



The following Motion and Document were considered by the GFC Academic Planning Committee at its March 14, 2012 meeting:

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Agenda Title: **Proposal to Change Collège Saint-Jean's Official Name to Centre collégial de l'Alberta, University of Alberta**

APPROVED MOTION: THAT the GFC Academic Planning Committee (APC) recommend to General Faculties Council the proposal submitted by the Dean of Faculté Saint-Jean (FSJ) for the change of Collège Saint-Jean's official name to Centre collégial de l'Alberta, University of Alberta, to take effect upon final approval.

Final Recommended Item: 4

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**FINAL Item No. 4**
**OUTLINE OF ISSUE**

Agenda Title: **Proposal to Change Collège Saint-Jean's Official Name to Centre collégial de l'Alberta, University of Alberta**

**Motion:** THAT GFC Academic Planning Committee (APC) recommend to General Faculties Council the proposal submitted by the Dean of Faculté Saint-Jean (FSJ) for the change of Collège Saint-Jean's official name to Centre collégial de l'Alberta, University of Alberta, to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Marc Arnal, Dean, Faculté Saint-Jean
Presenters	Marc Arnal, Dean, Faculté Saint-Jean, and Ed Blackburn, Associate Dean (Academic), Faculté Saint-Jean
Subject	The proposal aims to change the Collège Saint-Jean's official name to Centre collégial de l'Alberta, University of Alberta.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This (proposed) name change is important for Collège Saint-Jean in order for it to better create its own identity. The name Centre collégial de l'Alberta is advantageous in that it distinguishes the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean. Centre collégial de l'Alberta represents more accurately the French language college-level postsecondary education programming offered as part of the University of Alberta, a mandate that is province wide.
The Impact of the Proposal is	To avoid confusion about the name Collège Saint-Jean expressed by the Alberta's Francophone community as many people still call the Faculté Saint-Jean by its former name, Collège Saint-Jean.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon final approval.
Estimated Cost	Since the Collège Saint-Jean has not yet started the development and printing of promotional and corporate material for Collège Saint-Jean, this is the perfect opportunity to make this change. No additional costs will be associated with this name change, and this occasion will allow the Centre collégial de l'Alberta to move forward and promote itself with a name and image that are fresh and clear and that will remain for years to come.
Sources of Funding	N/A
Notes	The proposal was considered and reviewed by the Provost and Vice-President (Academic). The Provost has indicated his agreement that this proposal can move forward into the governance system towards final approval.

**Alignment/Compliance**

Alignment with Guiding Documents	<ul style="list-style-type: none"> <li>• CSJ Business Plan</li> <li>• <i>Dare to Discover</i> and <i>Dare to Deliver</i></li> <li>• On July 17, 2009, the Minister of Advanced Education and Technology (AET) approved an amendment to the University of Alberta's Mandate to allow French language college certificate and</li> </ul>
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FINAL Item No. 4

	diploma programs.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>Post-Secondary Learning Act (PSLA)</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. <b>GFC Academic Planning Committee (APC) Terms of Reference/3. Mandate of the Committee:</b> “[...]”</p> <p>9. <b>Name Changes of Faculties, Departments, and Divisions</b></p> <p>a. To recommend to GFC on proposals to change the names of Faculties. [...]”</p> <p>[<u>Note:</u> Although Collège Saint-Jean is not considered a Faculty, it has been determined that, for the purposes of its proposed name change, this proposal will move through governance approval processes in the same manner as a (proposed) Faculty name change.]</p>

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<ul style="list-style-type: none"> <li>• Consultation with representatives of the Francophone community in Alberta in 2008;</li> <li>• Comité consultatif, Collège Saint-Jean, December 13, 2011;</li> <li>• Conseil de la Faculté Saint, Jean, Campus Saint-Jean, December 7, 2011;</li> <li>• Office of the Provost and Vice-President (Academic);</li> <li>• Board Learning and Discovery Committee (BLDC) (for information only);</li> <li>• Board of Governors (as part of the BLDC Report to the Board, for information only)</li> </ul>
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (March 14, 2012) – for recommendation to GFC; General Faculties Council (March 19, 2012) – for final approval
Final Approver	General Faculties Council

Attachments:

- Attachment 1 (pages 1 – 3): Letter from Marc Arnal, Dean, Faculté Saint-Jean
- Attachment 2 (pages 1 – 3): University of Alberta Mandate Amendment
- Attachment 3 (pages 1 – 49): French Language College Program Delivery in Alberta Feasibility Study (Gérard Bissonnette)
- Attachment 4 (pages 1 - 60): Original Proposal for the Establishment of Collège Saint-Jean (Now Board Approved)
- Attachment 5 (pages 1 – 3): Board of Governors Outline of Issue (Final Approval, March 28, 2008)
- Attachment 6 (pages 1 – 5): Comité consultatif du Collège Saint-Jean Minutes of Meeting, December 13, 2011
- Attachment 7 (pages 1 – 5): Conseil de la Faculté Saint-Jean Draft Minutes of Meeting, December 7, 2011
- Attachment 8 (pages 1 – 2): Consultation with Representatives of the Francophone Community in Alberta in 2008
- Attachment 9 (pages 1 – 7): Letters of Support

Prepared by: Cindy Garneau, Executive Assistant, Collège Saint-Jean, University of Alberta, [garneau1@ualberta.ca](mailto:garneau1@ualberta.ca)



February 8<sup>th</sup>, 2012

Dr. Carl Amrhein  
Provost & Vice-President Academic  
2-10 University Hall  
University of Alberta  
Edmonton (Alberta) T6G 2J9

Dear Dr. Amrhein:

This is a proposal from the Faculty Council of Faculté Saint-Jean to be considered by University of Alberta Governance. The proposal aims to change the Collège Saint-Jean's official name to **Centre collégial de l'Alberta, University of Alberta.**

This request is in response to consultations with Alberta's Francophone community which had expressed confusion about the name Collège Saint-Jean as many people still call the Faculté Saint-Jean by its former name, Collège Saint-Jean. In 1943, the Oblate fathers operated a classical college under the name Collège Saint-Jean. This name remained until September 1978, when the University of Alberta Board of Governors adopted the name Faculté Saint-Jean to reflect the change in status which had taken place following the McCalla report recommendations.

On July 17<sup>th</sup>, 2009, the Minister of Advanced Education and Technology approved an amendment to the University of Alberta's mandate to allow French language college certificate and diploma programs. The change in working name is important for Collège Saint-Jean in order for it to better create its own identity. The name Centre collégial de l'Alberta is advantageous in that it distinguishes the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean. Centre collégial de l'Alberta represents more accurately the French language college level postsecondary education programming offered as part of the University of Alberta, a mandate that is province wide.

This change to the mandate of the University of Alberta was made following a request of the Minister of Advanced Education and Technology (A.E.T.) in response to a recommendation in the report prepared by Mr. Gérard Bissonnette for A.E.T. on July 18, 2005. Following this recommendation, the Board of Governors formally approved the creation of the Collège Saint-Jean on March 28, 2008. Governance of the Collège Saint-Jean programs falls under the direction of the Dean and Faculty Council of Faculté Saint-Jean. An Advisory Council has been

created to advise on the implementation of programs and other matters as determined by the Faculty Council.

The Centre collégial de l'Alberta designation was also discussed with community members, with the *Conseil de la Faculté Saint-Jean* at the meeting of December 7<sup>th</sup>, 2011 and with the *Comité consultatif du Collège Saint-Jean* at the meeting of December 13<sup>th</sup>, 2011 before being put before the University of Alberta Governance process for approval. Consultations were also done in 2008 with several representatives of Alberta's Francophone community to find a name for Collège Saint-Jean that would avoid confusion and allow to determine the mandate and role of the college. The name Centre collégial de l'Alberta was selected based on the definition of what our college is. According to the *Dictionnaire actuel de l'éducation*<sup>1</sup> the term *centre* means: « établissement d'enseignement sous l'autorité d'une directrice ou d'un directeur et destiné à assurer la formation de l'élève inscrit aux services éducatifs pour les adultes » (translation: educational institution under the authority of a director and designed to ensure the training of students enrolled in educational services for adults). Also, according to that dictionary, the term *collégial* means: « qui se rapporte à l'enseignement dispensé dans les collèges d'enseignement général et professionnel et dans les établissements assimilés » (translation: refers to the education offered in colleges of general and professional education and similar establishments). Finally, the expression *de l'Alberta* connects our mandate to offer college level education in French to the whole province of Alberta.

The Faculté Saint-Jean and the Collège Saint-Jean staff have been exploring promotional options including logos, slogans, posters, website implication, etc. The proposed identity and the name have been deemed to meet the visual standards of the University of Alberta as confirmed by Denis Fortin, Assistant Dean, External Affairs of Faculté Saint-Jean after consultation with the office of University Relations.

If the proposed name change is approved, the Centre collégial de l'Alberta will become the official name under the Faculté Saint-Jean and the Postsecondary Learning Act and will be used for all purposes. Since we have not yet started the development and printing of promotional and corporate material for Collège Saint-Jean, this is the perfect opportunity to make this change. No additional costs will be associated with this name change and this occasion will allow the Centre collégial de l'Alberta to move forward and promote itself with a name and image that are fresh, clear and will remain for years to come.

We have enclosed letters of support from Denis Fortin, Assistant Dean, External Affairs, from the Government of Alberta, Secrétariat francophone, from *l'Association des universitaires de la Faculté Saint-Jean*, from the Office of the Commissioner of Official Languages, from *l'Institut*

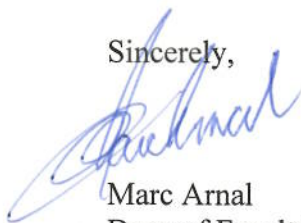
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<sup>1</sup> Legendre, Renald, (2005). Guérin, éditeur ltée, *Dictionnaire actuel de l'éducation*, 3<sup>e</sup> édition (p. 193-232). Montréal, Québec

*pour le patrimoine de la francophonie de l'ouest canadien and from l'Association canadienne française de l'Alberta.*

We thank you for your consideration of this request. We are available to provide additional information and to answer any questions regarding this matter.

Sincerely,



Marc Arnal  
Dean of Faculté Saint-Jean and Executive officer of Campus Saint-Jean

MA:cg

Enclosures:

- University of Alberta Mandate amendment
- French Language college program delivery in Alberta feasibility study, Gérard Bisonnette
- Proposal for the establishment of Collège Saint-Jean
- Board of Governors, public session minutes, final approval, March 28, 2008
- Comité consultatif du Collège Saint-Jean, minutes of meeting, December 13th, 2011
- Conseil de la Faculté Saint-Jean, draft minutes of meeting, December 7th, 2011
- Consultation with representatives of the Francophone community in Alberta in 2008
- Letters of supports

c.c.: Mrs. Line Croussette, Assistant Dean and Director of Collège Saint-Jean

Mrs. Dolorèse Nolette, Director of Academic Administration and Governance, Faculté Saint-Jean



ALBERTA

MINISTER OF ADVANCED EDUCATION AND TECHNOLOGY

AR 24702

July 17, 2009

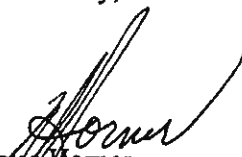
Mr. Brian Heidecker  
Chair, Board of Governors  
University of Alberta  
3-31 University Hall  
Edmonton, Alberta T6G 2J9

Dear Mr. Heidecker:

Advanced Education and Technology has completed its review of the University of Alberta's proposed mandate, submitted to the department on June 30, 2009. Under the authority of Section 103 of the *Post-secondary Learning Act*, I am pleased to approve the mandate for the University of Alberta. Attached is an approved copy of the mandate for the university's records.

I acknowledge the efforts of the University of Alberta community for engaging in the mandate review process, an important element in planning future directions for the institution. I appreciate the university's commitment to providing high-quality learning opportunities and the university's role in the community.

