extending their primary areas of expertise.

The Certificate in Innovation and Entrepreneurship is an embedded interdisciplinary certificate. The Faculty of Business is the administrative Unit for the Certificate. Students can earn the certificate while completing their undergraduate degree in one of the participating faculties offering courses that can be counted toward the certificate (ALES, Arts, Augustana, Business, Education, Engineering, Kinesiology, Sport and Recreation, Native Studies, and Science).

~~Normally the requirements for the Certificate in Innovation and Entrepreneurship can be completed as part of the requirements for a student's degree; however, in some cases, a student may need to take more than the minimum number of courses required for their degree program in order to qualify for both the degree and the certificate. The Certificate in Innovation and Entrepreneurship will be~~ available to undergraduate students who are enrolled in degree programs offered by participating Faculties.

Requirements

While completing the undergraduate program in their respective Faculties, students will be required to complete a minimum of 12 units from a list of designated courses. 6 units will come from the list of core courses, including 3 units in a required integrative projects course. This required integrative projects course will engage directly with key aspects of innovation and entrepreneurship and serve as the "capstone" experience for participating undergraduate

General Information

The Certificate in Innovation and Entrepreneurship will provide undergraduate students formal recognition for the innovation and entrepreneurship knowledge that they have acquired and demonstrated over the course of their academic career. The certificate will indicate to employers that the student has an understanding of how innovative and entrepreneurial processes can be leveraged to enhance social and economic outcomes, complementing and extending their primary areas of expertise.

The Certificate in Innovation and Entrepreneurship is an embedded interdisciplinary certificate. The Faculty of Business is the administrative Unit for the Certificate. Students can earn the certificate while completing their undergraduate degree in one of the participating faculties offering courses that can be counted toward the certificate (ALES, Arts, Augustana, Business, Education, Engineering, Kinesiology, Sport and Recreation, Native Studies, and Science).

Students may complete the certificate using primarily electives in their programs; there will be no more than 3 units overlap with required courses for any other credential (e.g. major, minor or certificate). The Certificate in Innovation and Entrepreneurship is available to undergraduate students who are enrolled in degree programs offered by participating Faculties.

Requirements

While completing the undergraduate program in their respective Faculties, students will be required to complete a minimum of 12 units from a list of designated courses. 6 units will come from the list of core courses, including 3 units in a required integrative projects course. This required integrative projects course will engage directly with key aspects of innovation and entrepreneurship and serve as the "capstone" experience for participating undergraduate students. In addition to these core courses, students will also be required to complete at least 6 units in electives.

students. In addition to these core courses, students will also be required to complete at least 6 units in electives.

Students will be asked to complete an “intention to complete the certificate” form available on the [University of Alberta eHUB website](#) and the [Faculty of Business website](#).

Application for the certificate is made to the [Faculty of Business Undergraduate Office](#) by February 1 for Spring Convocation and September 1 for Fall Convocation. At present, this certificate is not available to students who have already completed their degrees or who are not receiving a degree at the appropriate convocation.

Students may pursue the Certificate in Innovation and Entrepreneurship by fulfilling existing requirements for majors, minor or honors in their respective disciplines and by completing the following:

- 6 units in core courses from the preapproved list of academic courses listed by eHUB and the Faculty of Business.
- 6 units in elective courses from the preapproved list of academic courses by eHUB and the Faculty of Business

Notes

- A maximum of 3 units from any given course can be used for the certificate.
- No more than 3 of the 12 units may be transfer credits from other postsecondary institutions.
- The certificate will be awarded at the time the students earn their undergraduate degree.
- Must be enrolled in a major that is part of the participating Faculties.
- Students must be in good academic standing at the time they register for the certificate and they must maintain good academic standing as they pursue the certificate. Students must

Students will be asked to complete an “intention to complete the certificate” form available on the [University of Alberta eHUB Entrepreneurship Centre website](#).

Application for the certificate is made to the [eHUB Entrepreneurship Centre](#) by February 1 for Spring Convocation and September 1 for Fall Convocation. At present, this certificate is not available to students who have already completed their degrees or who are not receiving a degree at the appropriate convocation.

Students may pursue the Certificate in Innovation and Entrepreneurship by fulfilling existing requirements for majors, minor or honors in their respective disciplines and by completing the following:

- 6 units in core courses from the preapproved list of academic courses listed by eHUB and the Faculty of Business. [This can be found at the eHUB Entrepreneurship Centre](#).
- 6 units in elective courses from the preapproved list of academic courses by eHUB and the Faculty of Business. [This can be found at the eHUB Entrepreneurship Centre](#).

Notes

- A maximum of 3 units from any given course can be used for the certificate.
- No more than 3 of the 12 units may be transfer credits from other postsecondary institutions.
- [A maximum of 6 units at the 100-level is permitted for this certificate.](#)
- [A minimum of 6 units at the 300- or 400-level is required for this certificate](#)
- The certificate will be awarded at the time the students earn their undergraduate degree.
- Must be enrolled in a major that is part of the participating Faculties.
- Students must be in good academic standing at the time they register for the certificate and they must maintain good academic standing as they pursue the certificate. Students must

<p>maintain the minimum GPA for continuation in their respective programs.</p> <ul style="list-style-type: none"> • Students may enroll in this embedded certificate in any year of their undergraduate degree. However, students must complete a core course and two elective courses prior to registering for the final required core course - SEM 331 - Integrative Capstone in Innovation and Entrepreneurship. • In order to have the certificate awarded at graduation, students must have completed SEM 331. • No more than half of the course requirements taken for this certificate may overlap with courses taken for another certificate. • This Certificate is conceived as an interdisciplinary one, and at least one of the courses in the certificate should ideally be taken from a different Faculty. 	<p>maintain the minimum GPA for continuation in their respective programs.</p> <ul style="list-style-type: none"> • Students may enroll in this embedded certificate in any year of their undergraduate degree. However, students must complete a core course and two elective courses prior to registering for the final required core course - SEM 331 - Integrative Capstone in Innovation and Entrepreneurship. • In order to have the certificate awarded at graduation, students must have completed SEM 331. • This Certificate is conceived as an interdisciplinary one, and at least one of the courses in the certificate must be taken from a faculty different from the student's home faculty.
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Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024.

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Alberta School of Business (Undergraduate)
Contact Person:	Dr. Michelle Inness, Associate Dean Undergraduate
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 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

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 aim of these changes is to align with the New Certificate Framework and to create a four-year pathway through the Certificate in Interdisciplinary Leadership Studies courses so that students would typically take the introductory INT D 101 course in their first year, then either the INT D 207 course or an approved 200-level substitute in their second year, followed by either the INT D 307 course or an approved 300-level substitute in their third year, and finally the INT D 407 capstone course or an approved 400-level capstone substitute in their fourth year. With this pathway in place most students in courses would be at the same level in their leadership development.

For EDI, the CILS entryway required course INT D 101 is totally open for all first year students, no prerequisite to INT D 101. It satisfies Equity as it is open to all students at the UofA. It is an online course, so can be taken by students from many campuses and locations. Of 13 course modules, 10 are asynchronous. The other 3 are seminars that are taken in small groups by students signing up from many available options. Those seminars are then online synchronous, with students needing the basic tools of a computer and internet access. On Diversity, the course itself has multiple speakers coming from a variety of backgrounds and perspectives, varying on age, gender, indigeneity, and academic discipline. The aim of the course was to have each student be able to see themselves in one or more of the speakers. Course Directors have been female to date, though there will be males in this role in the future. On Inclusivity, INT D 101 course seminars are random mixes of students from many campuses and faculties, who are asked to work with each other in three online synchronous seminars as they are guided by two Teaching Assistants. Those assistants are trained to welcome input and discussion in the exploration of leadership discussion prompts. The three other INT D courses in the CILS are online, with more synchronous seminars and group work, and somewhat smaller enrollments. EDI is achieved by the second, third, and fourth year CILS courses by allowing students to substitute courses from 11 other faculties, as of 2024, with leadership content. This gives students choice in choosing to study in different formats, in-person and online, on different campuses, including Augustana and Faculté St. Jean, and with different audiences, for example Nursing, Pharmacy, Engineering, Arts, Business, ALES, and KSR.

Regarding Indigenous Initiatives, to date this has mostly been achieved in two ways. The first is the requirement that students must have completed an indigenous studies course by the time of their application for the embedded CILS. One way to achieve this is by completing the Coursera "Indigenous Canada" online course of 12 modules. This course can be completed completely online and asynchronously, with short unit multiple-choice tests to measure comprehension. A certificate is awarded at the end of the course. There is no charge for this course so it is totally accessible to all with a computer and internet access. Students may instead take Native Studies 201, a three credit course, or an equivalent course such as Aboriginal Studies 30 from the Alberta High School Curriculum, or NorQuest College Indigenous Studies I. Other equivalents may eventually be added. The second way that indigenous initiatives has been achieved in INT D 101 is by the inclusion of a number of indigenous speakers and presenters through the 10 online asynchronous modules. There is a significant presence of the indigenous ways of knowing in the INT D 101 course. For upper level courses there are three courses from the Faculty of Native Studies on the PLLC list of approved substitute courses that could count towards the CILS, namely NS 345 - Governance in Indigenous Nations, NS 420 - Partnership Strategies, and NS 445 - Community Development Process.

Regarding SHAPE, the CILS is designed for high enrolment, especially in the first year entry course, INT D 101 which is named "Inspired to Dream: Becoming a Leader". This course has run in Fall 2022, Winter 2023, Fall 2023, Winter 2024, with about 1000 students per offering. It will be offered to a smaller section in Spring 2024, then again in Fall 2024 and Winter 2025. The plan is that this course will be offered each term of the academic year, Summer-Fall-Winter-Spring, so that as the number of students at the UofA grows, according to the SHAPE plan, they will have easy access to this optional, no prerequisite, first year course. Planned enrolment in the other three courses developed by the PLLC, INT D 207 "Inspired to Lead: Skills You Need" is about 500 per term, for INT D 307 "Inspired to Lead: Your Leadership Canvas" is about 250 per term, and for the capstone course with integrated experience component INT D 407 "Inspired to Lead: Time to Practice", enrolment is projected to be about 125 per term. This last course is in development for a first offering in Fall 2024. Note that only the first INT D 101 course is absolutely required for the CILS to be awarded. Students may substitute other approved second, third, and fourth year courses instead of taking INT D 207, 307. and 407.

Calendar Copy

URL in current Calendar (or "New page")	
Current Copy: Removed language	Proposed Copy: New language
<p>Certificate in Interdisciplinary Leadership Studies</p> <hr/> <p>The Certificate in Interdisciplinary Leadership Studies will provide undergraduate students with opportunities for learning that will forge leadership skills and competences through academic courses and co-curricular programming which engages experiential learning, a diverse range of leadership styles, and commitment to ethical behavior and social responsibility. Undergraduates will also have access</p>	<p>Certificate in Interdisciplinary Leadership Studies</p> <hr/> <p>The Certificate in Interdisciplinary Leadership Studies will provide undergraduate students with opportunities for learning that will forge leadership skills and competences through academic courses and co-curricular programming which engages experiential learning, a diverse range of leadership styles, and commitment to ethical behavior and social responsibility. Undergraduates will also have access</p>

to excellence in mentorship by individuals with proven leadership qualities in the local, national and international communities. The certificate will be available to all undergraduate students.

While completing the undergraduate program in their respective Faculties, students will complete a minimum of 12 units from the list of designated courses that have a leadership focus or contain significant leadership content. In addition, students will be encouraged to participate in leadership-related co-curricular activities. Voluntary participation in co-curricular activities may include a Stretch Experience, mentoring from community and industry leaders, attending Lougheed College Lectures, Lougheed Leadership Forums, or Leader Communication Training.

Certificate Requirements

Students may pursue the Certificate in Interdisciplinary Leadership Studies by fulfilling existing requirements for completion in their respective disciplines, and by completing the following:

1. INT D 101 (3 units)
2. Indigenous Perspectives co-requisite: ~~UofA Indigenous Canada MOOC (provide certificate of completion) OR NS 201 (3 units). Students are encouraged to complete the co-requisite by year two of their program. Students who can provide proof of completing Aboriginal Studies 30, via a high school transcript, are considered to have satisfied this co-requisite.~~
3. ~~6 units in elective courses from the preapproved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 100 to 300 level~~
4. ~~INT D 407 (3 units) OR 3 units in an alternate 400 level course from the pre-approved list of academic capstone courses endorsed by the PLLC~~

to excellence in mentorship by individuals with proven leadership qualities in the local, national and international communities. The certificate will be available to all undergraduate students.

While completing the undergraduate program in their respective Faculties, students will complete a minimum of 12 units from the list of designated courses that have a leadership focus or contain significant leadership content. In addition, students will be encouraged to participate in leadership-related co-curricular activities. Voluntary participation in co-curricular activities may include a Stretch Experience, mentoring from community and industry leaders, attending Lougheed College Lectures, Lougheed Leadership Forums, or Leader Communication Training.

Certificate Requirements

Students may pursue the Certificate in Interdisciplinary Leadership Studies by fulfilling existing requirements for completion in their respective disciplines, and by completing the following:

1. INT D 101 (3 units)
2. Indigenous Perspectives co-requisite*
3. INT D 207 (3 units) or 3 units in elective courses from the preapproved list of academic courses endorsed by the Peter Lougheed Leadership College (PLLC) at the 200-level
4. INT D 307 (3 units) or 3 units in elective courses from the preapproved list of academic courses endorsed by the PLLC at the 300-level
5. INT D 407 (3 units) or 3 units in elective courses from the preapproved list of academic capstone courses endorsed by the PLLC at the 400-level

**UofA Indigenous Canada MOOC (provide certificate of completion) or NS 201 or equivalent (3 Credits). Students are encouraged to complete the co-requisite by year two of their program.*

Completion

1. Students will register for the Certificate by completing an “intention to complete the certificate” form available on the Peter Lougheed Leadership College website.
2. Students will apply to graduate with the certificate by submitting an application to the Faculty of Business Undergraduate Office by February 1 for Spring Convocation and September 1 for Fall Convocation.
3. ~~No more than half of the course requirements for this certificate may overlap with the requirements of another certificate.~~
4. Students will receive the Certificate in Interdisciplinary Leadership Studies upon completion of all program requirements for their primary degree program and the successful completion of all courses in the certificate program.

This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

Students who can provide proof of completing Aboriginal Studies 30, via a high school transcript, are considered to have satisfied this co-requisite.

Completion

1. Students will register for the Certificate by completing an “intention to complete the certificate” form available on the Peter Lougheed Leadership College website.
2. Students will apply to graduate with the certificate by submitting an application to the Faculty of Business Undergraduate Office by February 1 for Spring Convocation and September 1 for Fall Convocation.
3. There can only be 3 credit units of overlap between the CILS and any other credential.
4. A maximum of 6 units at the 100-level is permitted for this certificate.
5. A minimum of 6 units at the 300- or 400-level is required for this certificate.
6. Students will receive the Certificate in Interdisciplinary Leadership Studies upon completion of all program requirements for their primary degree program and the successful completion of all courses in the certificate program.

This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

Reviewed/Approved by:

REQUIRED: All items passed at USPC March 22, 2024

OPTIONAL: All items passed at Business Council April 24, 2024

Faculty (& Department or Academic Unit):	Faculty of Business - MBA
Contact Person:	Michael Maier (msmaier@ualberta.ca)
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate 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

New course designed to support President Bill Flanagan's new innovation fund strategic initiative.

Course Template

Current:	Proposed: New Course
Subject & Number	Subject & Number SEM 533
Title	Title Navigating Entrepreneurial Innovation and Growth
Course Career	Course Career Graduate
Units	Units 3
Approved Hours	Approved Hours 3-0-0
Fee index	Fee index 6
Faculty	Faculty Business
Department	Department Strategy, Entrepreneurship & Management
Typically Offered	Typically Offered Either Term
Description	Description In partnership with the University of Alberta Innovation Fund, this course explores the dynamic world of high-growth, technology ventures. Students will learn about the changing landscape of innovation ecosystems, discover how entrepreneurs develop entrepreneurial possibilities and effective teams and learn the foundational elements of how new ventures acquire resources to grow. The course is enriched with guests from the UAlberta innovation community and key industries like artificial intelligence, health, energy and agriculture. This introductory course is ideal for students interested in high-growth businesses, including backgrounds in the humanities, business, science,

	<p>engineering and health. No prior background in business is required. This course is available to all students, not exclusively restricted to those in the Business program.</p>
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Reviewed/Approved by:

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

Business Council – April 24, 2024

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

Department of Strategy, Entrepreneurship & Management – Feb. 13, 2024

Faculty (& Department or Academic Unit):	Faculty of Business - MBA
Contact Person:	Michael Maier (msmaier@ualberta.ca)
Level of change: (choose one only) [?]	• Undergraduate
	• 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

This course has been successfully piloted for several years and is consistent with the school's vision of developing an entrepreneurial mindset within students.

Course Template

Current:	Proposed: New Course
Subject & Number Title Course Career Units Approved Hours Fee index Faculty Department Typically Offered Description	Subject & Number SEM 620 Title Strategic Decision-Making with Data Analytics Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Strategy, Entrepreneurship & Management Typically Offered Either Term Description <p>This course examines how leaders can leverage data analytics to inform strategic decision-making in organizations. Students will develop skills in using data to frame decisions, asking critical questions about data, understanding and critiquing the methods by which data has been collected and organized, and leveraging data to improve organizational outcomes. The course is organized around two parallel modules: a decision-making module and a data analysis module. Through interactive lectures, case studies, and real-world projects, students will learn to use data to formulate strategies, facilitate change, and create value. The focus is on using data analytics for strategic management rather than intensively analyzing quantitative data.</p>

Reviewed/Approved by:

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

Business Council - April 24, 2024

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

Faculty (& Department or Academic Unit):	Faculty of Business - MBA
Contact Person:	Michael Maier (msmaier@ualberta.ca)
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate 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

This class was moved over from the MBEL department in Winter 2023. The SEM department is further refining the course description and course name to better reflect the content of the course.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number SEM 678</p> <p>Title Managing Business-Government Relations in Canada</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Strategy, Entrepreneurship & Management Typically Offered Either Term</p> <p>Description</p> <p>The role of business in the public policy process: How business organizations influence public policy and its administration, and how public policies affect business. Processes of change are of particular interest. Attention is placed on the motivation, behavior patterns, and the dynamics of the interaction of different stakeholder groups, policy makers, and managers responsible for the implementation of public policies. Develops a framework for analysis of the effectiveness and efficiency of different fiscal, regulatory, and promotional policies; consideration is given to the impact of technological, economic, and social change on policy choice in the long run.</p>	<p>Subject & Number SEM 678</p> <p>Title Public-Private partnerships for Economic Development</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Business Department Strategy, Entrepreneurship & Management Typically Offered Either Term</p> <p>Description</p> <p>Learn how to navigate the intricate web of relationships between businesses and government, a critical skill for professionals in various fields. In this course, we delve into the profound impact that government decisions wield on both the economy and businesses. We will draw from the practical experiences shared by seasoned government and business executives, providing firsthand accounts of their government relations experiences and successes. We will especially focus on exploring how individuals and organizations shape government policies and programs in the realms of economic development, entrepreneurship, and innovation. Our focus extends</p>

	<p>beyond theory to equip participants with a practical understanding of the dynamic interactions between business and government. Whether you're destined for a career in business, government, or the not-for-profit sector, this course promises to enhance your comprehension of these intricate dynamics. By learning from both the successes and failures in the economic landscape, you will gain valuable lessons that will shape your approach to navigating the ever-evolving terrain of business-government interactions.</p>
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Reviewed/Approved by:

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

Business Council - April 24, 2024

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

Department of Strategy, Entrepreneurship & Management – Jan. 29, 2024



Faculty (& Department or Academic Unit):	Faculté Saint-Jean/Faculty of Nursing
Contact Person:	Hassan Safouhi (Vice-Dean - hsafouhi@ualberta.ca)
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 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

Rationale

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

The proposed changes are to align with those previously approved by the Faculty of Nursing (Undergraduate Curriculum Committee on March 6, 2024 and Faculty Caucus on March 26, 2024).

Les changements proposés sont pour s’aligner avec ceux précédemment approuvés par la Faculty of Nursing (Undergraduate Curriculum Committee and our Faculty Caucus).

Calendar Copy

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=39&poid=47967

Current Copy	Proposed Copy
<p>Baccalauréat ès sciences infirmières (bilingue) Séquence des cours À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration)</p> <p>Année 1 Automne</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Automne/Hiver</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Hiver</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies for Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée <p>Printemps/Été</p> <ul style="list-style-type: none"> ● FRANC 233 - Techniques de rédaction pour les sciences infirmières OU ● ANGL (3 crédits) OU ● Option libre (3 crédits) (voir Notes 1) <p>Année 2 (voir Notes 2 et 3) Automne</p> <ul style="list-style-type: none"> ● SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé ● SC INF 221 - Introduction à la pratique infirmière ● SC INF 223 - Les fondations des sciences infirmières I/II <p>Deux trimestres</p> <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières 	<p>Baccalauréat ès sciences infirmières (bilingue) Séquence des cours À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration)</p> <p>Année 1 Automne</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Automne/Hiver</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Hiver</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies for Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée <p>Printemps/Été</p> <ul style="list-style-type: none"> ● FRANC 233 - Techniques de rédaction pour les sciences infirmières OU ● ANGL (3 crédits) OU ● Option libre (3 crédits) (voir Notes 1) <p>Année 2 (voir Notes 2 et 3) Automne</p> <ul style="list-style-type: none"> ● SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé ● SC INF 221 - Introduction à la pratique infirmière ● SC INF 223 - Les fondations des sciences infirmières I/II <p>Deux trimestres</p> <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II <p>Hiver</p> <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières

Spring/Summer

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 10)

Année 3 (voir Notes 3, 4 et 5)

Automne

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note 6)

Hiver

- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 400 - Leadership in Nursing and Interprofessional Practice
- NURS 327 - Mental Health and Wellness in Nursing **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 7)

Année 4 (voir Notes 3, 4 et 8)

Automne

- NURS 485 - Nursing Practice in a Focused Area (voir Note 9)

Hiver

- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note 6)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes :

1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
3. La langue d'enseignement des cours avec le sigle SC INF est le français.
4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.

Printemps/Été

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6)

Année 3 (voir Notes 3, 4 et 5 et 11)

Automne

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 322 - Maternal/Child Nursing Practice
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note 7)

Hiver

- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health and Wellness in Nursing **OU**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 8)

- 1 crédit en Initiatives interprofessionnelles (voir Note 10)

Année 4 (voir Notes 3, 4 et 9)

Automne

- NURS 485 - Nursing Practice in a Focused Area (voir Note 10)

Hiver

- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- 1 crédit en Initiatives interprofessionnelles (voir Note 10)

Notes :

1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
3. La langue d'enseignement des cours avec le sigle SC INF est le français.
4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.

<p>6. La Faculty of Nursing déterminera quel cours les étudiants prendront.</p> <p>7. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.</p> <p>8. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.</p> <p>9. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.</p> <p>10. SCSOC 222 doit être complété après l'année 2.</p>	<p>5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.</p> <p>6. SCSOC 222 doit être complété après l'année 2</p> <p>7. La Faculty of Nursing déterminera quel cours les étudiants prendront.</p> <p>8. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.</p> <p>9. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.</p> <p>10. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.</p> <p>11. Les Initiatives interprofessionnelles consistent en deux cours interdisciplinaires d'un crédit (INT D). Contactez le bureau de la Faculté des Sciences infirmières pour plus d'informations.</p>
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<p>URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=39&navoid=12292#language-test</p>	
Current Copy	Proposed Copy
<p>Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]</p> <p>Course sequence As of September 2022 (see Faculty of Nursing - Maintaining Registration)</p> <p>Year 1</p> <p>Fall Term</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Fall/Winter</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Winter Term</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies For Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières 	<p>Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]</p> <p>Course sequence As of September 2022 (see Faculty of Nursing - Maintaining Registration)</p> <p>Year 1</p> <p>Fall Term</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Fall/Winter</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Winter Term</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies For Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières

<ul style="list-style-type: none"> • STATQ 151 - Introduction à la statistique appliquée I <p>Spring/Summer</p> <ul style="list-style-type: none"> • FRANÇ 233 - Techniques de rédaction pour les sciences infirmières OR • ANGL (3 units) OR • Elective (3 units) (see Note 1) <p>Year 2 (see Notes 2 and 3)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé • SC INF 221 - Introduction à la pratique infirmière • SC INF 223 - Les fondations des sciences infirmières I/II <p>Two Term</p> <ul style="list-style-type: none"> • NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 224 - Foundations of Nursing III • NURS 225 - Introduction to Acute Care Nursing Practice • SC INF 301 - Recherche en sciences infirmières <p>Spring/Summer</p> <ul style="list-style-type: none"> • SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 40) <p>Year 3 (see Notes 3, 4 and 5)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 321 - Advanced Acute Care Nursing Practice I • NURS 323 - Community Nursing through the Lifespan • SC PO 320 - La politique du système de santé au Canada (see Note 6) <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 325 - Advanced Acute Care Nursing Practice II • NURS 327 - Mental Health and Wellness in Nursing (see Note 7) OR • SC INF 327 - Santé mentale et bien-être en soins infirmiers • NURS 400—Leadership in Nursing and Interprofessional Practice <p>Year 4 (see Notes 3, 4 and 9)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area (see Note 9) <p>Winter Term</p> <ul style="list-style-type: none"> • INT D 420 - Perspectives on Inclusive and Global Health 	<ul style="list-style-type: none"> • STATQ 151 - Introduction à la statistique appliquée I <p>Spring/Summer</p> <ul style="list-style-type: none"> • FRANÇ 233 - Techniques de rédaction pour les sciences infirmières OR • ANGL (3 units) OR • Elective (3 units) (see Note 1) <p>Year 2 (see Notes 2 and 3)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé • SC INF 221 - Introduction à la pratique infirmière • SC INF 223 - Les fondations des sciences infirmières I/II <p>Two Term</p> <ul style="list-style-type: none"> • NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 224 - Foundations of Nursing III • NURS 225 - Introduction to Acute Care Nursing Practice • SC INF 301 - Recherche en sciences infirmières <p>Spring/Summer</p> <ul style="list-style-type: none"> • SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6) <p>Year 3 (see Notes 3, 4, 5 and 11)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 321 - Advanced Acute Care Nursing Practice I • NURS 322 - Maternal/Child Nursing Practice • NURS 323 - Community Nursing through the Lifespan • SC PO 320 - La politique du système de santé au Canada (see Note 7) <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 325 - Advanced Acute Care Nursing Practice II • NURS 327 - Mental Health and Wellness in Nursing (see Note 8) OR • SC INF 327 - Santé mentale et bien-être en soins infirmiers • 1 unit in Interprofessional Initiatives (see Note 10) <p>Year 4 (see Notes 3, 4 and 9)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area (see Note 10) <p>Winter Term</p> <ul style="list-style-type: none"> • INT D 420 - Perspectives on Inclusive and Global Health
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- PHILE 386 - La bioéthique (see Note 6)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes:

1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.
7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
10. ~~SCSOC 222 must be completed after Year 2.~~

- PHILE 386 - La bioéthique (see Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

- 1 unit in Interprofessional Initiatives (See Note 10)

Notes:

1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. Students must have completed Year 2 courses before taking SCSOC 222.
7. The Faculty of Nursing will determine which course students will take.
8. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
9. To proceed to Year 4, students must have passed all Year 2 and 3 courses
10. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
11. Interprofessional Initiatives will be two 1-unit Interdisciplinary (INT D) courses. Contact the Nursing Faculty office for more information.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
 FSJ Executive Committee - May 16, 2024
 FSJ Faculté Council- May 24, 2024

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

The Faculty of Nursing has been informed of this proposal and supports it (emails exchanges).
 Faculty of Nursing: Undergraduate Curriculum Committee - March 6, 2024 and Faculty Caucus - March 26, 2024

Decision Discussion Information

ITEM OBJECTIVE: The proposal is before the committee to introduce a new course designator, DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Faculty of Graduate & Postdoctoral Studies Council approve a new course designator DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires as set forth in attachment 1, as submitted by the Faculté Saint-Jean.

EXECUTIVE SUMMARY:

The GFC Programs Committee's approval of the *Doctorat en études transdisciplinaires* programs on March 16, 2023, marked a significant milestone for the Faculté Saint-Jean. This approval was also confirmed by the Ministry of Advanced Education.

The original proposals inadvertently omitted the inclusion of a proposal (GO) for a course designator DET (Doctorat en Études Transdisciplinaires), intended for courses within these programs. This current proposal aims to rectify this by seeking approval for DET to categorize relevant courses.

Supporting Materials:

Attachments

1. Calendar Change Request Form for Course Changes (Faculté Saint-Jean)
2. Calendar change Request Form for Program and Regulation Changes (Faculté Saint-Jean)

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**:

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GOVERNANCE OUTLINE



Those who have been **consulted**:

- FSJ Executive Committee on behalf of FSJ Council - March 14, 2024
- Conseil de la Faculté Saint-Jean (online voting, February 21, 2024)
- FSJ Executive Committee - February 15, 2024
- FSJ Academic Planning - February 8, 2024
- Office of the Registrar (Jesse Luyendyk) - January 29, 2024
- Calendar Editor (Rebecca Liaw)

Those who have been **informed**:

- FSJ Arts/Sciences group, Feb 2, 2024 (for information)

Approval Route:

Graduate Program Support Team - April 29, 2024
GPS Council - May 15, 2024 (Anticipated)
GFC Program Committee

Supplementary Notes / Context:

GOVERNANCE OUTLINE

Calendar Change Request Form for Course Changes



**UNIVERSITY
OF ALBERTA**

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

Faculty (& Department or Academic Unit): Faculté Saint-Jean

Contact Person: Sadok El Ghouli (elghoul@ualberta.ca)

Level of change: (choose one only) [?] Undergraduate

Graduate

For which term will this change take effect? **Fall 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 *Doctorat en Études Transdisciplinaires* program was approved on March 16, 2023, by the GFC Program Committee. The Ministry of Education has formally validated their launch for the fall of 2024. We must now create a new course designator DET (Doctorate in Transdisciplinary Studies), and the corresponding courses: DET 600, DET 605, DET 609.

Le programme de Doctorat en Études Transdisciplinaires a été approuvé le 16 mars 2023 par GFC Program Committee. Le Ministère de l'Éducation a formellement validé leur lancement pour l'automne 2024. Nous devons à présent créer un nouveau sigle de cour DET (Doctorat en Études Transdisciplinaires), et les cours correspondants : DET 600, DET 605, DET 609.

Course Template

CURRENT Current: Removed language	PROPOSED Proposed: New language
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<p>New</p>	<p>DET 600: Séminaire de recherche transdisciplinaire Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered Variable</p> <p>Description Aperçu des différentes approches, considérations et défis dans la recherche. Les étudiants exploreront les outils et développeront les compétences nécessaires pour</p>
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	<p>comprendre le jargon de la recherche, évaluer les recherches publiées, identifier les types de méthodes les mieux adaptées pour étudier différents types de problèmes et de questions, développer des questions de recherche basées sur une évaluation critique de la recherche existante, et concevoir une proposition de recherche et commencer les préparatifs initiaux d'un projet de recherche.</p>
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<p>New</p>	<p>DET 605: Sujets avancés en études transdisciplinaires Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered Variable</p> <p>Description Études approfondies sur les différentes approches méthodologiques en recherche empirique dans les sciences fondamentales, humaines et sociales. Les étudiants seront exposés aux fondements théoriques de l'interdisciplinarité et de la transdisciplinarité comme méthodes d'analyse et de recherche. Les grands thèmes et concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer les étudiants à définir leur propre problématique de recherche. Les étudiants seront invités à définir dans ce séminaire leur problématique de recherche et à illustrer leur choix par des exemples tirés de la société en fonction d'une approche inter ou transdisciplinaire.</p>
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New

DET 609: recherche guidée/ étude guidée-dirigée

Course Career Graduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Faculté Saint-Jean

Department Saint-Jean

Typically Offered Variable

Description

Études dirigées se terminant avec un examen de synthèse écrit et une proposition de projet.