Yours truly,



Doug Horner  
Minister

Attachment

cc: Dr. Indira V. Samarasekera, O.C., President and Vice-Chancellor  
Dr. Carl Amrhein, Provost and Vice-President, Academic



## UNIVERSITY OF ALBERTA MANDATE

Created by the *University Act*, 1906 of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded university that operates as a Comprehensive, Academic and Research Institution under the authority of Alberta's *Post-Secondary Learning Act*. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The University plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The University community discovers, disseminates, and applies new knowledge through the following interrelated core activities.

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas. A number of its programs are unique within Alberta. Post-doctoral fellows come to the University to refine their teaching, mentoring and research skills.

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Physical Education and Recreation, Science and the Faculté Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The University establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletic and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Aboriginal communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

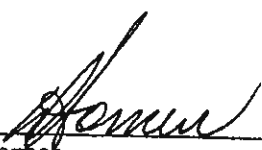
The University of Alberta's research and creative activity produces a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally-recognized level of excellence.

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licensed to existing companies lead Alberta in new directions and employ graduates. The University continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and life-long learning.

Approved by the Board of Governors June 26, 2009

APPROVED:

  
\_\_\_\_\_  
Doug Horner  
Minister of Advanced Education and Technology

July 17/09  
Date

**FRENCH LANGUAGE COLLEGE PROGRAM DELIVERY IN ALBERTA  
FEASIBILITY STUDY**

**SUBMITTED TO ALBERTA ADVANCED EDUCATION**

**JULY 18, 2005**

**PREPARED BY  
GÉRARD BISSONNETTE**

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## I. Preface

The decision on a structure for the delivery of French language college level programs in Alberta will require the consideration of factors which are probably not integral to decisions on similar initiatives in the English language college system in the province. These factors are:

1. the context for the delivery of French language college programs in Alberta,
2. the extent to which this initiative supports Government of Alberta policy directions and strategies in the area of second language education and acquisition, and
3. the support this initiative would give to the continued development and vitality of the francophone and francophile communities of the province.

### (1) Context

The context for the delivery of French language college programs in Alberta will be much different than that of English language programs.

- a. There are no regional concentrations of potential clients for such programs to envisage a system resembling the network of English language colleges and technical institutes.
- b. The potential clientele is thinly dispersed across the province and the adult component of this clientele is not easily identifiable. The school leaving population of approximately 1200 graduates per year from French immersion and Francophone programs is produced by schools spread throughout the province with relatively small cohorts of students. These schools are located in 47 cities and towns in Alberta from Medicine Hat, Lethbridge and Pincher Creek in the south to Peace River and Fort McMurray in the north, Jasper in the west, Lloydminster in the east and 40 other communities between these extremities.
- c. The labour market need for individuals with bilingual skills and college level training exists but there are no concentrations of these needs that make it easy to determine the programs and services to offer.
- d. French language college programs will not attract large numbers of students relative to their English language counterparts.
- e. In addition to offering diploma and certificate programs, resources will be required to offer French language enhancement programs and services to ensure students graduate with adequate French language fluency. Cultural programs and activities will also be required to support language development and cultural understanding.

These will require imagination and flexibility in the decisions made on a structure and required resources to ensure successful implementation, operation, maintenance and growth.

### (2) Government of Alberta policy directions and strategies

In recent years the government of Alberta has adopted policies and strategies with a view to creating an Alberta better able to compete in the global economy – the Alberta Advantage. Some of these have underlined the need for knowledge of languages other than English and their cultures. French language college programs would support these policies and strategies for the French language and culture.

- a. *People and Prosperity – a human resource strategy for Albertans*

The expansion of French language college programs will support the goal 6 strategy of promoting the study of international languages by producing students with French (international language) language skills and

cultural understanding. These graduates would become available to the component of the market looking to pursue opportunities for new trade and develop our province's tourism potential with the French speaking world. It would also supply the components of the Alberta and Canadian markets requiring bilingual personnel in Canada's two official languages

b. *Enhancing Second Language Project*

The implementation of a second language requirement in grades 4 to 9 beginning in 2006 will require the training of qualified second language non-certificated staff to support the increased numbers of students registering in second language programs, in this instance French immersion, Francophone and FSL programs in Alberta. Also, the expansion of French college level programs will be a concrete demonstration for school students that enhancing their language skills as they develop marketable employability skills is important. This would undoubtedly have an impact on the retention of students studying French in school.

c. *International Education Strategy*

Globalization is driving rapid change in knowledge, skills, and innovation. The economic well-being of future generations of Albertans depends on education that helps learners develop an understanding of international cultures. For individuals, knowledge of other languages and cultures increases opportunities to participate in international research, study, travel, or to enjoy other aspects of international life. Knowledge of other cultures and their languages also increases understanding of world events and of Alberta's relationship to these events.

d. *Campus Alberta*

Alberta high school graduates of French immersion programs and Francophone schools would have increased access to an array of quality and relevant college level learning opportunities, in French, to accommodate their life goals and commitments.

e. *Integrating Skilled Immigrants into the Alberta Economy*

This economic integration strategy is just one piece of a larger picture that includes the social and cultural integration of all new Albertans, regardless of their credentials or qualifications. Since greater numbers of French speaking immigrants are coming to Alberta, French language college programs and services would facilitate bridging programs that incorporate supported work experience or training-on-the-job components for immigrants or mentoring programs that are effective at providing opportunities for immigrants to acculturate and demonstrate their knowledge and skills to Canadian employers.

**(3) Community development**

In order for communities to maintain vitality and continued development, opportunities for education, training and personal development are required. This is especially the case for linguistic communities that are sparsely scattered across a large region and for whom educational, training and personal development opportunities in their language are not readily available. A French language college program delivery mechanism would be a strong "shot in the arm" for the Francophone and Francophile communities of Alberta in their continued development and vitality.

## II. Executive Summary

The recommendation on the implementation of a structure for the delivery of French language college programs has taken into consideration the following factors:

1. Policy directions and strategies of the Alberta government. Policy directions and strategies of the Alberta government which identify the need for and encourage the learning of second languages have been identified. The most significant of these policies is the introduction of second language requirements at the school level. While these requirements are not being implemented officially until September 2006 and will not produce graduates until years down the line, it seems important that students presently learning second languages, in this instance French, be encouraged to continue perfecting their language skills while pursuing their postsecondary studies. Also, the government's intention to increase the number of "seats" at the postsecondary level as well as efforts to facilitate access to postsecondary programs and services were considered.
2. The potential client base for the college. Since there is no French language college in Saskatchewan, British Columbia, the Yukon and Northwest Territories, data from these territories has been included. This data encompass the number of students enrolled in Francophone and French immersion programs and the number of citizens who speak English and French based on the 2001 census.
3. Labour market domains requiring French language skills. From the federal civil service, to federal agencies and crown corporations, to head offices of Canadian companies located in the three western provinces and two northern territories, to call centres, to initiatives by Health Canada to increase health related training in French, to non-certificated staff for the provinces' schools, to initiatives in the tourism industry, to personnel for pre-school and daycare services, there appears to be more than sufficient need and opportunity to justify an expansion in the availability of French language college programs.
4. French language college education in Canada is reviewed along with their governance structures. The Québec college system was not included because of the particular role it plays in its education system as well as the linguistic context of the province. It must be noted however that there are 7 English language colleges in the province for its second official language population.
5. Role of Campus Saint-Jean of the University of Alberta. Close collaboration and partnership between the Faculté and the French language college structure would be beneficial to both institutions. The Faculté has many student programs, services and systems that would benefit and support a college level clientele at a cost that would be considerably inferior to the cost of replicating them all for the college students' needs.
6. Two models are reviewed for the delivery of French language college programs. Discussions with officials of MacEwan College, NAIT and the University of Alberta dealt with the possibility of these institutions being directly involved in the implementation of this initiative.
7. Initial program offerings are identified and a timetable for their implementation is reviewed.
8. Potential sources of Federal government funding are identified. The fact that the principal federal government programs that would be the greatest source of potential funding for the implementation of this initiative are presently being negotiated does not permit much precision in this area.

In consideration of the above, it is recommended that Alberta Advanced Education create a French language college program delivery mechanism at Campus Saint-Jean through the University of Alberta. The development of the proposal for the establishment of the college program delivery mechanism should be assigned to the University of Alberta for submission to the Access Growth Fund whereby:

- The University of Alberta receive funding for its preparation;
- The proposal be considered and evaluated by Alberta Advanced Education separately from the University's other submissions to the Fund;
- That the development of the proposal be completed with significant input from the francophone community;

- That the proposal contains a “governance” mechanism insuring continued and ongoing significant involvement from the francophone community and that transcends individuals in the University hierarchy and does not rely solely on the good intentions of present members thereof (ie Dean of CSJ, Provost, President, etc.)

This model would permit the initial implementation and expansion of French Language College programs in the province best able to serve all clients including those from neighbouring provinces and territories as CSJ has experience and expertise in offering postsecondary French language programs, in recruitment and promotion for postsecondary French language programs as well as offering distance education programs. This model would permit an existing institution – Campus Saint-Jean already well equipped, staffed and experienced in offering French language degree programs in Alberta - to incorporate the delivery of French language college programs to ensure the successful implementation of the government of Alberta’s policies and strategic initiatives in the area of second languages (French in this case) as well as best meet the needs of the labour market and the Francophile and Francophone communities of the province.



### III. Potential clientele

Since there is no French language college operating west of Winnipeg, the potential clientele has been identified for the region encompassing the three western provinces and the Yukon and Northwest Territories.

The potential clientele for French language college programs is composed of two categories of individuals – students graduating from school with appropriate French language skills and bilingual individuals already in the job market wanting to upgrade, in the French language, their employability and/or their linguistic skills.

Data on school enrolments in French immersion and Francophone programs for the region are:

#### (1) K-12 enrolments (2004-2005)

##### Francophone education

Grade levels	ALTA	BC	SASK	YU	NWT	Totals
K	442	425	109	15	18	1009
1	424	392	95	13	18	942
2	361	392	87	7	12	859
3	390	400	104	10	18	922
4	362	372	95	10	17	856
5	327	289	98	14	14	742
6	333	281	86	10	9	719
7	268	232	75	12	9	596
8	252	200	80	8	7	547
9	239	138	67	7	6	457
10	161	117	61	5	6	350
11	137	117	64	4	-	322
12	143	98	33	6	-	280
<b>Totals</b>	<b>3839</b>	<b>3453</b>	<b>1054</b>	<b>121</b>	<b>128</b>	<b>8595</b>

##### French immersion education

Grade Levels	ALTA	B C	SASK	YU	NWT	Totals
K	3467	3870	1015	51	47	8450
1	3276	3885	974	61	38	8234
2	2869	3383	883	48	45	7228
3	2658	3047	760	33	30	6528
4	2541	2632	645	31	75	5924
5	2158	2639	660	24	59	5540
6	2075	3705	600	30	64	6474
7	2826	3085	601	26	62	6600
8	2337	2708	543	20	54	5662
9	2111	2179	564	27	47	4928
10	1538	1874	468	20	38	3938
11	1338	1617	445	22	34	3456
12	1100	1361	492	18	19	2990
<b>Totals</b>	<b>30294</b>	<b>35985</b>	<b>8650</b>	<b>411</b>	<b>612</b>	<b>75950</b>

Surveys undertaken in 2003-2004 with grade 10-11-12 French immersion and Francophone program students in Alberta demonstrated a significant level of interest in the pursuit of postsecondary education in French at the college level. Students were requested to indicate their interest in pursuing college level training in French as well as identifying their 3 priority areas of study. Over 2000 students responded to the survey and approximately 700 indicated an interest in pursuing their education in French college programs.

Programs	Students
Radio and Television Arts	173
Licensed Practical Nurse	152
Journalism	152
Graphic and Media Arts	140
Police Services	138
Tourism	134
Travel Agent	131
Business Administration	99

Administration Assistant	96
Child Care	68
Personal Support Services	55
Teacher Aide	46
Correctional Services	43
Other	226

While data for students enrolled in French as a second language programs (FSL) have not been included in the above tables, there is some potential with this group of students. While we can be more certain that students graduating from the French immersion and Francophone programs have the necessary linguistic skills to succeed in French language college programs, the same certainty is not possible with students graduating from FSL programs because of the variety of programs offered and available to students. For example, in Alberta schools, programs can range from those that begin teaching French in kindergarten or grade one, in grade 4, in grade 7 or in grade 10. Also, FSL courses do not have grade 12 diploma exams to evaluate, in a systemic manner, the level of linguistic competence of FSL students as do diploma exams in Français 30 and French Language Arts 30 for students in Francophone and French immersion respectively.

In Alberta schools this school year, 116,137 students (21% of K-12 population) are enrolled in FSL programs. In B.C. there are 261,000 students enrolled in FSL programs during this school year. This number represents 41% of B.C.'s school age population. It is conceivable that the implementation of the compulsory second language requirement for grades 4 to 9 beginning September 2006 in Alberta schools will increase enrolments in FSL to levels similar to those in B.C. That being the case, FSL enrolments in Alberta could reach 230,000 students if the second language school requirement has a similar impact here as in B.C. where their second language requirement applies in grades 5 to 8.

In Saskatchewan schools this year, there are 65,630 students enrolled in FSL programs this school year.

## (2) Bilingual adult populations:

The 2001 census of Canada identified citizens with bilingual skills in Canada's two official languages. For the region pertinent to this study, this census data is as follows:

French speaking population – 2001 Census

Jurisdiction	French only	French & English
Saskatchewan	355	49,000
Alberta	1,890	202,905
British Columbia	1,815	269,260
Yukon Territory	50	2,890
Northwest Territories	35	3,130
<b>Totals</b>	<b>4,145</b>	<b>526,985</b>

This data is significant to the extent that enrolments in English language programs in Edmonton – MacEwan and NAIT – are composed of approximately 50% by individuals categorized as “adults” – 20 years of age or more.

## IV. Labour Market Needs

While the timeline for this feasibility study did not permit the undertaking of systematic surveys of labour market needs for bilingual personnel, many contacts were established (Appendix 1 p 23) to determine areas of significant potential need.

As a country with English and French as official languages, there are significant areas of need for bilingual personnel – (1) the federal civil service, (2) the business sector, (3) the tourism and hotel sector, and (4) the education and health sectors.

**(1) The federal civil service**

To meet the requirements of the Official Languages Act, the federal government must staff its civil service in a manner to ensure services and programs in the two languages. To this end, the federal civil service complement of ± 165,000 personnel is staffed by ± 65,000 bilingual individuals. This complement of personnel crosses all categories of staffing:

**Language Requirements of positions in the Public Service, by Occupational Category (2003)**

Category	Bilingual	Unilingual	Incomplete record	Total
Management	3,187 (84.5%)	583	0	3,770
Scientific/Professional	9,675 (42.4%)	13,066	99	22,840
Admin. & Foreign service	32,845 (49.8%)	32,749	305	65,899
Technical	4,416 (26.1%)	12,474	42	16,932
Administrative support	10,465 (31.1)	22,999	108	33,571
Operational	1,994 (0.9%)	18,174	107	20,275
<b>Total</b>	<b>62,582 (38.3%)</b>	<b>100,044 (61.3%)</b>	<b>661 (0.4%)</b>	<b>163,287 (100%)</b>

It is important to note that, while 38.3% of federal civil service positions are designated bilingual overall, much higher proportions of positions requiring postsecondary education require bilingual skills: Management – 84.5% and targeting 100% by 2008, Administrative/Foreign service – 48.8% and Scientific/Professional – 42.4%.

While the table below shows that only 1,605 positions out of 35,598 are designated as bilingual for western and northern Canada, it would be a disadvantage to Albertans if they were not able to acquire and develop their linguistic skills to compete for the other 60,000+ bilingual positions in the Federal civil service! Since Alberta has 10% of Canada’s population, it would be appropriate to expect that approximately 10% of the 62,582 (6,200) bilingual positions be held by Albertans.

**Language Requirements of positions in the Public Service, by Region (2004)**

Region	Bilingual positions	Unilingual positions	Incomplete records	Total
<b>Western and Northern Canada</b>	5% - 1,605	95% - 33,984	0% - 9	<b>35,598</b>
<b>Ontario (excluding NCR)</b>	10% - 2,079	90% - 18,244	0% - 7	<b>20,330</b>
<b>National Capital Region (NCR)</b>	64% - 44,798	36% - 25,031	0% - 249	<b>70,078</b>
<b>Quebec (excluding NCR)</b>	60% - 12,119	40% - 8,106	0% - 59	<b>20,284</b>
<b>New Brunswick</b>	49% - 2,649	51% - 2,746	0% - 24	<b>5,419</b>
<b>Other Atlantic provinces</b>	10% - 1,368	90% - 11,829	0% - 20	<b>13,217</b>
<b>Outside Canada</b>	80% - 603	20% - 150	0% - 0	<b>753</b>

Source: PCIS as of March 2004

It has often been decried that western Canada and Alberta, in particular, do not have political clout in Ottawa. While this may, in part, be attributable to the fact that, in the last decade, the majority of MPs elected from the west and Alberta have not been part of the governing party (though that was not the case with the Conservative government in the 1980’s and early 1990’s), it is also possibly attributable to the fact that westerners and Albertans do not, proportionately to their demographic weight, occupy senior and influential positions in the federal civil service which increasingly require bilingual skills.

The above data represents the labor market potential for bilingual individuals in the federal public service but it represents only 35% of positions in federal institutions and all other organizations that, under federal legislation, are subject to the Official Languages Act or parts thereof. In total, there are ±460,000 positions in these sectors which, if filled by bilingual personnel at the same rate as the federal civil service is, produce an additional ±115,000 bilingual positions. The table below identifies total numbers of positions in some crown corporations:

**Crown Corporation Employment**

Crown Corporation	Employees
Canada Post	64,174
Canadian Broadcasting Corp.	6,929

Atomic Energy of Canada	3,456
Via Rail Canada	3,100
Canada Mortgage and Housing	1,850
Marine Atlantic	1,286
Business Development Bank Can.	1,200
Farm Credit Canada	1,000
Export Development Canada	992
Total	83,987

## (2) The business sector

The need for bilingual personnel in the business sector can be extrapolated, to some extent, as follows.

### a. Head offices of Canadian corporations

In 2002, Calgary had 204 head offices, second only to Toronto (470) and ahead of Montreal (174) and Vancouver (169). These head offices along with head offices situated elsewhere in Alberta, produced over 21,000 positions. While it was not possible to determine the level of bilingual personnel required by these head offices, it is safe to assume that bilingual personnel is required by some if not all of these head offices.

Head office employment by province and territories

	1999	2000	2001	2002
Newfoundland and Labrador	1076	952	984	988
Prince Edward Island	121	130	120	136
Nova Scotia	2,500	2,407	2,478	2,455
New Brunswick	3,985	3,261	2,951	4,013
Québec	41,853	41,512	39,420	40,846
Ontario	67,919	66,872	72,657	73,566
Manitoba	8,009	8,186	8,355	7,152
Saskatchewan	2,964	2,867	2,695	2,763
<b>Alberta</b>	<b>16,975</b>	<b>18,643</b>	<b>19,286</b>	<b>21,058</b>
British Columbia	19,592	16,848	16,566	16,505
Territories	56	56	80	80
Total	169,050	161,734	165,601	169,562

Head office employment by selected cities

City	1999	2000	2001	2002
Halifax	2,086	1,952	1,885	1,868
Québec City	1,757	1,926	1,972	2,550
Montréal	37,110	36,416	34,173	34,587
Ottawa	3,755	3,814	5,347	4,768
Toronto	51,394	50,982	54,684	56,022
Hamilton	1,855	1,797	2,002	2,358
Winnipeg	7,535	7,713	7,939	6,732
<b>Calgary</b>	<b>11,946</b>	<b>13,672</b>	<b>14,794</b>	<b>16,167</b>
<b>Edmonton</b>	<b>3,574</b>	<b>3,568</b>	<b>3,090</b>	<b>3,415</b>
Vancouver	17,295	14,630	14,523	14,515

### b. External trade and exports

Alberta has significant trade relations with countries where French is a commonly used language. Fifty one countries, along with five observer states, make up the *Organisation Internationale de la Francophonie* (Francophone Commonwealth). While perhaps not a necessity, bilingual skills in trade dealings with these countries undoubtedly enhance some Alberta companies' chances in vying for exports there.

Alberta exports to western European countries, where French is commonly spoken (France, Belgium, Switzerland, Luxembourg), totaled approximately \$343M in 2004. This represents 30% of all trade with western European countries.

Exports to African countries in 2004 where French is commonly spoken (Algeria, Tunisia, Morocco, etc.) totaled \$123M. This corresponds to 60% of all trade with African nations.

Alberta's International Exports  
January – Dec 2004  
Alberta Economic Development

While overall data is not available for exports to Québec and New Brunswick, there is, undoubtedly, a need for bilingual personnel for companies and businesses involved in trade and exports with these provinces.

*Statistics Canada does not track Interprovincial trade between provinces; hence, we do not have any reliable export statistics for Alberta, to Quebec or New Brunswick. This has always been a challenge for Statistics Canada, as there are no formal mechanisms in place for capturing or reporting trade between Canada's provinces. As additional information, many years ago, we used to generate estimates of Alberta's Interprovincial trade, but the program was terminated as data sources dried up and data quality eroded. The only piece of Interprovincial information which we are still wrestling to maintain (data quality eroding after BSE and related sensitivities) is our beef supply and disposition balance sheet. Our latest estimates suggest that in 2002 (prior to BSE), Alberta exported 124,302 tonnes of carcass and boxed beef valued at approximately \$506 million to Quebec. Breakout for Quebec in 2003 and 2004 is not available. Also, we do not have similar data for New Brunswick.*

April 2005  
Alberta Economic Development

### **(3) Tourism and hotel/convention industries**

Activities in the tourism sector aimed at French speaking clients from eastern Canada and Europe are developing. Travel Alberta in partnership with *La chambre économique de l'Alberta* (CÉA) (Alberta French Language Chamber of Commerce) has developed a French language version of its website as part of an effort to attract French speaking tourists from elsewhere in Canada and Europe. The CÉA, in partnership with the Collège de Matane in Québec, is coordinating work experience placements in Alberta's tourism industry for 12 students this year.

Increasingly, convention organizers (EEDC) are faced with the challenge of being able to guarantee services in French to attract national conventions to the city. Along with convention services in French, the possibility of being able to offer hotels services in French is also an advantage to attracting national conventions.

### **(4) Education sector**

The education sector needs in college level education are in the areas of teacher-aides, preschool teachers, daycare workers. The greatest need is in the area of trained bilingual teacher-aides to supply the 150+ French immersion and Francophone schools educating their 32,000+ enrolled students. In addition, there are at least 50 French language pre-kindergartens, playschools and daycares in the province.

With the impending implementation of compulsory second language requirements in Alberta schools and the lack of qualified teachers to do so, French language college programs could become an important supplier of personnel with appropriate language skills to support French second language programs in some of Alberta's 1500 schools.

### **(5) Health sector**

The federal government's Action Plan on the Official Languages (2003-2008) targets considerable resources to the training of health workers in the French language to permit Francophones, outside Québec to have access to certain health programs and services in French. Resources are available for these programs through the *Consortium de formation en santé (CNFS)* (National Consortium for Health Training in

French). *Réseau santé ouest* (Western Canada Health Network) has been created of representatives from Alberta, British Columbia, the Yukon and the Northwest Territories in order to develop and implement a strategic plan flowing from the national strategy. It has defined the following areas of college level health sector French language training needs for the next three years (2005-2008):

- a. Personal and Home care aides;
- b. Medical secretary;
- c. Dental hygiene/assistant;
- d. Health & social service administration; and
- e. Language upgrading for healthcare workers.