Reviewed/Approved by:

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

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



Faculty (& Department or Academic Unit): Faculté Saint-Jean
Contact Person: Sadok El Ghouli (elghoul@ualberta.ca)
Level of change: (choose one only) Undergraduate <p style="text-align: right;">Graduate</p>
Type of change request: (check all that apply) Program <p style="text-align: right;">Regulation</p>
For which term is this intended to take effect? Fall 2024 (Early implementation)

Does this proposal have corresponding course changes?
(Should be submitted at the same time)

Rationale
yes

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 proposed changes aim to improve the clarity and coherence of the new *Doctorat en études transdisciplinaires* program:

- Some editorial adjustments are suggested aimed at enhancing clarity, coherence, and accuracy - Reformulate the section outlining the program's requirements to enhance clarity. The current wording has the potential to cause confusion or be misunderstood by students. Hence, it is crucial to define these criteria clearly to ensure they are instantly and unmistakably understood by everyone involved in the program. - Change the initially proposed designator from ESFSJ (Études Supérieures FSJ) to DET (Doctorate in Transdisciplinary Studies).

Par les changements proposés suivants, nous visons à améliorer la clarté et la cohérence du nouveau programme de doctorat :

- Quelques ajustements éditoriaux sont suggérés dans le but d'améliorer la clarté, la cohérence et la précision - Reformuler la section décrivant les exigences du programme afin d'améliorer sa clarté. Les formulations actuelles risquent de semer la confusion ou d'être mal interprétées par les étudiants. Ainsi, il est important de préciser ces critères de manière à garantir leur compréhension immédiate et univoque par toutes les parties impliquées dans le programme.
- changer le désignateur initialement proposé ESFSJ (Études Supérieures FSJ) en DET (Doctorat en Études Transdisciplinaires)

Calendar Copy

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75120

Current Copy	Proposed Copy
<p>Doctorat en études transdisciplinaires (Faculté Saint-Jean)</p> <p>Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21^{ème} siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.</p> <p>Conditions d'admission</p> <p>Les conditions minimales d'admission au programme du doctorat interdisciplinaire sont les suivantes:</p> <ul style="list-style-type: none"> ● Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ; ● Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ; ● Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par : <ul style="list-style-type: none"> ○ un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise, OU ○ un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la 	<p>Doctorat en études transdisciplinaires (Faculté Saint-Jean)</p> <p>Conditions d'admission</p> <p>Les conditions minimales d'admission au programme du doctorat transdisciplinaire sont les suivantes:</p> <ul style="list-style-type: none"> ● Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ; ● Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ; ● Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par : <ul style="list-style-type: none"> ○ un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, ayant le français comme langue d'enseignement. La preuve que l'instruction pour le diplôme était en français est requise, OU ○ un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible

Faculté Saint-Jean est disponible

au bureau des études supérieures
de la Faculté Saint-Jean).

Note : s'il y a lieu, satisfaire aux exigences
minimales en matière de langue anglaise. Voir
[English Language Requirement](#).

Les candidats doivent également soumettre
les documents suivants :

- Un curriculum Vitae ;
- Lettre d'intention (deux pages maximum)
faisant état des objectifs de recherche du
candidat ;
- Un échantillon de travail écrit (entre 5 et 15
pages) ;
 - Deux lettres de recommandation
adressées directement à la Faculté Saint-
Jean ;
- Une lettre d'appui d'au moins un professeur
dont le domaine de
recherche/spécialisation
correspond au projet soumis.

Note : Tous les documents doivent être soumis
en français.

Exigences du programme

Les étudiants doivent compléter un minimum de
18 crédits, dont un minimum de 6 crédits dans
les
cours de niveau supérieur, et la soutenance
d'une thèse.

Cours

- ESFSJ 600 : Séminaire de recherche
interdisciplinaire
- ESFSJ 605 : recherche approfondie
(Research Design)
- Six cours optionnel de niveau supérieur de
trois crédits

Le programme est structuré autour
d'études auto dirigées et dirigées par un
superviseur. Le comité de supervision, en
consultation avec l'étudiant, peut décider de
cours formels supplémentaires à suivre
dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les
étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un
examen compréhensif dans la discipline ciblée
généralement en début de la deuxième année
du programme de doctorat.

au bureau des études supérieures
de la Faculté Saint-Jean).

Note : s'il y a lieu, satisfaire aux exigences
minimales en matière de langue anglaise. Voir
[English Language Requirement](#).

Les candidats doivent également soumettre
les documents suivants :

- Un curriculum Vitae ;
- Lettre d'intention (deux pages maximum)
faisant état des objectifs de recherche du
candidat ;
- Un échantillon de travail écrit (entre 5 et 15
pages) ;
- Deux lettres de recommandation
adressées directement à la Faculté
Saint-Jean ;
- Une lettre d'appui d'un superviseur
potentiel.

Note : Tous les documents doivent être soumis
en français.

Exigences du programme

Les étudiants doivent compléter 2 cours
obligatoires et rédiger une thèse. En plus, ils
peuvent choisir jusqu'à 4 cours d'option qui
seront décidés par le comité et le superviseur,
selon leur parcours et leur thématique de
recherche.

Cours

- DET 600 : Séminaire de recherche
transdisciplinaire
- DET 605 : Sujets avancés en études
transdisciplinaires
- Cours optionnels : Jusqu'à quatre cours
d'option de niveau supérieur de trois
crédits

Le programme est structuré autour
d'études auto dirigées et dirigées par un
superviseur. Le comité de supervision, en
consultation avec l'étudiant, peut décider
de cours supplémentaires à suivre dans le
cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les
étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un
examen compréhensif dans la discipline ciblée
généralement en début de la deuxième année
du programme de doctorat.

Examen de candidature

A la fin de la deuxième année, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature interdisciplinaire du programme, le processus de synthèse peut prendre différentes formes. Il peut comprendre, par exemple, des examens écrits sur différents aspects de la discipline, une série de prises de position ou une longue proposition de thèse.

Exigences du développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi répondre aux exigences du développement professionnel, et la formation dans l'éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral

Studies : [GPS Academic Integrity and Ethics Training Requirement](#) and the [GPS Professional Development Requirement](#).

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à cette première réunion. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

Examen de candidature

A la fin de la deuxième année, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature transdisciplinaire du programme, le processus de synthèse peut prendre différentes formes.

Exigences de développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi satisfaire aux exigences du développement professionnel et suivre une formation en éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral

Studies : [GPS Academic Integrity and Ethics Training Requirement](#) and the [GPS Professional Development Requirement](#).

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à la réunion d'orientation au début du programme. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75121

Current Copy [English]	Proposed Copy [English]
<p>Doctorate in Transdisciplinary Studies (Faculty Saint-Jean) The <i>Doctorat transdisciplinaire</i> program at Campus Saint-Jean offers, in French, a high level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.</p> <p>Entrance Requirements The minimum requirements for admission to the <i>Doctorat</i> program are as follows:</p> <ul style="list-style-type: none"> ● Master's degree or equivalent recognized by the University of Alberta <ul style="list-style-type: none"> ● An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework ● Applicants must have adequate French language proficiency, as demonstrated by: <ul style="list-style-type: none"> ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). <p>Note: Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>Applicants are also required to submit the following: ● A curriculum vitae</p>	<p>Doctorate in Transdisciplinary Studies (Faculty Saint-Jean)</p> <p>Entrance Requirements The minimum requirements for admission to the <i>Doctorat transdisciplinaire</i> program are as follows:</p> <ul style="list-style-type: none"> ● Master's degree or equivalent recognized by the University of Alberta <ul style="list-style-type: none"> ● An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework ● Applicants must have adequate French language proficiency, as demonstrated by: <ul style="list-style-type: none"> ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, with French as the language of instruction. Proof that instruction for the degree was in French is required; OR ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). <p>Note: Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>Applicants are also required to submit the following:</p> <ul style="list-style-type: none"> ● A curriculum vitae ● A letter of intent (maximum two pages) outlining the applicant's research objectives

- A letter of intent (maximum two pages) outlining the applicant's research objectives
- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from **at least one professor whose area of research/specialization corresponds to the pre-project submitted**

Note: all documentation must be submitted in French.

Program Requirements

Students must complete a minimum of 18 units, including a minimum of 6 units in graduate level courses, and write a thesis.

Coursework

- **ESFSJ 600** : Séminaire de recherche interdisciplinaire
 - **ESFSJ 605** : recherche approfondie (Research Design)
 - **Six 3-unit graduate-level courses optional**
- The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional **formal** courses to be taken in the program if necessary.

Thesis

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

Comprehensive Exam

Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam

At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the **interdisciplinary** nature of the program, the path to candidacy may take different forms. **It may include, for example, written examinations on different aspects of the discipline, a series of position papers, or a long thesis proposal.**

Ethics and Professional Development Requirements

Students are required to meet the [GPS Academic Integrity and Ethics Training](#) and the [GPS Professional Development Requirement](#).

- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from **a potential supervisor**

Note: all documentation must be submitted in French.

Program Requirements

Students are required to complete 2 mandatory courses and write a thesis. Additionally, they can choose up to 4 elective courses, which will be decided by the committee and the supervisor, based on their pathway and research theme.

Coursework

- **DET 600** : Séminaire de recherche transdisciplinaire
 - **DET 605** : Sujets avancés en études transdisciplinaires
 - **Elective Courses: Up to four graduate-level elective courses of three credits each**
- The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional courses to be taken in the program if necessary.

Thesis

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

Comprehensive Exam

Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam

At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the **transdisciplinary** nature of the program, the path to candidacy may take different forms.

Ethics and Professional Development Requirements

Students are required to meet the [GPS Academic Integrity and Ethics Training](#) and the [GPS Professional Development Requirement](#).

Academic Standing Requirement

Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement

Residency is not required in this program. However, we encourage students to attend their first meeting with their supervisors. University professors who fund students through their own research grants may require the student to attend.

Length of Program

The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

Reviewed/Approved by:

Academic Standing Requirement

Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement

Residency is not required in this program. However, we encourage students to attend their orientation meeting at the beginning of the program. University professors who fund students through their own research grants may require the student to attend.

Length of Program

The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

<p>REQUIRED: Faculty Council (or delegate) and approval date. FSJ Executive committee on behalf of FSJ council: March 14, 2024 Faculty Council (Evote): February 21, 2024 FSJ Executive committee : February 15 2024</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p>

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

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

EDEL 451 is sometimes offered in spring session and students who have not completed their EDFX 425 (which is offered in Fall term) are then unable to register for the course. Removing the EDFX 425 requirement allows students to register more easily. We also no longer have departments in the Faculty of Education so there is no Associate Chair to provide permission. We feel that students who have completed EDEL 305 and EDFX 325 are well positioned to be successful in this course.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number EDEL 451</p> <p>Title Methods in the Teaching of English to Multilingual Students</p> <p>Course Career Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Typically Offered Winter/Spring</p> <p>Description This course is designed for those interested in teaching English to multilingual students at the K-6 levels. Course focuses include orientation and assessment, program planning, teaching methods and techniques for second language education, integrating language and content, and multilingual materials and resources. Prerequisite: successful completion of EDFX 425; or consent of the Associate Chair.</p>	<p>Subject & Number EDEL 451</p> <p>Title Methods in the Teaching of English to Multilingual Students</p> <p>Course Career Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Typically Offered Winter/Spring</p> <p>Description This course is designed for those interested in teaching English to multilingual students at the K-6 levels. Course focuses include orientation and assessment, program planning, teaching methods and techniques for second language education, integrating language and content, and multilingual materials and resources. Prerequisite: successful completion of EDEL 305 and EDFX 325.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date. Faculty of Education, Undergraduate Academic Affairs Council (UAAC) Approved - March 21, 2023

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

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

This change will make the course easier to schedule as the lecture and seminar are not separate and are taught by the same instructor. It is also easier for students to understand and plan their schedule.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number EDPY 301</p> <p>Title Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</p> <p>Course Career</p> <p>Units 3</p> <p>Approved Hours 1-5-1.5-0</p> <p>Fee index 6</p> <p>Faculty Education</p> <p>Department</p> <p>Typically Offered Fall Winter Spring</p> <p>Description This course provides an introduction to teaching students with diverse learning support needs within the inclusive education context. Course content focuses on adapting classroom instruction and classroom environments to enhance learning for all students.</p>	<p>Subject & Number EDPY 301</p> <p>Title Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</p> <p>Course Career</p> <p>Units 3</p> <p>Approved Hours 3-0-0</p> <p>Fee index 6</p> <p>Faculty Education</p> <p>Department</p> <p>Typically Offered Fall Winter Spring</p> <p>Description This course provides an introduction to teaching students with diverse learning support needs within the inclusive education context. Course content focuses on adapting classroom instruction and classroom environments to enhance learning for all students.</p>

Reviewed/Approved by:

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

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

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

This change will make the course easier to schedule as the lecture and seminar are not separate and are taught by the same instructor. It is easier for students to understand and plan their schedule.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number EDPY 302</p> <p>Title Learning and Development in Childhood</p> <p>Course Career Units 3 Approved Hours 1.5-1.5-0 Fee index 6 Faculty Education Department Typically Offered Fall Winter Spring</p> <p>Description This course will include theoretical and practical aspects of physical, cognitive, social and emotional development and learning during the period from infancy to middle childhood (0-12 years). Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 302 and EDPY 402. This course may not be taken for credit if credit for PSYCH 323 or PSYCH 223 is already awarded.</p>	<p>Subject & Number EDPY 302</p> <p>Title Learning and Development in Childhood</p> <p>Course Career Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Typically Offered Fall Winter Spring</p> <p>Description This course will include theoretical and practical aspects of physical, cognitive, social and emotional development and learning during the period from infancy to middle childhood (0-12 years). Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 302 and EDPY 402. This course may not be taken for credit if credit for PSYCH 323 or PSYCH 223 is already awarded.</p>

Reviewed/Approved by:

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

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

Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	Education
Contact Person:	Jennifer Branch-Mueller
Level of change: (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

This change will make the course easier to schedule as the lecture and seminar are not separate and are taught by the same instructor. It is easier for students to understand and plan their schedule.

Course Template

Current: Removed language	Proposed: New language
<p>Subject & Number EDPY 304</p> <p>Title Adolescent Development and Learning</p> <p>Course Career Units 3 Approved Hours 1.5-1.5-0 Fee index 6 Faculty Education Department Typically Offered Fall Winter Spring</p> <p>Description This course will include theories of development and learning, sociocultural influences on development and learning, and contexts of identity and health of adolescents. Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 304 and EDPY 404. This course may not be taken for credit if credit for PSYCH 327 or PSYCH 223 is already awarded.</p>	<p>Subject & Number EDPY 304</p> <p>Title Adolescent Development and Learning</p> <p>Course Career Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Education Department Typically Offered Fall Winter Spring</p> <p>Description This course will include theories of development and learning, sociocultural influences on development and learning, and contexts of identity and health of adolescents. Prerequisite EDU 100 or pre/corequisite EDU 300 (After Degree students). Students may not receive credit for both EDPY 304 and EDPY 404. This course may not be taken for credit if credit for PSYCH 327 or PSYCH 223 is already awarded.</p>

Reviewed/Approved by:

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

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

Faculty (& Department or Academic Unit):	Faculty of Engineering
Contact Person:	Pierre Mertiny
Level of change: (choose one only)	<ul style="list-style-type: none"> • Undergraduate
	<ul style="list-style-type: none"> • Graduate
Type of change request: (check all that apply)	<ul style="list-style-type: none"> • Program
	<ul style="list-style-type: none"> • 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

SEM 331 is the integrative, interdisciplinary capstone projects course for the innovation and entrepreneurship certificate. Students will develop, individually or in a team, an innovation and/or an entrepreneurial organization or venture that addresses an economic, social or cultural issue or problem. The course will integrate learnings across each student's innovation and entrepreneurship journey and will be supported by the University innovation and entrepreneurship centers (e.g., eHUB, ICE, the SIC). The course will include experienced innovators and entrepreneurs as guest speakers. We are proposing that SEM 331 be added to the list of Complementary Studies Electives for Engineering programs. Adding SEM 331 to this list will give students more flexibility in their studies.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=54588	
Current Copy: Removed language	Proposed Copy: New language

Complementary Studies Electives

To better understand the role of Engineering within a broader social context, all programs require an element of complementary studies consisting of the humanities, social sciences, arts, languages, management, engineering economics and communications. Aspects of these topics are covered in mandatory courses, but each program contains complementary studies electives so that students may explore areas of particular interest.

[...]

Complementary Studies Electives

To better understand the role of Engineering within a broader social context, all programs require an element of complementary studies consisting of the humanities, social sciences, arts, languages, management, engineering economics and communications. Aspects of these topics are covered in mandatory courses, but each program contains complementary studies electives so that students may explore areas of particular interest.

[...]

<p> PSYCH 329 - Adult Development and Aging PSYCH 377 - Human Neuropsychology PSYCH 381 - Principles of Learning R SOC 355 - Rural Communities and Global Economies R SOC 365 - Sociology of Environment and Development R SOC 375 - Public Participation and Conflict Resolution SEM 200 - Introduction to Management for Non Business Students SEM 301 - Behavior in Organizations SEM 330 - Exploring Innovation and Entrepreneurship SOC 100 - Introductory Sociology SOC 212 - Classical Social Theory SOC 224 - Sociology of Deviance and Conformity SOC 225 - Criminology SOC 241 - Social Psychology SOC 242 - Biologically Coordinated Social Psychology SOC 251 - Population and Society [...] </p>	<p> PSYCH 329 - Adult Development and Aging PSYCH 377 - Human Neuropsychology PSYCH 381 - Principles of Learning R SOC 355 - Rural Communities and Global Economies R SOC 365 - Sociology of Environment and Development R SOC 375 - Public Participation and Conflict Resolution SEM 200 - Introduction to Management for Non Business Students SEM 301 - Behavior in Organizations SEM 330 - Exploring Innovation and Entrepreneurship SEM 331 - Integrative Capstone in Innovation and Entrepreneurship SOC 100 - Introductory Sociology SOC 212 - Classical Social Theory SOC 224 - Sociology of Deviance and Conformity SOC 225 - Criminology SOC 241 - Social Psychology SOC 242 - Biologically Coordinated Social Psychology SOC 251 - Population and Society [...] </p>
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Reviewed/Approved by:

REQUIRED: Faculty of Engineering Executive Coordinating Committee (ECC) - May 14, 2024

OPTIONAL: Approval Faculty Academic Planning Committee: March 14, 2024

Faculty (& Department or Academic Unit):	Faculty of Engineering/ Chemical and Material Engineering
Contact Person:	Dr. Anthony Yeung (tony.yeung@ualberta.ca) Associate Dean (Undergraduate)
Level of change: (choose one only)	<input type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input type="checkbox"/> 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

This sequence offers a work-term (WKEXP 901) immediately after Term 3. Students and employers, both, feel it too early for a work-experience. In addition, employers prefer 8-months work term, whereas this sequence offers only 4-month work terms.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55141&returnto=13670 (Bachelor of Science in Chemical Engineering Co-op - Plan II)	
Current Copy: Removed language	Proposed Copy: New language
 Year 2 Fall Term 3 CH E 243 – Engineering Thermodynamics CHEM 261 – Organic Chemistry I CME 200 – Introduction to Chemical and Materials Engineering CME 265 – Process Analysis ENGG 299 – Orientation to Cooperative Education MATH 209 – Calculus for Engineering III Complementary Studies Elective (3 0 0) 	

Complementary Studies Elective (3-0-0)Winter

WKEXP 901—Engineering Work Experience I

Summer Term 4

CH E 312—Fluid Mechanics

ECE 209—Fundamentals of Electrical Engineering

MAT E 202—Materials Science II

MATH 201—Differential Equations

ENG M 310—Engineering Economy OR

ENG M 401—Financial Management for Engineers

STAT 235—Introductory Statistics for Engineering

Year 3Fall Term 5

CH E 314—Heat Transfer

CH E 343—Chemical Engineering Thermodynamics

CH E 351—Chemical Engineering Laboratory

CH E 374—Computational Methods in Engineering

Program and Technical Elective (3-0-0)

Winter

WKEXP 902—Engineering Work Experience II

Summer

WKEXP 903—Engineering Work Experience III

Year 4Fall Term 6

CH E 316—Separation Process

CH E 318—Mass Transfer

CH E 345—Chemical Reactor Analysis I

CH E 358—Process Data Analytics and Machine

Learning

ITS Elective (3-0-0)

ENGG 404—Engineering Safety and Risk

Management Leadership in Risk Management

Winter Term 7

CH E 445—Chemical Reactor Analysis II

CH E 446—Process Dynamics and Control

CH E 464—Chemical Engineering Design I

CME 481—Colloquium I

Program and Technical Elective (3-1s-0)

Complementary Studies Elective (3-0-0)

Summer

WKEXP 904—Engineering Work Experience IV

<p>Year 5 Fall WKEXP 905 – Engineering Work Experience V</p> <p>Winter Term 8 CH E 454 – Chemical Engineering Project Laboratory CH E 465 – Chemical Engineering Design II ENGG 400 – The Practice of the Engineering Profession Program and Technical Elective (3-1s-0) Program and Technical Elective (3-1s-0)</p>	
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Reviewed/Approved by:

REQUIRED: Faculty of Engineering Executive Coordinating Committee (ECC) - May 14, 2024

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

Approved by Department Council: April 18, 2024

Approved by Faculty APC: April 25, 2024

Faculty (& Department or Academic Unit):	FOMD – Department of Laboratory Medicine and Pathology
Contact Person:	Jelena Holovati jlecak@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?	Fall 2024 (<i>request for change to be applied to Campus Solutions upon GFC approval</i>)

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

LABMP400/500 curriculum had not been substantively renewed in quite some time despite rapid evolution of new knowledge and technologies in Laboratory Diagnostics. Challenges with continuity in course coordination hampered previous efforts to update the curriculum and objectives for this course. New faculty leadership has initiated a thorough assessment, providing an opportunity to develop new course content that more accurately reflects technological and theoretical advancement in Laboratory Medicine & Pathology (LMP). This curriculum renewal supports the continued evolution of the LMP graduate program and the need to provide content relevant to students from various backgrounds (health, sciences, engineering) and future researchers and clinical graduate trainees interested in diagnostic innovation and its impact on patient care.

LABMP 500 title and description change is being submitted separately.

Course Template

Current: Removed language	Proposed: New language
<p>LABMP 400 - Introduction to Human Disease Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Medicine and Dentistry Department Lab Medicine and Pathology Typically Offered either term</p> <p>Description Lecture sessions on the study of human disease are presented. The causes and general mechanisms of disease with selected specific examples from various organ systems are discussed. Disease related structural and functional changes at the molecular, cellular and tissue level are presented, and how these changes can be appreciated by various laboratory methods. The discipline bridges basic science and clinical medicine. Prerequisites: 6 units in PHYSL, 3 units in BIOCH. Credit can be obtained in only 1 of LABMP 400 or LABMP 500.</p>	<p>LABMP 400 - Bench to Bedside Impact Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Medicine and Dentistry Department Lab Medicine and Pathology Typically Offered either term</p> <p>Description This course offers a comprehensive exploration of clinical laboratory medicine and pathology, emphasizing the role of translational research in advancing patient care. The course examines basic mechanisms of disease, equipping learners with an understanding of how the clinical laboratory plays a vital role in healthcare by aiding in the identification and management of health conditions, as well as how scientific discoveries are integrated into real-world clinical practice. This engaging course covers key areas of laboratory medicine and pathology, such as hematopathology, molecular pathology, infectious disease diagnostics, genetics, and</p>

	<p>clinical toxicology. Prerequisites: 6 units in PHYSL, 3 units in BIOCH or consent of the department. Credit can be obtained in only 1 of LABMP 400 or LABMP 500.</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date. FoMD Faculty Learning Committee (Faculty Council-delegated approver) – April 4, 2024</p>
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<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. LMP GSC - June 12, 2023</p>
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Faculty (& Department or Academic Unit):	Faculty of Medicine and Dentistry, Department of Surgery
Contact Person:	Fred Berry (fberry@ualberta.ca) Tracey Zawaluski (surggrad@ualberta.ca)
Level of change: (choose one only)	• Undergraduate
	<input checked="" type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input checked="" type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 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

- To provide different options that allow students to meet their educational needs in fulfillment of this requirement.
- Editorial change to General Info section.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=54716	
Current Copy: Removed language	Proposed Copy: New language
<p>General Information</p> <hr/> <p>The Department offers research facilities in the Ray Rajotte Surgical-Medical Research Institute (SMRI), the Alberta Diabetes Institute, the Heritage Medical Research Centre [HMRC Li Ka Shing Centre for Health Research Innovation (LKS)], Medical Sciences Building (MSB), Katz Building, and the Cross Cancer Institute for graduate students who wish to register for the degree of MSc or PhD in Surgery.</p>	<p>General Information</p> <hr/> <p>The Department offers research facilities in the Ray Rajotte Surgical-Medical Research Institute (SMRI), the Alberta Diabetes Institute, the Heritage Medical Research Centre (HMRC), Li Ka Shing Centre for Health Research Innovation (LKS), Medical Sciences Building (MSB), Katz Building, and the Cross Cancer Institute for graduate students who wish to register for the degree of MSc or PhD in Surgery.</p>

The Department has several core facilities including surgical suites, simulation facilities, an electron microscopy unit, clinical biochemistry and histology laboratory, and computer graphics and photography with technical staff in these laboratories who are able to assist graduate students who wish to carry out research projects. These facilities are well equipped to meet all the requirements of both the basic and clinical investigators from the Department of Surgery.

Facilities are available for the following projects which are presently being carried out: islet transplantation, the immunology of diabetes, perinatal physiology, burns/wound healing, xenotransplantation, stem cells and regenerative medicine, tolerance induction and immunoregulation, virology, neurological oncology, orthopedics, surgical education, urological oncology, ischemia-reperfusion and organ preservation/transplantation, surgical simulation and surgical education.

Inquiries should be directed to the department prior to admission into the MSc or PhD program.

Entrance Requirements

See [Faculty of Medicine and Dentistry Graduate Program Entrance Requirements](#).

See [How to Apply](#) on the Department website for further information.

Academic Standing Requirements

See [Faculty of Medicine and Dentistry Academic Standing](#).

Financial Assistance

Students enrolled in the graduate program may receive financial assistance typically from supervisors' operating grants. Candidates are encouraged and fully supported in applying to major granting agencies for financial assistance.

The Department has several core facilities including surgical suites, simulation facilities, an electron microscopy unit, clinical biochemistry and histology laboratory, and computer graphics and photography with technical staff in these laboratories who are able to assist graduate students who wish to carry out research projects. These facilities are well equipped to meet all the requirements of both the basic and clinical investigators from the Department of Surgery.

Facilities are available for the following projects which are presently being carried out: islet transplantation, the immunology of diabetes, perinatal physiology, burns/wound healing, xenotransplantation, stem cells and regenerative medicine, tolerance induction and immunoregulation, virology, neurological oncology, orthopedics, surgical education, urological oncology, ischemia-reperfusion and organ preservation/transplantation, surgical simulation and surgical education.

Inquiries should be directed to the department prior to admission into the MSc or PhD program.

Entrance Requirements

See [Faculty of Medicine and Dentistry Graduate Program Entrance Requirements](#).

See [How to Apply](#) on the Department website for further information.

Academic Standing Requirements

See [Faculty of Medicine and Dentistry Academic Standing](#).

Financial Assistance

Students enrolled in the graduate program may receive financial assistance typically from supervisors' operating grants. Candidates are encouraged and fully supported in applying to major granting agencies for financial assistance.

<p>Graduate Program Requirements</p> <hr/> <p>Master's Programs</p> <ul style="list-style-type: none"> ● Master of Science (Surgery) <p>Master of Science (Surgery)</p> <p>Program Core Competencies</p> <p>The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).</p> <p>Specific courses required for the MSc degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.</p> <p>1. Professional Development and Ethics</p> <p>See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.</p> <p>Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.</p> <p>2. Communication</p> <ul style="list-style-type: none"> ● SURG 530 - Directed Reading in Biology and Medicine ● SURG 600 - Research Seminar <p>3. Critical Reading/Thinking</p> <p>Supervisors/Supervisory Committees may require students to complete additional courses to enhance competency in critical reading/thinking.</p> <p>4. Background Knowledge</p> <p>Students are required to take one 3 unit graduate level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory</p>	<p>Graduate Program Requirements</p> <hr/> <p>Master's Programs</p> <ul style="list-style-type: none"> ● Master of Science (Surgery) <p>Master of Science (Surgery)</p> <p>Program Core Competencies</p> <p>The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).</p> <p>Specific courses required for the MSc degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.</p> <p>1. Professional Development and Ethics</p> <p>See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.</p> <p>Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.</p> <p>2. Communication</p> <ul style="list-style-type: none"> ● SURG 530 - Directed Reading in Biology and Medicine ● SURG 600 - Research Seminar, or from participation in equivalent research seminars with approval of the supervisory committee and the Department's Director of Graduate Studies. <p>3. Critical Reading/Thinking</p> <p>Supervisors/Supervisory Committees may require students to complete additional courses to enhance competency in critical reading/thinking.</p> <p>4. Background Knowledge</p> <p>Students are required to take one 3 unit graduate level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory</p>
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committee may require the student to take additional courses to enhance knowledge competencies.

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Transferring from an MSc to PhD

See [FoMD Students Transferring from an MSc to PhD](#).

Length of Program

See [FoMD Minimum Length of Time in Program](#).

See [GPS Time Limit for Completion of Graduate Programs](#).

- [Master of Science in Surgery with a specialization in Surgical Education \(Surgery\)](#)

Master of Science in Surgery with a specialization in Surgical Education (Surgery)

The purpose of this degree is to provide graduate students in advanced training in surgical education, with a specific focus on how surgeons are trained for their roles as expert practitioners.

Program Core Competencies

The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See [Faculty of Medicine and Dentistry Program Core Competencies](#)).

Additional courses that are deemed relevant to the research project may be approved on an individual basis.

Specific courses required for the MSc degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.

committee may require the student to take additional courses to enhance knowledge competencies.

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Transferring from an MSc to PhD

See [FoMD Students Transferring from an MSc to PhD](#).

Length of Program

See [FoMD Minimum Length of Time in Program](#).

See [GPS Time Limit for Completion of Graduate Programs](#).

- [Master of Science in Surgery with a specialization in Surgical Education \(Surgery\)](#)

Master of Science in Surgery with a specialization in Surgical Education (Surgery)

The purpose of this degree is to provide graduate students in advanced training in surgical education, with a specific focus on how surgeons are trained for their roles as expert practitioners.

Program Core Competencies

The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See [Faculty of Medicine and Dentistry Program Core Competencies](#)).

Additional courses that are deemed relevant to the research project may be approved on an individual basis.

Specific courses required for the MSc degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.

1. Professional Development and Ethics

See GPS [Ethics and Academic Citizenship Requirement](#) and [Professional Development Requirement](#).

Students in Clinician Investigator Program (CIP) must take [MED 650 - Fundamentals for Clinical Investigators](#).

2. Communication

- [SURG 530 - Directed Reading in Biology and Medicine](#)
- [SURG 600 - Research Seminar](#)

3. Critical Reading/Thinking

Students are required to take ONE 3 unit grad level course. Please contact the Department for a list of approved courses.

4. Background Knowledge

One 3-unit graduate level statistics course (or equivalent):

- [EDPY 500 - Introduction to Data Analysis in Educational Research](#)
- [SPH 519 - Biostatistics I](#)
- [SPH 531 - Statistical Methods in Health Research](#)

One 3-unit graduate level course in research methodology, chosen from the following:

- [EDEL 665 - Qualitative Research Methods in Education](#)
- [EDPY 501 - Introduction to Methods of Educational Research](#)
- [EDPY 505 - Quantitative Methods I](#)

1. Professional Development and Ethics

See GPS [Ethics and Academic Citizenship Requirement](#) and [Professional Development Requirement](#).

Students in Clinician Investigator Program (CIP) must take [MED 650 - Fundamentals for Clinical Investigators](#).

2. Communication

- [SURG 530 - Directed Reading in Biology and Medicine](#)
- [SURG 600 - Research Seminar, or from participation in equivalent research seminars with approval of the supervisory committee and the Department's Director of Graduate Studies.](#)

3. Critical Reading/Thinking

Students are required to take ONE 3 unit grad level course. Please contact the Department for a list of approved courses.