## V. French Language Postsecondary Programs

### (1) University

Alberta		
Institution	Program	Enrolments
Campus Saint-Jean	Education	190
	Nursing	17
	Science	108
	Bus Admin	33
	Arts	232
	Engineering	11
	M Ed	56
U of Calgary	Education	40
	FLIP (6 courses in French)	± 150
	BA in French (Dept of Humanities)	187
U of Lethbridge	Education	± 40 majors + ± 20 minors
	<b>Total</b>	<b>± 1086</b>

There is only one French language program offered in British Columbia, at Simon Fraser University. It was implemented in the fall of 2004 and has 15 students. It is a B.A. program with the possibility of majoring in a certain number of fields. Simon Fraser's teacher training program permits students to major or minor in the teaching of French.

In Saskatchewan, the *Institut linguistique* at the University of Regina offers a teacher training program for francophone and French immersion education. The program has students spend their third year of training at l'Université de Laval. The teacher training programs at the University of Saskatchewan offers majors and minors in the teaching of French.

### (2) College

The availability of French language college programs in western Canada is restricted to those offered in Manitoba by the Collège Universitaire St. Boniface (CUSB) and the Bilingual Business Administration Program offered at NAIT in Alberta. There are no programs available in Saskatchewan, B. C. and the two northern territories. I have included, below, the French language programs available in Nova Scotia and in Manitoba as their linguistic contexts are similar to Alberta's. These two provinces' potential clientele, both in school leaving students and in bilingual citizens, is much lower than Alberta's. Alberta's demographic potential composed of students in French immersion and Francophone schools along with bilinguals identified in the 2001 census totals 417,000, those same numbers are 246,000 for Manitoba and 218,000 for Nova Scotia.

Alberta		
Institution	Program	Enrolments
NAIT	Bilingual Business Administration	50

## Manitoba

Collège universitaire St. Boniface (CUSB) is a corporation governed by a board of governors. It grants certificates, diplomas and, in affiliation with the University of Manitoba, degrees.

Institution	College Programs	Enrolments
Collège universitaire St. Boniface	Business Administration	
	Health Care Aide	
	Early Childhood Education	
	Computer Systems Admin	
	Tourism	
	Multimedia Communications	
	Nursing Diploma (3 years)	
	<b>Total</b>	<b>± 200</b>
		Overall 780 FTE + 395 PT (03-04)*

\* Total institution enrolments (college + university)

## Nova Scotia

Université Sainte-Anne is an autonomous publicly funded university governed by a board of governors which grants degrees, diplomas and certificates. Collège de l'Acadie was amalgamated with Université Sainte-Anne in 2002 by the Nova Scotia legislature.

Institution	College Programs	Enrolments
Université Sainte-Anne	Personal Services Advisor (2)	
	Early Childhood Education (2)	
	Special Education Aide (1)	
	Entrepreneurship & Small Businesses	
	Continuous Health Care Services (1)	
	Personal Care Aide (1)	
	Paramedic Level 1 (1)	
	Paramedic level 2 (1)	
	Business Administration (2)	
	Information Tech – network admin (2)	
	Business Technologies (1)	
	<b>Total</b>	<b>± 120</b>

\* Total institution enrolments (college + university)

Elsewhere in Canada, outside of Québec, there are stand alone French language colleges in Ontario and in New Brunswick.

Ontario has two publicly funded French language colleges. Collège Boréal, with 7 campuses – Sudbury, Hearst, Toronto, Timmins, Kapuskasing, New Liskeard and Nipissing – serving approximately 4,000 full and part time students. La Cité Collégiale in Ottawa with a campus in Hawkesbury serves approximately 10,000 full and part time students. There is also Collège d'Alfred, affiliated with the University of Guelph, which specializes in agriculture and horticulture. Programmes offered by these institutions are found in appendix 2 (p 26).

In New Brunswick, the provincial government operates the New Brunswick Community College with 11 campuses – six Anglophone and five Francophone. Programmes offered by the Francophone campuses are found in appendix 3 (p29).

## VI. Collaboration with Campus Saint-Jean

The location of Campus Saint-Jean, at the centre of Edmonton's "French Quarter", is a plus in itself. It is surrounded by numerous Francophone institutions, organizations and services (Appendix 4 p30). This

geographical location strongly supports the Campus' efforts in creating a milieu where French can be the language of communication 24/7.

In discussions with the Dean of Campus Saint-Jean, the following presently available and offered programs, services and resources were identified as being beneficial, if not essential, for the successful implementation and delivery of French language college programs:

**(1) CSJ student services in French:**

- a. Admissions
- b. Counselling and course selection
- c. CCOÉ – *Centre de communication orale et écrite*;
- d. CAT – *Centre d'aide en technologie*;
- e. Cultural and community activities and events;
- f. Sports activities and events;
- g. Two language labs;
- h. Computer lab;
- i. Marketing and recruitment strategies and activities;
- j. Student transportation.

**(2) Program and resources**

- a. French language courses and testing;
- b. French language library and staff;
- c. Possibility of delivery of some courses for joint university/college clientele;
- d. Possible use of sessional/rolling contract staff to offer college-level courses;
- e. Distance delivery capacities;
- f. Expertise in the development of distance delivery courses.

**(3) Available instructional and residence facilities**

Taking into consideration the factors to be met to ensure the effective delivery of French-language college programs, the following two possibilities have been identified:

- a. Campus Saint-Jean accommodates college programs in its present facilities on an initial short term basis. The facilities are rated to accommodate approximately 1000 students and there are now about 650 enrolled.
- b. Sainte-Croix congregation building (vacant and for sale) on Whyte avenue close to 91<sup>st</sup> Street

This building, constructed in the mid 1960's, was used as a religious residence and school until the late 1990's. It has been vacant for the last 5 years or so.

The following building characteristics make it an attractive alternative for consideration:

- Proximity to Campus Saint-Jean – 2 blocks;
- Facilities for both instruction and residences – accommodation for approximately 60 students in residence and 10 rooms of varying size for instruction;
- Room for large group instruction and activities – former chapel
- Fully equipped kitchen and dining room, solariums at the end of each floor which could be transformed into communal kitchenettes;
- Full size gymnasium



Further investigation is required to determine the suitability of the building, its state, its selling price as well as the modifications and modernization required to bring it up to code for use as an instructional and residence facility. Due diligence evaluations, done by prospective purchasers, could be accessed as part of an initial evaluation of appropriateness.

## **VII. Delivery of French language college programs in Alberta**

### **(1) Models**

Within the present legislative context and eliminating the creation of a French language college, there appear to be two possible models for consideration for the delivery of French language programs in Alberta:

- a. Replicate the Campus Saint-Jean model at NAIT or MacEwan College to offer French language college programs.
- b. The University of Alberta offer French language diploma and certificate college programs at Campus Saint-Jean.

These models were discussed with officials of:

- MacEwan College (Paul Byrne, President; Janet Paterson-Weir, Vice President Academic and Susan May, Associate Vice President, Academic),
- NAIT (Paul Hunt, Vice President Academic) and the
- University of Alberta (Carl Amrhein, Provost and Vice President Academic, Marc Arnal, Dean of Campus Saint-Jean and Rhonda Williams , Director of Governance).

In addition to discussions with officials at MacEwan and NAIT, written correspondence was also undertaken with these two parties (Appendix 5 p 31).

In the case of MacEwan, it was felt that, with their strategic direction focused on offering foundation/applied degrees and university transfer programs to 50% of its students, such an arrangement could lead to conflicting situations especially if there was a close working relationship with Campus Saint-Jean for example the offering of university transfer teacher training programs at MacEwan.

It was felt that there would be a poor fit with the NAIT vision and mandate of offering programs directed principally at technical trades.

In both cases, it is not perceived that there is market demand for French language college programs. Since market demand drives program offerings in each institution, it would be difficult, if not impossible, to rationalize offering French language programs based on criteria different than those presently being used for all other programs.

It was also indicated by both institutions that instructional space is at a premium and that additional facilities would need to be acquired in order to house such an enterprise.

Discussions with the Provost of the U of A and the Dean of Campus Saint-Jean revealed that the university would be capable of and interested in implementing and delivering French language college programs at CSJ. The Provost indicated that this type of activity would not be in conflict with the university's revised mandate and that, to him, Campus Saint-Jean has the capacity, experience and expertise in the delivery of

French language post-secondary programs in Alberta to successfully implement this initiative, at least in the short term. The required funding would be required and an agreement on governance issues as well as program approval processes and procedures would have to be developed. He indicated that the university is presently developing a policy for program approval processes and procedures in order to bring congruence to its existing large number of certificates and diplomas. He was confident that, at this early stage of development, this proposed program approval policy, procedures and processes could accommodate the needs of programs to be offered in French at Campus Saint-Jean, if that became reality.

The Provost also indicated that governance questions could, in part, be met by evaluating the possibility of reserving a seat on the university's board of governors for a member representing Campus Saint-Jean, including its college component. He also demonstrated openness to appointing a member on the CSJ Dean review/selection committee to represent the college component.

He indicated that further discussions would be required on other governance type issues dealing with the mandate, mission, vision, recruitment strategies, program approvals and priority setting for the college component. He believed that short of establishing a board of governors/directors for the college component of the Campus, that there were ways and means of finding innovative mechanisms to satisfy these needs.

He concluded his remarks by saying that Jim Edwards, chair of the Board of Governors, would probably be a strong advocate for this initiative.

## **(2) Factors for Consideration in Determining the Model of Delivery**

A number of factors require consideration in determining the structure for the model of delivery selected. The following are the most important:

### **a. Funding**

Funding for the implementation of this initiative, regardless of the model, should be allocated to the host institution as a dedicated budget for the delivery of French language college programs and services. This manner of budget allocation permits a higher level of accountability for use of funds as well as better evaluation of its sufficiency for the objectives being strived for.

### **b. Governance**

While, the two models for delivery being considered do not entail the creation of an independent public college with a governance structure as defined in the Post-secondary Learning Act, it will be important, regardless of the model implemented, that there be a mechanism by which the community (communities), most interested and affected by the entity, has a significant role in the determination of mission, vision, mandate, program offerings, program priorities and recruitment/marketing strategies. It is the author's interpretation that *Bill 1 – Access to the Future Act*, assented to on May 10, 2005 by the Alberta legislature, gives the Minister latitude in developing models and structures, at the post-secondary level, to undertake innovative measures to increase access to and better ensure the success of post-secondary education initiatives.

**2 (2)** *The Minister, in consultation with public post-secondary institutions and such other persons as the Minister considers appropriate, shall identify and evaluate and, where appropriate, implement plans, arrangements or processes that enhance the access to and affordability of advanced education ...*

Section 2(2) of Bill 1 – Access to the Future Act

It would be advantageous if host institution implemented a “governance” mechanism (board of directors, coordinating committee) which recognizes the need for and the importance of a significant role for the community in decisions affecting the success of this initiative.

The importance of such a mechanism is fourfold:

- i. It gives those most interested in and knowledgeable of the needs of French language college education a sense of ownership and responsibility to succeed as well as a certain level of accountability;
- ii. Individuals serving on such a mechanism would bring knowledge of their communities and geographical areas in the establishment of a vision, a mission, mandate, program needs/priorities and recruitment/promotional activities and strategies that does not exist in the host institution’s governance structure;
- iii. Individuals serving on such a mechanism would become ambassadors for the programs and services offered thereby significantly complimenting institutional recruitment and promotional activities and strategies; and
- iv. Individuals serving on such a mechanism would become important sources of and players in the identification of practicum placements required by most college level programs.

c. Linguistic services and programs

In a context where French is a minority language and where many students enrolling in the proposed programs will be French second language learners, linguistic support services and programs will be required to ensure students graduate with high levels of French language competence. These supports would also benefit Francophone students born and raised in western Canada. While defined as Francophones by Canadian Charter of Rights and Freedoms (Mother or father had French as a first language and still understands it), many of these students have English as their dominant language. They need to continue developing and upgrading their French language skills. Many factors are at play in producing this situation. The two most important are the preponderance of the English language in Alberta society and the fact that in excess of 60% of students enrolled in Francophone schools come from families where only one parent is Francophone.

These services and programs would be in addition to instruction in French for most/all courses and should include:

- i. Linguistic evaluation at entrance to determine level of linguistic skills in French and in English,
- ii. Programs, services and opportunities (like the federally funded Summer Language Bursary Program) to help students upgrade and further develop their French language skills, and
- iii. Linguistic evaluation before graduation certifying bilingual linguistic proficiency.

d. Milieu

In addition to instruction in French and programs, services and opportunities to improve and continue to develop French language skills, the milieu where these take place can have as much, if not more impact. If students are in a context where the French language is used continuously, in and out of the

classroom and including in social and cultural activities, student linguistic skills improve and continue to develop more effectively.

e. Distance learning delivery

For clients not interested in or able to attend programs on a full-time basis or to move to Edmonton for their education needs added to the fact that this enterprise will be the only one west of Winnipeg to offer French language college programs, quality distance learning capabilities will be required. Host institution distance learning delivery capacity, E-campus Alberta, Supernet, and delivery capacity purchased in other basic and post-secondary institutions in and out of province should permit students to access programs from nearly anywhere in Alberta if not the whole of the western and northern regions of the country.

f. Residence facilities and services for students

It is expected that over 50% of the clientele will come from outside of the Edmonton metropolitan area and, therefore, student housing will be required. While not all out of region students will want residence accommodations, the popularity of these accommodations is demonstrated by the over subscription to residence facilities at Campus Saint-Jean. If residence capacity permitted, 25 to 30% of Campus Saint-Jean students would elect to use them. At present, Campus Saint-Jean residence can only accommodate 15% of students registered (100/650).

The residence, in this context, not only meets student accommodation needs but also contributes significantly to the overall objective of creating a French language and cultural milieu. Students are expected and encouraged to speak French in the residence and the residence's geographic location permits students to easily participate in many French language social, cultural and religious activities that take place year round in the immediate area.

### VIII. Recommended Model for Delivery of French language College Programs

In consideration of the totality of the above factors, the context and discussions with senior administrators of MacEwan College, NAIT and the University of Alberta, the table below attempts to summarize the extent to which the two identified models are in the best position to implement and operate successful French language college programs:

Factors	Campus Saint-Jean	MacEwan College	NAIT
Able to receive and allocate dedicated funding from AAE	+	+	+
Governance	±	±	±
French language student services, programs and activities	+	-	-
Support programs and services for linguistic enhancement	+	-	-
French language milieu	+	-	-
Mandate for and expertise in French language post-secondary education	+	-	±
Available residence facilities	-	+	-
Adapted recruitment and promotion strategies and activities	+	-	-
Mandate for and expertise in college level education	-	+	+
Available facilities to offer programs	±	-	-
TOTAL +	7	3 1/2	3

This synthesis demonstrates clearly that the University of Alberta can best offer French language college programs through Campus Saint-Jean.

## **IX. Initial Program Offerings**

The initial program offerings would focus on 3 clusters of programs: 1) Business programs, 2) Education programs, and 3) Community Development programs. As indicated in section IV of this document, labour market information indicates the need for bilingual personnel in the Federal civil service, the business sector, and the tourism and hotel sector. Section III shows there is a large potential clientele for these programs as well as a demonstrated interest on the part of Alberta students surveyed in 2003 – 2004.

Diploma and certificate profiles (appendix 6 p 36) identify the commonalities between the curricula by cluster.

### **1. Business programs**

Three different Diploma programs would be offered: (a) Bilingual Business Administration, (b) Tourism, (c) Communications – Public Relations.

- **Bilingual Business Administration program**

This program has been offered by NAIT since 1996. At the present time the program offers 4 streams of specialization: Accounting, Finance, Management, and Marketing. Fifty percent of the courses are provided in the French language while the remaining 50% are provided in English. This structure is not an ideal situation for the acquisition of French language skills. Students develop linguistic skills in French much better by being totally immersed in the language over as long a period of time as possible. As a result, the Collège would initially offer the Marketing stream totally in French. Students interested in the Accounting, Finance, and Management specializations would complete their first year (2 semesters) of studies in French at the Collège and would then transfer to NAIT to complete their second year of specialized studies in English. Once the Collège acquired sufficient experience in the management and recruitment of the program it would gradually add the remaining three specializations to its program offerings.

- **Tourism program**

This program, delivered totally in the French language, would build on many of the courses already offered in the Bilingual Business Administration program. The Diploma profiles) show that many commonalities exist between the 2 curricula. This program would be similar to NAIT's Hospitality Management Diploma; however the food and beverage components would be replaced with courses that focus on tourism related subject matter such as: Alberta Tourism Attractions, Sales and Service Techniques, Adventure and Ecotourism. It would be offered over 2 years with fall and winter semesters in each year. A program of this nature offered by the Collège Saint-Boniface in Manitoba has been very successful in assisting and enhancing the Tourism industry in that province.

- **Public Relations (Communications) program**

Many Canadian corporations and Head Offices require bilingual individuals that will provide public relations for their organization. This program would build on many of the courses from the Bilingual Business Administration program and the Tourism program. The Collège would initially offer the first year (2 semesters – Fall and Winter) of the program in French with students transferring to the existing MacEwan College program for the remainder of their studies. Here again, as the Collège acquired additional experience with recruitment and management of the program it would add the remaining terms of the program to its offerings.

The minimum admission requirements for all three programs are an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30 or 33, or 80% in French 30, 75% in French 31, or 70% in French Language Arts 30 or 33 or equivalent; 60% in Math 20, or equivalent.

Candidates to all three programs need to demonstrate proficiency in spoken and written English and French.

To graduate, students must successfully complete all courses, inclusive of work experience, as defined by each program.

## **2. Education Programs**

Two different programs would be offered: (a) an Early Childhood Development Diploma, and (b) a Teaching-assistant Certificate.

### **▪ Early Childhood Development**

This program offered over 2 years (4 semesters) would be similar to the MacEwan College program. Field placements would be coordinated with the Francophone and French immersion pre-schools and daycares. All courses would be delivered in French.

The minimum admission requirements for this program is an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30 or 33, or 80% in French 30, or 75% in French 31, or 70% in French Language Arts 30 or 33 or equivalent; 60% in Math 20, or equivalent; 60% in Social Studies 30 or 33; 60% in a Group C course. Candidates to this program need to demonstrate proficiency in spoken and written English and French.

### **▪ The Teaching-assistant program**

This certificate delivered totally in French would be offered over 2 semesters (Fall and Winter). Field placements would be coordinated with the Francophone and French immersion schools throughout the province. A significant component of the program would be developed into structured distance learning courses, to facilitate its delivery throughout the province. This model allows students to work together in a collaborative and interactive environment without having to relocate to Edmonton. Students would come together to meet face-to-face over 3 weekends to complete some of the required coursework.

The minimum admission requirements for this program are an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30, or 80% in French 30, or 75% in French 31, or 70% in French Language Arts or equivalent. Candidates to this program need to demonstrate proficiency in spoken and written English and French.

To graduate, students must successfully complete all courses, inclusive of work experience, as defined by each of the above programs.

## **3. Community Development programs**

Two certificate programs would be offered: (a) the Health Care Aide program and (b) the Voluntary Sector Management program.

### **▪ The Health Care Aide program**

Since the health care system is increasingly making use of home care, it is important to provide the required bilingual personnel to meet the needs of French-speaking individuals. Many health agencies are also seeking bilingual personnel to staff their nursing homes and continuing care units. This program would be offered in French under 2 models: a blended learning environment and face-to-face. In the first model, a significant

portion of the program would be offered on-line with 2 face-to-face weekend visits interspersed during the 16 week schedule. In the second model, the program would be offered face-to-face in locations where enough students constitute a viable cohort.

▪ **The Voluntary Sector Management program**

This program with above average occupational growth in Alberta (AHRE, Feb. 2005) would address the specific needs of the Francophone community. Many Francophone agencies require personnel who are interested in working in the non-profit sector developing the socio-cultural aspects of the Francophone communities found throughout Alberta, Saskatchewan, British Columbia, Yukon, and the Northwest Territories. This program would be offered in French under a blended learning environment. In other words, a significant portion of the program would be offered on-line with 2 face-to-face weekend visits interspersed during the schedule.

The minimum admission requirements for the two programs are an Alberta High School Diploma or equivalent; 60% in English 30 or 33, or equivalent; 50% in Français 30 or 33, or 90% in French 30, or 80% in French 31, or 70% in French Language Arts 30 or 33 or equivalent. Candidates to these programs need to demonstrate proficiency in spoken and written English and French.

To graduate, students must successfully complete all courses, inclusive of work experience, as defined by each program.

**X. Future Program Offerings**

Once the initial programs are well established, the Collège will explore the possibility of developing partnerships for additional programs that may be offered totally or partially in French. Some examples may include graphic and media arts, radio and television arts, practical nurse, and police services.

**XI. Projected enrolments**

	2006-07 FTE	2007-08 FTE	2008-09 FTE	2009-10 FTE	2010-11 FTE
<b>Diplômes - Diplomas</b>					
<b>Administration des affaires</b>					
Business Administration					
<b>1ère année</b>					
Year 1	20	40	60	60	80
<b>2e année Marketing</b>					
Year 2 Marketing		10	15	15	15
<b>2e année Management en 2009-2010</b>					
Year 2 Management in 2009-2010				12	12
<b>Tourisme</b>					
Tourism					
<b>1ère année - Year 1</b>	20	40	40	40	40
<b>2e année - Year 2</b>		15	30	30	30
<b>Communications - Relations publiques</b>					
Communications - Public relations					
<b>1ère année - Year 1</b>	10	15	20	20	20

**2e année en 2009 - 2010**

Year 2 starting in 2009-2010			15	15
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**Petite enfance**

Early Childhood Development				
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<b>1ère année - Year 1</b>	20	20	20	20
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<b>2e année - Year 2</b>		15	15	15
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**Certificats - Certificates****Aide-enseignant**

Teaching-assistant	20	20	20	20
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**Aide en soins de santé/à domicile**

Personal/Home Care Aid	15	15	15	15
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**Animation communautaire**

Community development	15	15	15	15
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<b>Totals per year</b>	<b>60</b>	<b>190</b>	<b>250</b>	<b>277</b>	<b>297</b>
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**XII. Program Delivery Schedule**

Given that much planning remains to take place before the Collège can be operational, it is hoped that the marketing and recruitment for 3 programs would begin in November 2005: (a) Business Administration, (b) Tourism, and (c) Communications – Public Relations. These programs would then be offered in 2006-2007. Since the Business Administration program is already in existence and due to the commonality that exists between the 1<sup>st</sup> year courses in the 3 programs, the developmental process can be completed in a shortened timeframe.

The development, recruitment and marketing for the remaining programs would begin in October 2006 with new programs starting in September 2007.

**XIII. Plans for On-line Delivery**

As indicated above, three programs would make use of a blended learning environment where a significant portion of the program would be offered on-line with 2 or 3 face-to-face weekend visits interspersed during the schedule. They are: Teaching-assistant, Health Care Aide and Voluntary Sector Management. Some of the course work could be self-paced, although most of it will be structured in order to allow collaboration and interaction through the use of on-line discussion forums and tutoring. This type of delivery avoids the need for students to relocate to a main campus and can accommodate those who prefer part-time studies while continuing to work. These programs cater mostly to an adult population wishing to acquire skills that can be acquired in a short time period and applied directly in their home community.

Technological tools allow for enhancement of face-to-face courses. The Collège would incorporate electronic teaching aids in all its courses to assist with student learning. This could be as basic as providing students with on-line lecture notes to developing more complex web sites with extensive resources and interactive activities.