4. Background Knowledge

One 3-unit graduate level statistics course (or equivalent):

- [EDPY 500 - Introduction to Data Analysis in Educational Research](#)
- [SPH 519 - Biostatistics I](#)
- [SPH 531 - Statistical Methods in Health Research](#)

One 3-unit graduate level course in research methodology, chosen from the following:

- [EDEL 665 - Qualitative Research Methods in Education](#)
- [EDPY 501 - Introduction to Methods of Educational Research](#)
- [EDPY 505 - Quantitative Methods I](#)

- [EDPY 604 - Mixed Methods Approaches to Educational Research](#)
- [EDPY 605 - Quantitative Methods II](#)

Two 3-unit graduate level courses relevant to the field of study, chosen from the following:

- [EDPS 521 - Adult Learning and Development](#)
- [EDPY 524 - The Psychology of Technology-based Learning](#)
- [EDPY 597 - Special Seminars](#) (Assessment and Evaluation in the Health Sciences)
- [EDPY 597 - Special Seminars](#) (Integrating Technology Across the Curriculum)
- [EDPY 597 - Special Seminars](#) (Philosophy of Teaching)
- [EDPY 597 - Special Seminars](#) (Curriculum Studies in the Health Sciences)
- [EDPY 615 - Program Evaluation](#)

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Transferring from an MSc to PhD

See [FoMD Students Transferring from an MSc to PhD](#).

Length of Program

See [FoMD Minimum Length of Time in Program](#).
See [GPS Time Limit for Completion of Graduate Programs](#).

- [EDPY 604 - Mixed Methods Approaches to Educational Research](#)
- [EDPY 605 - Quantitative Methods II](#)

Two 3-unit graduate level courses relevant to the field of study, chosen from the following:

- [EDPS 521 - Adult Learning and Development](#)
- [EDPY 524 - The Psychology of Technology-based Learning](#)
- [EDPY 597 - Special Seminars](#) (Assessment and Evaluation in the Health Sciences)
- [EDPY 597 - Special Seminars](#) (Integrating Technology Across the Curriculum)
- [EDPY 597 - Special Seminars](#) (Philosophy of Teaching)
- [EDPY 597 - Special Seminars](#) (Curriculum Studies in the Health Sciences)
- [EDPY 615 - Program Evaluation](#)

Thesis

Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Transferring from an MSc to PhD

See [FoMD Students Transferring from an MSc to PhD](#).

Length of Program

See [FoMD Minimum Length of Time in Program](#).
See [GPS Time Limit for Completion of Graduate Programs](#).

<p>Doctoral Programs</p> <ul style="list-style-type: none"> ● Doctor of Philosophy (Surgery) <p>Doctor of Philosophy (Surgery)</p> <p>Program Core Competencies</p> <p>The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).</p> <p>Specific courses required for the PhD degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.</p> <p>1. Professional Development and Ethics</p> <p>See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.</p> <p>Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.</p> <p>2. Communication</p> <ul style="list-style-type: none"> ● SURG 530 - Directed Reading in Biology and Medicine ● SURG 600 - Research Seminar <p>3. Critical Reading/Thinking</p> <p>Students are required to take one 3 unit grad level course to fulfill competency in critical reading/thinking. Please contact the Department for a list of approved courses.</p> <p>4. Background Knowledge</p>	<p>Doctoral Programs</p> <ul style="list-style-type: none"> ● Doctor of Philosophy (Surgery) <p>Doctor of Philosophy (Surgery)</p> <p>Program Core Competencies</p> <p>The following are the program-specific requirements to satisfy the FoMD's Program Core Competencies (See Faculty of Medicine and Dentistry Program Core Competencies).</p> <p>Specific courses required for the PhD degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor (in consultation with the supervisory committee, where appropriate), and approval of the Department's Director of Graduate Studies.</p> <p>1. Professional Development and Ethics</p> <p>See GPS Ethics and Academic Citizenship Requirement and Professional Development Requirement.</p> <p>Students in Clinician Investigator Program (CIP) must take MED 650 - Fundamentals for Clinical Investigators.</p> <p>2. Communication</p> <ul style="list-style-type: none"> ● SURG 530 - Directed Reading in Biology and Medicine ● SURG 600 - Research Seminar, or from participation in equivalent research seminars with approval of the supervisory committee and the Department's Director of Graduate Studies. <p>3. Critical Reading/Thinking</p> <p>Students are required to take one 3 unit grad level course to fulfill competency in critical reading/thinking. Please contact the Department for a list of approved courses.</p> <p>4. Background Knowledge</p>
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<p>Students are required to take one 3 unit grad level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory committee may require the student to take additional courses to enhance knowledge competencies.</p> <p>PhD Thesis Proposal</p> <p>See FoMD PhD Thesis Proposal and Thesis Proposal Meeting.</p> <p>Candidacy Exam</p> <p>See FoMD Doctoral Candidacy Examination.</p> <p>Thesis</p> <p>Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.</p> <p>Length of Program</p> <p>See FoMD Minimum Length of Time in Program. See GPS Time Limit for Completion of Graduate Programs.</p>	<p>Students are required to take one 3 unit grad level course in statistics or a course relevant to their field of study. Please contact the Department for a list of approved courses. The supervisor or supervisory committee may require the student to take additional courses to enhance knowledge competencies.</p> <p>PhD Thesis Proposal</p> <p>See FoMD PhD Thesis Proposal and Thesis Proposal Meeting.</p> <p>Candidacy Exam</p> <p>See FoMD Doctoral Candidacy Examination.</p> <p>Thesis</p> <p>Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.</p> <p>Length of Program</p> <p>See FoMD Minimum Length of Time in Program. See GPS Time Limit for Completion of Graduate Programs.</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date. FoMD Faculty Learning Committee (Faculty Council-delegated approver) – April 4, 2024</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p>

Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	FOMD – Department of Laboratory Medicine and Pathology
Contact Person:	Jelena Holovati jlecak@ualberta.ca
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
For which term will this change take effect?	Fall 2024

Commented [1]: is this correct?

Commented [2R1]: Yes, they are requesting quick turn around. This is likely okay since it's a current course, but the calendar team will make the final call.

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

LABMP400/500 curriculum had not been substantively renewed in quite some time despite rapid evolution of new knowledge and technologies in Laboratory Diagnostics. Challenges with continuity in course coordination hampered previous efforts to up-date the curriculum and objectives for this course. New faculty leadership has initiated a thorough assessment, providing an opportunity to develop new course content that more accurately reflects technological and theoretical advancement in Laboratory Medicine & Pathology (LMP). This curriculum renewal supports the continued evolution of the LMP graduate program and the need to provide content relevant to students from various backgrounds (health, sciences, engineering) and future researchers and clinical graduate trainees interested in diagnostic innovation and its impact on patient care.

Course Template

Current: Removed language	Proposed: New language
<p>LABMP 500 - Introduction to Human Disease Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Medicine and Dentistry Department Lab Medicine and Pathology Typically Offered either term</p> <p>Description Lecture sessions on the study of human disease are presented (LABMP 400). The causes and general mechanisms of disease with selected specific examples from various organ systems are discussed. Disease related structural and functional changes at the molecular, cellular and tissue level are presented, and how these changes can be appreciated by various laboratory methods. A written review of scientific literature on a specific topic in Pathology will be required. Prerequisites: Credit may only be obtained in one of LABMP 400 or LABMP 500.</p>	<p>LABMP 500 - Bench to Bedside Impact Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Medicine and Dentistry Department Laboratory Medicine and Pathology Typically Offered either term</p> <p>Description: This course offers a comprehensive exploration of clinical laboratory medicine and pathology, emphasizing the role of translational research in advancing patient care. The course examines basic mechanisms of disease, equipping learners with an understanding of how the clinical laboratory plays a vital role in healthcare by aiding in the identification and management of health conditions, as well as how scientific discoveries are integrated into real-world clinical practice. This engaging course covers key areas of laboratory medicine and pathology, such as hematopathology, molecular pathology, infectious disease diagnostics, genetics, and clinical toxicology. A written</p>

Calendar Change Request Form for Course Changes

	<p>review of scientific literature on a specific topic in Pathology will be required. Open to graduate students in Laboratory Medicine and Pathology. Other graduate students and clinical residents may register with the consent of the department. Credit can be obtained in only 1 of LABMP 400 or LABMP 500.</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date. FoMD Faculty Learning Committee (Faculty Council-delegated approver) – April 5, 2024</p>
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<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. LMP GSC - June 12, 2023 FoMD Graduate Programs Committee – March 28, 2024</p>
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Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 508: Credits were derived from removal of OCCTH 558 (3 credits) in the previous curriculum plan.

OCCTH 571, 572, 573: Creation of Lifespan Course Groupings from pediatric to older adults which requires redistribution of content that warranted new courses. Content and credits from OCCTH 555, 556, & 559 from previous curriculum plan have been integrated into new lifespan grouping.

Course Template

Current: Removed language	Proposed: New language
N/A	<p>Subject & Number OCCTH 508</p> <p>Title Social Transformation Through Occupation Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Focusing on occupational therapy in community contexts, students will learn approaches focused on using occupation to transform social inequities and pursue occupational justice. Students will develop capabilities for participatory, action-oriented inquiry and social innovation, addressing</p>

	community-identified and population-level needs and priorities.
N/A	<p>OCCTH 571</p> <p>Title Occupation Across the Lifespan: Children</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-2 Fee index 6 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Students explore occupational participation for children and how it is influenced by developmental trajectories, life events and opportunities, family contexts, and broader environments. The occupational therapist's role in supporting children, families and communities is explored through family-centered and strengths-based perspectives.</p>
N/A	<p>OCCTH 572</p> <p>Title Occupation Across the Lifespan: Adults</p> <p>Course Career Graduate Units 4 Approved Hours 3-1-0 Fee index 8 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Students examine occupational participation for adults and how life events and opportunities, transitions and trajectories influence this. Occupational therapy practices in supporting adults to engage in roles and relationships, including in their workplaces, homes and communities with an emphasis on productivity and caregiving.</p>

<p>N/A</p>	<p>OCCTH 573</p> <p>Title Occupation Across the Lifespan: Older Adult</p> <p>Course Career Graduate</p> <p>Units 3</p> <p>Approved Hours 3-0-0</p> <p>Fee index 6</p> <p>Faculty Rehabilitation Medicine</p> <p>Department Occupational Therapy</p> <p>Typically Offered either term</p> <p>Description Students explore occupational participation for older adults and how this is influenced by life events and opportunities, living environment, transitions and family/social contexts. Occupational therapy practices in supporting older adults to engage in roles and relationships in their homes and communities are explored.</p>
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Reviewed/Approved by:

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

- FRM Faculty Council (May 14, 2024)

OPTIONAL:

- Occupational Therapy Department Committee (February 6, 2024)
- FRM Executive Committee (February 14, 2024)

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 585: The reduction in credits in course allowed for redistribution of credits into the lifespan grouping, courses OCCTH 571, 572 and 573.

Course Template

Current: Removed language	Proposed: New language
<p>OCCTH 519</p> <p>Enabling Occupation: Advanced Practices in Mental Health</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-1 Fee index 6 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>A discussion and analysis of selected topics of current interest in psychiatry as related to occupational therapy practice. Selected complex cases and special populations are addressed.</p>	<p>OCCTH 519</p> <p>Title Advancing Psychosocial and Mental Health Practices in Occupational Therapy</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-1 Fee index 6 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Students explore therapeutic approaches, emerging trends, and the diverse needs of complex, specialized populations. This course emphasizes advancing occupational therapy mental health capabilities in diverse practice contexts.</p>

<p>OCCTH 530</p> <p>Occupational Therapy Process and Practice: Synthesis</p> <p>Course Career Graduate Units 2 Approved Hours 0-2S-0 Fee index 4 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>The use and design of interventions for physical and mental health, functioning, participation, and activities supported by the analysis and synthesis of occupational therapy principles.</p>	<p>OCCTH 530</p> <p>Title Occupational Therapy Process and Practice: Synthesis</p> <p>Course Career Graduate Units 2 Approved Hours 0-2S-0 Fee index 4 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Integration and synthesis of the occupational therapy practice process in a family-centred context. Develop ability to demonstrate practice reasoning within micro, meso and macro level contexts to support occupational participation.</p>
<p>OCCTH 585</p> <p>Influences on Occupational Performance: Human Systems III: Theory and Practice in Neurology</p> <p>Course Career Graduate Units 6 Approved Hours 6-0-1 Fee index 12 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Application of occupational therapy principles, supported by current principles of neuroscience, for neurological conditions encountered in practice.</p>	<p>OCCTH 585</p> <p>Title Human Capacity for Occupational Participation: Neuroscience</p> <p>Course Career Graduate Units 4 Approved Hours 4-0-1 Fee index 8 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Current neuroscience theory is integrated with occupational therapy principles in support of occupational participation. Students will gain an enhanced theoretical understanding and gain practical capabilities for delivering occupational therapy services/intervention. The course emphasizes contextualized assessments and treatment techniques, and emerging technologies.</p>

Reviewed/Approved by:

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

- FRM Faculty Council (May 14, 2024)

OPTIONAL:

- Occupational Therapy Department Committee (February 6, 2024)
- FRM Executive Committee (February 14, 2024)

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 528 Fieldwork: The proposed course description changes are being made to better reflect (1) the scaffolded placement expectations as students advance through the x3 levels of fieldwork and (2) the language used in the national OT accreditation document re: requirement of 'diverse' practice experience within the 1000 requisite hours.

OCCTH 903 Capstone: OCCTH 903 replaces OCCTH 906 from the previous curriculum plan. The increase in credit for OCCTH 566 and OCCTH 568 will allow for a redistribution of content and add program evaluation content within this course groupings.

Course Template

Current: Removed language	Proposed: New language
<p>Occth 528</p> <p>Title Fieldwork-Learning in a Practice Context</p> <p>Course Career Graduate</p> <p>Units 4</p> <p>Approved Hours</p> <p>Fee index 8</p> <p>Faculty Rehabilitation Medicine</p> <p>Department Occupational Therapy</p> <p>Typically Offered either term</p> <p>Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy.</p>	<p>Occth 528</p> <p>Title Fieldwork-Learning in a Practice Context</p> <p>Course Career Graduate</p> <p>Units 4</p> <p>Approved Hours</p> <p>Fee index 8</p> <p>Faculty Rehabilitation Medicine</p> <p>Department Occupational Therapy</p> <p>Typically Offered either term</p> <p>Description</p> <p>Practical experience providing service within diverse practice contexts to promote occupational participation through the application and integration of</p>

	the core knowledge and skills of occupational therapy. Level 3b: Advanced/Entry to Practice.
<p>OCCTH 903</p> <p>Directed Final Study</p> <p>Course Career Graduate Units 3 Approved Hours UNASSIGNED Fee index 6 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered variable</p> <p>The synthesis of academic knowledge, with fieldwork experiences and directed to the exploration of a specific topic, relevant to occupational therapy. Students will demonstrate inquiry, reflection and critical thinking through required participation in seminars, a written report and a conference style presentation.</p>	<p>OCCTH 903</p> <p>Title Occupational Therapy Capstone Project</p> <p>Course Career Graduate Units 3 Approved Hours UNASSIGNED Fee index 6 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered variable</p> <p>Description Students complete a capstone project synthesizing academic and experiential learning.</p>

Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date.</p> <ul style="list-style-type: none"> FRM Faculty Council (May 14, 2024)
<p>OPTIONAL:</p> <ul style="list-style-type: none"> Occupational Therapy Department Committee (February 6, 2024) FRM Executive Committee (February 14, 2024)

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate Graduate
For which term will this change take effect?	Winter 2026

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 proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 522: Decrease of one credit where content of basic technology has been integrated in OCCTH 583 year 1 term 1 and throughout the curriculum.

OCCTH 526 Fieldwork: The proposed course description changes are being made to better reflect (1) the scaffolded placement expectations as students advance through the x3 levels of fieldwork and (2) the language used in the national OT accreditation document re: requirement of 'diverse' practice experience within the 1000 requisite hours.

OCCTH 540: The increase by one credit for OCCTH 540 will allow for application of advanced topics related to evaluation of clinical practice.

Course Template

Current: Removed language	Proposed: New language
<p>OCCTH 522</p> <p>Enabling Occupation Through the Use of Assistive Technology</p> <p>Course Career Graduate Units 3 Approved Hours 3-0-1 Fee index Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Theory and practice skills to ensure the correct interface between clients' needs;</p>	<p>OCCTH 522</p> <p>Title Occupation and Assistive Technology</p> <p>Course Career Graduate Units 2 Approved Hours 2-0-1 Fee index 4 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description</p>

<p>assistive technology, occupation, and context.</p>	<p>Students use evidence-informed and inquiry-driven methods to analyze how technology impacts occupational performance, well-being, and functioning. Students will enhance their theoretical knowledge and practical skills of assistive, environmental and advanced technologies used in professional practice. Additionally, students will critically examine the ethics, inequities and barriers to access to technology</p>
<p>OCCTH 526</p> <p>Fieldwork-Learning in a Practice Context</p> <p>Course Career Graduate Units 4 Approved Hours Fee index 8 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy.</p>	<p>OCCTH 526</p> <p>Title Fieldwork-Learning in a Practice Context</p> <p>Course Career Graduate Units 4 Approved Hours Fee index 8 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Practical experience providing service within diverse practice contexts to promote occupational participation through the application and integration of the core knowledge and skills of occupational therapy. Level 2/Intermediate.</p>
<p>OCCTH 540</p> <p>Occupational Therapy Process and Practice: Evaluation</p> <p>Course Career Graduate Units 1 Approved Hours 0-1S-0 Fee index 2 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Analyze and evaluate occupational therapy intervention media and modalities for physical and mental health functioning, participation, and activities.</p>	<p>OCCTH 540</p> <p>Title Occupational Therapy Process and Practice: Evaluation</p> <p>Course Career Graduate Units 2 Approved Hours 0-2S-0 Fee index 4 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Integrate, analyze and evaluate the occupational therapy practice process in complex practice-based scenarios. Demonstration of flexible, responsive and</p>

	creative practice reasoning for comprehensive complex case scenarios.
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Reviewed/Approved by:

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

- FRM Faculty Council (May 14, 2024)

OPTIONAL:

- Occupational Therapy Department Committee (February 6, 2024)
- FRM Executive Committee (February 14, 2024)

Faculty (& Department or Academic Unit):	Rehabilitation Medicine, Occupational Therapy
Contact Person:	Amy Peters/Cori Schmitz
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate Graduate
For which term will this change take effect?	Fall 2025

Rationale

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

The proposed calendar changes align our occupational therapy program with the latest Canadian Competencies for Occupational Therapists (2021) and our newly designed curriculum educational framework, "Education for Capabilities". These changes ensure our students receive an up-to-date, evidence-based education, preparing them to meet current and future demands in the field.

OCCTH 527 Fieldwork: The proposed course description changes are being made to better reflect (1) the scaffolded placement expectations as students advance through the x3 levels of fieldwork and (2) the language used in the national OT accreditation document re: requirement of 'diverse' practice experience within the 1000 requisite hours.

OCCTH 550: The increase by one credit for OCCTH 550 will allow for application of advanced topics related to ethics and transition to clinical practice.

Course Template

Current: Removed language	Proposed: New language
<p>OCCTH 527</p> <p>Title Fieldwork-Learning in a Practice Context</p> <p>CCourse Career Graduate Units 4 Approved Hours Fee index 8 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Practical experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy.</p>	<p>OCCTH 527</p> <p>Title Fieldwork-Learning in a Practice Context</p> <p>Course Career Graduate Units 4 Approved Hours Fee index 8 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Practical experience providing service within diverse practice contexts to promote occupational</p>

	<p>participation through the application and integration of the core knowledge and skills of occupational therapy. Level 3a: Advanced.</p>
<p>OCCTH 550</p> <p>Occupational Therapy Process and Practice: Transition</p> <p>Course Career Graduate Units 4 Approved Hours 0-1S-0 Fee index 2 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Transitioning to clinical practice. Application of occupational therapy services within the context of the practice environment</p>	<p>OCCTH 550</p> <p>Title Occupational Therapy Process and Practice: Transition</p> <p>Course Career Graduate Units 2 Approved Hours 0-2S-0 Fee index 4 Faculty Rehabilitation Medicine Department Occupational Therapy Typically Offered either term</p> <p>Description Practice principles of occupational therapy services in relation to the broader practice environment. Develop readiness for transition to the workforce.</p>

Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date.</p> <ul style="list-style-type: none"> FRM Faculty Council (May 14, 2024)
<p>OPTIONAL:</p> <ul style="list-style-type: none"> Occupational Therapy Department Committee (February 6, 2024) FRM Executive Committee (February 14, 2024)



Faculty (& Department or Academic Unit):	Faculté Saint-Jean/Faculty of Nursing
Contact Person:	Hassan Safouhi (Vice-Dean - hsafouhi@ualberta.ca)
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 2025
Does this proposal have corresponding course changes? (Should be submitted at the same time)	

Rationale

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

The proposed changes are to align with those previously approved by the Faculty of Nursing (Undergraduate Curriculum Committee on March 6, 2024 and Faculty Caucus on March 26, 2024).

Les changements proposés sont pour s'aligner avec ceux précédemment approuvés par la Faculty of Nursing (Undergraduate Curriculum Committee and our Faculty Caucus).

Calendar Copy

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=39&pooid=47967

Current Copy	Proposed Copy
<p>Baccalauréat ès sciences infirmières (bilingue) Séquence des cours À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration)</p> <p>Année 1 Automne</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Automne/Hiver</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Hiver</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies for Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée <p>Printemps/Été</p> <ul style="list-style-type: none"> ● FRANC 233 - Techniques de rédaction pour les sciences infirmières OU ● ANGL (3 crédits) OU ● Option libre (3 crédits) (voir Notes 1) <p>Année 2 (voir Notes 2 et 3) Automne</p> <ul style="list-style-type: none"> ● SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé ● SC INF 221 - Introduction à la pratique infirmière ● SC INF 223 - Les fondations des sciences infirmières I/II <p>Deux trimestres</p> <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières 	<p>Baccalauréat ès sciences infirmières (bilingue) Séquence des cours À partir de Septembre 2022 (voir Faculty of Nursing - Maintaining Registration)</p> <p>Année 1 Automne</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Automne/Hiver</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Hiver</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies for Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières ● STATQ 151 - Introduction à la statistique appliquée <p>Printemps/Été</p> <ul style="list-style-type: none"> ● FRANC 233 - Techniques de rédaction pour les sciences infirmières OU ● ANGL (3 crédits) OU ● Option libre (3 crédits) (voir Notes 1) <p>Année 2 (voir Notes 2 et 3) Automne</p> <ul style="list-style-type: none"> ● SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé ● SC INF 221 - Introduction à la pratique infirmière ● SC INF 223 - Les fondations des sciences infirmières I/II <p>Deux trimestres</p> <ul style="list-style-type: none"> ● NURS 216 - Pathophysiology and Pharmacology II <p>Hiver</p> <ul style="list-style-type: none"> ● NURS 224 - Foundations of Nursing III ● NURS 225 - Introduction to Acute Care Nursing Practice ● SC INF 301 - Recherche en sciences infirmières

Spring/Summer

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 10)

Année 3 (voir Notes 3, 4 et 5)**Automne**

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note 6)

Hiver

- NURS 325 - Advanced Acute Care Nursing Practice II
- ~~NURS 400 - Leadership in Nursing and Interprofessional Practice~~
- NURS 327 - Mental Health and Wellness in Nursing **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 7)

Année 4 (voir Notes 3, 4 et 8)**Automne**

- NURS 485 - Nursing Practice in a Focused Area (voir Note 9)

Hiver

- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note 6)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes :

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1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
 2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
 3. La langue d'enseignement des cours avec le sigle SC INF est le français.
 4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
 5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.

Printemps/Été

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6)

Année 3 (voir Notes 3, 4 et 5 et 11)**Automne**

- NURS 321 - Advanced Acute Care Nursing Practice I
- **NURS 322 - Maternal/Child Nursing Practice**
- NURS 323 - Community Nursing through the Lifespan
- SC PO 320 - La politique du système de santé au Canada (voir Note 7)

Hiver

- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health and Wellness in Nursing **OU**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (voir Note 8)
- **1 crédit en Initiatives interprofessionnelles (voir Note 10)**

Année 4 (voir Notes 3, 4 et 9)**Automne**

- NURS 485 - Nursing Practice in a Focused Area (voir Note 10)

Hiver

- INT D 420 - Perspectives on Inclusive and Global Health
- PHILE 386 - La bioéthique (voir Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- **1 crédit en Initiatives interprofessionnelles (voir Note 10)**

Notes :

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1. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
 2. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
 3. La langue d'enseignement des cours avec le sigle SC INF est le français.
 4. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.

<p>6. La Faculty of Nursing déterminera quel cours les étudiants prendront.</p> <p>7. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.</p> <p>8. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.</p> <p>9. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.</p> <p>10. SCSOC 222 doit être complété après l'année 2.</p>	<p>5. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.</p> <p>6. SCSOC 222 doit être complété après l'année 2</p> <p>7. La Faculty of Nursing déterminera quel cours les étudiants prendront.</p> <p>8. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.</p> <p>9. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.</p> <p>10. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.</p> <p>11. Les Initiatives interprofessionnelles consistent en deux cours interdisciplinaires d'un crédit (INT D). Contactez le bureau de la Faculté des Sciences infirmières pour plus d'informations.</p>
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<p>URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=39&navoid=12292#language-test</p>	
Current Copy	Proposed Copy
<p>Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]</p> <p>Course sequence As of September 2022 (see Faculty of Nursing - Maintaining Registration)</p> <p>Year 1</p> <p>Fall Term</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Fall/Winter</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Winter Term</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies For Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières 	<p>Bachelor of Science in Nursing (Bilingual) [Faculté Saint-Jean]</p> <p>Course sequence As of September 2022 (see Faculty of Nursing - Maintaining Registration)</p> <p>Year 1</p> <p>Fall Term</p> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <p>Fall/Winter</p> <ul style="list-style-type: none"> ● PHYSE 152 - Physiologie <p>Winter Term</p> <ul style="list-style-type: none"> ● ANGL 127 - Exploring Writing Studies For Nursing ● NURS 125 - Nursing Practice - Health Assessment ● PSYCE 106 - Principes psychologiques pour les infirmières

<ul style="list-style-type: none"> • STATQ 151 - Introduction à la statistique appliquée I <p>Spring/Summer</p> <ul style="list-style-type: none"> • FRANÇ 233 - Techniques de rédaction pour les sciences infirmières OR • ANGL (3 units) OR • Elective (3 units) (see Note 1) <p>Year 2 (see Notes 2 and 3)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé • SC INF 221 - Introduction à la pratique infirmière • SC INF 223 - Les fondations des sciences infirmières I/II <p>Two Term</p> <ul style="list-style-type: none"> • NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 224 - Foundations of Nursing III • NURS 225 - Introduction to Acute Care Nursing Practice • SC INF 301 - Recherche en sciences infirmières <p>Spring/Summer</p> <ul style="list-style-type: none"> • SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 40) <p>Year 3 (see Notes 3, 4 and 5)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 321 - Advanced Acute Care Nursing Practice I • NURS 323 - Community Nursing through the Lifespan • SC PO 320 - La politique du système de santé au Canada (see Note 6) <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 325 - Advanced Acute Care Nursing Practice II • NURS 327 - Mental Health and Wellness in Nursing (see Note 7) OR • SC INF 327 - Santé mentale et bien-être en soins infirmiers • NURS 400—Leadership in Nursing and Interprofessional Practice <p>Year 4 (see Notes 3, 4 and 9)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area (see Note 9) <p>Winter Term</p> <ul style="list-style-type: none"> • INT D 420 - Perspectives on Inclusive and Global Health 	<ul style="list-style-type: none"> • STATQ 151 - Introduction à la statistique appliquée I <p>Spring/Summer</p> <ul style="list-style-type: none"> • FRANÇ 233 - Techniques de rédaction pour les sciences infirmières OR • ANGL (3 units) OR • Elective (3 units) (see Note 1) <p>Year 2 (see Notes 2 and 3)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé • SC INF 221 - Introduction à la pratique infirmière • SC INF 223 - Les fondations des sciences infirmières I/II <p>Two Term</p> <ul style="list-style-type: none"> • NURS 216 - Pathophysiology and Pharmacology II <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 224 - Foundations of Nursing III • NURS 225 - Introduction to Acute Care Nursing Practice • SC INF 301 - Recherche en sciences infirmières <p>Spring/Summer</p> <ul style="list-style-type: none"> • SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre (voir note 6) <p>Year 3 (see Notes 3, 4, 5 and 11)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 321 - Advanced Acute Care Nursing Practice I • NURS 322 - Maternal/Child Nursing Practice • NURS 323 - Community Nursing through the Lifespan • SC PO 320 - La politique du système de santé au Canada (see Note 7) <p>Winter Term</p> <ul style="list-style-type: none"> • NURS 325 - Advanced Acute Care Nursing Practice II • NURS 327 - Mental Health and Wellness in Nursing (see Note 8) OR • SC INF 327 - Santé mentale et bien-être en soins infirmiers • 1 unit in Interprofessional Initiatives (see Note 10) <p>Year 4 (see Notes 3, 4 and 9)</p> <p>Fall Term</p> <ul style="list-style-type: none"> • NURS 485 - Nursing Practice in a Focused Area (see Note 10) <p>Winter Term</p> <ul style="list-style-type: none"> • INT D 420 - Perspectives on Inclusive and Global Health
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- PHILE 386 - La bioéthique (see Note 6)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes:

1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.
7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
10. ~~SCSOC 222 must be completed after Year 2.~~

- PHILE 386 - La bioéthique (see Note 7)
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- 1 unit in Interprofessional Initiatives (See Note 10)

Notes:

1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. Students must have completed Year 2 courses before taking SCSOC 222.
7. The Faculty of Nursing will determine which course students will take.
8. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
9. To proceed to Year 4, students must have passed all Year 2 and 3 courses
10. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
11. Interprofessional Initiatives will be two 1-unit Interdisciplinary (INT D) courses. Contact the Nursing Faculty office for more information.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
 FSJ Executive Committee - May 16, 2024
 FSJ Faculté Council- May 24, 2024

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

The Faculty of Nursing has been informed of this proposal and supports it (emails exchanges).
 Faculty of Nursing: Undergraduate Curriculum Committee - March 6, 2024 and Faculty Caucus - March 26, 2024

Decision **Discussion** **Information**

ITEM OBJECTIVE: The proposal is before the committee to introduce a new course designator, DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Faculty of Graduate & Postdoctoral Studies Council approve a new course designator DET (Doctorat en Études Transdisciplinaires), as an identifier for courses related to the new Doctorat en études transdisciplinaires as set forth in attachment 1, as submitted by the Faculté Saint-Jean.

EXECUTIVE SUMMARY:

The GFC Programs Committee's approval of the *Doctorat en études transdisciplinaires* programs on March 16, 2023, marked a significant milestone for the Faculté Saint-Jean. This approval was also confirmed by the Ministry of Advanced Education.

The original proposals inadvertently omitted the inclusion of a proposal (GO) for a course designator DET (Doctorat en Études Transdisciplinaires), intended for courses within these programs. This current proposal aims to rectify this by seeking approval for DET to categorize relevant courses.

Supporting Materials:

Attachments

1. Calendar Change Request Form for Course Changes (Faculté Saint-Jean)
2. Calendar change Request Form for Program and Regulation Changes (Faculté Saint-Jean)

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**:

-

GOVERNANCE OUTLINE



Those who have been **consulted**:

- FSJ Executive Committee on behalf of FSJ Council - March 14, 2024
- Conseil de la Faculté Saint-Jean (online voting, February 21, 2024)
- FSJ Executive Committee - February 15, 2024
- FSJ Academic Planning - February 8, 2024
- Office of the Registrar (Jesse Luyendyk) - January 29, 2024
- Calendar Editor (Rebecca Liaw)

Those who have been **informed**:

- FSJ Arts/Sciences group, Feb 2, 2024 (for information)

Approval Route:

Graduate Program Support Team - April 29, 2024
GPS Council - May 15, 2024 (Anticipated)
GFC Program Committee

Supplementary Notes / Context:

GOVERNANCE OUTLINE

Calendar Change Request Form for Course Changes



**UNIVERSITY
OF ALBERTA**

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

Faculty (& Department or Academic Unit): Faculté Saint-Jean

Contact Person: Sadok El Ghouli (elghoul@ualberta.ca)

Level of change: (choose one only) [?] Undergraduate

Graduate

For which term will this change take effect? **Fall 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 *Doctorat en Études Transdisciplinaires* program was approved on March 16, 2023, by the GFC Program Committee. The Ministry of Education has formally validated their launch for the fall of 2024. We must now create a new course designator DET (Doctorate in Transdisciplinary Studies), and the corresponding courses: DET 600, DET 605, DET 609.

Le programme de Doctorat en Études Transdisciplinaires a été approuvé le 16 mars 2023 par GFC Program Committee. Le Ministère de l'Éducation a formellement validé leur lancement pour l'automne 2024. Nous devons à présent créer un nouveau sigle de cour DET (Doctorat en Études Transdisciplinaires), et les cours correspondants : DET 600, DET 605, DET 609.

Course Template

CURRENT Current: Removed language	PROPOSED Proposed: New language
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<p>New</p>	<p>DET 600: Séminaire de recherche transdisciplinaire Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered Variable</p> <p>Description Aperçu des différentes approches, considérations et défis dans la recherche. Les étudiants exploreront les outils et développeront les compétences nécessaires pour</p>
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	<p>comprendre le jargon de la recherche, évaluer les recherches publiées, identifier les types de méthodes les mieux adaptées pour étudier différents types de problèmes et de questions, développer des questions de recherche basées sur une évaluation critique de la recherche existante, et concevoir une proposition de recherche et commencer les préparatifs initiaux d'un projet de recherche.</p>
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<p>New</p>	<p>DET 605: Sujets avancés en études transdisciplinaires Course Career Graduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered Variable</p> <p>Description Études approfondies sur les différentes approches méthodologiques en recherche empirique dans les sciences fondamentales, humaines et sociales. Les étudiants seront exposés aux fondements théoriques de l'interdisciplinarité et de la transdisciplinarité comme méthodes d'analyse et de recherche. Les grands thèmes et concepts théoriques abordés seront l'occasion d'approfondir les discussions et de préparer les étudiants à définir leur propre problématique de recherche. Les étudiants seront invités à définir dans ce séminaire leur problématique de recherche et à illustrer leur choix par des exemples tirés de la société en fonction d'une approche inter ou transdisciplinaire.</p>
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New

DET 609: recherche guidée/ étude guidée-dirigée

Course Career Graduate

Units 3

Approved Hours 3-0-0

Fee index 6

Faculty Faculté Saint-Jean

Department Saint-Jean

Typically Offered Variable

Description

Études dirigées se terminant avec un examen de synthèse écrit et une proposition de projet.

Reviewed/Approved by:

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

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



Faculty (& Department or Academic Unit): Faculté Saint-Jean
Contact Person: Sadok El Ghouli (elghoul@ualberta.ca)
Level of change: (choose one only) Undergraduate <p style="text-align: right;">Graduate</p>
Type of change request: (check all that apply) Program <p style="text-align: right;">Regulation</p>
For which term is this intended to take effect? Fall 2024 (Early implementation)

Does this proposal have corresponding course changes?
(Should be submitted at the same time)

Rationale
yes

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 proposed changes aim to improve the clarity and coherence of the new *Doctorat en études transdisciplinaires* program:

- Some editorial adjustments are suggested aimed at enhancing clarity, coherence, and accuracy - Reformulate the section outlining the program's requirements to enhance clarity. The current wording has the potential to cause confusion or be misunderstood by students. Hence, it is crucial to define these criteria clearly to ensure they are instantly and unmistakably understood by everyone involved in the program. - Change the initially proposed designator from ESFSJ (Études Supérieures FSJ) to DET (Doctorate in Transdisciplinary Studies).

Par les changements proposés suivants, nous visons à améliorer la clarté et la cohérence du nouveau programme de doctorat :

- Quelques ajustements éditoriaux sont suggérés dans le but d'améliorer la clarté, la cohérence et la précision - Reformuler la section décrivant les exigences du programme afin d'améliorer sa clarté. Les formulations actuelles risquent de semer la confusion ou d'être mal interprétées par les étudiants. Ainsi, il est important de préciser ces critères de manière à garantir leur compréhension immédiate et univoque par toutes les parties impliquées dans le programme.
- changer le désignateur initialement proposé ESFSJ (Études Supérieures FSJ) en DET (Doctorat en Études Transdisciplinaires)

Calendar Copy

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75120

Current Copy	Proposed Copy
<p>Doctorat en études transdisciplinaires (Faculté Saint-Jean)</p> <p>Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21^{ème} siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire qui offre une occasion unique aux étudiants d'approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.</p> <p>Conditions d'admission</p> <p>Les conditions minimales d'admission au programme du doctorat interdisciplinaire sont les suivantes:</p> <ul style="list-style-type: none"> ● Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ; ● Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 crédits derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ; ● Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par : <ul style="list-style-type: none"> ○ un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise, OU ○ un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la 	<p>Doctorat en études transdisciplinaires (Faculté Saint-Jean)</p> <p>Conditions d'admission</p> <p>Les conditions minimales d'admission au programme du doctorat transdisciplinaire sont les suivantes:</p> <ul style="list-style-type: none"> ● Diplôme de maîtrise ou l'équivalent reconnu par l'Université de l'Alberta ; ● Moyenne d'admission minimale de 3,0 sur l'échelle de 4 points de l'Université de l'Alberta, ou l'équivalent, dans les 60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ; ● Les candidats doivent posséder une compétence langagière adéquate en français; démontrée par : <ul style="list-style-type: none"> ○ un diplôme universitaire ou équivalent d'un établissement reconnu par l'Université de l'Alberta, ayant le français comme langue d'enseignement. La preuve que l'instruction pour le diplôme était en français est requise, OU ○ un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible

Faculté Saint-Jean est disponible

au bureau des études supérieures
de la Faculté Saint-Jean).

Note : s'il y a lieu, satisfaire aux exigences
minimales en matière de langue anglaise. Voir
[English Language Requirement](#).

Les candidats doivent également soumettre
les documents suivants :

- Un curriculum Vitae ;
- Lettre d'intention (deux pages maximum)
faisant état des objectifs de recherche du
candidat ;
- Un échantillon de travail écrit (entre 5 et 15
pages) ;
 - Deux lettres de recommandation
adressées directement à la Faculté Saint-
Jean ;
- Une lettre d'appui d'au moins un professeur
dont le domaine de
recherche/spécialisation
correspond au projet soumis.

Note : Tous les documents doivent être soumis
en français.

Exigences du programme

Les étudiants doivent compléter un minimum de
18 crédits, dont un minimum de 6 crédits dans
les
cours de niveau supérieur, et la soutenance
d'une thèse.

Cours

- ESFSJ 600 : Séminaire de recherche
interdisciplinaire
- ESFSJ 605 : recherche approfondie
(Research Design)
- Six cours optionnel de niveau supérieur de
trois crédits

Le programme est structuré autour
d'études auto dirigées et dirigées par un
superviseur. Le comité de supervision, en
consultation avec l'étudiant, peut décider de
cours formels supplémentaires à suivre
dans le cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les
étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un
examen compréhensif dans la discipline ciblée
généralement en début de la deuxième année
du programme de doctorat.

au bureau des études supérieures
de la Faculté Saint-Jean).

Note : s'il y a lieu, satisfaire aux exigences
minimales en matière de langue anglaise. Voir
[English Language Requirement](#).

Les candidats doivent également soumettre
les documents suivants :

- Un curriculum Vitae ;
- Lettre d'intention (deux pages maximum)
faisant état des objectifs de recherche du
candidat ;
- Un échantillon de travail écrit (entre 5 et 15
pages) ;
- Deux lettres de recommandation
adressées directement à la Faculté
Saint-Jean ;
- Une lettre d'appui d'un superviseur
potentiel.

Note : Tous les documents doivent être soumis
en français.

Exigences du programme

Les étudiants doivent compléter 2 cours
obligatoires et rédiger une thèse. En plus, ils
peuvent choisir jusqu'à 4 cours d'option qui
seront décidés par le comité et le superviseur,
selon leur parcours et leur thématique de
recherche.

Cours

- DET 600 : Séminaire de recherche
transdisciplinaire
- DET 605 : Sujets avancés en études
transdisciplinaires
- Cours optionnels : Jusqu'à quatre cours
d'option de niveau supérieur de trois
crédits

Le programme est structuré autour
d'études auto dirigées et dirigées par un
superviseur. Le comité de supervision, en
consultation avec l'étudiant, peut décider
de cours supplémentaires à suivre dans le
cadre du programme, si nécessaire.

Thèse

Inscription au cours THES de niveau 900. Les
étudiants doivent soutenir avec succès leur thèse.

Examen compréhensif

Les étudiants doivent passer avec succès un
examen compréhensif dans la discipline ciblée
généralement en début de la deuxième année
du programme de doctorat.

Examen de candidature

A la fin de la deuxième année^s, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature **inter**disciplinaire du programme, le processus de synthèse peut prendre différentes formes. **Il peut comprendre, par exemple, des examens écrits sur différents aspects de la discipline, une série de prises de position ou une longue proposition de thèse.**

Exigences **du** développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi **répondre** aux exigences du développement professionnel, et **la** formation **dans** l'éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral

Studies : [GPS Academic Integrity and Ethics Training Requirement](#) and the [GPS Professional Development Requirement](#).

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à **cette première** réunion. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

Examen de candidature

A la fin de la deuxième année, les étudiants doivent présenter une proposition de recherche suivie d'un examen de candidature/de synthèse orale.

En raison de la nature **trans**disciplinaire du programme, le processus de synthèse peut prendre différentes formes.

Exigences **de** développement professionnel et la formation dans l'éthique de la recherche

Les étudiants doivent aussi **satisfaire** aux exigences du développement professionnel et **suivre une** formation **en** éthique de la recherche.

Pour plus d'information, veuillez consulter le site web de La Faculty of Graduate & Postdoctoral

Studies : [GPS Academic Integrity and Ethics Training Requirement](#) and the [GPS Professional Development Requirement](#).

Niveau académique

Les étudiants du programme de doctorat sont tenus de maintenir une moyenne cumulative minimale de 3,0 tout au long du programme.

Résidence

La résidence n'est pas requise dans ce programme. Cependant, les étudiants sont encouragés à assister à la réunion **d'orientation au début du programme**. Les professeurs qui financent les étudiants par le biais de leurs propres subventions de recherche peuvent exiger que l'étudiant soit présent.

Durée limite du programme

La durée maximale du programme de doctorat, telle que fixée par la Faculty of Graduate & Postdoctoral Studies et de la recherche, est de six ans.

URL in current Calendar (or "New page")

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=75121

Current Copy [English]	Proposed Copy [English]
<p>Doctorate in Transdisciplinary Studies (Faculty Saint-Jean) The <i>Doctorat transdisciplinaire</i> program at Campus Saint-Jean offers, in French, a high level, post-graduate education in several fields organized under the major axes of science, health, social sciences, and humanities. Established to meet the professional needs of the 21st century, in a world of close linguistic contact, and in a bilingual minority (Francophone) situation, this program constitutes a unique environment for interdisciplinary scientific research that provides an important opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.</p> <p>Entrance Requirements The minimum requirements for admission to the <i>Doctorat</i> program are as follows:</p> <ul style="list-style-type: none"> ● Master's degree or equivalent recognized by the University of Alberta <ul style="list-style-type: none"> ● An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework ● Applicants must have adequate French language proficiency, as demonstrated by: <ul style="list-style-type: none"> ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required; OR ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). <p>Note: Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>Applicants are also required to submit the following: ● A curriculum vitae</p>	<p>Doctorate in Transdisciplinary Studies (Faculty Saint-Jean)</p> <p>Entrance Requirements The minimum requirements for admission to the <i>Doctorat transdisciplinaire</i> program are as follows:</p> <ul style="list-style-type: none"> ● Master's degree or equivalent recognized by the University of Alberta <ul style="list-style-type: none"> ● An admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework ● Applicants must have adequate French language proficiency, as demonstrated by: <ul style="list-style-type: none"> ○ a degree or its university-level equivalent from an institution recognized by the University of Alberta, with French as the language of instruction. Proof that instruction for the degree was in French is required; OR ○ a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office). <p>Note: Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>Applicants are also required to submit the following:</p> <ul style="list-style-type: none"> ● A curriculum vitae ● A letter of intent (maximum two pages) outlining the applicant's research objectives

- A letter of intent (maximum two pages) outlining the applicant's research objectives
- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from **at least one professor whose area of research/specialization corresponds to the pre-project submitted**

Note: all documentation must be submitted in French.

Program Requirements

Students must complete a minimum of 18 units, including a minimum of 6 units in graduate level courses, and write a thesis.

Coursework

- **ESFSJ 600** : Séminaire de recherche interdisciplinaire
 - **ESFSJ 605** : recherche approfondie (Research Design)
 - **Six 3-unit graduate-level courses optional**
- The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional **formal** courses to be taken in the program if necessary.

Thesis

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

Comprehensive Exam

Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam

At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the **interdisciplinary** nature of the program, the path to candidacy may take different forms. **It may include, for example, written examinations on different aspects of the discipline, a series of position papers, or a long thesis proposal.**

Ethics and Professional Development Requirements

Students are required to meet the [GPS Academic Integrity and Ethics Training](#) and the [GPS Professional Development Requirement](#).

- One sample of written work (between 5 and 15 pages)
- Two letters of reference addressed directly to the Faculté Saint-Jean
- A letter of support from **a potential supervisor**

Note: all documentation must be submitted in French.

Program Requirements

Students are required to complete 2 mandatory courses and write a thesis. Additionally, they can choose up to 4 elective courses, which will be decided by the committee and the supervisor, based on their pathway and research theme.

Coursework

- **DET 600** : Séminaire de recherche transdisciplinaire
 - **DET 605** : Sujets avancés en études transdisciplinaires
 - **Elective Courses: Up to four graduate-level elective courses of three credits each**
- The program is based on self- and supervisor-directed studies. The supervisory committee, in consultation with the student, can decide on additional courses to be taken in the program if necessary.

Thesis

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

Comprehensive Exam

Students must successfully complete a comprehensive exam in the targeted discipline, usually at the beginning of the second year of the doctoral program.

Candidacy Exam

At the end of the second year, students are required to submit a research proposal, which is followed by an oral candidacy/synthesis exam.

Due to the **transdisciplinary** nature of the program, the path to candidacy may take different forms.

Ethics and Professional Development Requirements

Students are required to meet the [GPS Academic Integrity and Ethics Training](#) and the [GPS Professional Development Requirement](#).

Academic Standing Requirement

Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement

Residency is not required in this program. However, we encourage students to attend their first meeting with their supervisors. University professors who fund students through their own research grants may require the student to attend.

Length of Program

The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

Reviewed/Approved by:

Academic Standing Requirement

Students in the PhD program are required to maintain a minimum cumulative grade point average of 3.0 in their courses for the program.

Residence Requirement

Residency is not required in this program. However, we encourage students to attend their orientation meeting at the beginning of the program. University professors who fund students through their own research grants may require the student to attend.

Length of Program

The maximum time to complete the PhD program is six years, as set by the Faculty of Graduate & Postdoctoral Studies.

<p>REQUIRED: Faculty Council (or delegate) and approval date. FSJ Executive committee on behalf of FSJ council: March 14, 2024 Faculty Council (Evote): February 21, 2024 FSJ Executive committee : February 15 2024</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.</p>

Faculty (& Department or Academic Unit):	Faculty of Pharmacy
Contact Person:	Dr Jill Hall, Director PharmD Program
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
	<ul style="list-style-type: none"> 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

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55340

The CHS is streamlining the registration process for Interprofessional courses. The courses will be timetabled with a consistent course title (IntD 403 for undergraduate programs, IntD503 for graduate programs). Using the proposed process is more efficient and ideally improves clarity for students and faculty members, when referring to the foundational IPE courses.

Course Template

Current: Removed language	Proposed: New language
Year 2 (32 Units) <ul style="list-style-type: none"> PHARM 201 - Principles of Medicinal Chemistry PHARM 202 - Pharmaceutics 1 PHARM 203 - Introduction to Pharmacology 1 PHARM 204 - Anatomy and Physiology for Pharmacy PHARM 210 - Foundations of Collaborative Practice PHARM 212 - Behavioural, Administrative, Social and Evidence-based Pharmacy 1 PHARM 213 - Behavioural, Administrative, Social and Evidence-based Pharmacy 2 PHARM 215 - Pharmaceutical Calculations PHARM 220 - Patient Care Skills 1 PHARM 223 - Patient Care Skills 2 PHARM 233 - Introduction to Pharmacology 2 PHARM 243 - Pharmacotherapy 1 	Year 2 (32 Units) <ul style="list-style-type: none"> PHARM 201 - Principles of Medicinal Chemistry PHARM 202 - Pharmaceutics 1 PHARM 203 - Introduction to Pharmacology 1 PHARM 204 - Anatomy and Physiology for Pharmacy PHARM 210 - Foundations of Collaborative Practice or equivalent (see list provided by Faculty) PHARM 212 - Behavioural, Administrative, Social and Evidence-based Pharmacy 1 PHARM 213 - Behavioural, Administrative, Social and Evidence-based Pharmacy 2 PHARM 215 - Pharmaceutical Calculations PHARM 220 - Patient Care Skills 1 PHARM 223 - Patient Care Skills 2 PHARM 233 - Introduction to Pharmacology 2 PHARM 243 - Pharmacotherapy 1

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee - March 28, 2024

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Dr Jill Hall, Director, PharmD Program
Level of change: (choose one only) [?]	• Undergraduate
	• Graduate
For which term will this change take effect?	Winter 2025

Rationale

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

This is a new elective for the Doctor of Pharmacy program; students are required to take one 3-unit elective during the program.

Course Template

Current: Removed language	Proposed: New language
NEW COURSE	<p>Pharm 415 - Advanced Clinical Pharmacokinetics and Pharmacogenomics</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc Typically Offered variable</p> <p>Description This course will provide students with applied knowledge and skills, through integrated patient care scenarios, on the clinical pharmacokinetics and pharmacogenomics of select therapeutic agents (e.g., antibiotics, mental health, antiseizure medications, cardiovascular agents, antineoplastics, immunosuppressants). Emphasis will be placed on the incorporation of clinical pharmacokinetic monitoring and genomic principles into the therapeutic decision making process for the optimization of patient outcomes. Prerequisite: PHARM 303 or equivalent, or consent of the Faculty.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee March 28, 2024

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Dr Jill Hall, Director, PharmD Program
Level of change: (choose one only) [?]	• Undergraduate
	• Graduate
For which term will this change take effect?	Winter 2025

Rationale

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

Students will apply knowledge and develop skills needed by a pharmacist to provide care to people experiencing substance use disorders. Topics covered will include drug policy history, health system approaches to substance use disorders, harm reduction modalities, existing and emerging clinical treatments, and patient advocacy.

Course Template

Current: Removed language	Proposed: New language
New course	<p>PHARM 435 Advanced Pharmacy Practice - Substance Use Disorders</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc Typically Offered variable</p> <p>Description This elective will dive into specialty topics related to the management of substance use disorders to equip learners for clinical practice (e.g. acute pain management in the context of opioid use disorder, pregnancy, etc.). Clinical learning is situated in a systems level thinking approach to understanding substance use disorder as a wicked public health issue. Restricted to Pharmacy students or with consent of the Faculty. Prerequisite: PHARM 445 or equivalent, or consent of the Faculty</p>

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee March 28, 2024

Faculty (& Department or Academic Unit):	Faculty of Pharmacy
Contact Person:	Dr Jill Hall, Director PharmD Program
Level of change: (choose one only) [?]	• Undergraduate
	• 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

https://calendar.ualberta.ca/preview_program.php?catoid=44&poid=55340

The CHS is streamlining the registration process for Interprofessional courses. The courses will be timetabled with a consistent course title (IntD 403 for undergraduate programs, IntD503 for graduate programs). Using the proposed process is more efficient and ideally improves clarity for students and faculty members, when referring to the foundational IPE courses.

Course Template

Current: Removed language	Proposed: New language
<p>PHARM 410 - Interprofessional Education Elective</p> <p>Course Career Undergraduate Units 1 Approved Hours VARIABLE Fee index 2 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc Typically Offered variable</p> <p>Description Application of interprofessional competencies within a specific healthcare context. Note: content topics vary from year to year; course title is variable. Prerequisite: Pharm 210. Restricted to Pharmacy students or with consent of the Faculty.</p>	<p>PHARM 410 - Interprofessional Education Elective</p> <p>Course Career Undergraduate Units 1 Approved Hours VARIABLE Fee index 2 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc Typically Offered variable</p> <p>Description Application of interprofessional competencies within a specific healthcare context. Note: content topics vary from year to year; course title is variable. Prerequisite: IntD 403 or Pharm 210. Restricted to Pharmacy students or with consent of the Faculty.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee - March 28, 2024

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Dr Jill Hall, Director, PharmD Program
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
For which term will this change take effect?	Spring 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 course title and description are updated to better reflect the content of the course, which has evolved since it was initially approved.

Course Template

Current: Removed language	Proposed: New language
<p>PHARM 495 - Leadership in Healthcare Decision Making</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sci Typically Offered either term or Spring/Summer</p> <p>Description This course aims to enhance students' professional and personal leadership capacity through participating in real-world activities and team work and learning from invited pharmacy/healthcare leaders of different styles and various settings. Prerequisite: Consent of the Faculty.</p>	<p>PHARM 495 - Leadership in Pharmacy</p> <p>Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sci Typically Offered either term or Spring/Summer</p> <p>Description This course aims to enhance students' professional and personal leadership development through interactive sessions and case studies. Applying principles of adaptive leadership, coaching, and improvisation, students will explore current issues facing leaders. Students will also have the opportunity to engage with diverse pharmacy and healthcare leaders. Prerequisite: PHARM 413 or Consent of the Faculty.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: Curriculum Committee - April 17, 2024

Faculty (& Department or Academic Unit):	Pharmacy and Pharmaceutical Sciences
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall, 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 following changes to Section 3 of Academic Standing for the Doctor of Pharmacy (PharmD) for Practicing Pharmacists are based on the program's evolution from a full-time, in-person program completed over 14 months to a part-time, online hybrid program that is completed over 2-5 years. The program includes 4 courses (3 credit) typically completed prior to experiential learning courses and 3 seminar courses (1 credit) completed in conjunction with experiential learning courses. There are 6 (6 credit) experiential learning courses in the program. Most changes are to ensure clarity. In the Required to Withdraw (RTW) section 3.e.iii, the number of failed experiential learning courses for RTW is clarified to state "two courses", rather than "more than two courses". A new section 3.e.ii., was added to address online courses similar to section 3.e.iii.

Calendar Copy

<https://calendar.ualberta.ca/content.php?catoid=39&navoid=12274#academic-standing>

Current	Proposed
Removed language	New language
Academic Standing	Academic Standing
Doctor of Pharmacy (PharmD) for Practicing Pharmacists ...	Doctor of Pharmacy (PharmD) for Practicing Pharmacists ...
3. Promotion and/or Continuation	3. Promotion and/or Continuation
a. Academic standing is assessed on the basis of: i. Performance in individual courses,	a. Academic standing is assessed on the basis of: i. Performance in individual courses,

<p>ii. CR in credit/no credit courses, iii. A minimum letter grade of B- in all courses in which a letter grade is assigned, and iv. Students must take a minimum of one course in each term unless prior approval is granted by the Director of the PharmD for Practicing Pharmacists program or the Associate Dean Academic and Student Services.</p> <p>b. Proof of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) must be provided prior to commencing the first placement and annually.</p> <p>c. Satisfactory Standing: Students are in satisfactory standing when they have completed each required course with a minimum letter grade of B- or assigned a grade of CR in credit/no credit courses.</p> <p>d. Conditional Standing: Students are placed in this category and placed on Academic Warning when upon a first attempt at a course, the student has not achieved a minimum grade of B- or a grade of CR in credit/non-credit courses. In such cases the student must retake the course involved the next time it is offered. Such students will clear their Academic Warning upon achieving a grade of B- or CR on the second attempt in order to be placed in Satisfactory Standing.</p> <p>e. Required to Withdraw:</p> <p>i. Students who fail to achieve a minimum grade of B- or a grade of CR in credit/non-credit courses a second time will be Required to Withdraw from the program.</p> <p>ii. Any student who fails to achieve a grade of CR in more than two of the required experiential courses on the first attempt will be Required to Withdraw from the PharmD program.</p> <p>iii. Students who are Required to Withdraw are not normally readmitted to the program.</p> <p>iv. Failure to provide documentation of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) will necessitate withdrawal from the program.</p>	<p>ii. CR in credit/no credit courses, and iii. A minimum letter grade of B- in all courses in which a letter grade is assigned, and iv. Students must take a minimum of one course in each term unless prior approval is granted by the Director of the PharmD for Practicing Pharmacists program or the Associate Dean Academic.</p> <p>b. Proof of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) must be provided prior to commencing the first placement and annually.</p> <p>c. Satisfactory Standing: Students are in satisfactory standing when they have completed each required course with a minimum letter grade of B- or assigned a grade of CR in credit/no credit courses.</p> <p>d. Conditional Standing: Students are placed in this category and placed on Academic Warning when upon a first attempt at a course, the student has not achieved a minimum grade of B- or a grade of CR in credit/non-credit courses. In such cases the student must normally retake the course involved the next time it is offered. Such students will clear their Academic Warning upon achieving a grade of B- or CR on the second attempt in order to be placed in Satisfactory Standing.</p> <p>e. Required to Withdraw:</p> <p>i. Students who fail to achieve a minimum grade of B- or a grade of CR in credit/non-credit courses on the second attempt will be Required to Withdraw from the program.</p> <p>ii. Any student who fails to achieve a grade of B- or CR in two online courses on the first attempt will normally be Required to Withdraw from the PharmD program.</p> <p>iii. Any student who fails to achieve a grade of CR in two of the experiential courses on the first attempt will normally be Required to Withdraw from the PharmD program.</p> <p>iv. Students who are Required to Withdraw are not normally readmitted to the program.</p> <p>v. Failure to provide documentation of current licensure as a pharmacist in the jurisdiction(s) where direct patient care experiential placements will be completed (and authorization to administer drugs by injection where legislated) will necessitate withdrawal from the program.</p>
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Reviewed/Approved by:

REQUIRED: Faculty Council Approval: May 21, 2024

OPTIONAL: PharmD for Practicing Pharmacists Instructors (12 February 2024, 29 April 2024), Director of Experiential Education (x April 2024); Academic Staff Meeting (15 April 2024)

Faculty (& Department or Academic Unit):	Pharmacy and Pharmaceutical Sciences
Contact Person:	Terri Schindel
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall, 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

PHARM 523, PHARM 533

These changes reintroduce PHARM 522 as a pre or corequisite to support student learning in the PharmD for Practicing Pharmacist program. Skills and knowledge learned in PHARM 522 - Advanced Patient Care Skills and Health Assessment are integral to success in the two Advanced Pharmacotherapy courses, PHARM 523 - Advanced Pharmacotherapy - Part 1 and PHARM 523 - Advanced Pharmacotherapy - Part 2. Historically, PHARM 522 was a pre or corequisite for these courses. However, it was removed in 2022 along with other changes to create part-time pathways for students to complete the program. Since the change, instructors observed that some students who had not completed PHARM 522 required additional instruction and support, particularly with assessment skills. Requirement for these pre or corequisites may be assessed on an individual basis for students who possess advanced patient care and assessment skills. Instructors in the program were consulted.

Calendar Copy

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=39&search_database=Search&search_db=Search&cp_age=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=pharm+523&filter%5Bexact_matc_h%5D=1

Current	Proposed
Removed language	New language
PHARM 523 Title Advanced Pharmacotherapy - Part 1 Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc	PHARM 523 Title Advanced Pharmacotherapy - Part 1 Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc

<p>Typically Offered variable</p> <p>Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites: PHARM 521 or consent of the Faculty.</p>	<p>Typically Offered variable</p> <p>Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites or corequisites: PHARM 521 and 522, or consent of the Faculty.</p>
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[https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=39&search_database=Search&search_db=Search&cp_age=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=pharm+533&filter%5Bexact_mat](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=39&search_database=Search&search_db=Search&cp_age=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=pharm+533&filter%5Bexact_match%5D=1)
[h%5D=1](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=39&search_database=Search&search_db=Search&cp_age=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=pharm+533&filter%5Bexact_mat)

<p>PHARM 533 Title Advanced Pharmacotherapy - Part 2 Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc Typically Offered variable</p> <p>Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites: PHARM 521 or consent of the Faculty.</p>	<p>PHARM 533 Title Advanced Pharmacotherapy - Part 2 Course Career Undergraduate Units 3 Approved Hours VARIABLE Fee index 6 Faculty Pharmacy & Pharmaceutical Sci Department Pharmacy & Pharmaceutical Sc Typically Offered variable</p> <p>Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites or corequisites: PHARM 521 and 522, or consent of the Faculty.</p>
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Reviewed/Approved by:

REQUIRED: Faculty Council Approval May 21, 2024

OPTIONAL: PharmD for Practicing Pharmacists Instructors (08 January 2024), Curriculum Committee (07 January 2024).



Decision **Discussion** **Information**

ITEM OBJECTIVE: Propose Changes to Graduate Conditional Admissions

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: That GFC Programs Committee approves the policy and calendar changes regarding Conditional Admissions for graduate students, as included, for implementation upon final approval.

EXECUTIVE SUMMARY:

The proposed changes to Calendar policy regarding graduate student conditional admissions are intended to eliminate duplication of the academic standing requirements that already apply to all students. They will improve equity/fairness and reduce paperwork.

Current policy allows marginally qualified applicants to be admitted subject to certain conditions. These conditions can include requirements like the provision of an official transcript in cases where one was not received with the application or the achievement of a higher score on a test of English proficiency. These kinds of conditional admissions remain unchanged in this proposal. Under current policy, conditions imposed at the time of admission can also include meeting certain performance requirements in the graduate program: taking certain classes in a particular time-frame and achieving specific grades. We propose specifically excluding these kinds of performance-based conditions from policy and using conditional admission only in cases where documentation is missing or a program that was in progress at the time of application needs to be completed before the start of the new program.

The rationale for this change is that all students are already subject to the university's academic standing requirements as well as any that may be in place at the program level. If conditions imposed at the time of admission mirror the requirements of good academic standing, this is redundant. And if admission conditions exceed the requirement for good academic standing (2.7 GPA), this poses a fairness/equity concern, as some students would be held to a higher standard of performance than others. If the proposed changes are adopted, marginally admissible students who do not maintain good academic standing will still be subject to the normal remedies at our disposal: the annual progress report, plans of remediation on the basis of low GPA, and eventually the requirement to withdraw.

Allowing institution-wide academic standing requirements to take the place of duplicative case-by-case admissions conditions may also result in a substantial reduction in paperwork for some programs.

GOVERNANCE OUTLINE



Supporting Materials:

1. Calendar Change Request Form - Graduate Conditional Admission

SCHEDULE A:

Engagement and Routing

Approval Route:

- GPST - April 29, 2024
- GPS Council - May 15, 2024
- GFC Programs Committee - June 20, 2024 (Anticipated)



Faculty (& Department or Academic Unit):	Faculty of Graduate & Postdoctoral Studies
Contact Person:	Micah True
Level of change: (choose one only)	• Undergraduate
	• Graduate
Type of change request: (check all that apply)	• Program
	• Regulation
For which term is this intended to take effect?	Fall 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

The proposed changes eliminate performance-based conditions (i.e. the requirement that some newly admitted students take particular courses and achieve a certain GPA) from the policy concerning conditional admission, in the interest of simplicity. All students will still be subject to the performance standards already in place in the policy on academic standing. This change also brings policy more closely into alignment with current practice, in which GPS no longer monitors such conditions imposed by departments. Allowing institution-wide academic standing requirements to take the place of case-by-case admissions conditions may also result in a substantial reduction in paperwork for some programs.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13735#admission-with-conditions	
Current Copy: Removed language	Proposed Copy: New language
<p>Graduate Admission</p> <p>Admission with Conditions</p> <p>In certain circumstances, the Faculty of Graduate Studies and Research or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic</p>	<p>Graduate Admission</p> <p>Admission with Conditions</p> <p>In certain circumstances, the Faculty of Graduate & Postdoctoral Studies or the academic unit may impose conditions on an applicant's admission. Such circumstances include academic qualifications that are missing from the</p>

qualifications that are difficult to assess or below the minimum standards required by the program.