**X. Implementation and Operational Costs**

The implementation timeline is developed from the premise that programs will be offered in the 2006 fall semester. For the period of September 1 2005, to August 31 2006, the following would require completion:



1. French Language College Program Delivery Agreement between the University of Alberta and Alberta Advanced Education. This agreement would deal with the following factors amongst others:
  - Programs to be offered over a five year period.
  - Governance issues surrounding the role of the community in the decision making processes in development of mandate, mission, vision, program approval and priority setting and recruitment/promotional activities/strategies.
  - Start-up funding and ongoing operational funding (student/teacher ratio of 20 to 1 + funding for distinctive student and linguistic programs and services).
  - The definition of how funding for college programs will be used to augment existing CSJ (U of A) budgets in the areas of student programs and services, linguistic programs and services and recruitment and promotion strategies and activities.
  - An evaluation of the appropriateness of the Sainte-Croix congregation building as a residence and instructional facility for CSJ.
2. The enhancement of the media collection at CSJ to support the college programs to be offered.
3. The revision of CSJ recruitment/promotion strategies and activities to integrate the new college program offerings and implementation of strategy and activities.
4. The identification and purchase, if necessary, of the required facilities, furniture and equipment to begin offering college programs in September 2006.
5. The development, adaptation, translation and/or purchase of programs of study to be delivered in September 2006.
6. Negotiations with existing institutions for the transfer of programs to CSJ and the delivery of components of CSJ programs in English, as least for an initial implementation period of 1 to 3 years.
7. The hiring of professional and support staff required for the delivery of programs beginning in September 2006.

The implementation costs for the period of September 1, 2005 to August 31, 2006 before the start of programs in September 2006 are estimated as follows:

- \$25,000 - French Language College Program Delivery Agreement plus purchase of Sainte-Croix congregation building if decided upon
- \$50,000 - Enhancement of the library media collection at CSJ
- \$50,000 - Revision and implementation of CSJ recruitment/promotion strategies and activities
- \$150,000 - To accomplish numbers 4, 5, 6 and 7 above, plus purchases if necessary.

Ongoing implementation costs will continue over the succeeding 3 to 5 years in areas 2, 3, 4, 5, 6 and 7 above as new programs are introduced. These costs are evaluated at \$100,000 per year.

Ongoing operational costs will have been identified in the French Language College Program Delivery Agreement. These costs will be supported by provincial funding and by tuition fees. Tuition fees for programs at the Collège will be similar to those collected by MacEwan College and NAIT (Appendix 7 p 44).

#### **XV. Possible Sources of Funding (Appendix 8 p 45)**

The greatest source of other funding for French language education programs is the federal government. The Official Languages in Education program and the Action Plan on the Official Languages are the two major sources of funding. There are two funding envelopes within each of these programs – French first language program funding and French second language program funding. Since this initiative will target both of these client groups, funding should be accessible from both envelopes.

These programs fund program expansion and development initiatives at up to 50% of costs as well as ongoing maintenance funding. CSJ has accessed considerable funding from these sources in the past in both categories and for initiatives serving both clientele.

## **XVII. Conclusion**

In conclusion, this feasibility study into the implementation of a model for the delivery of an expanded array of French language college programs proposes, in my opinion, a model which maximizes existing strengths in the post-secondary system for the delivery of French language programs. It also will permit an implementation which will require fewer resources than the other considered model would have required. While the proposed model does not presently exist in the public post-secondary system of Alberta, it does exist successfully in other parts of Canada and in private post-secondary institutions in the province.

There will undoubtedly be challenges in implementing this model, if it gets the go ahead. These challenges will, among others, be in finding an appropriate administrative and governance structure for the program within the University of Alberta as well as in bringing Campus Saint-Jean to revise its mandate, mission and vision to reflect its added role. This new role will require a mind shift in “the university mentality” of the Campus. This will take effort, patience and open-mindedness on the part of the Campus staff, alumni and community.

The alternative of recreating the CSJ model in an existing English language college would have faced bigger and more expensive challenges:

- the development of a culture and an expertise in the delivery of French language post-secondary programs in Alberta,
- significant resources to create the student and linguistic French language support services and programs available at CSJ,
- creating a milieu for French language post-secondary education which exists at CSJ, and
- developing the many and deep roots that CSJ has within the French language speaking community because of its long history in Edmonton and in Alberta and because of its physical location in the heart of the city’s French Quarter.

While this second model could have been developed to require it to be implemented through a formal and negotiated partnership with the U of A and CSJ, to benefit from what CSJ has to offer, I concluded that it would have involved a significant increase in bureaucracy between two large post-secondary institutions with different mandates without improving the potential for quality programs and services that the recommended model can provide.

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 Mise à jour : Mars 2005

## CITÉ COLLÉGIALE

<p><b>École d'administration, d'hôtellerie et de tourisme</b></p> <p><b>Administration</b>            Adjoint juridique            Administration de bureau - commis            Administration de bureau - adjoint administratif - coop            Administration des affaires            Administration des affaires - comptabilité - coop            Administration des affaires - gestion - coop            Administration des affaires - marketing - coop            Administration des affaires - services financiers - coop            Sténotypie assistée par ordinateur</p> <p><b>Esthétique</b>            Cosmétologie            Techniques d'esthétique</p> <p><b>Hôtellerie</b>            Arts culinaires            Gestion hôtelière et de restaurant</p> <p><b>Tourisme et loisirs</b>            Études en loisirs            Tourisme et voyage</p> <p style="text-align: center;"><b>Institut de la technologie</b></p> <p><b>Électronique</b>            Techniques du génie électronique            Technologie du génie électronique</p> <p><b>Environnement et foresterie</b>            Techniques d'aménagement de la faune            Techniques forestières            Travail forestier</p> <p><b>Habitation et aménagement</b>            Technologie de l'architecture            Technologie du génie civil - construction - coop</p> <p><b>Informatique</b>            Programmeur en informatique - coop            Soutien technique en informatique            Techniques des systèmes informatiques - coop            Technologie de la sécurité de l'information - coop            Technologie des réseaux informatiques - coop            Technologie du génie informatique - coop</p> <p style="text-align: center;"><b>Médias et communication</b></p> <p><b>Médias</b>            Journalisme écrit            Journalisme électronique            Photographie numérique            Production télévisuelle            Radiodiffusion            Techniques de photographie</p> <p><b>Communication</b>            Publicité            Relations publiques</p> <p><b>Design</b>            Animation 3D            Conception graphique            Décoration résidentielle            Design d'intérieur avancé            Webmestre</p>	<p style="text-align: center;"><b>Sciences de la santé</b></p> <p><b>Santé</b>            Assistant en physiothérapie / ergothérapie*            Hygiène dentaire*            Préposé en services de soutien personnels*            Soins ambulanciers paramédicaux*            Soins infirmiers auxiliaires*            Techniques pharmaceutiques            Thérapie respiratoire*</p> <p style="text-align: center;"><b>Baccalauréat en technologie appliquée</b>            Baccalauréat en technologie appliquée – Biotechnologie</p> <p style="text-align: center;"><b>Services communautaires</b></p> <p><b>Sciences humaines</b>            Garde éducative à l'enfance            Services de soutien à l'intégration            Techniques d'éducation spécialisée*            Techniques de travail social*            Techniques de travail social en gérontologie*            Techniques des services correctionnels</p> <p><b>Sécurité</b>            Gestion de la sécurité            Protection et sécurité            Techniques des services policiers</p> <p><b>Programmes préparatoires</b>            Accès carrières et études            Programmes préparatoires            Programme général d'arts et sciences</p> <p style="text-align: center;"><b>Institut des métiers</b></p> <p><b>Construction</b>            Briqueteur-maçon            Charpentier-menuisier            Électricien de bâtiment et d'entretien            Plombier</p> <p><b>Mécanique</b>            Atelier d'usinage (Machiniste)            Commis aux pièces            Mécanicien en réfrigération et climatisation            Mécanicien-monteur industriel (Millwright)            Régleur conducteur de machines-outils (machiniste)            Soudage – montage            Soudeur            Soudeuse            Technicien d'entretien automobile            Technicien d'entretien de bâtiment            Techniques de chauffage, de réfrigération et climatisation            Techniques des véhicules automobiles            Techniques mécaniques – fabrication de prototype et usinage</p> <p style="text-align: center;"><b>Services</b></p> <p>Aide-enseignant            Arts culinaires            Coiffeur            Cosmétologie/Techniques d'esthétique            Cuisinier            Design de coiffure            Garde éducative à l'enfance            Éducateur de la petite enfance</p>
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## COLLÈGE BORÉAL

Administration de bureau - adjoint administratif  
Administration de bureau - commis  
Administration des affaires - comptabilité  
Administration des affaires - marketing  
Commerce  
Gestion informatisée d'entreprise  
Dessin d'animation classique  
Adjoint juridique  
Administration de loi et de la sécurité  
Techniques des services correctionnels  
Techniques des services policiers  
Techniques de Webmestre  
Techniques des systèmes informatiques  
Technologie du génie informatique  
Coiffure  
Production des pâtes et papiers  
Soudage et assemblage  
Techniques de machinerie lourde  
Techniques de mécanicien-monteur (Millwright)  
Techniques de foresterie et de gestion de la pêche et de la faune  
Techniques du génie mécanique ~ maintenance industrielle  
Technologie en gestion de la pêche et de la faune  
Technologie forestière  
Aide-physiothérapeute  
Formation en services funéraires  
Hygiène dentaire ~ entrée directe  
Massothérapie  
Pré-science de la santé  
Préposé aux services de soutien personnel  
Promotion de l'activité physique et de la santé  
Sciences infirmières (B. Sc. Inf.)  
Soins ambulanciers paramédicaux  
Soins de santé holistiques  
Soins dentaires ~ niveaux I et II  
Soins infirmiers auxiliaires  
Techniques de soins vétérinaires  
Techniques d'esthétique  
Techniques pharmaceutiques  
Technologie en radiation médicale  
Certificat Alcoolisme et toxicomanie  
Garde éducative à l'enfance \*  
Programme général d'arts et sciences  
Programme général d'arts et sciences - Option : Anglais langue seconde  
Services de soutien à l'intégration  
Techniques de travail social  
Techniques d'éducation spécialisée \*  
Techniques chimiques - aspect environnemental  
Techniques du génie de construction (minière et urbaine)  
Techniques du génie électronique  
Technologie du génie chimique  
Technologie du génie de construction (minière et urbaine) (Emploi garanti)  
Technologie du génie électronique

## **Collège d'Alfred**

Programmes et spécialisations

### **Technologie agricole**

Spécialisations :

- **Grandes cultures**
- **Productions animales**
- **Productions horticoles**
- **Production laitière**
- **Développement international**
- **Agriculture des régions chaudes**
- **Horticulture des régions chaudes**
- **Agriculture biologique**
- **Culture des plantes aromatiques et médicinales**