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

Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions
- successful completion of a specific English Language Proficiency test.

- ~~the requirement to take a specific set of courses, and achieve certain grades, or grade point averages, within a specified time.~~

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

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

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in 900-level project courses until the conditions have been cleared.

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

student's application, difficult to assess, or below the minimum standards required by the program.

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

Examples of admission conditions include:

- receipt of official documents from all accredited postsecondary institutions.
- successful completion of a specific English Language Proficiency test.
- **completion of another degree program that was in progress at the time of application.**

Admission conditions will normally not include meeting particular performance standards in the student's U of A program in addition to the normal program or university wide academic standing requirements. <ADD LINK TO ACADEMIC STANDING>

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

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

In the absence of exceptional circumstances, students admitted with conditions will not be permitted to register in 900-level project courses until the conditions have been cleared.

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

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

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed.

- ~~2. That the student be granted another term with conditions. This recommendation must include (a) an indication of how the Failure in or Failure to Complete a Course in the first term of registration will be managed (see Failure in or Failure to Complete a Course or Research Work of the University Calendar) and (b) specification of a minimum number of graduate level courses which are to be taken by the student and the minimum academic performance required.~~
3. That the student not be permitted further registrations in the program. This written recommendation to the **Faculty of Graduate Studies and Research** must include a rationale for this decision.

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

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

1. That the deadline for meeting the unfulfilled condition(s) be extended, with no new conditions being imposed. **In no case will the deadline for meeting conditions of admission be extended beyond one year from the date of admission. Any student who does not meet the conditions of admission by this date will be required to withdraw.**

2. That the student not be permitted further registrations in the program. This written recommendation to the **Faculty of Graduate & Postdoctoral Studies** must include a rationale for this decision.

Reviewed/Approved by:

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

GPST - April 29, 2024
 GPS Council - May 15, 2024
 GFC Programs Committee
 GFC

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



Decision **Discussion** **Information**

ITEM OBJECTIVE: Propose Changes to Graduate Non-Degree Program Students

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: That GFC Programs Committee approves the naming change of “Special Graduate Students” to “Non-Degree Program Graduate Students” and related policy and calendar changes, as included, for implementation upon final approval.

EXECUTIVE SUMMARY:

The proposal is before the committee to discuss changes to the name of “Special Graduate Students” to “Non-Degree Program Graduate Students,” which is more descriptive and therefore better matches the names of the other categories of graduate students. "Non-degree program graduate student" is already in use on the GPS website, in parentheses to explain what a "Special Graduate Student" is.

The proposal also changes the admission pathway for such students, eliminating the requirement that they submit a full application every year. Non-Degree Program Graduate Students will instead be admitted on the recommendation of a graduate program. The proposed changes also provide a clearer pathway for admission to a degree program for this type of student. The proposed language specifies that non-degree program graduate students can apply for admission to a program, and that in this case the normal limits on transfer credits would apply. In sum, this change empowers units to make decisions case-by-case in whatever way suits them, without requiring a full application for students who will not actually be joining a program.

Finally, the proposal adds clarifying language to the section of qualifying to match current practice. Qualifying students normally take undergraduate courses to bring themselves up to the level required for graduate studies if their background is in a different field, and these are not normally required courses of the program. This has always been the case, but it wasn't explicit in the policy before.

These changes enhance the flexibility and ease of use of this category of student, and will provide efficiencies in processing and be more student centered.

Supporting Materials:

1. Calendar Change Request Form - Graduate Non-Degree Program Students



SCHEDULE A:

Engagement and Routing

Approval Route:

- GPST - April 29, 2024
- GPS Council - May 15, 2024
- GFC Programs Committee - June 20, 2024 (Anticipated)

Faculty (& Department or Academic Unit):	Faculty of Graduate & Postdoctoral Studies
Contact Person:	Micah True
Level of change: (choose one only)	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 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 proposal changes the name of “Special Graduate Students” to “Non-Degree Program Graduate Students,” which is more descriptive and therefore better matches the names of the other categories of graduate students. It also changes the admission pathway for such students, eliminating the requirement that they submit a full application every year. Non-Degree Program Graduate Students will instead be admitted on the recommendation of a graduate program. The proposed changes also provide a clearer pathway for admission to a degree program for this type of student. These changes enhance the flexibility and ease of use of this category of student.

Calendar Copy

URL in current Calendar (or “New page”)	
<ul style="list-style-type: none"> Application for Admission: https://calendar.ualberta.ca/content.php?catoid=44&navoid=13735#application-for-admission Classification of Graduate Students: https://calendar.ualberta.ca/content.php?catoid=44&navoid=13568#classification-of-graduate-students 	
Current Copy: Removed language	Proposed Copy: New language

Application for Admission

Graduate applications are submitted to the departments offering the program via the [online portal](#).

Application deadlines specific to particular degree programs are found under the appropriate program heading in [Graduate Programs](#).

Applicants are required to upload documents from all accredited postsecondary institutions that they have attended. See [Application Requirements for Academic Documents](#) on the FGSR website for further information on the criteria for uploaded documents to be accepted.

[...]

Classification of Graduate Students

The classification of students is generally determined upon admission to a program on the basis of the student's previous academic background. Graduate students at the University of Alberta are classified as one of the following:

1. **Qualifying graduate students** are those whose academic background entitles them to serious consideration for admission to graduate studies but who are considered to be inadequately prepared to enter a graduate program in the subject area they have chosen. Qualifying graduate students are registered in the Faculty of Graduate Studies ~~and Research~~ and as such are subject to the regulations of the Faculty of Graduate Studies ~~and Research~~; however, qualifying students are not considered to be candidates for a degree. Normally, a qualifying period will not exceed five full course equivalents (30 units of course weight). Courses taken during a qualifying period will be specified by the department concerned. Completion of the work in a qualifying period does not automatically entitle the student to proceed toward a degree program. However, upon satisfactory completion of a qualifying period the department may recommend to the Faculty of Graduate Studies ~~and Research~~ that the student be reclassified as a master's or doctoral degree student. Students should note that neither the courses taken nor the fees paid during a qualifying period will be credited toward a subsequent degree program. See [Criteria for Transfer Credit](#).

Application for Admission

Applications to graduate degree programs are submitted to the departments offering the program via the [online portal](#).

Prospective non-degree program graduate students should contact the department directly (see [Classification of Graduate Students below for more information on this category of student](#)).

Application deadlines specific to particular degree programs are found under the appropriate program heading in [Graduate Programs](#).

Applicants to degree programs are required to upload documents from all accredited postsecondary institutions that they have attended. See [Application Requirements for Academic Documents](#) on the FGSR website for further information on the criteria for uploaded documents to be accepted.

[...]

Classification of Graduate Students

The classification of students is generally determined upon admission to a program on the basis of the student's previous academic background. Graduate students at the University of Alberta are classified as one of the following:

1. **Qualifying graduate students** are those whose academic background entitles them to serious consideration for admission to graduate studies but who are considered to be inadequately prepared to enter a graduate program in the subject area they have chosen. Qualifying graduate students are registered in the Faculty of Graduate ~~& Postdoctoral Studies~~ and as such are subject to the regulations of the Faculty of Graduate ~~& Postdoctoral Studies~~; however, qualifying students are not considered to be candidates for a degree. Normally, a qualifying period will not exceed five full course equivalents (30 units of course weight). Courses taken during a qualifying period will normally be restricted to undergraduate courses, must not be required for the graduate program, and will be specified by the department concerned. Completion of the work in a qualifying period does not automatically entitle the student to proceed toward a degree program. However, upon satisfactory completion of a qualifying period the department may recommend to the Faculty of Graduate ~~& Postdoctoral Studies~~ that the student be reclassified as a master's or doctoral degree student. Students should note that neither the courses taken nor the fees paid during a qualifying period will be credited toward a

2. **Degree students** are those who are registered in an approved program leading to a master's or doctoral degree granted by the University of Alberta
3. **Graduate diploma students** and **graduate certificate students** are those who are registered in an approved program leading to a graduate diploma or certificate granted by the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate Studies and Research. These can normally be completed in one academic year of full-time study.
4. **Special graduate students** are those who take graduate level courses for credit without proceeding toward an advanced degree at the University of Alberta. Such students ~~must~~ meet the general admission requirements of the Faculty of Graduate Studies and Research. Special graduate students are not candidates for a degree at this University and will not receive any residence or fee credit toward a subsequent degree program for the work completed as a special graduate student.

In addition, the numbers of courses allowable for transfer credit is limited (see Transfer Credit, Course Exemption, and Credit by Special Assessment). Admission as a special graduate student does not imply eligibility for admission to a degree program in any department.

Individuals who wish to study under this classification must apply and be admitted each year in which they take courses.

Special graduate students require a written recommendation from the department concerned to register in a course. They are not permitted to take courses for audit. Only graduate level courses may be taken by special graduate students.

5. **Visiting graduate students** are those who are registered in a graduate degree program at another university or college, who have obtained written permission in advance from the home and host institutions to take one or more courses, including RSCH 900 - Graduate Research.
6. Postgraduate medical education (PGME) students have the option of paying fees to the Graduate Students'

subsequent degree program. See Criteria for Transfer Credit.

2. **Degree students** are those who are registered in an approved program leading to a master's or doctoral degree granted by the University of Alberta
3. **Graduate diploma students** and **graduate certificate students** are those who are registered in an approved program leading to a graduate diploma or certificate granted by the University of Alberta. Such students must meet the general admission requirements of the Faculty of Graduate & Postdoctoral Studies. These can normally be completed in one academic year of full-time study.
4. **Non-degree program graduate students** are those who take graduate level courses for credit without being in a program leading to a graduate diploma or certificate or an advanced degree at the University of Alberta. Such students are admitted upon the recommendation of an academic department and are not required to meet the general admission requirements of the Faculty of Graduate & Postdoctoral Studies. Non-degree program graduate students will not receive any residence or fee credit toward a subsequent degree program for the work completed as a non-degree program graduate student. Non-degree program graduate students may apply for admission to a diploma, certificate, or degree program through the normal admission process outlined above. In this case, the normal limits on the number of courses allowable for transfer credit apply (see Transfer Credit, Course Exemption, and Credit by Special Assessment). Admission as a non-degree program graduate student does not imply eligibility for admission to a degree program in any department.

Non-degree program graduate students are not permitted to take courses for audit. Only graduate level courses may be taken by non-degree program graduate students. Registration in courses outside the admitting department will require the permission of the department concerned.

5. **Visiting graduate students** are those who are registered in a graduate degree program at another university or college, who have obtained written permission in advance from the home and host institutions to take one or more courses, including RSCH 900 - Graduate Research.
6. Postgraduate medical education (PGME) students have the option of paying fees to the Graduate Students'

Association (see <u>Graduate Instructional and Non-Instructional Fees</u>).	Association (see <u>Graduate Instructional and Non-Instructional Fees</u>).
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Reviewed/Approved by:

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

GPST - April 29, 2024

GPS Council - May 15, 2024 (Anticipated)

GFC Programs Committee

GFC

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



Decision **Discussion** **Information**

ITEM OBJECTIVE: To approve proposed changes to the PharmD admissions process.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the GFC Programs Committee approve the attached calendar changes from the Faculty of Pharmacy and Pharmaceutical Sciences pertaining to the PharmD admissions process and requirements for implementation in the 2025-2026 *University Calendar*.

EXECUTIVE SUMMARY:

The Faculty of Pharmacy and Pharmaceutical Sciences is undertaking several significant changes to the admission of candidates to the PharmD program. The changes which require implementation in the University Calendar, appended to this document, are as follows:

Calendar Change 1: Selection Process

The existing Calendar page makes reference to a quota of 130 students per admission cycle, but in reality the faculty does not have a quota; rather, we admit as many students as resources allow, usually between 130 and 140. Accordingly, we have removed the quota reference from this page.

We are also removing the statement that applicants are preferred to have taken 30 units of course weight in a single academic year at some point prior to their admission to the PharmD program. This is not a formal requirement for admission to the program, and removing it as a preference makes the PharmD program accessible to a wider variety of applicants.

The term “structured essay” is changed to “letter of intent” in accordance with other changes being made to the admissions process, one of which is that the two short prompts that applicants are asked to respond to are being changed to a single general letter of intent.

The section about the Pharmacist Consultation is being moved from this part of the page to a more appropriate spot. It is not being removed from the Calendar altogether.

Calendar Change 2: Other Requirements

Three changes are being made to this section. First, we are removing the Note about high school courses. This is merely a recommendation, not a policy or requirement, so it is out of place in the University Calendar. As a professional program which does not accept direct entry, FoPPS makes no policy pertaining to high school courses taken.



ITEM NO. 6

Second, we are adding a requirement that all admitted students complete the University of Alberta Indigenous Canada MOOC by the end of their first semester as a condition of continuation in the program. The intent of this is to create a consistent baseline of knowledge on Canadian Indigenous issues and history. This is particularly relevant in our faculty since many of our students may have placements or accept jobs in communities where they are treating Indigenous patients. Students may complete any three-credit university-level course that pertains to Indigenous issues or history as an alternative way to meet this requirement.

Third, the Note about the Pharmacist Consultation from the first Calendar change is being moved to this section.

Calendar Change 3: Indigenous Applicants

In response to the feedback we received in the Accreditation Report, we are recommending the implementation of a partially separate admissions pathway for Indigenous applicants in order to increase Indigenous representation in the program up to a level that is proportional to the overall population of Alberta (about 7%). Other departments at the University have taken this route and seen positive results. We plan to adjust our admissions process for Indigenous applicants by increasing the number of places reserved for Indigenous students. The number of spots in the PharmD program according to the University Calendar is 130, although in practice we usually admit between 130 and 140. Currently, we have only one reserved Indigenous spot; common practice, however, is to admit all qualified Indigenous applicants. We intend to formalize this practice by reserving nine spots for Indigenous students. If all nine spots are not filled, then the remaining places will be opened to the general applicant pool and we will admit as many qualified students from all backgrounds as is feasible given faculty resources. If we receive more than nine qualified applicants, then the nine most highly ranked of the group will receive offers for the reserved spots, and the remainder will compete with the general applicant pool for unreserved spots. Indigenous applicants satisfying the minimum admission requirements will be considered for admission.

Calendar Change 4: Rural Applicants

To address the help resolve the current shortage of pharmacists in rural communities in Alberta, we will reserve ten spots within the normal number of students admitted for applicants from rural communities. This initiative is supported by the Alberta College of Pharmacy. To qualify for these spots, applicants must have lived for at least three years, either consecutively or nonconsecutively, between the ages of 12 and 18 in a community within Alberta located not less than 50 kilometres away from Edmonton and Calgary. Applicants must present the minimum requirements normally required for admission to the PharmD program. If all ten rural spots are not filled then the remaining places will be opened to the general applicant pool. In the event that an applicant qualifies for both rural and Indigenous pathways, they will be placed in the category with the greater number of available places.

We are also considering how best to ensure that as many rural students as possible intend to return to rural locations after graduation. Admitting rural students who remain in Edmonton will not help to address the shortage of rural pharmacists.



Supporting Materials:

1. Calendar Change 1: Selection Process
2. Calendar Change 2: Other Requirements
3. Calendar Change 3: Indigenous Applicants
4. Calendar Change 4: Rural Applicants

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*:

- Sherif Mahmoud – Clinical Professor and Associate Dean, Academic, FoPPS
- Trent Nabe – Manager, Academic Programs & Student Services, FoPPS
- Riley Samson – Policy and Project Specialist, FoPPS

Those who have been *consulted*:

- FoPPS Faculty members and staff
- FoPPS Executive Academic Council
- FoPPS Admission Committee
- Alberta College of Pharmacy
- Alberta Pharmacists' Association
- Pharm D students
- Office of the Registrar
 - Indigenous Enrolment Management
 - University Calendar editors
 - Admission Manager
 - Enrolment Management
- Vice-Provost Indigenous Programming & Research, Provost's Office
- Vice-Provost Programs, Provost's Office
- University Governance – Manager GFC Services
- College of Health Sciences
 - Faculty of Nursing
 - Faculty of Medicine and Dentistry
- College of Social Sciences and Humanities
- First Peoples House
 - Assistant Dean, Indigenous, Dean of Students Administration
- Other Pharmacy Schools across Canada



ITEM NO. 6

- AFPC Council
- Associate Deans

Those who have been informed:

- FoPPS staff, faculty, and students
- Alberta College of Pharmacy (ACP)
- Alberta Pharmacists' Association (RxA)

Approval Route:

Presented and discussed at Academic Staff Meeting - May 13, 2024
Unanimously approved by Faculty Council – May 21, 2024
Presented and discussed at Program Support Team – June 6, 2024

Supplementary Notes / Context:

During the June 20th meeting, an observer commented that the language as proposed in Attachment 3 might be interpreted as limiting the number of Indigenous applicants who could be admitted. As a result, the proponents accepted a friendly amendment to indicate that all Indigenous applicants who meet admission criteria will be admitted with an additional nine seats held for Indigenous applicants.



Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 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

This Calendar change corresponds with changes we are making to our PharmD admissions process. The Faculty of Pharmacy does not in fact have an official quota and instead admits as many students as our resources allow (usually between 130 and 140), so this line has been removed. We are also deemphasizing the importance of having completed 30 credits within one academic year in order to make the program more accessible to qualified applicants.

The term “structured essay” has been changed to “letter of intent, which is mentioned already as a requirement on this page.

The line about the pharmacist consultation has been moved to the Other Requirements section of the same Calendar page.

Calendar Copy

URL in current Calendar (or “New page”) https://calendar.ualberta.ca/content.php?catoid=44&navoid=13641	
Current Copy: Removed language	Proposed Copy: New language
1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)	1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)

2. Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.
3. Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.
4. Interview: An interview is required as part of the admission process.

Selection Process

1. The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. ~~Pharmacy has a quota of 130 places and admission is competitive. The number of applicants exceeds the number of available spaces and therefore not all qualified~~ candidates will be offered admission.
2. Applicants are ranked primarily on academic achievement including that

2. Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.
3. Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.
4. Interview: An interview is required as part of the admission process.

Selection Process

1. The Admissions Committee has the responsibility of selecting from among the applicants those individuals who have demonstrated promise to successfully complete the program and gain licensure as pharmacists. ~~If the number of qualified~~ applicants exceeds the number of available spaces, not all candidates will be offered admission.
2. Applicants are ranked primarily on academic achievement including that in the prerequisite courses, overall academic achievement (emphasizing

<p>in the prerequisite courses, overall academic achievement (emphasizing recent academic performance) and a demonstrated ability to perform well in consecutive Fall/Winter Terms of full-time study (preferably 30 units of course weight). Other criteria included the structured essay and a personal interview (see Other Requirements). The Pharmacist Consultation is needed to establish direct contact with and knowledge of the profession. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the Faculty of Pharmacy Prospective Students webpage.</p>	<p>most recent academic performance) and a demonstrated ability to perform well in consecutive Fall/Winter Terms of highest credit weight. Other criteria include the letter of intent and a personal interview (see Other Requirements).</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date. Faculty Council - May 21, 2024 (approved) Program Support Team - June 6, 2024 Programs Committee - June 20, 2024</p>
<p>OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates. ASM - May 13, 2024</p>

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 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

We are adding a requirement that newly admitted students must complete the Indigenous Canada MOOC, or equivalent, as part of their admission to the PharmD program. This will create a baseline level of knowledge and cultural competence regarding First Nations, Métis, and Inuit issues across the program. We feel that both would promote a safer program experience for current and newly admitted First Nations, Métis, and Inuit students. Several programs within the Faculty of Medicine and Dentistry have also adopted this requirement.

The Note on this page is not particularly relevant and implies the existence of a pre-pharmacy program. We are replacing it with a note about the pharmacist consultation from the previous section.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13641	
Current Copy: Removed language	Proposed Copy: New language
Other Requirements 1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)	Other Requirements 1. Spoken English Requirement: Applicants must meet a spoken English requirement (see Spoken English Proficiency)

2. Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.
3. Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.
4. Interview: An interview is required as part of the admission process.

Note: Applicants who have sequential high school background courses in Chemistry, English, Mathematics, and Biology will best be prepared to succeed in the Pre-pharmacy program.

2. Letter of Intent: Applicants must submit a letter with their application for admission stating their career goals, related experience, and reasons for seeking admission to the Faculty of Pharmacy and Pharmaceutical Sciences.
3. Pharmacist Consultation: Applicants must submit a Pharmacist Consultation Form with their application for admission stating their knowledge of the profession.
4. Interview: An interview is required as part of the admission process.

5. Indigenous education (Only for admitted applicants): As a condition of continuation in the PharmD program, all newly admitted students must complete the [University of Alberta's Indigenous Canada MOOC](#). Proof of completion must be submitted to the faculty by December 31st of their first year. This requirement may be waived if the student has completed at least 3 units of coursework from the Faculty

of Native Studies or which is within
the field of Native Studies.

Note: The Pharmacist Consultation is needed to establish direct contact with and knowledge of the profession. Further details regarding the letter of intent, the interview, and U of A courses that can be used to meet minimum requirements are available on the [Faculty of Pharmacy and Pharmaceutical Sciences Prospective Students webpage](#).

Reviewed/Approved by:

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

Faculty Council - May 21, 2024 (approved)
Program Support Team - June 6, 2024
Programs Committee - June 20, 2024

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

ASM - May 13, 2024

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	Undergraduate
	Graduate
Type of change request: (check all that apply)	Program
	Regulation
For which term is this intended to take effect?	Fall 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

There is a consistent underrepresentation of Indigenous students (1-3%) in the PharmD program. The faculty is expanding its Indigenous admissions process by increasing the number of reserved spots in the program to nine. Applicants who meet the minimum requirements will be admitted. Additional Indigenous applicants will be considered from the remaining seats in the applicant pool.

This section references a role (Coordinator, Native Health Care Careers) which evidently no longer exists, so this line has been removed.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13641	
Current Copy: Removed language	Proposed Copy: New language
Indigenous Applicants	Indigenous Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences ~~may provide one position to an Indigenous applicant, over the regular quota of 130 students.~~ Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (Admission of Indigenous Applicants). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration ~~of~~ this position (Formal Documentation of Indigeneity).

~~Candidates will be subject to admission as outlined in Doctor of Pharmacy (PharmD), and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Indigenous students in any given year, this position will not be allocated to other applicants.~~

~~Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and~~

The Faculty of Pharmacy and Pharmaceutical Sciences ~~admits an additional nine qualified First Nations, Métis, and Inuit students each year above those normally admitted through the regular process.~~ Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category (Admission of Indigenous Applicants). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration ~~for~~ these positions (Formal Documentation of Indigeneity).

~~career planning. See also Admission of Indigenous Applicants.~~

Reviewed/Approved by:

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

Faculty Council - May 21, 2024 (approved)
Program Support Team - June 6, 2024 (approved)
Programs Committee - June 20, 2024

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

ASM - May 13, 2024

Faculty (& Department or Academic Unit):	Pharmacy - PharmD
Contact Person:	Sherif Mahmoud
Level of change: (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	Fall 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 Faculty is introducing an admission pathway for rural students which will reserve ten spots in the program for qualified applicants from rural communities.

Rural students are defined as students from any community in Alberta not within 50 kilometres of Edmonton or Calgary. Rural students are consistently underrepresented in the PharmD program. The exact population of Alberta living in rural areas according to the definition above is difficult to calculate, but ~45% of the province's population lives outside Edmonton and Calgary. This number would be lower if we exclude the communities within 50 kilometres of Edmonton and Calgary, but still far greater than the percentage of rural students applying to the PharmD program, which has remained between 6% and 8% since 2020 (~5% from Athabasca and 1-3% rest of Alberta) with less than half of them are offered admission. To increase the number of rural students in the PharmD program, we will reserve ten spots within the normal number of students admitted for applicants from rural communities. To qualify for these spots, applicants must have lived for at least three years, either consecutively or nonconsecutively, between the ages of 12 and 18 in a community within Alberta located not less than 50 kilometres away from Edmonton and Calgary. Applicants must present the minimum requirements normally required for admission to the PharmD program. If all ten rural spots are not filled then the remaining places will be opened to the general applicant pool.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13641	
Current Copy: Removed language	Proposed Copy: New language

Indigenous Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences may provide one position to an Indigenous applicant, over the regular quota of 130 students. Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category ([Admission of Indigenous Applicants](#)). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration of this position ([Formal Documentation of Indigeneity](#)).

Candidates will be subject to admission as outlined in [Doctor of Pharmacy \(PharmD\)](#), and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Indigenous students in any given year, this position will not be allocated to other applicants.

Indigenous Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences may provide one position to an Indigenous applicant, over the regular quota of 130 students. Students who are of Aboriginal identity within the meaning of the Constitution Act, 1982, Section 35(2) will be considered in this category ([Admission of Indigenous Applicants](#)). Formal Documentation of Indigeneity, to be provided as part of the application for admission, is required for consideration of this position ([Formal Documentation of Indigeneity](#)).

Candidates will be subject to admission as outlined in [Doctor of Pharmacy \(PharmD\)](#), and to approval by the Faculty of Pharmacy and Pharmaceutical Sciences Admissions Committee. If there are no qualified Indigenous students in any given year, this position will not be allocated to other applicants.

Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also Admission of Indigenous Applicants .

Indigenous student applicants should contact the Coordinator, Native Health Care Careers, for individual counselling and career planning. See also Admission of Indigenous Applicants .

Rural Applicants

The Faculty of Pharmacy and Pharmaceutical Sciences may reserve up to ten positions out of those normally admitted through the regular process to the PharmD program for qualified Rural applicants. Candidates who meet normal minimum admission requirements as outlined in Doctor of Pharmacy (PharmD) and who provide documentation of rural residency may be considered for admission.

Reviewed/Approved by:

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

Faculty Council - May 21, 2024 (approved)
Program Support Team - June 6, 2024
Programs Committee - June 20, 2024

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

ASM - May 13, 2024

Decision Discussion Information **ITEM OBJECTIVE:**

The proposal is before the committee to introduce a new course designator, AIB, as an identifier for courses related to the Bachelor of Biomedicine Program.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator (AIB), new courses and program requirements for the new Bachelor of Biomedicine Program and courses set forth in attachment 1, as submitted by the Faculty of Medicine and Dentistry.

EXECUTIVE SUMMARY:Background

The Bachelor of Biomedicine Dual Degree Program is a collaboratively designed international medical program developed to educate a cadre of physicians who have an international perspective on health care, leadership and medicine. All students in the program will be from China as part of the Alberta Institute (AI) collaboration between the University of Alberta and Wenzhou Medical University (WMU). The Bachelor of Biomedicine Dual Degree Program was approved by the Government of Alberta Ministry of Advanced Education Jan 29, 2024.

At the time of the initial proposal being reviewed and approved at the Faculty and Governance levels, a course designator for the proposed Bachelor of Biomedicine courses had not yet been confirmed. This proposal seeks approval for the new course designator of AIB, to identify courses related to the Bachelor of Biomedicine program, as shown in Attachment 1.

An accompanying proposal item includes new calendar language for the Bachelor of Biomedicine Dual Degree Program.

Supporting Materials:

Attachments

1. Calendar Change Request form for Course Changes (Alberta Institute Biomedicine)

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

- Deans Executive Council, Faculty of Medicine and Dentistry
- Vice-Dean Faculty Affairs, Faculty of Medicine and Dentistry
- Director Alberta Institute, Faculty of Medicine and Dentistry
- Associate Dean International, Faculty of Medicine and Dentistry

*Those who have been **consulted**:*

- MD Program Curriculum and Program Committee (June 20, 2019; July 25, 2019; Sept 16, 2021) for discussion
- **Faculty Council, Faculty of Medicine and Dentistry (Sept 21, 2021) Motion Carried: Faculty Council supports the creation of a new Bachelor of Biomedicine degree program for students registered in the Alberta Institute at Wenzhou Medical University.**
- University of Alberta, Program Support Team (Oct 28, 2021) for discussion
- Provost and Vice-President (Academic)

*Those who have been **informed**:*

- Department Chairs Committee, Faculty of Medicine and Dentistry (Jan 13, 2021; Sept 8, 2021)

Approval Route:

- University of Alberta, GFC Program Committee: Mar 17, 2022
- GFC Academic Planning Committee (APC): April 13, 2022
- General Faculties Council (GFC): May 2, 2022
- Board Learning, Research and Student Experience Committee (BLRSEC): Jun 7, 2022
- Board of Governors: Jun 17, 2022

Supplementary Notes / Context:

The Bachelor of Biomedicine Dual Degree Program was approved by the Government of Alberta, Ministry of Advanced Education Jan 29, 2024

Faculty (& Department or Academic Unit):	Faculty of Medicine & Dentistry, Alberta Institute
Contact Person:	Tracey Hillier thillier@ualberta.ca
Level of change: (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
	<ul style="list-style-type: none"> 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

Course descriptors moved through GFC Programs Committee (March 17 2022) alongside the recommendation to GFC Academic Planning Committee (APC) new program proposal for implementation, approved April 13, 2022, but a designator had not yet been determined at that time.

Course Template

Current: Removed language	Proposed: New language
Subject & Number Title Course Career Units Approved Hours Fee index Faculty Department Typically Offered Description	Subject & Number Alberta Institute Biomedicine AIB 101 Title Health Systems Science 1 Course Career Undergraduate Units 3 Approved Hours 3 weeks Fee index 6 Faculty Medicine and Dentistry Department Medicine and Dentistry Typically Offered Variable Description Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; artificial intelligence in medicine, value-based care; team-based care, health system design, improvement and systems thinking.

AIB 201**Title** Health Systems Science 2**Course Career** Undergraduate
Units 3**Approved Hours** 3 weeks**Fee index** 6**Faculty** Medicine and Dentistry**Department** Medicine and Dentistry**Typically Offered** Variable**Description**

Building on content from earlier Health Systems Science courses, this course is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; artificial intelligence in medicine, value-based care; team-based care, health system design, improvement and systems thinking.

AIB 202**Title** Foundations of Health and Medicine**Course Career** Undergraduate
Units 13**Approved Hours** 14 weeks**Fee index** 26**Faculty** Medicine and Dentistry**Department** Medicine and Dentistry**Typically Offered** Variable**Description**

The Foundations of Medicine course serves as a foundation for future learning and practice. This course will focus on integrating basic principles of medical and biological sciences as the foundation for the practice of medicine.

AIB 203

Title Health Systems Science 3

Course Career Undergraduate

Units 4

Approved Hours 4 weeks

Fee index 8

Faculty Medicine and Dentistry

Department Medicine and Dentistry

Typically Offered Variable

Description

Building on content from earlier Health Systems Science courses, this course is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; artificial intelligence in medicine, value-based care; team-based care, health system design, improvement and systems thinking.

AIB 301

Title Cardiovascular Medicine

Course Career Undergraduate

Units 6

Approved Hours 7 weeks

Fee index 12

Faculty Medicine and Dentistry

Department Medicine and Dentistry

Typically Offered Variable

Description

The Cardiology course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of cardiology medicine. Topics to be covered include the basic structure and function of the cardiovascular system; clinical picture of ventricular or valvular diseases, electrical diseases of the heart, including an approach to ECG reading; coronary and aortic / peripheral arterial diseases; congenital heart diseases; and myocardial and pericardial disease. Students will also learn about the impact of cardiovascular disease on patients and society.

AIB 302**Title** Pulmonary Medicine**Course Career** Undergraduate**Units** 5**Approved Hours** 5 weeks**Fee index** 10**Faculty** Medicine and Dentistry**Department** Medicine and Dentistry**Typically Offered** Variable**Description**

The Pulmonary course serves as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of pulmonary medicine. Students will also learn about the impact of pulmonary disease on patients and society.

AIB 303**Title** Renal Medicine**Course Career** Undergraduate**Units** 5**Approved Hours** 5 weeks**Fee index** 10**Faculty** Medicine and Dentistry**Department** Medicine and Dentistry**Typically Offered** Variable**Description**

The Renal course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of renal medicine. Topics to be covered include: Basic anatomy, physiology, embryology and pathology of the renal system; Acute and chronic renal failure; Pharmacology of the kidney; Diseases of the glomerulus; Tubulointerstitial disease; Renovascular disease; Common Pediatric Nephrology conditions; and Hereditary and cystic renal disease. Students will also learn about the impact of renal disease on patients and society.

AIB 304**Title** Endocrinology and Metabolism**Course Career** Undergraduate**Units** 6**Approved Hours** 6 weeks**Fee index** 12**Faculty** Medicine and Dentistry**Department** Medicine and Dentistry**Typically Offered** Variable**Description**

The Endocrinology and Metabolism course will serve as a foundation for future learning and practice. Students will learn how the endocrine system integrates with the rest of the body. The course covers the different endocrine glands: how the hormones have profound effects on the cells and tissues of the body; and the feedback loops that are important in hormonal regulation. Students will have a chance to learn about basic endocrine anatomy, physiology, pathology and biochemistry, as well as clinical aspects of endocrine diseases. Students will also learn about the impact of endocrine disease on patients and society.

AIB 305**Title** Musculoskeletal Skeletal Medicine and Dermatology**Course Career** Undergraduate**Units** 6**Approved Hours** 7 weeks**Fee index** 12**Faculty** Medicine and Dentistry**Department** Medicine and Dentistry**Typically Offered** Variable**Description**

The Musculoskeletal System course provides students with a strong knowledge base in the fundamentals of musculoskeletal medicine and dermatology. The anatomy, embryology, histology and physiology of the musculoskeletal system and skin are studied. An approach to common and important conditions and disorders of the musculoskeletal system and skin are covered from the perspectives of rheumatology, physical medicine and rehabilitation, orthopedics, dermatology, plastic surgery, pediatrics and family medicine. Students will also learn about the impact of musculoskeletal and dermatological disease on patients and society.

AIB 306

Title Psychiatry**Course Career Undergraduate****Units 4****Approved Hours 4 weeks****Fee index 8****Faculty Medicine and Dentistry****Department Medicine and Dentistry****Typically Offered Variable****Description**

The Psychiatry course provides students with foundational knowledge regarding mental health and illness. Students will learn how to describe why mental health is important and the cost to society of mental illness. They will also learn to describe the stigma of mental illness and its impact on patients, populations and physician health.

AIB 401**Title Neurosciences and Organs of Special Senses****Course Career Undergraduate****Units 6****Approved Hours 7 weeks****Fee index 12****Faculty Medicine and Dentistry****Department Medicine and Dentistry****Typically Offered Variable****Description**

The Neurosciences and Organs of Special Senses course provides students with a foundation in the areas of Neurology, Neurosurgery, Ophthalmology, ENT and Developmental Pediatrics. Throughout the course, students will learn the approach to a patient with a common symptoms or important problems; the elements of the neurological, eye, and head and neck exam, as well as perform a developmental assessment; to develop the ability to localize lesions, all while being able to recognize serious processes requiring urgent referral. Students will also learn the impact of neurological disease on patients and society.

AIB 402

Title Gastroenterology and Nutrition

Course Career Undergraduate

Units 5

Approved Hours 5 weeks

Fee index 10

Faculty Medicine and Dentistry

Department Medicine and Dentistry

Typically Offered Variable

Description

The Gastroenterology and Nutrition Course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of gastroenterology. Topics to be covered include: the structure and function of the gastrointestinal tract; gastrointestinal health and nutrition; common diseases of the gastrointestinal tract; fundamentals of gastrointestinal disease management; and the impact of gastrointestinal disease on patients and society.

AIB 403

Reproductive Medicine and Urology

Course Career Undergraduate

Units 5

Approved Hours 6 weeks

Fee index 10

Faculty Medicine and Dentistry

Department Medicine and Dentistry

Typically Offered Variable

Description

The Reproductive Medicine and Urology Course provides students with a strong knowledge base in the fundamentals of reproductive medicine and urology. Topics to be covered include: an overview of the anatomy, pathophysiology, presentation, diagnosis and treatment of common gynecologic, obstetric (including genetic), urologic, and sexually transmitted illnesses. Students will also learn about the impact of reproductive health issues on patients and society.

AIB 404

Title Integration: Oncology, Emergency, Anesthesia

	<p>Course Career Undergraduate Units 4 Approved Hours 5 weeks Fee index 8 Faculty Medicine and Dentistry Department Medicine and Dentistry Typically Offered Variable</p> <p>Description The Integration course is designed to help students understand the principles of oncology, emergency medicine and anesthesia, the importance of multidisciplinary approaches to care and the impact of multisystem disease on patients and society.</p>
--	--

Reviewed/Approved by:

REQUIRED: FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – May 30, 2024 (Review of new designator)
OPTIONAL: Other internal faculty approving bodies, consultation groups, or departments, and approval dates.



Decision **Discussion** **Information**

ITEM OBJECTIVE: To suspend admission to the Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program).

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: THAT the General Faculties Council (GFC) Programs Committee approve, with delegated authority from GFC, the suspension of admissions to the Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program) from the Faculty of Nursing, to take effect July 1, 2024.

EXECUTIVE SUMMARY:

Background The UofA RPN to BScN program is a 2 calendar year program of study and runs parallel to the After Degree Nursing Program (also 2 years in length). Students admitted to this program have first obtained a two year Diploma in Psychiatric Nursing (most come primarily from MacEwan University: Psychiatric Nursing - MacEwan University). Since 2014/2015 MacEwan University also offers a Bachelor of Psychiatric Nursing program for the same graduates of their Diploma program, with an attractive feature of online learning. Bachelor of Psychiatric Nursing - MacEwan University. This has caused a significant decrease in applications for the UofA RPN to BScN program (NU517) and this proposal will suspend admissions as of July 1, 2024.

Supporting Materials:

- Suspension Template
- Calendar Copy
- Letter of Support

Faculty (& Department or Academic Unit):	Nursing
Contact Person:	Janeen Jordan
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

Decreased applications for the RPN to BScN Program (NU517).

The UofA RPN to BScN program is a 2 calendar year program of study and runs parallel to the After Degree Nursing Program (also 2 years in length).

Students admitted to this program have first obtained a two year Diploma in Psychiatric Nursing (primarily from MacEwan University: [Psychiatric Nursing - MacEwan University](#)). Since 2014/2015 MacEwan University also offers a Bachelor of Psychiatric Nursing program for the same graduates of their Diploma program, with an attractive feature of online learning. [Bachelor of Psychiatric Nursing - MacEwan University](#) This has caused a significant decrease in applications for the UofA RPN to BScN program (NU517).

Refer to Internal Suspension and Termination document - Nursing RPN to BScN Program May 2024

Calendar Copy

URL in current Calendar (or "New page"): https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43011&returnto=11339	
Current Copy: Removed language	Proposed Copy: New language
Registered Psychiatric Nurse to Bachelor of Science in Nursing Program <u>General Information</u> The Registered Psychiatric Nurse (RPN) to Bachelor of Science in Nursing program is for graduates of Psychiatric Nursing Programs.	Program suspension

1. The curriculum is designed to be taken over two calendar years. With approval, students have up to three years from the time of admission to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw.
2. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by re-examination results.
3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.
4. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program.
5. Clinical practice may include shift and weekend rotations.

Course Sequence

Year 1 (see Note 1)

Fall Term

NURS 200 – Innovation, Systems Thinking and Leadership in Healthcare

NURS 211 – Statistics and Knowledge Management (see Note 2)

NURS 311 – Evidence Informed Nursing Practice

NURS 335 – Nursing Practice – Health Assessment

Winter Term

NURS 222

NURS 344 – Foundations of Nursing II

NURS 345 – Introductory Acute Care Nursing Practice

NURS 416 – Pathophysiology and Pharmacology II

Spring/Summer

NURS 300 – Health Policy, Health Care Organizations, Change Management

NURS 431 – Advanced Acute Care Nursing Practice I

NURS 433 – Community Nursing Through the Lifespan

Year 2 (see Note 1)

Fall Term

NURS 435 – Advanced Acute Care Nursing Practice II

Winter Term (see Note 3)

NURS 485 – Nursing Practice in a Focused Area

Spring/Summer (see Note 3)

NURS 422 – Contemporary Issues in Healthcare Ethics and Law

NURS 425 – Nursing Leadership in a Focus Area

Notes

Courses may be configured differently depending on clinical placement availability.

An equivalent STAT (3 units) course may be accepted in lieu of NURS 211.

NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and 425 in Winter Term.

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date.
Undergraduate Curriculum Committee: February 7, 2023
Faculty Caucus: February 27, 2023
Faculty Executive Committee: May 21, 2024
NEPAC: January 11, 2023
Program Support Team - June 6, 2024
GFC Programs Committee - June 24, 2024

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

- Registered Psychiatric Nurses Association of Alberta (RPNAA) – CEO/Registrar (December 2022)
- MacEwan University – Dean – Faculty of Nursing (Diploma in Psychiatric Nursing and Bachelor of Psychiatric Nursing Programs) (December 2022)
- Employers – Senior Directors – Mental Health – Alberta Health Services and Covenant Health (December 2022)
- College of Registered Nurses of Alberta (CRNA) – via NEPAC (January 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 (fgsrgov@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	Bachelor of Science in Nursing (Registered Psychiatric Nurse to BScN program)	
Faculty/Department	Nursing	
Contact information	Name and Title	Dr. Bev Temple, Associate Dean/ Dr. Joanne Olson, Vice Dean
	Phone	Bev: 780-248-5769; Joanne: 780-492-6252
	Email	Bev: btemple@ualberta.ca / Joanne: joanneo@ualberta.ca
Proposed start date of suspension	July 1, 2024	

Proposed end date of suspension	June 30, 2025
Attachments	
<input 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 UofA RPN to BScN program is a 2 calendar year program of study and runs parallel to the After Degree Nursing Program (also 2 years in length). Students admitted to this program have first obtained a two year Diploma in Psychiatric Nursing (most come primarily from MacEwan University: Psychiatric Nursing - MacEwan University). Since 2014/2015 MacEwan University also offers a Bachelor of Psychiatric Nursing program for the same graduates of their Diploma program, with an attractive feature of online learning. Bachelor of Psychiatric Nursing - MacEwan University.</p> <p>This has caused a significant decrease in applications for the UofA RPN to BScN program (NU517).</p>
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Document enrolments by head count for the most recent 5-year period

Enrolment	2016	2017	2018	2019	2020	2021
Total Headcount	0	0	0	0	0	0
• Year 1	0	0	0	0	0	0
• Year 2	0	0	0	0	0	0
• Year 3	5	9	5	7	3	0
• Year 4	8	5	9	5	7	3

<p>Rationale for End date</p> <p>Briefly explain the rationale for the proposed end date for the suspension.</p>	<p>The last students in this program graduated in June 2022. No new students have been admitted as of the 2021-22 academic year.</p>
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<p>Current Students 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>There are no current students.</p>
<p>Stop-Out Students Describe how stop-out students will be managed, including information regarding communication plans.</p>	<p>Emails were sent in December 2022 to seven students who began the program since 2012 to notify them of pending program closure and enquire about their interest in completing the program. None indicated interest in completing the program. (Specifically, 6 did not reply and 1 requested her transcript but was not eligible to return, given an earlier voluntary withdrawal.)</p>
<p>Consultation Briefly describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>Consultation with:</p> <ul style="list-style-type: none"> - Registered Psychiatric Nurses Association of Alberta (RPNAA) – CEO/Registrar (December 2022) - MacEwan University – Dean – Faculty of Nursing (Diploma in Psychiatric Nursing and Bachelor of Psychiatric Nursing Programs) (December 2022) - Employers – Senior Directors – Mental Health – Alberta Health Services and Covenant Health (December 2022) - CRNA – via NEPAC (January 2023)
<p>Resource Implications Identify relevant financial impact, including reallocation of internal resources.</p>	<p>RPN to BScN students were included in course groupings along with After Degree Nursing students. Given small numbers there was not a requirement to create separate clinical groups (thus no planned cost savings related to teaching or course support). Resources will be saved in the Undergraduate Student Services Office (advising prospective and current students; processing admission applications and applications for convocation).</p>
<p>Approval Process Indicate the internal governance path, including meeting dates</p>	<p>Undergraduate Curriculum Committee – February 7, 2023 Faculty Caucus – February 27, 2023 Faculty Executive Committee – May 21, 2024 Nursing Education Program Approval Committee (NEPAC) (under College of Registered Nurses of Alberta - CRNA) – January 11, 2023 Program Support Team - June 6, 2024 GFC Programs Committee - June 24, 2024</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.



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



<p><i>suspension must first be approved by the Vice-Provost (Programs) prior to entering the approval process.</i></p>	
<p>Consultation Describe the consultation process that occurred with relevant stakeholders.</p>	
<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>	



May 21, 2024

Subject: Suspension of the Registered Psychiatric Nurs (RPN) to Bachelor of Science in Nursing Program

To whom it may concern,

On behalf of the Faculty of Nursing, please accept this letter as support for the formal suspension of the Registered Psychiatric Nurse (RPN) to Bachelor of Science in Nursing Program effective July 1, 2024. There have been no admissions to this program since September 2021 due to low applicant numbers. All of the students registered for this program have graduated.

Most sincerely,

A handwritten signature in blue ink that reads "Scott".

Shannon Scott, PhD, RN FCAHS, FCAN
Professor & Dean (Acting)
Faculty of Nursing

Decision **Discussion** **Information**

ITEM OBJECTIVE: The Office of the Registrar/Student Service Centre is proposing to alter the current wording/language in the University Calendar regarding English Language Proficiency Requirements. Our suggestion is to include the term 'assessment' when referring to the following phrase 'English is the primary language of instruction *and assessment* in all Faculties except the Faculté Saint-Jean.'

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost & Vice-President (Academic)

MOTION: That the GFC Programs Committee approve the changes to the Language Proficiency Requirements in the Calendar to clarify the primary languages of instruction and assessment.

EXECUTIVE SUMMARY:

Background

The Office of the Registrar Student Service Centre provides 'Language of Instruction' letters (from a standard template which links directly to the University Calendar) to former students most commonly applying to international schools. This standard letter is frequently rejected because the University Calendar does not currently make it clear that not only is English the primary language of instruction for all Faculties except Faculté Saint-Jean, but that English is also the primary language of assessment. The Student Service Centre must manually review each course taken by a student to see if any were from FSJ and then create a custom letter for each student to indicate that the assessment of courses is also in English.

Updating the University Calendar language to clarify that English is both the primary language of instruction and assessment will facilitate the process for students to apply to overseas institutions.

The same changes and rationale to clarify that French is the language of instruction and assessment for FSJ are also being requested.

This request is being made in reference to Undergraduate programs, however the same rationale may be applicable for Graduate programs as well.

Analysis / Discussion

GOVERNANCE OUTLINE

ITEM NO. 9

Including this modest wording change will enable the Registrar’s Office/Student Service Center to create efficiencies in our administrative processes. We can create a more inclusive template letter document that is supported by language from our official UA Calendar. We will not need to create a second custom letter for those institutions that require secondary information on the assessment piece.

Risk Discussion / Mitigation of the Risk

This is a low risk change which will provide clarity to other institutions that require a distinction between both the Language of Instruction and Language of Assessment. As with any administrative process, there is a minor risk of Advisor error. In this event, it would be a straightforward process to rectify.

Supporting Materials: attaching the current template letter for reference

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

SCHEDULE A: Calendar Program and Regulation Change Form

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"> ● Office of the Registrar - Student Service Centre ● Office of the Registrar - University Calendar
<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Undergraduate Program Support Team ● Faculté Saint-Jean
<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ●
<p><u>Approval Route:</u></p> <p>GFC Programs Committee</p>

Faculty (& Department or Academic Unit):	Office of the Registrar
Contact Person:	Angela Finlayson
Level of change: (choose one only)	<input checked="" type="checkbox"/> Undergraduate
	<input type="checkbox"/> Graduate
Type of change request: (check all that apply)	<input type="checkbox"/> Program
	<input checked="" type="checkbox"/> Regulation
For which term is this intended to take effect?	2024-2025 Calendar Addendum
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 Office of the Registrar Student Service Centre provides Language of Instruction letters (from a standard template which links directly to the University Calendar) to former students who are now applying to overseas schools. This standard letter is frequently rejected because the University Calendar does not currently make it clear that not only is English the primary language of instruction for all Faculties except Faculté Saint-Jean, but that English is also the primary language of assessment. The Student Service Centre must manually review each course taken by a student to see if any were from FSJ and then create a custom letter for each student to indicate that the Assessment of Courses is in English.

Updating the Calendar language to clarify that English is both the primary language of instruction and assessment will facilitate the process for students to apply to overseas institutions.

The same changes and rationale to clarify that French is the language of instruction and assessment for FSJ are also being requested.

Calendar Copy

URL in current Calendar (or "New page") https://calendar.ualberta.ca/content.php?catoid=44&navoid=13556#language-proficiency-requirements	
Current Copy: Removed language	Proposed Copy: New language

Language Proficiency Requirements

English Language Proficiency

English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Education, may be required to confirm English proficiency.

...

Exceptions

Faculté Saint-Jean

French is the primary language of instruction in the Faculté Saint-Jean. All applicants to the Faculté must demonstrate proficiency in written and spoken French, as outlined in [French Language Proficiency](#) .

--- No Further Changes ---

Language Proficiency Requirements

English Language Proficiency

English is the primary language of instruction **and assessment** in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.

The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Education, may be required to confirm English proficiency.

...

Exceptions

Faculté Saint-Jean

French is the primary language of instruction **and assessment** in the Faculté Saint-Jean. All applicants to the Faculté must demonstrate proficiency in written and spoken French, as outlined in [French Language Proficiency](#) .

--- No Further Changes ---

Reviewed/Approved by:

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

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



Decision **Discussion** **Information**

ITEM OBJECTIVE: To approve the creation of four new minors for undergraduate students in the Faculty of Arts.

DATE	June 20, 2024
TO	GFC Programs Committee
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the GFC Programs Committee, with delegated authority from General Faculties Council, approve the proposed Minors in Agricultural Food Policy and Global Health; Clothing, Textiles and Material Culture; Environmental Policy; and Family Science, as proposed by the Faculty of Arts, for inclusion in the 2025-2026 University Calendar.

EXECUTIVE SUMMARY:

The Faculty of Arts and the Faculty of Agricultural, Life and Environmental Sciences have developed four new minors for Arts students in the BA and the BA (Honors), based on programming in ALES.

The minors are:

- Agricultural Food Policy and Global Health
- Clothing, Textiles and Material Culture
- Environmental Policy
- Family Science

Each minor is centred on a core of ALES courses. Students can add more courses from a list of courses offered by ALES, Arts, Native Studies, Nursing, Science, and St. Joseph’s College.

Each minor contains a mandatory Indigenous content requirement.

This package contains an internal program proposal template for each minor followed by the letters of consultation and support, beginning with a letter of support from the Dean of ALES. The Calendar change request forms are at the end of the package.

Please note that many of the letters of consultation and support refer to more than one minor.

We are asking for implementation for Fall 2025.

GOVERNANCE OUTLINE



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:

- Arts Undergraduate Student Services
- Dr. Nat Kav, Associate Dean (Academic), ALES
- Stephanie Dickie, Team Lead, Student Programs Administration, ALES

Those who have been consulted:

- Department of Anthropology – October-November 2023
- Department of Art & Design – October-November 2023
- Department of Drama – October-November 2023
- Department of Earth and Atmospheric Sciences – October-November 2023
- Department of Economics – October-November 2023
- Department of History, Classics, and Religion – October-November 2023
- Media and Technology Studies – October-November 2023
- Department of Political Science – October-November 2023
- Department of Psychology – October-November 2023
- Department of Sociology – October-November 2023
- Department of Women’s and Gender Studies – October-November 2023
- Faculty of Native Studies – October-November 2023
- Faculty of Nursing – October-November 2023
- St. Joseph’s College – October-November 2023
- Dr. Florence Glanfield, Vice-Provost (Indigenous Programming & Research) and Megan Tipler, Faculty of Education - November 10, 2023
- Dr. Carrie Smith, Vice-Provost (Equity, Diversity & Inclusion) – November 10, 2023
- Arts Undergraduate Programs Committee – March 20, 2024
- Program Support Team – March 28, 2024
- Rebecca Liaw, University Calendar Editor – April 2024

Those who have been informed:

- Dr. Stanford Blade, Dean of Agricultural, Life and Environmental Sciences



ITEM NO. 10

- Dr. Robert Wood, Dean of Arts

Approval Route:

- Arts Academic Affairs Committee – November 21, 2023
- Arts Executive Committee – May 2, 2024
- Arts Faculty Council – May 23, 2024
- GFC Programs – June 20, 2024

Supplementary Notes / Context:

The three Arts committees in the approval route all have undergraduate student representation.

Internal Program Proposal Template
- for-credit programs not requiring Ministry approval -

This template is to be used for proposals to create or modify programs that do not require Ministry of Advanced Education approval.

Faculties and Departments must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca). All program proponents must also consult with the Vice-Provost (Indigenous Programming & Research) during the early development stage.

PROPOSAL TYPE

This proposal is for a (select one):	
<input checked="" type="checkbox"/>	Creation of a new second-level specialization (e.g., minors of undergraduate programs and second-level specializations of graduate programs)
<input type="checkbox"/>	The addition of an Honors stream to an existing undergraduate program
<input type="checkbox"/>	Creation of a combined degree program where both contributing degrees have been approved by the Ministry of Advanced Education
<input type="checkbox"/>	Substantive program changes that do not require Ministry approval

1: Basics		
Program/Specialization/ Combined Degree Name	Minor in Agricultural Food Policy & Global Health available in the Bachelor of Arts and Bachelor of Arts Honors programs.	
Faculty/Department	Faculty of Arts and Faculty of Agricultural, Life, & Environmental Sciences	
Contact information	Name and Title	Rebecca Nagel, Associate Dean Undergraduate, Faculty of Arts Kristy Wuetherick, Senior Officer, Student Programs & Services, Faculty of Arts
	Phone	780-492-7657
	Email	arts.adu@ualberta.ca kristy.wuetherick@ualberta.ca
Proposed effective date	Fall 2025	
Attachments		
<ul style="list-style-type: none"> Letter of Support from the Dean of the Faculty of Agricultural, Life, & Environmental Science 		



- Emails of support from various departments where applicable cross-listed options are being proposed
- Proposed Calendar changes

2: Rationale, Implications, and Impacts

Rationale for the Proposal

Identify the purpose of the proposal with supporting rationale and evidence of demand.

This proposal is one of four new minors to allow students in the Faculty of Arts to study areas of focus through courses in the Faculty of Agricultural Life, & Environmental Sciences. These new minors allow for greater interdisciplinary options for students in the Faculty of Arts. Currently Arts students are able to choose minors offered by the Faculty of Science, the Faculty of Native Studies, and the Alberta School of Business in addition to those offered within the Faculty of Arts. The new proposed minors from ALES continue the work to expand the options available to our students, in alignment with the University’s vision of One University.

Minors are optional for students in the BA and BA Honors. About 66% complete a minor. Some students choose a minor in a field related to their major and others choose a very different field. It is easiest to anticipate interest among students in related majors. As of Fall 2023, there are 202 majors in Anthropology, 544 in Economics, 72 in Human Geography, and 643 in Political Science.

Length of the Program

Identify the length of the program in years and credit units per year.

This is a Minor taken within either the Bachelor of Arts or Bachelor of Arts Honors programs, which are both 4-year Undergraduate Degrees.

The Minor in Agricultural Food Policy & Global Health requires a minimum of 24 units and a maximum of 36 units.

Provide the anticipated enrolments by head count for the next 5 years

Enrolment	2025	2026	2027	2028	2029
Total Headcount	12	17	26	35	40
• Year 1	5	5	5	5	10
• Year 2	5	5	7	10	10
• Year 3	2	5	7	10	10
• Year 4	0	2	7	10	10



<p>Work-Integrated Learning Describe how learners in this program will have access to Work-Integrated Learning (see CEWIL definitions).</p>	<p>All students in the Bachelor of Arts and Bachelor of Arts Honors programs have access to the Arts Work Experience program and the ability to add 4 – 16 months of paid work experience/co-operative learning to their program of study. The Faculty of Arts Work Experience program already collaborates regularly with the ALES Internship Program, sharing relevant postings and resources.</p> <p>Some courses might include Community Service Learning opportunities.</p>
<p>Consultation Describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>This Minor was created in consultation with the Faculty of Agricultural, Life, and Environmental Sciences.</p> <p>This proposal was reviewed and approved by the Faculty of Agricultural, Life, and Environmental Sciences and their related departments in September 2023 (letter attached).</p> <p>Consultation and support was received by the various department/units that offer the additional cross-listed course options in October of 2023 (emails attached).</p>
<p>Indigenous Perspectives Describe the outcomes of the consultation with the Vice Provost (Indigenous Programming and Research) regarding how the program will integrate/include indigenous perspectives and content, and any action items that may result.</p>	<p>Dr. Florence Glanfield, Vice-Provost (Indigenous Programming and Research) advised on how to build a mandatory Indigenous content requirement into the structure of the proposed minors.</p> <p>Students can satisfy the requirement in several different ways:</p> <ol style="list-style-type: none"> a. Taking a course centred on Indigenous knowledge and perspectives, chosen from the list of approved courses for the minor b. Taking a course centred on Indigenous knowledge and perspectives elsewhere in their program c. Presenting Aboriginal Studies 30 or Cree 30 (or equivalent) d. Presenting proof of completion of the Indigenous Canada MOOC
<p>Equity, Diversity and Inclusion Perspectives Describe the outcomes of the consultation with the Vice-Provost (Equity, Diversity and Inclusion) regarding how the program will integrate/include EDI perspectives and content, and any action items that may result.</p>	<p>Dr. Carrie Smith, Vice-Provost EDI, reviewed the selection of courses for the minors and was supportive. She recommended ongoing review to look at the “diversity of readings lists, content, and training to attract and mentor new students.” (November 10, 2023). We will also rely on the Associate Dean EDI in the Faculty of Arts for continuing support and advice.</p>
<p>Resource Implications Identify financial impacts and internal resource requirements, particularly staff and classroom and lab space. Also identify any external resource</p>	<p>No additional internal or external resources are expected based on the new proposed minors; there is capacity to support the additional students in the existing course offerings.</p>

requirements such as practicum or internship placements, etc.	
Approval Process Indicate the internal governance path, including meeting dates	Arts Academic Affairs Committee – November 21, 2023 Program Support Committee – March 28, 2024 Arts Executive Committee – May 2, 2024 Arts Faculty Council – May 23, 2024 GFC Programs Committee – June 20, 2024

Internal Program Proposal Template
- *for-credit programs not requiring Ministry approval* -

This template is to be used for proposals to create or modify programs that do not require Ministry of Advanced Education approval.

Faculties and Departments must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca). All program proponents must also consult with the Vice-Provost (Indigenous Programming & Research) during the early development stage.

PROPOSAL TYPE

This proposal is for a (select one):	
<input checked="" type="checkbox"/>	Creation of a new second-level specialization (e.g., minors of undergraduate programs and second-level specializations of graduate programs)
<input type="checkbox"/>	The addition of an Honors stream to an existing undergraduate program
<input type="checkbox"/>	Creation of a combined degree program where both contributing degrees have been approved by the Ministry of Advanced Education
<input type="checkbox"/>	Substantive program changes that do not require Ministry approval

1: Basics		
Program/Specialization/Combined Degree Name	Minor in Clothing, Textiles and Material Culture available in the Bachelor of Arts and Bachelor of Arts Honors programs.	
Faculty/Department	Faculty of Arts and Faculty of Agricultural, Life, & Environmental Sciences	
Contact information	Name and Title	Rebecca Nagel, Associate Dean Undergraduate, Faculty of Arts Kristy Wuetherick, Senior Officer, Student Programs & Services, Faculty of Arts
	Phone	780-492-7657
	Email	arts.adu@ualberta.ca kristy.wuetherick@ualberta.ca
Proposed effective date	Fall 2025	
Attachments		
<ul style="list-style-type: none"> Letter of Support from the Faculty of Agricultural, Life, & Environmental Science 		



- Emails of support from various departments where applicable cross-listed options are being proposed
- Proposed Calendar changes

2: Rationale, Implications, and Impacts

Rationale for the Proposal

Identify the purpose of the proposal with supporting rationale and evidence of demand.

This proposal is one of four new minors to allow students in the Faculty of Arts to study areas of focus through courses in the Faculty of Agricultural Life, & Environmental Sciences. These new minors allow for greater interdisciplinary options for students in the Faculty of Arts. Currently Arts students are able to choose minors offered by the Faculty of Science, the Faculty of Native Studies, and the Alberta School of Business in addition to those offered within the Faculty of Arts. The new proposed minors from ALES continue the work to expand the options available to our students, in alignment with the University’s vision of One University.

Minors are optional for students in the BA and BA Honors. About 66% complete a minor. Some students choose a minor in a field related to their major and others choose a very different field. It is easiest to anticipate interest among students in related majors. As of Fall 2023, there are 202 majors in Anthropology, 300 in Art and Design, 81 in Drama, 29 in History of Art, Design, and Visual Culture, and 253 in History.

Length of the Program

Identify the length of the program in years and credit units per year.

This is a Minor taken within either the Bachelor of Arts or Bachelor of Arts Honors programs which are both 4-year Undergraduate Degrees.
The Minor in Clothing, Textiles and Material Culture requires a minimum of 21 units and a maximum of 30 units.

Provide the anticipated enrolments by head count for the next 5 years

Enrolment	2025	2026	2027	2028	2029
Total Headcount	12	19	26	28	30
• Year 1	5	7	7	7	8
• Year 2	5	5	7	7	8
• Year 3	2	5	7	7	7
• Year 4	0	2	5	7	7

Work-Integrated Learning

All students in the Bachelor of Arts and Bachelor of Arts Honors programs have access to the Arts Work Experience program and the ability to add 4 – 16

<p>Describe how learners in this program will have access to Work-Integrated Learning (see CEWIL definitions).</p>	<p>months of paid work experience/co-operative learning to their program of study. The Faculty of Arts Work Experience program already collaborates regularly with the ALES Internship Program, sharing relevant postings and resources.</p> <p>Some courses might include Community Service Learning opportunities.</p>
<p>Consultation Describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>This Minor was created in consultation with the Faculty of Agricultural, Life, and Environmental Sciences.</p> <p>This proposal was reviewed and approved by the Faculty of Agricultural, Life, and Environmental Sciences and their related departments in September 2023 (letter attached).</p> <p>Consultation and support was received by the various department/units that offer the additional cross-listed course options in October of 2023 (emails attached).</p>
<p>Indigenous Perspectives Describe the outcomes of the consultation with the Vice Provost (Indigenous Programming and Research) regarding how the program will integrate/include indigenous perspectives and content, and any action items that may result.</p>	<p>Dr. Florence Glanfield, Vice-Provost (Indigenous Programming and Research) advised on how to build a mandatory Indigenous content requirement into the structure of the proposed minors.</p> <p>Students can satisfy the requirement in several different ways:</p> <ul style="list-style-type: none"> • Taking a course centred on Indigenous knowledge and perspectives, chosen from the list of approved courses for the minor • Taking a course centred on Indigenous knowledge and perspectives elsewhere in their program • Presenting Aboriginal Studies 30 or Cree 30 (or equivalent) • Presenting proof of completion of the Indigenous Canada MOOC
<p>Equity, Diversity and Inclusion Perspectives Describe the outcomes of the consultation with the Vice-Provost (Equity, Diversity and Inclusion) regarding how the program will integrate/include EDI perspectives and content, and any action items that may result.</p>	<p>Dr. Carrie Smith, Vice-Provost (Equity, Diversity and Inclusion) reviewed the selection of courses for the minors and was supportive. She recommended ongoing review to look at the “diversity of readings lists, content, and training to attract and mentor new students.” (November 10, 2023). We will also rely on the Associate Dean EDI in the Faculty of Arts for continuing support and advice.</p>
<p>Resource Implications Identify financial impacts and internal resource requirements, particularly staff and classroom and lab space. Also identify any external resource requirements such as</p>	<p>No additional internal or external resources are expected based on the new proposed minors; there is capacity to support the additional students in the existing course offerings.</p>

practicum or internship placements, etc.	
Approval Process Indicate the internal governance path, including meeting dates	Arts Academic Affairs Committee –November 21, 2023 Program Support Committee – March 28, 2024 Arts Executive Committee – May 2, 2024 Arts Faculty Council – May 23, 2024 GFC Programs Committee – June 20, 2024

Internal Program Proposal Template
- *for-credit programs not requiring Ministry approval* -

This template is to be used for proposals to create or modify programs that do not require Ministry of Advanced Education approval.