### **Gestion de l'environnement**

### **Nutrition et salubrité des aliments**

### **Techniques de soins vétérinaires**

### **Post-diplôme en Développement international**



## New Brunswick French language college programmes

<p><b><u>Bathurst</u></b>            Apprentissage d'une langue seconde            Débosselage et peinture de carrosserie            Fabrication assistée par ordinateur            Façonnage et montage métallique            Formation préparatoire à la technologie            Formation secondaire            Formation spécifique            Mécanique de machines fixes            Plomberie / Tuyauterie            Soudage            Techniques d'entretien automobile            Techniques d'entretien d'équipement lourd            Techniques d'entretien de camions et remorques            Techniques d'entretien industriel            Techniques d'usinage            Techniques de bureau            Techniques de fabrication d'outils            Techniques de gestion et marketing de l'automobile            Technologie de l'environnement            Technologie de l'informatique - option Multimédia et Web            Technologie de l'informatique - option programmation et analyse            Technologie de l'informatique - option Réseautique            Technologie de l'ingénierie du bâtiment            Technologie de l'ingénierie industrielle            Technologie de la chimie industrielle            Technologie des affaires - option Administration et commerce électronique            Technologie des affaires option - Comptabilité            Technologie du Contrôle Industriel            Technologie du génie électronique</p> <p><b><u>Campbellton</u></b>            Aide en santé            Charpenterie            Formation secondaire            Formation spécifique            Infirmière auxiliaire            Techniques d'éducation en services de garde            Techniques d'intervention en services communautaires : Option services aux adultes            Techniques d'intervention en services communautaires : Option services aux enfants/adolescents            Techniques de bureau            Techniques de gestion documentaire            Techniques de la transformation du bois            Techniques de laboratoire médical            Techniques de secrétariat médical : Option secrétaire médicale            Techniques de secrétariat médical : Option transcripateur médical            Techniques de secrétariat médical : Option transcripateur médical bilingue            Techniques de thérapie respiratoire            Techniques en pharmacie            Techniques radiologiques            Technologie en travail du bois</p>	<p><b><u>Dieppe</u></b>            Design d'intérieur            Entretien des aéronefs            Formation secondaire            Formation spécifique            Infirmière auxiliaire            Photographie appliquée            Programmation appliquée pour Internet            Réparation de machines à petit moteur            Réparation spécialisée de véhicules récréatifs            Techniques correctionnelles            Techniques d'imprimerie coop            Techniques de communication radiophonique            Techniques de conception graphique            Techniques de conseils en voyages            Techniques de distribution et manutention            Techniques de gestion de bureau bilingue            Techniques de gestion de la logistique et du transport coop            Techniques de gestion de la petite et moyenne entreprise            Techniques de gestion des services financiers            Techniques de la vente            Techniques de production web et multimédia            Technologie des affaires - option Marketing coop</p> <p><b><u>Edmundston</u></b>            Agroforesterie            Biotechnologie (coop)            Charpenterie            Cuisine professionnelle (coop)            Électricité            Formation secondaire            Formation spécifique            Infirmière auxiliaire            Techniques culinaires (coop)            Techniques d'hôtellerie et de restauration (coop)            Techniques de bureau            Techniques de chauffage, ventilation, réfrigération et air climatisé            Techniques de tourisme (coop)            Technologie agricole (coop)            Technologie de l'inspection et des sciences des aliments (coop)            Technologie de la transformation des pâtes et papiers (coop)            Technologie du génie civil : option générale (coop)            Tourisme international (coop)</p> <p><b><u>Péninsule acadienne</u></b>            Formation secondaire            Formation spécifique            Navigation maritime            Soudage            Techniques de gestion de bureau            Technologie de l'animation 2D-3D            Technologie de l'informatique - option Multimédia et Web            Technologie de l'informatique - option programmation et analyse            Technologie de l'informatique - option Réseautique</p>
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## Quartier francophone

### La Cité francophone

- a. Francophonie jeunesse de l'Alberta (Alberta Francophone Youth Association)
- b. l'Association canadienne française de l'Alberta (French Canadian Association of Alberta)
- c. Librairie Carrefour Bookstore (French bookstore)
- d. Conseil scolaire du Centre-Nord (North Central Francophone School Board)
  - i. École Maurice-Lavallée – grade 7 to 12 francophone school
  - ii. École Gabrielle-Roy – grade K to 9 public francophone school
  - iii. École Sainte Jeanne-d'Arc – K to 6 catholic francophone school
- e. Fédération des parents francophones de l'Alberta (Alberta Francophone Parents' Association)
- f. Institut Guy-Lacombe (Francophone Literacy Organization)
- g. Alliance française (French Language and Culture Organization sponsored by the government of France)
- h. Centre d'expérience préscolaire (Francophone Daycare)
- i. Coalition des femmes de l'Alberta (Francophone Women's' Association of Alberta)
- j. Fédération des aînés francophones de l'Alberta (Association of Alberta Francophone Seniors)
- k. Services d'accueil et d'établissement (Francophone Immigrant Settlement Agency)
- l. l'Unithéâtre (Francophone Theatre Group)
- m. Centre de développement musical (Francophone Musical Development Organization)
- n. Rassemblement artistique francophone de l'Alberta (Francophone Fine Arts Organization)
- o. Production Lez Arts (Francophone Fine Arts Production Organization)
- p. Fédération du sport francophone de l'Alberta (Francophone Sports Organization)
- q. Le Franco (Francophone provincial weekly newspaper)
- r. Post office
- s. Bistro/café

### Centre Marie-Anne-Gaboury,

- a. Association la girandole (Francophone danse group)
- b. Alliance Jeunesse-Famille de l'Alberta Society (Support organization for Francophone immigrant families)
- c. Association multiculturelle francophone de l'Alberta (Francophone Multicultural Association of Alberta)
- d. Société éducative de l'Alberta (French language continuing education organization)
- e. Société acadienne de l'Alberta (Acadian Society of Alberta)
- f. Société culturelle Mamowapik (Francophone cultural group)
- g. Société des scouts et guides francophones de l'Alberta (Francophone Scouts and Guides)

Accès emploi (French language job placement agency)

Chambre économique de l'Alberta (Alberta French language Chamber of Commerce)

Manoir St. Thomas (Francophone Seniors Residence)

Société généalogique du Nord-Ouest (Francophone Genealogical Association)

Paroisse St. Thomas d'Aquin (Francophone Catholic Parish)

Centre d'arts visuels de l'Alberta (Francophone Visual Arts Development Agency and Gallery)

It is also possible to have most of your health needs served in French in the immediate area – doctors, dentist, optometrist, chiropractors, etc.

This geographical location strongly supports the Campus' efforts in creating a milieu where French can be the language of communication 24/7.

May 9, 2005

Dr. Paul Byrne  
President  
Grant MacEwan College  
P.O. Box 1796  
Edmonton, AB  
T5J 2P2

Dear Dr. Byrne:

Thank you for our recent meeting concerning French language college programs with Susan May and Janet Paterson Weir.

As I terminate the work I am doing for Alberta Advanced Education in the area of expanding the availability of French-language college level programs, I would appreciate receiving your evaluation of Grant MacEwan College's possible involvement in an initiative to expand the availability of these programs.

In our past discussions, the possibility of GMC creating a school/faculty of French language programs has been put forward. It was also indicated that such a school/faculty may best be able to offer quality programs and services if it entered into a partnership and or collaborated closely with Faculté Saint-Jean of the University of Alberta. In this scenario, most, if not all, programs would be offered in Faculté Saint-Jean facilities where existing student services, activities and supports could be accessed by college students.

The above arrangement presupposes sufficient provincial funding to support these programs and services as well as an interest by Faculté Saint-Jean and the University of Alberta to enter into the necessary agreement to permit such an arrangement.

Could you please identify for me the feasibility of such an arrangement, the challenges that would have to be addressed as well as a timeline for a definitive decision by GMC if this model was the one preferred?

Since my final report to Alberta Advanced Education is due by the end of May, I would appreciate very much receiving your reactions by May 27, 2005.

Thank you very much for the consideration you will give to this request.

Sincerely,



Gérard Bissonnette

9331 – 58 Street  
Edmonton (Alberta)  
T6B 1L7

(780) 466-7505

May 9, 2005

Dr. Paul Hunt  
Vice President - Academic  
Northern Alberta Institut of Technology  
11762 - 106 Street,  
Edmonton, Alberta,  
T5G 2R1

Dear Dr. Hunt

Thank you for our recent meeting concerning French language college programs in Alberta.

As I terminate the work I am doing for Alberta Advanced Education in the area of expanding the availability of French-language college level programs, I would appreciate receiving your evaluation of NAIT's possible involvement in an initiative to expand the availability of French language college programs in Alberta.

In our discussion, the possibility of NAIT creating a school/faculty of French language programs was put forward. It was also indicated that such a school/faculty may best be able to offer quality programs and services if it entered into a partnership and or collaborated closely with Faculté Saint-Jean of the University of Alberta. In this scenario, most, if not all, programs would be offered in Faculté Saint-Jean facilities where existing student services, activities and supports could be accessed by college students.

The above arrangement presupposes sufficient provincial funding to support these programs and services as well as an interest by Faculté Saint-Jean and the University of Alberta to enter the necessary agreement to permit such an arrangement.

Could you please identify for me the feasibility of such an arrangement, the challenges that would have to be addressed as well as a timeline for a definitive decision by NAIT if this model was the one preferred?

Since my final report to Alberta Advanced Education is due by the end of May, I would appreciate very much receiving your reactions by May 27, 2005.

Thank you very much for the consideration you will give to this request.

Sincerely,



Gérard Bissonnette

9331 – 58 Street  
Edmonton (Alberta)  
T6B 1L7

(780) 466-7505

**Paul J. Byrne** Ph.D.  
*President & CEO*

Grant MacEwan College  
10700 - 104 Avenue  
Edmonton, Alberta  
Canada T5J 4S2  
Tel 780.497.5401  
Fax 780.497.5405

Website  
[www.MacEwan.ca](http://www.MacEwan.ca)

E-mail  
[byrne@macewan.ca](mailto:byrne@macewan.ca)

City Centre Campus  
Centre for the Arts  
South Campus  
Alberta College Campus

May 16, 2005

Gerard Bissonnette  
9331 – 58 Street  
Edmonton, AB T6B 1L7

Dear Gerard Bissonnette:

Re: French College Proposal

As we discussed at our meeting on April 12<sup>th</sup>, Grant MacEwan College supports the concept of providing college programming to French speaking Albertans in their first language, provided there is sufficient student and economic demand to support such an initiative. As you can appreciate, it is challenging to provide a sufficient variety of College programming to a relatively small group of learners who reside throughout the province and have diverse needs and career interests.

It is my understanding that your feasibility study identifies a variety of potential governance and delivery models, and that you are now at the stage of assessing the strengths and limitations of each. MacEwan's mandate focuses on three primary types of programming: undergraduate degrees and UT programs; certificate, diploma and applied degree programs; and college university entrance programming.

Firstly, it would be important for us to understand which of these programming types is the focus of your feasibility study, and to confirm that there is a good alignment. Secondly we would need reassurance that the French community championing the initiative would be supportive of MacEwan involvement or leadership. MacEwan is committed to extending access to quality educational programs, and to working collaboratively with the Ministry and other post-secondary institutions, provided we share similar goals and receive sufficient resourcing to achieve these goals.

Although lacking details, if a college consortium was established, MacEwan would be pleased to participate in the role of business agent, as a provider of purchased services, or as a program developer. Our experience in these roles with other partners is considerable and positive. However, because Grant MacEwan College does not have a history of providing programs and services in the French language, there would be a significant investment required.

With respect to establishing a French College as a new faculty/school of MacEwan, the positive aspects would be our existing infrastructure, and Ministry approved, high-quality programming. We also have a new residence opening in Fall 2005 which could accommodate out-of area learners. On the limitation side however, would be the need to acquire additional physical facilities to properly house the programs, and the recruitment of faculty and staff to support student learning in the French language.

In your letter you specifically asked me to comment upon MacEwan's possible involvement in a proposed model whereby the French College would collaborate with Faculte Saint-Jean of the University of Alberta. It's unclear exactly what kind of involvement would be requested of MacEwan in such a model given your statement that "most, if not all, programs would be offered in Faculte Saint-Jean facilities where existing student services, activities and supports could be accessed by college students." I expect we would need to learn from University of Alberta, exactly the type of collaborative relationship would be envisioned. The complexities of integrating different student information systems and academic policies cannot be overstated. However, MacEwan and University of Alberta have successfully managed transfer agreements in the past, and we would seriously consider any proposals they forward to us.

You also requested that I comment upon timelines, should Grant MacEwan College be requested to work with representatives of a French College consortium. This type of question is difficult to address in abstract terms, without knowing the nature of the request. However, in our experience with the program approval process with Advanced Education, the lead time to launch a new program can typically be two years in duration. It's also important to factor in admission cycles, since at MacEwan admissions typically open in October for admissions into September programs the following year.

I trust this provides the information you require at this stage of the study. Our best wishes for the future.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Paul J. Byrne". The signature is fluid and cursive, with a large loop at the end.

Paul J. Byrne  
President & CEO

May 18, 2005

Mr. Gérard Bissonnette  
9331 – 58 Street  
Edmonton, Alberta  
T6B 1L7

Dear Mr. Bissonnette:

Thank you for your letter of May 9, 2005 with respect to opportunities for NAIT to participate in the expansion of French language college programs in Alberta.