Faculties and Departments must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca). All program proponents must also consult with the Vice-Provost (Indigenous Programming & Research) during the early development stage.

PROPOSAL TYPE

This proposal is for a <i>(select one):</i>	
<input checked="" type="checkbox"/>	Creation of a new second-level specialization (e.g., minors of undergraduate programs and second-level specializations of graduate programs)
<input type="checkbox"/>	The addition of an Honors stream to an existing undergraduate program
<input type="checkbox"/>	Creation of a combined degree program where both contributing degrees have been approved by the Ministry of Advanced Education
<input type="checkbox"/>	Substantive program changes that do not require Ministry approval

1: Basics		
Program/Specialization/ Combined Degree Name	Minor in Environmental Policy available in the Bachelor of Arts and Bachelor of Arts Honors programs.	
Faculty/Department	Faculty of Arts & Faculty of Agricultural, Life, & Environmental Sciences	
Contact information	Name and Title	Rebecca Nagel, Associate Dean Undergraduate, Faculty of Arts Kristy Wuetherick, Senior Officer, Student Programs & Services, Faculty of Arts
	Phone	780-492-7657
	Email	arts.adu@ualberta.ca kristy.wuetherick@ualberta.ca
Proposed effective date	Fall 2025	
Attachments		
<ul style="list-style-type: none"> Letter of Support from the Faculty of Agricultural, Life, & Environmental Science 		



- Emails of support from various departments where applicable cross-listed options are being proposed
- Proposed Calendar changes

2: Rationale, Implications, and Impacts

Rationale for the Proposal

Identify the purpose of the proposal with supporting rationale and evidence of demand.

This proposal is one of four new minors to allow students in the Faculty of Arts to study areas of focus through courses in the Faculty of Agricultural Life, & Environmental Sciences. These new minors allow for greater interdisciplinary options for students in the Faculty of Arts. Currently Arts students are able to choose minors offered by the Faculty of Science, the Faculty of Native Studies, and the Alberta School of Business in addition to those offered within the Faculty of Arts. The new proposed minors from ALES continue the work to expand the options available to our students, in alignment with the University’s vision of One University.

Minors are optional for students in the BA and BA Honors. About 66% complete a minor. Some students choose a minor in a field related to their major and others choose a very different field. It is easiest to anticipate interest among students in related majors. As of Fall 2023, there are 544 majors in Economics, 253 in History, 72 in Human Geography, 643 in Political Science, and 44 in Science, Technology and Society.

Length of the Program

Identify the length of the program in years and credit units per year.

This is a Minor taken within either the Bachelor of Arts or Bachelor of Arts Honors programs which are both 4-year Undergraduate Degrees.
The Minor in Environmental Policy requires a minimum of 21 units and a maximum of 30 units.

Provide the anticipated enrolments by head count for the next 5 years

Enrolment	2025	2026	2027	2028	2029
Total Headcount	12	17	26	35	40
• Year 1	5	5	5	5	10
• Year 2	5	5	7	10	10
• Year 3	2	5	7	10	10
• Year 4	0	2	7	10	10

Work-Integrated Learning

All students in the Bachelor of Arts and Bachelor of Arts Honors programs have access to the Arts Work Experience program and the ability to add 4 – 16



<p>Describe how learners in this program will have access to Work-Integrated Learning (see CEWIL definitions).</p>	<p>months of paid work experience/co-operative learning to their program of study. The Faculty of Arts Work Experience program already collaborates regularly with the ALES Internship Program, sharing relevant postings and resources.</p> <p>Some courses might include Community Service Learning opportunities.</p>
<p>Consultation Describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>This Minor was created in consultation with the Faculty of Agricultural, Life, and Environmental Sciences.</p> <p>This proposal was reviewed and approved by the Faculty of Agricultural, Life, and Environmental Sciences and their related departments in September 2023 (letter attached).</p> <p>Consultation and support was received by the various department/units that offer the additional cross-listed course options in October of 2023 (emails attached).</p>
<p>Indigenous Perspectives Describe the outcomes of the consultation with the Vice Provost (Indigenous Programming and Research) regarding how the program will integrate/include indigenous perspectives and content, and any action items that may result.</p>	<p>Dr. Florence Glanfield, Vice-Provost (Indigenous Programming and Research) advised on how to build a mandatory Indigenous content requirement into the structure of the proposed minors.</p> <p>Students can satisfy the requirement in several different ways:</p> <ul style="list-style-type: none"> • Taking a course centred on Indigenous knowledge and perspectives, chosen from the list of approved courses for the minor • Taking a course centred on Indigenous knowledge and perspectives elsewhere in their program • Presenting Aboriginal Studies 30 or Cree 30 (or equivalent) • Presenting proof of completion of the Indigenous Canada MOOC
<p>Equity, Diversity and Inclusion Perspectives Describe the outcomes of the consultation with the Vice-Provost (Equity, Diversity and Inclusion) regarding how the program will integrate/include EDI perspectives and content, and any action items that may result.</p>	<p>Dr. Carrie Smith, Vice-Provost (Equity, Diversity and Inclusion) reviewed the selection of courses for the minors and was supportive. She recommended ongoing review to look at the “diversity of readings lists, content, and training to attract and mentor new students.” (November 10, 2023). We will also rely on the Associate Dean EDI in the Faculty of Arts for continuing support and advice.</p>
<p>Resource Implications Identify financial impacts and internal resource requirements, particularly staff and classroom and lab space. Also identify any external resource requirements such as</p>	<p>No additional internal or external resources are expected based on the new proposed minors; there is capacity to support the additional students in the existing course offerings.</p>

practicum or internship placements, etc.	
Approval Process Indicate the internal governance path, including meeting dates	Arts Academic Affairs Committee – November 21, 2023 Program Support Committee – March 28, 2024 Arts Executive Committee – May 2, 2024 Arts Faculty Council – May 23, 2024 GFC Programs Committee – June 20, 2024

Internal Program Proposal Template
- for-credit programs not requiring Ministry approval -

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PROPOSAL TYPE

This proposal is for a (select one):	
<input checked="" type="checkbox"/>	Creation of a new second-level specialization (e.g., minors of undergraduate programs and second-level specializations of graduate programs)
<input type="checkbox"/>	The addition of an Honors stream to an existing undergraduate program
<input type="checkbox"/>	Creation of a combined degree program where both contributing degrees have been approved by the Ministry of Advanced Education
<input type="checkbox"/>	Substantive program changes that do not require Ministry approval

1: Basics		
Program/Specialization/ Combined Degree Name	Minor in Family Science available in the Bachelor of Arts and Bachelor of Arts Honors programs.	
Faculty/Department	Faculty of Arts and Faculty of Agricultural, Life, & Environmental Sciences	
Contact information	Name and Title	Rebecca Nagel, Associate Dean Undergraduate, Faculty of Arts Kristy Wuetherick, Senior Officer, Student Programs & Services, Faculty of Arts
	Phone	780-492-7657
	Email	arts.adu@ualberta.ca kristy.wuetherick@ualberta.ca
Proposed effective date	Fall 2025	
Attachments		
<ul style="list-style-type: none"> Letter of Support from the Dean of the Faculty of Agricultural, Life, & Environmental Sciences 		

- Emails of support from various departments where applicable cross-listed options are being proposed
- Calendar change forms

2: Rationale, Implications, and Impacts

Rationale for the Proposal

Identify the purpose of the proposal with supporting rationale and evidence of demand.

This proposal is one of four new minors to allow students in the Faculty of Arts to study areas of focus through courses in the Faculty of Agricultural Life, & Environmental Sciences. These new minors allow for greater interdisciplinary options for students in the Faculty of Arts. Currently Arts students are able to choose minors offered by the Faculty of Science, the Faculty of Native Studies, and the Alberta School of Business in addition to those offered within the Faculty of Arts. The new proposed minors from ALES continue the work to expand the options available to our students, in alignment with the University's vision of One University.

Minors are optional for students in the BA and BA Honors. About 66% complete a minor. Some students choose a minor in a field related to their major and others choose a very different field. It is easiest to anticipate interest among students in related majors. As of Fall 2023, there are 2200 majors in Psychology, 521 in Sociology, and 73 in Women's and Gender Studies.

Length of the Program

Identify the length of the program in years and credit units per year.

This is a Minor taken within either the Bachelor of Arts or Bachelor of Arts Honors programs, which are both 4-year Undergraduate Degrees.

The Minor in Family Science requires a minimum of 18 units and a maximum of 30 units.

Provide the anticipated enrolments by head count for the next 5 years

Enrolment	2025	2026	2027	2028	2029
Total Headcount	17	27	45	55	70
• Year 1	10	10	15	20	20
• Year 2	5	10	15	15	20
• Year 3	2	5	10	15	15
• Year 4	0	2	5	10	15



<p>Work-Integrated Learning Describe how learners in this program will have access to Work-Integrated Learning (see CEWIL definitions).</p>	<p>All students in the Bachelor of Arts and Bachelor of Arts Honors programs have access to the Arts Work Experience program and the ability to add 4 – 16 months of paid work experience/co-operative learning to their program of study. The Faculty of Arts Work Experience program already collaborates regularly with the ALES Internship Program, sharing relevant postings and resources.</p> <p>Some courses – such as HECOL 301 and PSYCH 329 – have previously included Community Service-Learning opportunities.</p>
<p>Consultation Describe the consultation process that occurred with students and other relevant stakeholders, and the feedback received.</p>	<p>This Minor was created in consultation with the Faculty of Agricultural, Life, and Environmental Sciences.</p> <p>This proposal was reviewed and approved by the Faculty of Agricultural, Life, and Environmental Sciences and their related departments in September 2023 (letter attached).</p> <p>Consultation and support was received in October 2023 from the various department/units that offer the additional cross-listed course options (emails attached).</p>
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external resource requirements such as practicum or internship placements, etc.	
Approval Process Indicate the internal governance path, including meeting dates	Arts Academic Affairs Committee – November 21, 2023 Program Support Committee – March 28, 2024 Arts Executive Committee – May 2, 2024 Arts Faculty Council – May 23, 2024 GFC Programs Committee – June 20, 2024



November 8, 2023

Dr. Rebecca Nagel
Associate Dean (Undergraduate)
Faculty of Arts
University of Alberta

Dear Dr. Nagel,

I am writing to provide the Faculty of Agricultural, Life and Environmental Sciences (ALES) unreserved support for the proposed ALES minors in the Faculty of Arts programs.

The specific minors are: Family Science; Clothing, Textiles and Material Culture; Environmental Policy and Agricultural Food Policy & Global Health.

The Faculty of ALES strongly believes that these new minors will afford students the opportunity to gain knowledge in these areas and will benefit their future career and/or educational aspirations. We also support academic collaboration of this nature, which is truly in the spirit of our "One University" operating plan and our institutional strategic plan, SHAPE.

Thank you for the opportunity to work with you on this project and we look forward to welcoming more Faculty of Arts students in ALES courses.

Kind Regards,

A handwritten signature in blue ink, appearing to read "S. Blade".

Stanford Blade, PhD, PAg.
Dean



November 8, 2023

Dr. Rebecca Nagel
Associate Dean (Undergraduate)
Faculty of Arts
University of Alberta

Dear Dr. Nagel,

I am writing to provide the Faculty of Agricultural, Life and Environmental Sciences (ALES) unreserved support for the proposed ALES minors in the Faculty of Arts programs.

The specific minors are: Family Science; Clothing, Textiles and Material Culture; Environmental Policy and Agricultural Food Policy & Global Health.

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Kind Regards,

A handwritten signature in blue ink, appearing to read "Stanford Blade".

Stanford Blade, PhD, PAg.
Dean



Kristy Wuetherick <kristy@ualberta.ca>

Consultation Request - new programs Arts Minors from ALES

3 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 5:04 PM

To: Carrie Smith <carrie.smith@ualberta.ca>

Cc: - artsadsp <artsadsp@ualberta.ca>

Hi Carrie,

I am reaching out to you because I am working on some new proposed minors in the Faculty of Arts that will be done in collaboration with the Faculty of Agricultural, Life, and Environmental Science.

We are proposing **four new minors** that will be available to our Bachelor of Arts and Bachelor of Arts Honors students:

Minor in Family Science

Minor in Clothing, Textiles and Material Culture

Minor in Environmental Policy

Minor in Agricultural Food Policy and Global Health

I have attached a link (above) to the proposed list of courses for each of these minors. I'm not sure what you might be able to suggest or recommend we consider for these programs in the context of EDI perspectives and content, but I wanted to reach out to see if you had any recommendations for us. If you would like to meet with Rebecca and I, we would be happy to do so.

Thank you in advance for your consideration,

Kristy Wuetherick

KRISTY WUETHERICK, BA MEd

Senior Officer, Student Programs & Services

she/her

UNIVERSITY OF ALBERTA

College of Social Sciences and Humanities

Faculty of Arts

Undergraduate Student Services

Arts EXP+ *Learning Beyond the Classroom*

1-17 Humanities Building

Edmonton, AB Canada T6G 2E5

T: 780.492.7657

**UNIVERSITY
OF ALBERTA**

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Fri, Nov 10, 2023 at 9:29 AM

To: Carrie Smith <carrie.smith@ualberta.ca>

Cc: - artsadsp <artsadsp@ualberta.ca>

Hi Carrie,

I'm just following up on this email to see if there are any thoughts or recommendations that you have regarding our new proposed minors.

I hope you are doing well!

All the best,
Kristy

KRISTY WUETHERICK, BA MEd
Senior Officer, Student Programs & Services
she/her

UNIVERSITY OF ALBERTA
College of Social Sciences and Humanities
Faculty of Arts

Undergraduate Student Services
Arts EXP+ *Learning Beyond the Classroom*
1-17 Humanities Building
Edmonton, AB Canada T6G 2E5
T: 780.492.7657



**UNIVERSITY
OF ALBERTA**

The University of Alberta respectfully acknowledges
that we are situated on Treaty 6 territory, traditional
lands of First Nations and Métis people.

[Quoted text hidden]

Carrie Smith <carrie.smith@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Cc: - artsadsp <artsadsp@ualberta.ca>

Fri, Nov 10, 2023 at 5:04 PM

Dear Kristy,

My apologies -- this was in my drafts and I just couldn't get back to it. The list of courses (especially with the additional notes) looks good to me. When program proposals come across my desk, I tend to focus on how the area is addressing diversity of reading lists, content, and training to attract and mentor new students, among other pieces. I am happy to engage with any language you might have as you propose these, this information looks good to me.

I would also be supportive of a first check through on these things with Natalie (as I am slow to respond lately -- not something I'm used to), if you haven't already done so.

Take care,
Carrie

CARRIE SMITH, PhD
Vice-Provost (Equity, Diversity and Inclusion)
she/her

UNIVERSITY OF ALBERTA
Office of the Provost & Vice-President (Academic)
2-40E South Academic Building (SAB)
Edmonton, AB Canada T6G 2G7
T 780.492.1865
uab.ca/edi



**UNIVERSITY
OF ALBERTA**



Kristy Wuetherick <kristy@ualberta.ca>

Consultation - Arts Minors in ALES

8 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 10:53 AM

To: F Cardinal <freda.cardinal@ualberta.ca>, Sean Robertson <sean.robertson@ualberta.ca>

Hi Sean & Freda,

I'm just reaching out because the Faculty of Arts is in the process of developing some new minors for our Bachelor of Arts programs in collaboration with ALES, and within the minors, we are hoping to include some cross listed courses that include some Native Studies courses as possible additional options within these minors, but obviously, we wouldn't do that without consulting Native Studies first!

Attached are the [proposed minors](#) and I have highlighted the NS courses (in the pdf version) that we are hoping to include in the cross listed course options for three of the 4 of them: Minor in Family Science, Minor in Clothing, Textiles, and Material Culture, and the Minor in Environmental Policy.

If you have any questions or concerns about this, please feel free to contact me - or if you have other course suggestions that you would recommend for any of the four minors we are proposing, we would welcome that as well. If you are okay with the proposed courses as we have indicated, if you could please reply with an email of support that we can include in our submission, that would be wonderful.

Thank you very much!

Kristy

KRISTY WUETHERICK, BA MEdSenior Officer, Student Programs & Services
she/her**UNIVERSITY OF ALBERTA**College of Social Sciences and Humanities
Faculty of ArtsUndergraduate Student Services
Arts EXP+ *Learning Beyond the Classroom*
1-17 Humanities Building
Edmonton, AB Canada T6G 2E5
T: 780.492.7657**UNIVERSITY
OF ALBERTA**

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

**Proposed Minors from ALES.pdf**

63K

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Wed, Nov 8, 2023 at 4:27 PM

To: F Cardinal <freda.cardinal@ualberta.ca>, Sean Robertson <sean.robertson@ualberta.ca>

Cc: Sara Horseman <sara10@ualberta.ca>

Hello Freda & Sean,

I'm just following up on this request. We are hoping to have these minors submitted to our initial Faculty of Arts governance committee shortly - the deadline being early next week.

Sara - I'm copying you for your information as well.

All the best,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

UNIVERSITY OF ALBERTA
College of Social Sciences and Humanities
Faculty of Arts

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T: 780.492.7657



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[Quoted text hidden]

Sean Robertson <sean.robertson@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Cc: F Cardinal <freda.cardinal@ualberta.ca>, Sara Horseman <sara10@ualberta.ca>

Thu, Nov 9, 2023 at 4:42 PM

Dear Kristy,

This looks great. Here are our suggestions:

Wherever these courses are listed (NS 200, NS 201, separately or together), it should read as "NS 200 or 201" - this is because these courses have very similar content

Under minor in Env Policy: Delete NS 221 (it is off our books) and replace with: NS 380: Indigenous Peoples of the North (Special Topics)

Finally, for Food Policy and Global Health: add NS 476 (Ind Ppl Health and Wellbeing)

Let me know if you have any questions.

Sean
[Quoted text hidden]

--
SEAN ROBERTSON, MArch, JD, PhD
Associate Professor
Associate Dean (Academic)
he/him

UNIVERSITY OF ALBERTA
Faculty of Native Studies

2-31 Pembina Hall
Edmonton, AB, Canada T6G 2H8
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Personal website: <https://www.sean-robertson.com/>
Research website: <https://www.emotionalgeog-law.com/>



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Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Sean Robertson <sean.robertson@ualberta.ca>
Cc: F Cardinal <freda.cardinal@ualberta.ca>, Sara Horseman <sara10@ualberta.ca>

Thu, Nov 9, 2023 at 4:50 PM

Thank you so much for your feedback and suggestions, Sean!
I will make sure that we've made the adjustments as applicable.
All the best,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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Faculty of Arts

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[Quoted text hidden]

Sean Robertson <sean.robertson@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Cc: F Cardinal <freda.cardinal@ualberta.ca>, Sara Horseman <sara10@ualberta.ca>

Thu, Nov 9, 2023 at 4:53 PM

My pleasure!
[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Fri, Nov 10, 2023 at 12:28 PM

To: Sean Robertson <sean.robertson@ualberta.ca>

Cc: F Cardinal <freda.cardinal@ualberta.ca>, Sara Horseman <sara10@ualberta.ca>, - artsadsp <artsadsp@ualberta.ca>

Hi Sean,

Rebecca Nagel and I just met with Florence Glanfield this morning to review these new minor proposals, and her feedback to us was that, given we do not currently have a specific requirement for our students to complete any indigenous content in our degrees overall (yet), in order for her to support these proposals she recommended that we include an explicit requirement for indigenous content within the minors (rather than simply having indigenous content courses as one of a list of potential options).

Given this recommendation, Rebecca and I wanted to come back to you to see if you would be supportive of us requiring courses in the following manner:

Minor in Family Science:

3 units chosen from:

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)

NS 201 - Indigenous Canada: Looking Forward/Looking Back

NS 362 - Indigenous Women

WGS 475 - Indigenous Genders and Sexualities

Minor in Clothing, Textiles, and Material Culture

3 credits chosen from:

NS 260 - Contemporary Indigenous Art

Minor in Environmental Policy:

3 units chosen from:

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)

NS 201 - Indigenous Canada: Looking Forward/Looking Back

NS 221 - Our Land, Our Life: Dene Self-Determination in Theory and in Practice

Minor in Agricultural Food Policy & Global Health:

3 units chosen from:

ECON 241 - Indigenous Economics

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)

NS 201 - Indigenous Canada: Looking Forward/Looking Back

NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing

OR - for each these minors we will also include the ability to waive the above requirement if students can meet the following:

Proof of demonstrated Indigenous content provided from one of the following:

- a. Aboriginal Studies 30 (or equivalent) taken at the high school level
- b. Cree 30 (or equivalent) taken at the high school level
- c. 3 units of course work with Indigenous content completed elsewhere in the degree program
- d. Proof of completion of the Indigenous Canada MOOC

NOTE: contact the Faculty of Arts Undergraduate Programs Office for more information on approved courses that will meet this requirement

I would really appreciate your feedback on whether you think this is possible.

We do not expect large numbers within any of these minors - we are anticipating the most popular of the 4 minors to be the Family Science minor.

If you would like to meet to discuss this more fully, please let me know - we would be happy to do so!

Thank you,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Sean Robertson <sean.robertson@ualberta.ca> Wed, Nov 15, 2023 at 3:20 PM
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Cc: F Cardinal <freda.cardinal@ualberta.ca>, Sara Horseman <sara10@ualberta.ca>, - artsadsp <artsadsp@ualberta.ca>

Dear Kristy,

I believe that this is possible. In our discussion, Freda and I noted that the following has not been scheduled for sometime, so it would be best to delete it:

NS 221 - Our Land, Our Life: Dene Self-Determination in Theory and in Practice

Let me know if you have any questions.

Best,
Sean

[Quoted text hidden]

[Quoted text hidden]

[Quoted text hidden]

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Kristy Wuetherick <kristy.wuetherick@ualberta.ca> Wed, Nov 15, 2023 at 3:36 PM
To: Sean Robertson <sean.robertson@ualberta.ca>
Cc: F Cardinal <freda.cardinal@ualberta.ca>, Sara Horseman <sara10@ualberta.ca>, - artsadsp <artsadsp@ualberta.ca>

Thanks Sean!

I really appreciate your quick responses and support on this! I can definitely remove the NS 221 from the list we have.

All the best,

Kristy

KRISTY WUETHERICK, BA MEd

Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

New Arts Minors in ALES - Cross-listed options from Nursing (Consultation)

5 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 1:13 PM

To: Beverley Temple <batemple@ualberta.ca>

Hello Beverley,

The Faculty of Arts is in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a specific course that we would like to include from Nursing in one of the minors, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included INT D 222 specifically in the Agricultural Food Policy & Global Health minor.

What I am asking for is:

1. Do you support us using the listed course for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Fri, Nov 10, 2023 at 9:48 AM

To: Beverley Temple <batemple@ualberta.ca>

Hello Beverley,

I just wanted to follow up on this email that I sent a couple of weeks ago. Do you have any feedback on us including the INT D 222 in our proposed Minor?

Looking forward to hearing from you,
All the best,
Kristy

KRISTY WUETHERICK, BA MEd
Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Beverly Temple <batemple@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Mon, Nov 20, 2023 at 9:35 AM

Hi Kristy
I am sorry for the delay - I was on vacation and was also checking with our leadership team.
We usually did not allow for others to use the nursing courses currently - as our student numbers are so high and we do not have enough faculty to add extra sections.
We will have a decision about this - later this week - we would love to offer the opportunity for at least some other students to take the course - as it enriches our nursing student experiences.
thanks Bev

[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Beverly Temple <batemple@ualberta.ca>

Tue, Nov 28, 2023 at 9:32 AM

Thanks Bev,

I appreciate your consideration. I do understand if it's not something we will be able to include. I wouldn't expect large numbers for demand if it is something we are able to include - the overall numbers in the minor is not expected to be large and it would be one of a number of options that students can consider taking.

Looking forward to your final response on this.

All the best,
Kristy

KRISTY WUETHERICK, BA MEd
Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Beverley Temple <batemple@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Tue, Nov 28, 2023 at 9:50 AM

Thanks for your understanding and patience Kristy
we have decided that there are certain terms that there would be some capacity to include others - of course reserving
seats for our students. We will allow that to stand then within your list.
I am wondering what specifics students in your area may need to plan?
If you need more let me know and we can try to provide you with that info
Bev

[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

New Arts Minors in ALES - Cross-listed options from Earth & Atmospheric Sciences (Consultation)

5 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 11:58 AM

To: Stephen Johnston <stjohnst@ualberta.ca>, Murray Gingras <mgingras@ualberta.ca>, Robert Summers <bob.summers@ualberta.ca>

Hi all,

The Faculty of Arts is in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from the Earth & Atmospheric Sciences department, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included some EAS and HGEO courses specifically in the Environmental Policy and the Agricultural Food Policy & Global Health minors. For Bob specifically - we have also included some of the SUST courses as well.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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Bob Summers <robert.summers@ualberta.ca>
Reply-To: robert.summers@ualberta.ca

Thu, Oct 26, 2023 at 7:11 PM

My Best Regards

Murray

This email was sent by Murray Gingras, Professor, Department of Earth and Atmospheric Sciences, 1-26 Earth Science Building, University of Alberta, Edmonton, Alberta, Canada, T6G 2E3. My office is ESB 3-30

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Fri, Oct 27, 2023 at 10:31 AM

To: Murray Gingras <mgingras@ualberta.ca>

Cc: Stephen Johnston <stjohnst@ualberta.ca>, Robert Summers <bob.summers@ualberta.ca>

Thanks so much for your quick response and support on these new minors! I will add your suggestions to the list.

All the best,

Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Stephen Johnston <stjohnst@ualberta.ca>

Sat, Oct 28, 2023 at 8:02 AM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Murray Gingras <mgingras@ualberta.ca>, Robert Summers <bob.summers@ualberta.ca>

Kristy

and I just wanted to thank you for your request and to affirm our support for building these kinds of inter-departmental links via the cross-listing of courses. I think this is a great development and look forward to further advancing these kinds of interdisciplinary opportunities for our students.

stj

Dr Stephen T Johnston (he/him) stjohnst@ualberta.ca
Chair, Earth & Atmospheric Sciences, 1-26 Earth Sciences Bldg.
University of Alberta, Edmonton AB Canada T6G 2E3
office 1 (780) 492-5249 cell 1 (780) 217-5071

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Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from St Joseph's College (Consultation)

3 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 11:49 AM

To: Sara McKeon <sara.mckeon@ualberta.ca>

Hi Sara,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from St Joseph's College, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included some CHRTC courses specifically in the Family Science and Environmental Policy minors.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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Sara McKeon <sara.mckeon@ualberta.ca>

Mon, Oct 30, 2023 at 3:30 PM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Matthew Kostelecky <kostelec@ualberta.ca>, Doris Kieser <dkieser@ualberta.ca>

Hi Kristy,

First, we absolutely support SJC courses being included towards the minors you suggest.
Second, the following courses are suggested:

Minor in Family Science

- Current:
 - CHRTC 351, Sex, Love, Marriage
- Additional:
 - CHRTC 430, The Sexual Body
 - CHRTC 361, Death, Dying, Culture
 - CHRTC 103, Introduction to the Roads to Happiness
 - CHRTC 303, Well-Being and Resilience
 - PHIL 219, The Art of Living Well: Meaning and the Good Life

Minor in Environmental Policy

- Current: CHRTC 396, Environment and Christianity
- Additional: PHIL 279, Philosophy of Hunting

Please let me know if you need any further information from us in this regard.

With best wishes,
Sara

SARA MCKEON | Academic Program Coordinator
T 780.492.7682 | F 780.492.8145 | E sara.mckeon@ualberta.ca



SJC

St. Joseph's College
University of Alberta
11325 89 Avenue
Edmonton, AB T6G 2J5
www.StJosephsCollege.ca

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[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Wed, Nov 1, 2023 at 3:52 PM

To: Sara McKeon <sara.mckeon@ualberta.ca>

Cc: Matthew Kostelecky <kostelec@ualberta.ca>, Doris Kieser <dkieser@ualberta.ca>

Thanks so much for getting back to me, Sara!
I am happy to add the suggested courses to our list of options - the definitely make sense.
All the best,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from Anthropology (Consultation)

3 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 11:06 AM

To: Andre Costopoulos <andre.costopoulos@ualberta.ca>, Robert J Losey <robert.losey@ualberta.ca>

Hi Andre and Robert,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from Anthropology, if you are in support of that.

There are **4 minors that we are proposing** (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we Anthropology courses listed in all except the Clothing, Textiles, & Material Culture.

What I am asking for is:

1. Do you support us using the listed Anthropology courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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Robert J Losey <rlosey@ualberta.ca>

Thu, Oct 26, 2023 at 1:51 PM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Andre Costopoulos <andre.costopoulos@ualberta.ca>, Robert Losey <robert.losey@ualberta.ca>

Hi Kristy:

I have no problem with these class being cross listed for the four minors. I am not aware of other courses from Anthropology that could be listed for them, but we may have a new course offering or two in the coming years stemming from an incoming hire.

Rob

[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Robert J Losey <rlosey@ualberta.ca>
Cc: Andre Costopoulos <andre.costopoulos@ualberta.ca>

Thu, Oct 26, 2023 at 1:54 PM

Thanks for getting back to me so quickly!
I appreciate your support on these new minors.

Kristy

KRISTY WUETHERICK, BA MEd
Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from Economics (Consultation)

5 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 12:02 PM

To: Valentina Galvani <vgalvani@ualberta.ca>, Beyza Ural Marchand <ural@ualberta.ca>

Hi Valentina and Beyza,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from Economics, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included some Economics courses specifically in the Environmental Policy and the Agricultural Food Policy & Global Health minors.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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Beyza Ural Marchand <ural@ualberta.ca>

Fri, Oct 27, 2023 at 10:15 AM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Valentina Galvani <vgalvani@ualberta.ca>

Hello Kristy,

Thank you for checking with us.

1. Yes, we do support our courses being cross-listed.

However, for one of the minors, the name "Environmental Policy" does not fit the course list, since it includes only one or two Sociology courses for the policy aspect. Typically, a degree in "policy" would have many more courses in Econ and Poli Sci. It seems the title is broad; perhaps they could reconsider the title? Please let us know if we can be a part of the discussion. It may be a good idea to check with the Poli Sci department as well.

2. Below are some additional courses that could be added to the list:

Minor in Environmental Policy:

ECON 467 - Environmental and Natural Resource Policy

Minor in Agricultural Food Policy & Global Health:

ECON 213 - An Introduction to the Economics of Developing Countries

ECON 251 - Indigenous Economics

ECON 323 - International Economics

ECON 357 - Health Economics

ECON 414 - Economics of Developing Countries

ECON 421 - International Trade

All the best,

Beyza

Beyza Ural Marchand

Professor of Economics

Director of Undergraduate Programs

UNIVERSITY OF ALBERTA

Department of Economics

Faculty of Arts

Edmonton, AB Canada T6G 2H4

<https://sites.ualberta.ca/~ural/>

(she/her)

[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Fri, Oct 27, 2023 at 10:37 AM

To: Beyza Ural Marchand <ural@ualberta.ca>

Cc: Valentina Galvani <vgalvani@ualberta.ca>

Thanks for your quick response and feedback, Beyza!

I will take your feedback and see what we might want to consider for the Environmental Policy minor.

I also appreciate the list of additional courses we can consider - I will certainly add them to the list.

Kristy

KRISTY WUETHERICK, BA MEd

Senior Officer, Student Programs & Services

she/her

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[Quoted text hidden]

Beyza Ural Marchand <ural@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Cc: Valentina Galvani <vgalvani@ualberta.ca>

Fri, Oct 27, 2023 at 11:21 AM

Thanks, Kristy,
Just to add - Valentina mentioned that we might consider an Environmental and Energy Policy minor in the future... But in that case, ours would be really about policy (eg. carbon tax policy and so on). Most of our micro courses involve policy evaluation.

Beyza

[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Beyza Ural Marchand <ural@ualberta.ca>
Cc: Valentina Galvani <vgalvani@ualberta.ca>

Mon, Oct 30, 2023 at 9:48 AM

Thanks Beyza,

I specifically asked Cressida and Rob in Political Science their thoughts regarding the title for the Environmental Policy minor and they did not share your specific concerns - in fact, had the opposite opinion. I've spoken to Rebecca Nagel and based on our conversations with ALES, feel that we would like to keep the title as it is currently.

I have noted your concerns, and very much appreciate your feedback.

Kristy

KRISTY WUETHERICK, BA MEd
Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

Re: Document shared with you: "DRAFT PROPOSAL Minor in Clothing, Textiles and Material Culture"

7 messages

Diane McKen <dmmcken@ualberta.ca>
To: Kristy Wuetherick <kristy@ualberta.ca>

Thu, Oct 19, 2023 at 8:47 AM

I think it's grand, but I am concerned about the ART 134, DES 135 - minors have a heck of a time getting into these courses.
HADVC 206 - that would be great and T DES 375 and 475 - would welcome the enrollments. Bonus these courses don't have prerques.

I'll speak to the depts and get back to you. Do you need a letter of support from them?

d

On Wed, 18 Oct 2023 at 17:10, Kristy Wuetherick (via Google Docs) <drive-shares-dm-noreply@google.com> wrote:

Kristy Wuetherick shared a document



Kristy Wuetherick (kristy@ualberta.ca) has invited you to **edit** the following document:

Hey Diane,

I am working on some new minors from the Faculty of ALES and one is a Minor in Clothing, Textiles, & Material Culture. We are hoping to include some FoA courses as additional options within the minor - so for this one, I have some Art & Design, HADVC, and T DES courses and I wanted to check to see if the department(s) would even be okay with the inclusion. Consultation etc. etc. Let me know what you think.

Thanks! :)

Kristy



DRAFT PROPOSAL Minor in Clothing, Textiles and Material Culture

Open

Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)
You have received this email because kristy@ualberta.ca shared a document
with you from Google Docs.

Google Workspace

--

Diane
Assistant Department Manager
780-492-2021
FAB 3-98-B

Diane McKen <dmmcken@ualberta.ca>
To: Kristy Wuetherick <kristy@ualberta.ca>

Thu, Oct 19, 2023 at 8:48 AM

oops T DES 275 and T DES 375!
[Quoted text hidden]

Diane McKen <dmmcken@ualberta.ca>
To: Kristy Wuetherick <kristy@ualberta.ca>

Thu, Oct 19, 2023 at 2:46 PM

Would Arts students be able to take a Minor in Clothing, Textiles, & Material Culture?
[Quoted text hidden]

Kristy <kristy@ualberta.ca>
To: Diane McKen <dmmcken@ualberta.ca>

Thu, Oct 19, 2023 at 3:14 PM

Yes, this is a proposed minor for BA and maybe BA Honors students.
Kristy

Sent from my iPhone

On Oct 19, 2023, at 2:47 PM, Diane McKen <dmmcken@ualberta.ca> wrote:

[Quoted text hidden]

Diane McKen <dmmcken@ualberta.ca>
To: Kristy <kristy@ualberta.ca>

Wed, Nov 1, 2023 at 2:50 PM

Hello! Aidan is all for this except for the fact that ART 134 and DES 135 are difficult (if not impossible) for minors to get in. He wondered about HADVC 100 as another option? He was also concerned with HADVC 209 - but this course is large (100 enrollments) and this fall the enrollments were a 50/50 split between Art/Hadvc/Des students and students in other programs. I think that is fine. April was all for making space for students in the T DES courses.

Thank you Kristy!

d
[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Diane McKen <dmmcken@ualberta.ca>

Wed, Nov 1, 2023 at 3:00 PM

Hi Diane,

I think that's fair - I am happy to remove the ART 134 and DES 135 courses from the list.

As for adding other HADVC courses - are there specific recommendations? HADVC 100? others? Keeping in mind - the minimum requirements for these minors are entirely based out of the ALES courses...and it's only after that minimum if they are taking additional courses that the cross-listed courses become "at play" so to speak.

Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Diane McKen <dmmcken@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Wed, Nov 1, 2023 at 4:51 PM

HADVC 100 was the only course Aidan suggested - there are topic courses in HADVC that may relate to the minor if the topic is clothing textile related but depends on who is teaching the course and changes every year

[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from Political Science (Consultation)

8 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 12:04 PM

To: Cressida J Heyes <cheyes@ualberta.ca>, Rob Aitken <raitken@ualberta.ca>

Hi Cressida and Rob,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from Political Science, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included some Political Science courses specifically in the Environmental Policy and the Agricultural Food Policy & Global Health minors.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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Cressida J Heyes <cheyes@ualberta.ca>

Fri, Oct 27, 2023 at 12:27 PM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Rob Aitken <raitken@ualberta.ca>

Hi Kristy:

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Rob Aitken <raitken@ualberta.ca>
Cc: Cressida J Heyes <cheyes@ualberta.ca>

Fri, Oct 27, 2023 at 2:16 PM

Thanks to you both!

Perhaps I will leave off POL S 333 at this point...and then as the new courses are submitted we can look at adding them to the list in the future - it's not likely that these minors will be in place before Fall 2025 at this point anyways given the timelines.

I have another question for you that was brought up by Economics - do you see an issue with the title of Minor in Environmental Policy given the course of the minor is based out of Rural Sociology. Economics feels that it might not be the proper name given that policy is more typically grounded in Economics and Political Science. I would be interested in your thoughts on the matter.

I hesitate to change it to Environmental Studies because we have another entire degree that is a BA in Environmental Studies as well, but I'm not sure what other options might make more sense than Policy.

Thanks!
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Rob Aitken <raitken@ualberta.ca>
To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Cc: Cressida J Heyes <cheyes@ualberta.ca>

Fri, Oct 27, 2023 at 2:20 PM

Hi Kristy,

Cressida may have an altogether different view on this than I do (and this really is just my own perspective) but I do not think there needs to be any disciplinary ownership over 'policy'. The people I know in rural sociology do work that definitely addresses policy in a broad sense, so it seems appropriate to me.

best,

Rob

Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from Psychology (Consultation)

4 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 11:39 AM

To: Anthony Singhal <asinghal@ualberta.ca>, Deanna Singhal <dsinghal@ualberta.ca>, Wendy Hoglund <hoglund@ualberta.ca>

Hi all,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from Psychology, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included Psychology courses specifically in the Family Science minor. I expect that the Family Science minor may be fairly popular for the Psychology majors to be honest.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MEdSenior Officer, Student Programs & Services
she/her**UNIVERSITY OF ALBERTA**College of Social Sciences and Humanities
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Wendy Hoglund <hoglund@ualberta.ca>

Tue, Nov 7, 2023 at 12:10 PM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Anthony Singhal <asinghal@ualberta.ca>, Deanna Singhal <dsinghal@ualberta.ca>

Thank you Kristy for your email.

While we agree that adding PSYCH 223, 323, 327 and 347 as cross-listed course options for the proposed BA minor in Family Science makes sense, we are concerned about capacity and enrolment numbers. These courses are already generally filled to the cap. It is unclear with our current instructor complement that we could handle many more students in these courses without additional sections being added. Of course if more sections were added we would need more funding to offer these courses. Is there an estimate of how many students would be involved in this new minor and what that would mean for enrollment numbers in these PSYCH courses?

Best, Wendy

[Quoted text hidden]

--

Wendy L. G. Hoglund, Ph.D. (she/her)

Associate Professor | Associate Chair | Department of Psychology
Member | Women & Children's Health Research Institute (WCHRI)
College of Social Sciences & Humanities | Faculty of Arts | University of Alberta

P237 Biological Sciences | Edmonton, AB | Canada T6G 2E9

T: 780-492-7147 | sites.psych.ualberta.ca/PEERSlab/

Facebook: @UofApeerslab | Twitter: @WendyHoglund

[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Tue, Nov 7, 2023 at 12:31 PM

To: Wendy Hoglund <hoglund@ualberta.ca>

Cc: Anthony Singhal <asinghal@ualberta.ca>, Deanna Singhal <dsinghal@ualberta.ca>

Hi Wendy,

Thank you for getting back to me! I completely understand the concerns for sure!

The way that the minors have been created, the minimum requirements for students are entirely based on the ALES specific courses, and the cross listed courses only potentially come into play if they are looking to do more than the minimum requirements. This means that there isn't any specific expectation that students would have to be able to take these courses.

I would anticipate/predict that the students most interested in the Family Science minor would actually be our Psychology students, which then means that the Psychology cross listed courses would not really be used towards the minor because they are actually part of the major instead. Otherwise, I would anticipate the numbers to be relatively small and we could make sure there is a note placed on the minor to indicate that enrolment in any cross-listed courses is not guaranteed and is dependent on availability or something to that effect to help mitigate the expectations.

Let me know if that makes sense?

All the best,
Kristy

KRISTY WUETHERICK, BA MEd

Senior Officer, Student Programs & Services
she/her

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[Quoted text hidden]

Wendy Hoglund <hoglund@ualberta.ca>

Tue, Nov 7, 2023 at 12:46 PM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Anthony Singhal <asinghal@ualberta.ca>, Deanna Singhal <dsinghal@ualberta.ca>

Thank you Kristy! That information helps to alleviate concerns about enrolment numbers. A note placed on the minor as you suggest also sounds great.

Best, Wendy

[Quoted text hidden]



Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from Sociology (Consultation)

3 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 11:45 AM

To: Kevin Haggerty <khaggert@ualberta.ca>, Alison Dunwoody <dunwoody@ualberta.ca>

Hi Kevin and Alison,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from Sociology, if you are in support of that.

There are [4 minors that we are proposing](#) (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included some Sociology courses specifically in the Family Science, Environmental Policy, and the Agricultural Food Policy & Global Health minors.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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Alison Dunwoody <dunwoody@ualberta.ca>

Mon, Oct 30, 2023 at 9:55 AM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Cc: Kevin Haggerty <khaggert@ualberta.ca>

Hi Kristy,

We have no concerns with this list of minors, assuming that it doesn't come with the expectation that we offer them with particular frequency.

For the minor in Family Science, we would suggest you consider adding some of the following:

SOC 301 (Sociology of Gender)

SOC 342 (Socialization)

SOC 375 (Sociology of Aging)

SOC 377 (Sociology of Youth)

SOC 459 (The Social Demography of Partnerships and Families)

We also want to highlight that we have two relevant Topics courses (SOC 402) - "Changing Relations of Care" and "Sociology of Childhood" (though we have no immediate plans to turn these into regular courses).

For the minor in Environmental Policy, we would suggest adding "Commons and Climate Justice" at some point in the near future. It's currently a Topics course (SOC 402) but we will likely be submitting a request in the spring to turn this into a regular course. If you're interested in adding this course, we can send you the class number when we have it.


For the minor in Agricultural Food Policy and Global Health, SOC 369 (Sociology of Globalization) is listed but not SOC 269 (Introductory Sociology of Globalization). We're not sure how relevant either course is to this minor so I've attached recent syllabi for both courses below (they may actually be more relevant to the minor in Environmental Policy?). If either or both courses remain on the list, you should note that we are in the process of changing the titles of these courses. SOC 269 will become "Sociological Perspectives on Global Crises" and SOC 369 will become "Topics in Global Sociology" (these changes should take effect in the 2025/26 Calendar). Given some of the other courses listed for this minor, we would suggest consideration of SOC 382 (Sociology of Health and Illness).

Best,
Alison

[Quoted text hidden]

2 attachments

 **2023-Fall-SOC-269-LECTURE-A1 (2) (1).pdf**
135K

 **2020-Winter-SOC-369-LECTURE-B2.pdf**
163K

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
Draft To: Alison Dunwoody <dunwoody@ualberta.ca>
Cc: Kevin Haggerty <khaggert@ualberta.ca>

Mon, Oct 30, 2023 at 9:58 AM

Hi Alison,

Thank you so much for your support and feedback - I will take a look at your suggestions, and will incorporate your changes as appropriate.

KRISTY WUETHERICK, BA MED
Senior Officer, Student Programs & Services
she/her

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Kristy Wuetherick <kristy@ualberta.ca>

New Minors in ALES - Cross-listed options from Political Science (Consultation)

3 messages

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>

Thu, Oct 26, 2023 at 12:11 PM

To: Lise Gotell <lgotell@ualberta.ca>, Simone Pflieger <pflieger@ualberta.ca>

Hi Lise and Simone,

I am in the process of developing some new minors for our Bachelor of Arts students based out of the Faculty of Agricultural, Life, & Environmental Science, and part of the proposal is a list of cross-listed options that students in these minors can also take and there are a few that we would like to include from Women's & Gender Studies, if you are in support of that.

There are **4 minors that we are proposing** (Family Science; Clothing, Textiles, & Material Culture, Environmental Policy, and Agricultural Food Policy & Global Health) and we have currently included some WGS courses specifically in the Environmental Policy and the Agricultural Food Policy & Global Health minors.

What I am asking for is:

1. Do you support us using the listed courses for the applicable minors?
2. Are there any other courses that you might think that could be added to the list (of any of the minors proposed) that we haven't already identified?

If you are in support, please follow this up with an email indicating that so that we can include it in our proposal for governance.

Feel free to reach out to me if you have any questions or concerns at all with these proposals.

Thank you,
Kristy

KRISTY WUETHERICK, BA MED

Senior Officer, Student Programs & Services
she/her

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Lise Gotell <lgotell@ualberta.ca>

Thu, Oct 26, 2023 at 12:34 PM

To: Kristy Wuetherick <kristy.wuetherick@ualberta.ca>, Simone Pflieger <pflieger@ualberta.ca>

Hello Kristy:

I support this inclusion.

I also think that WGS 475 Indigenous Genders and Sexualities would fit under Family Science.

WGS 240 Feminism and Food would also fit under Environmental Policy (it focusses heavily on the case for veganism).

Lise

Lise Gotell, PhD
Professor and Interim Chair
Women's and Gender Studies
3-51 Assiniboia Hall
Edmonton, Alberta, Canada T6G 2E7
lgotell@ualberta.ca
780-297-0326

[Quoted text hidden]

Kristy Wuetherick <kristy.wuetherick@ualberta.ca>
To: Lise Gotell <lgotell@ualberta.ca>
Cc: Simone Pflieger <pflieger@ualberta.ca>

Thu, Oct 26, 2023 at 12:35 PM

Thank you so much for your quick response.
I will make those adjustments.

Kristy

KRISTY WUETHERICK, BA MEd
Senior Officer, Student Programs & Services
she/her

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Faculty of Arts	Faculty / Undergraduate Student Services
Level of change	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of Change	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional Documentation Attached	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Contact Person:	Rebecca Nagel/Kristy Wuetherick
Department/Unit Approval Date:	n/a

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

Proposed Minor in Agricultural Food Policy and Global Health

In collaboration with the Faculty of Agricultural, Life, and Environmental Sciences, the Minor in Agricultural Food Policy and Global Health is one of four new proposed minors that will be available to students in the Faculty of Arts. These new minors increase our collaboration with the Faculty of ALES, which currently includes a joint degree (BA in Environmental Studies), and open up the interdisciplinary options available to students in the Faculty of Arts. Currently Faculty of Arts students are able to choose minors offered in the Faculties of Science, Native Studies, and the Alberta School of Business in addition to those offered within the Faculty of Arts.

Consultation has been done with the Faculty of ALES, Florence Glanfield (Vice Provost, Indigenous Programming and Research), Carrie Smith (Vice Provost, EDI), the Faculty of Native Studies, and the departments which offer the courses listed in the proposed Cross-Listed Options list (Letter of support from the Dean of ALES and emails from relevant departments available).

https://calendar.ualberta.ca/preview_program.php?catoid=39&poiid=47349&returnto=12335#baminorrequirements

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
New	<p>Minor in Agricultural Food Policy and Global Health (Faculty of Agricultural, Life and Environmental Sciences)</p> <p>General Information This minor is available to any student in the Bachelor of Arts (link) or Bachelor of Arts Honors (link) programs, which have additional regulations and requirements. This minor is offered in collaboration with the Faculty of Agricultural, Life and Environmental Sciences.</p>

Requirements for the Minor

A minor in Agricultural Food Policy and Global Health requires a minimum of 24 units and a maximum of 36 units including a minimum of 6 units at the 300- or 400-level.

Required Courses:

AREC 200 - Current Economics Issues for Agriculture and Food

AREC 250 - Social and Economic Issues of Food Biotechnology

NUTR 100 - Nutrition and Well-being

NU FS 223 - The Cultural Ecology of Food and Health

R SOC 271 - The Politics of Food and Natural Resources

6 units chosen from:

AREC 323 - Introduction to Management and Agri-Food, Environmental, and Forestry Businesses

AREC 333 - Economics of Production and Resource Management

AREC 365 - Natural Resource Economics

AREC 375 - World Food and Agriculture

AREC 382 - Food Systems, Distribution, and Supply Chains

AREC 384 - Food Market Analysis

AREC 471 - Society and Well-Being

AREC 473 - Food and Agriculture Policies

AREC 484 - Strategic Management in Food Resource Businesses

AREC 485 - Trade and Globalization in Food Resources

HECOL 300 - Policy Development and Evaluation

NU FS 377 - Introduction to Population and Public Health Nutrition

3 units chosen from:

ECON 241 - Indigenous Economics

INT D 222 - Indigenous Health in Canada

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)

NS 201 - Indigenous Canada: Looking Forward/Looking Back
NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing

Proof of demonstrated Indigenous content provided from one of the following:

- a. Aboriginal Studies 30 (or equivalent) taken at the high school level
- b. Cree 30 (or equivalent) taken at the high school level
- c. 3 units of course work with Indigenous content completed elsewhere in the degree program
- d. Proof of completion of the Indigenous Canada MOOC

Students who provide proof of demonstrated Indigenous content must fulfil the required 24-unit minimum for the minor by taking another course from the lists above, or from the Additional Cross-Listed Options below.

NOTE: Contact the Faculty of Arts Undergraduate Services Office for information on courses that will meet the requirement under section c.

Additional Cross-Listed Options chosen from:

ALES 204 - Communication Fundamentals for Professionals
ANTHR 207 - Introduction to Social and Cultural Anthropology
ANTHR 372 - Anthropology of Food
ANTHR 393 - Health and Healing
ECON 213 - An Introduction to the Economics of Developing Countries
ECON 323 - International Economics
ECON 357 - Health Economics
ECON 365 - Resource Economics
ECON 414 - Economics of Developing Countries
ECON 421 - International Trade
HGEO 343 - Geographies of Health and Health Care
HGEO 443 - Environment and Health
HGEO 450 - Resource Management and Environmental Policy

POL S 235 - Introduction to Comparative
Politics

POL S 261 - International Relations

POL S 424 - Health Policy

POL S 445 - Topics in Globalization and
Governance

POL S 464 - Gender, Conflict and Security

SOC 369 - Sociology of Globalization

SUST 201 - Introduction to Sustainability

SUST 202 - Global Sustainable Development
and the Sustainability Development Goals

SUST 300 - Topics in Sustainability

WGS 240 - Feminism and Food

Faculty of Arts	Faculty / Undergraduate Student Services
Level of change	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of Change	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional Documentation Attached	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Contact Person:	Kristy Wuetherick/Rebecca Nagel
Department/Unit Approval Date:	n/a

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

Proposed Minor in Clothing, Textiles and Material Culture

In collaboration with the Faculty of Agricultural, Life and Environmental Sciences, the Minor of Clothing, Textiles and Material Culture is one of four new proposed minors that will be available to students in the Faculty of Arts. These new minors increase our collaboration with the Faculty of ALES, which currently includes a joint degree (BA in Environmental Studies), and open up the interdisciplinary options available to students in the Faculty of Arts. Currently Faculty of Arts students are able to choose minors offered in the Faculties of Science, Native Studies and the Alberta School of Business in addition to those offered within the Faculty of Arts.

Consultation has been done with the Faculty of ALES, Florence Glanfield (Vice Provost, Indigenous Programming and Research), Carrie Smith (Vice Provost, EDI), the Faculty of Native Studies, and the departments which offer the courses listed in the proposed Cross-Listed Options list (Letter of support from the Dean of ALES and emails from relevant departments available).

https://calendar.ualberta.ca/preview_program.php?catoid=39&poiid=47349&returnto=12335#baminorrequirements

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
New	<p>Minor in Clothing, Textiles and Material Culture (Faculty of Agricultural, Life and Environmental Sciences)</p> <p>General Information</p> <p>This minor is available to any student in the Bachelor of Arts (link) or Bachelor of Arts Honors (link) programs, which have additional regulations and requirements. This minor is offered in collaboration with the Faculty of</p>

Agricultural, Life and Environmental Sciences,
Department of Human Ecology.

Requirements for the Minor

A minor in Clothing, Textiles and Material Culture requires a minimum of 21 units and a maximum of 30 units including a minimum of 6 units at the 300- or 400-level.

Required Courses:

HECOL 100 - Introduction to Principles and Practice in Human Ecology

15 units chosen from:

HECOL 170 - Introduction to Textiles

HECOL 201 - Introduction to Material Culture

HECOL 241 - Fashion Industries

HECOL 250 - Design Studies and Practices

HECOL 268 - Survey of Historic Dress in the Western World

HECOL 270 - Applications of Textile Science

HECOL 301 - Program Planning and Evaluation

HECOL 333 - Cross-Cultural Textiles

HECOL 360 - Dress and Culture

HECOL 368 - Fashion History: Interpretations & Exhibitions

HECOL 370 - Quality Assurance for Textiles and Apparel

HECOL 372 - Environmental Sustainability in Textiles

HECOL 441 - Textiles and Apparel in the Global Economy

HECOL 462 - Material Culture in Home and Community

HECOL 465 - Research Methods for Material Culture and Design Studies

HECOL 469 - Material Culture in Practice

HECOL 470 - Advanced Materials for Protective Clothing

HECOL 474 - Introduction to Nanotechnologies and Smart Textiles

HECOL 476 - Textile Analysis and Care

3 units chosen from:

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)
NS 201 - Indigenous Canada: Looking Forward/Looking Back
NS 260 - Contemporary Indigenous Art

Proof of demonstrated Indigenous content provided from one of the following:

- a. Aboriginal Studies 30 (or equivalent) taken at the high school level
- b. Cree 30 (or equivalent) taken at the high school level
- c. 3 units of course work with Indigenous content completed elsewhere in the degree program
- d. Proof of completion of the Indigenous Canada MOOC

Students who provide proof of demonstrated Indigenous content must fulfil the required 21-unit minimum for the minor by taking another course from the lists above, or from the Additional Cross-Listed Options below.

NOTE: Contact the Faculty of Arts Undergraduate Services Office for information on courses that will meet the requirement under section c.

Additional Cross-Listed Options chosen from:

HADVC 100 - Introduction to the History of Art, Design, and Visual Culture
HADVC 209 - History of Modern Design
HIST 405 - Fashion and Material Culture c. 1600-1900
T DES 275 - History of Dress and Decor I
T DES 375 - History of Dress and Decor II

Faculty of Arts	Faculty / Undergraduate Student Services
Level of change	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of Change	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional Documentation Attached	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Contact Person:	Rebecca Nagel/Kristy Wuetherick
Department/Unit Approval Date:	n/a

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

<p>Proposed Minor in Environmental Policy</p> <p>In collaboration with the Faculty of Agricultural, Life and Environmental Sciences, the Minor in Environmental Policy is one of four new proposed minors that will be available to students in the Faculty of Arts. These new minors increase our collaboration with the Faculty of ALES, which currently includes a joint degree (BA in Environmental Studies), and open up the interdisciplinary options available to students in the Faculty of Arts. Currently Faculty of Arts students are able to choose minors offered in the Faculties of Science, Native Studies and the Alberta School of Business in addition to those offered within the Faculty of Arts.</p> <p>Consultation has been done with the Faculty of ALES, Florence Glanfield (Vice Provost, Indigenous Programming and Research), Carrie Smith (Vice Provost, EDI), the Faculty of Native Studies, and the departments which offer the courses listed in the proposed Cross-Listed Options list (Letter of support from the Dean of ALES and emails from relevant departments available).</p> <p>https://calendar.ualberta.ca/preview_program.php?catoid=39&poiid=47349&returnto=12335#baminorrequirements</p>

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
New	<p>Minor in Environmental Policy (Faculty of Agricultural, Life and Environmental Sciences)</p> <p>General Information</p> <p>This minor is available to any student in the Bachelor of Arts (link) or Bachelor of Arts Honors (link) programs, which have additional regulations and requirements. This minor is offered in collaboration with the Faculty of Agricultural, Life and Environmental Sciences.</p>

Requirements for the Minor

A minor in Environmental Policy requires a minimum of 21 units and a maximum of 30 units including a minimum of 6 units at the 300- or 400-level.

Required Courses:

AREC 173 - The Plate, the Planet, and Society
ALES 204 - Communication Fundamentals for Professionals

REN R 105 - Introduction to Environmental Sciences

9 units chosen from:

ENCS 352 - Natural Resource and Environmental Law

REN R 260 - History and Fundamentals of Environmental Protection and Conservation

R SOC 271 - The Politics of Food and Natural Resources

R SOC 355 - Rural Communities and Global Economies

R SOC 365 - Sociology of Environment and Development

R SOC 443 - Resilience and Global Change

R SOC 450 - Environmental Sociology

SUST 201 - Introduction to Sustainability

3 units chosen from:

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)

NS 201 - Indigenous Canada: Looking Forward/Looking Back

NS 221 - Our Land, Our Life: Dene Self-Determination in Theory and in Practice

Proof of demonstrated Indigenous content provided from one of the following:

- a. Aboriginal Studies 30 (or equivalent) taken at the high school level
- b. Cree 30 (or equivalent) taken at the high school level

c. 3 units of course work with Indigenous content completed elsewhere in the degree program

d. Proof of completion of the Indigenous Canada MOOC

Students who provide proof of demonstrated Indigenous content must fulfil the required 21-unit minimum for the minor by taking another course from the lists above, or from the Additional Cross-Listed Options below.

NOTE: Contact the Faculty of Arts Undergraduate Services Office for information on courses that will meet the requirement under section c.

Additional Cross-Listed Options chosen from:

ANTHR 230 - Anthropology of Science, Technology, and Environment

CHRTC 396 - Environment and Christianity

EAS 201 - Earth Science I

EAS 204 - The Geology of Your Environment

EAS 208 - Introduction to Global Change

ECON 269 - Economics of the Environment

HGEO 250 - Sustainable Development and Environmental Management

HGEO 252 - Human Dimensions of Environmental Hazards

HGEO 443 - Environment and Health

HGEO 450 - Resource Management and Environmental Policy

HGEO 452 - Human Dimensions of Environmental Change

HIST 344 - Global Environmental History

HIST 359 - Canadian Environmental History

SOC 291 - Introduction to Environmental Sociology

STS 200 - Introduction to Studies in Science, Technology, and Society

STS 210 - Environment, Science, Culture, and Values

SUST 202 - Global Sustainability Development and the Sustainable Development Goals

SUST 300 - Topics in Sustainability

WGS 240 - Feminism and Food

WGS 390 - Environmental Feminism and Social Justice

Faculty of Arts	Faculty / Undergraduate Student Services
Level of change	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Type of Change	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Regulation
Are there corresponding course changes?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional Documentation Attached	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Contact Person:	Kristy Wuetherick/Rebecca Nagel
Department/Unit Approval Date:	n/a

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

Proposed Minor in Family Science

In collaboration with the Faculty of Agricultural, Life and Environmental Sciences, the Minor in Family Science is one of four new proposed minors that will be available to students in the Faculty of Arts. These new minors increase our collaboration with the Faculty of ALES, which currently includes a joint degree (BA in Environmental Studies), and open up the interdisciplinary options available to students in the Faculty of Arts. Currently Faculty of Arts students are able to choose minors offered in the Faculties of Science, Native Studies and the Alberta School of Business in addition to those offered within the Faculty of Arts.

Consultation has been done with the Faculty of ALES, Florence Glanfield (Vice Provost, Indigenous Programming and Research), Carrie Smith (Vice Provost, EDI), the Faculty of Native Studies, and the departments which offer the courses listed in the proposed Cross-Listed Options list (Letter of support from the Dean of ALES and emails from relevant departments available).

https://calendar.ualberta.ca/preview_program.php?catoid=39&poiid=47349&returnto=12335#baminorrequirements

Calendar Copy

Current: Removed language (Include name of program)	Proposed: New language
New	<p>Minor in Family Science (Faculty of Agricultural, Life and Environmental Sciences)</p> <hr/> <p>General Information</p> <p>This minor is available to any student in the Bachelor of Arts (link) or Bachelor of Arts Honors (link) programs, which have additional regulations and requirements. This minor is offered in collaboration with the Faculty of</p>

Agricultural, Life and Environmental Sciences,
Department of Human Ecology.

Requirements for the Minor

A minor in Family Science requires a minimum of 21 units and a maximum of 30 units including a minimum of 6 units at the 300- or 400-level.

Required Courses:

HECOL 100 - Introduction to Principles and Practice in Human Ecology

15 units chosen from:

HECOL 210 - Intimate Relationships

HECOL 211 - Human Sexuality

HECOL 300 - Policy Development and Evaluation

HECOL 301 - Program Planning and Evaluation

HECOL 313 - Family Dynamics

HECOL 315 - Interviewing and Counselling

HECOL 321 - Introduction to Family Finance

HECOL 322 - Family Economic Issues

HECOL 410 - Parent-Child Relationships

HECOL 412 - Family Challenges

HECOL 440 - Family Policy Issues

3 units chosen from:

NS 200 - Indigenous Canada: Looking Forward/Looking Back (or)

NS 201 - Indigenous Canada: Looking Forward/Looking Back

NS 362 - Indigenous Women

WGS 475 - Indigenous Genders and Sexualities

Proof of demonstrated Indigenous content provided from one of the following:

- a. Aboriginal Studies 30 (or equivalent) taken at the high school level

- b. Cree 30 (or equivalent) taken at the high school level
- c. 3 units of course work with Indigenous content completed elsewhere in the degree program
- d. Proof of completion of the Indigenous Canada MOOC

Students who provide proof of demonstrated Indigenous content must fulfil the required 21-unit minimum for the minor by taking another course from the lists above, or from the Additional Cross-Listed Options below.

NOTE: Contact the Faculty of Arts Undergraduate Services Office for information on courses that will meet the requirement under section c.

Additional Cross-Listed Options chosen from:

- ANTHR 350 - Kinship and Social Structure
- CHRTC 103 - Introduction to the Roads to Happiness
- CHRTC 303 - Well-Being and Resilience
- CHRTC 351 - Sex, Love and Marriage
- CHRTC 361 - Death, Dying, Culture
- CHRTC 430 - The Sexual Body
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- CLASS 305 - Sex in Graeco-Roman Antiquity
- HIST 124 - History of Sexuality in the Americas
- HIST 179 - Sex Work and Intimate Labour in Global History
- PHIL 219 - The Art of Living Well: Meaning and the Good Life
- PSYCH 223 - Lifespan Developmental Psychology
- PSYCH 323 - Infant and Child Development
- PSYCH 327 - Adolescent Development
- PSYCH 329 - Adult Development and Aging
- PSYCH 347 - Interpersonal Relationships
- SOC 251 - Population and Society

SOC 271 - Introduction to the Family
SOC 301 - Sociology of Gender
SOC 342 - Socialization
SOC 375 - Sociology of Aging
SOC 377 - Sociology of Youth
SOC 459 - The Social Demographics of
Partnerships and Families
SOC 402 - Topics in Sociology*

NOTES:

1. For the SOC 402 Topics course(s), only certain topics may be used within this minor. Please contact the Faculty of Arts Undergraduate Student Services office for more information.
2. Access to some cross-listed options may be limited and is not guaranteed.