We are, indeed, interested in further exploration of the opportunity to locate our Bilingual Business Administration program in Faculté St. Jean facilities. Prior to making such a commitment we would look forward to more detailed discussion. To this end, I invite you to contact NAIT's Dean of Business, Dr. Corey Wentzell (780-471-7641).

Sincerely,



Paul Hunt, Vice President  
Academic & Student Services

xc: Dr. Corey Wentzell, Dean of Business





## Business Program Cluster Profiles

### Core Courses

#### 1<sup>st</sup> semester

Communications d'affaires I	– Business Communications I
Comportement organisationnel I	– Organizational Behavior I
Introduction à la comptabilité	– Intro to Accounting
Introduction au marketing	– Intro to Marketing

#### 2<sup>nd</sup> semester

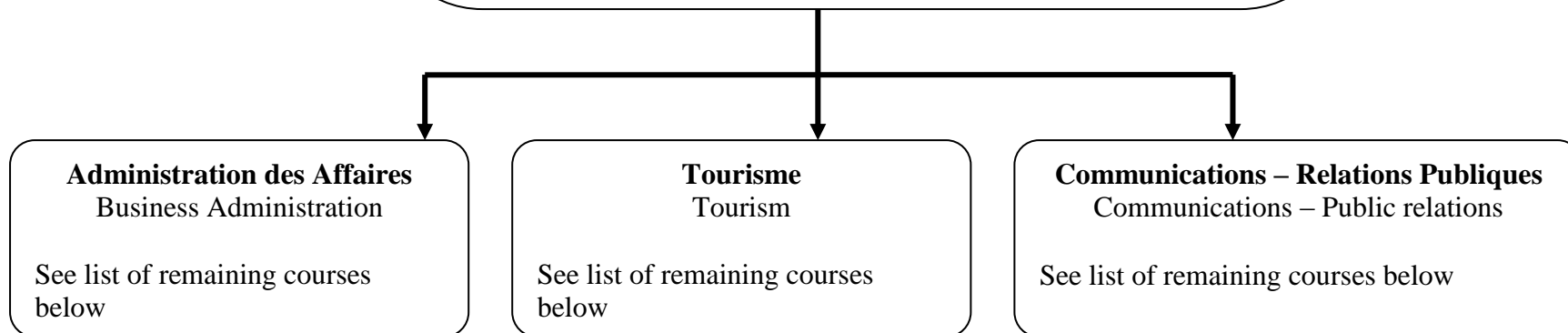
Communications d'affaires II	– Business Communications II
Microinformatiques d'affaires	– Computers in Business
Comportement organisationnel II	– Organizational Behavior II
Droit et éthique d'affaires	– Business Law

#### 3<sup>rd</sup> semester

Promotion, publicité, et relations publiques	– Promotional Management
Techniques de ventes professionnelles	– Professional Selling Principles
Microinformatique pour le marketing	– Computers and Marketing

#### 4<sup>th</sup> semester

Entrepreneurship	– Entrepreneurship
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## **Administration des Affaires**

### Business Administration

#### **1st term**

Mathématiques d'affaires – Business Mathematics  
Économie I – Microeconomics

#### **2<sup>nd</sup> term**

Statistiques d'affaires – Business Statistics  
Comptabilité II – Accounting II  
Économie II – Macroeconomics

#### **Intersession**

Stage pratique

Students in the Accounting, Financial, and Management streams transfer to NAIT for the completion of their program.

## **Administration des Affaires – Marketing**

### Business Administration – Marketing Stream

#### **3rd term**

Communication d'affaires III – Business Communications III  
Comptabilité de management – Managerial Accounting

#### **4th semester**

Communication d'affaires IV – Business communications IV  
Le commerce électronique – E-Commerce  
La recherche en marketing – Marketing Research  
La gestion du marketing – Marketing management  
Techniques de ventes appliqués – Applied Sales

## **Tourisme** Tourism

### **1st term**

Les produits et services touristiques  
Attraits touristiques de l'Alberta

### **2<sup>nd</sup> term**

Introduction à l'industrie de tourisme  
Attraits touristiques : Canada, Etats-Unis, Mexique

### **Intersession**

Stage pratique

### **3rd term**

Communication d'affaires III – Business Communications III (core with Business Administration)  
Diversité culturelle  
Techniques de recherche  
Développement de forfaits  
Accueil et animation des clientèles touristiques  
Tourisme d'aventure et écotourisme

### **4th semester**

Communication d'affaires IV – Business communications IV (core with Business Administration)  
Guide Touristique  
Organisation d'activités spéciales  
Gestion des ressources humaines  
Hébergement : ses produits et ses services

## **Communications – Relations Publiques**

Communications – Public Relations

### **1st term**

Option of either :

Économie I

– Microeconomics (core with Business Administration)

Psychologie de développement I

– Developmental Psychology (core with Early Childhood Development)

### **2<sup>nd</sup> term**

Économie II

– Macroéconomics (core with Business Administration)

## Education Programs Cluster Profiles

### Core Courses

#### 1st term

Psychologie de développement I  
Français I

- Developmental Psychology I  
- French I

#### 2<sup>nd</sup> term

Rôles, responsabilités, et travail d'équipe  
L'enfant en santé  
Français II

- Effective Team Skills  
- Health, Nutrition and Safety  
- French II

### Petite enfance

Early Childhood Development

#### 1st term

Initiation au milieu de garde

- Introduction to Early Childhood

Introduction à la recherche documentaire

- Basic Research Skills

Rôle pédagogique du jeu

- Learning through Play

Stage d'observation I

- Observation I

#### 2<sup>nd</sup> term

Éveil musicale et psychomotricité

- Mouvement and music

Arts plastiques

- Fine Arts with Children

Communication interpersonnelle

- Applied Communication Skills

Développement de l'enfant II

- Child development II

Stage d'observation II

- Observation II

#### Intersession

Stage pratique II et III

- Field placement II and III

### Aide-enseignant

Teaching-assistant

#### 1st term

Le milieu éducatif

- Working in Schools

Les programmes scolaires

- School curriculums

Apprentissage de l'enfant I

- Working with students I

Stage d'orientation

- School orientation

#### 2<sup>nd</sup> term

Apprentissage de l'enfant II

- Working with students II

Gestion du comportement

- Managing Student Behavior

Ordinateurs en salle de classe

- Technology in Education

Dynamique personnelle positive

- Effective Interpersonal Communications

#### Intersession

Stage pratique

- Practicum

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**Petite enfance**  
Early Childhood Development

**3<sup>rd</sup> term**

Littérature pour enfants et l'art de raconter

Développement de l'enfant III

Science humaines et naturelles

L'importance de la famille

Français III

- Children literature and storytelling

- Child development III

- Social Studies, Math and Science

- Family-centered Practice

- French III

**4<sup>th</sup> term**

Diversité humaine

L'influence de la famille et de la community

Système de garde

Français IV

Stage pratique IV

- Cultural diversity

- Family and Community issues

- Introduction to Out of School Care

- French IV

- Field placement IV

## Community Development Cluster Profiles

### **Animation Socio-Culturelle** Voluntary Sector Management

#### **1<sup>st</sup> term**

Le secteur à but-non-lucratif au Canada  
Intervention communautaire et technique de travail  
Le développement et la gestion de programmes  
Le recherche de fonds et la gestion des finances  
Préparer des rencontres efficaces  
Communications en français I

- Introduction to the Voluntary/Nonprofit Sector in Canada
- Community Building Through Collaboration
- Volunteer Program Development and Management
- Fundraising and Financial Management
- Conducting effective meetings
- French communications I

#### **2<sup>nd</sup> term**

Marketing et relation publiques  
Supervision et développement de bénévoles  
La gestion des ressources humaines  
Travailler avec un conseil d'administration et les comités  
Communications en français II

- Marketing and Public Relations
- Supervision and Development of Volunteers
- Managing Human Resources in Volunteer Programs
- Working with Not-for-Profit Boards and Committees
- French communications II

#### **3<sup>rd</sup> term**

Stage pratique

- Field placement

**Aide en soins de santé**  
Health Care Aide

Prestations des soins de santé	- Wellness and Health Promotion
Les relations interpersonnelles	- Interpersonal communications
Croissance et développement	- Growth and Development
Introduction à la gérontologie	- Introduction to gerontology
La sécurité en milieu de travail	- Safety in the Environment
Activités de la vie quotidienne I	- Activities of Daily Living I
Activités de la vie quotidienne II	- Activities of Daily Living II
Soins aux personnes âgées et aux malades chroniques	- Palliative Care
La prestation des soins à domicile	- Homemaking
Communications en français I	- Communications in French I
Stage clinique	- Practicum





## MacEwan College Tuition Fee Schedule for Canadian Students - Fall 2005/Winter 2006

Fees are calculated by term.

Credits per Term	2005/6 Cost Per Credit(s)	Less Gov't Tuition Rebate*	Cost Per Credit after Rebate	Student Term Fee	Global Fee	Tech. Fee	Suppl. Health Plan	Dental Plan	Term Total
1	\$374	-\$29	\$345			\$2			\$347
2	\$465	-\$37	\$428			\$4			\$432
3	\$556	-\$45	\$511			\$6			\$517
4	\$647	-\$53	\$594	\$60		\$8			\$662
5	\$738	-\$61	\$677	\$75		\$10			\$762
6	\$829	-\$69	\$760	\$90		\$12			\$862
7	\$920	-\$77	\$843	\$105		\$14			\$962
8	\$1,011	-\$85	\$926	\$120		\$16			\$1,062
9	\$1,102	-\$93	\$1,009	\$135	\$1	\$18	\$60	\$49	\$1,272
10	\$1,193	-\$101	\$1,092	\$135	\$1	\$20	\$60	\$49	\$1,357
11	\$1,284	-\$109	\$1,175	\$135	\$1	\$22	\$60	\$49	\$1,442
12	\$1,375	-\$117	\$1,258	\$135	\$1	\$24	\$60	\$49	\$1,527
13	\$1,466	-\$125	\$1,341	\$135	\$1	\$26	\$60	\$49	\$1,612
14	\$1,557	-\$133	\$1,424	\$135	\$1	\$28	\$60	\$49	\$1,697
15	\$1,648	-\$141	\$1,507	\$135	\$1	\$30	\$60	\$49	\$1,782
16	\$1,739	-\$149	\$1,590	\$135	\$1	\$30	\$60	\$49	\$1,865
17	\$1,830	-\$157	\$1,673	\$135	\$1	\$30	\$60	\$49	\$1,948
18	\$1,921	-\$165	\$1,756	\$135	\$1	\$30	\$60	\$49	\$2,031
19	\$2,012	-\$173	\$1,839	\$135	\$1	\$30	\$60	\$49	\$2,114
20	\$2,103	-\$181	\$1,922	\$135	\$1	\$30	\$60	\$49	\$2,197
21	\$2,194	-\$189	\$2,005	\$135	\$1	\$30	\$60	\$49	\$2,280
22+	\$91/credit		\$83/credit						

## NAIT Instructional Fees and Expenses

Academic Year 2005/06

Full-time Tuition		
Full Year (2 semester programs, 384 hours)	\$3591.10 CDN	
Single Semester (192 hours)	\$1795.55 CDN	
E-learning Fee		
Fee per year	\$100 CDN	
Fee per semester	\$50 CDN	
NAIT Students' Association Fee		
Campus Location	Per Year	Per Semester
Edmonton (Full-time/Part-time)	\$187.00	\$93.50

## Possible Sources of Federal Funding

1. Official Languages in Education Program – Canadian Heritage
  - a. This recurring federal-provincial agreement in support of official language programs in the education sector is presently being renegotiated. Canadian Heritage and the Canadian Ministers of Education Canada (CMEC) have arrived at an agreement on a funding framework for the period of 2005-2009. They have fixed June 30, 2005 for the successful completion of a Protocol for this funding after which bilateral agreements will be finalized with each province and territory.
  - b. The last 5 year Protocol, ending in 2003, contributed approximately **870M\$** in funding to the provinces and territories. Since that time, provisional agreements have been signed for 2003-2004 and 2004-2005 with funding equivalent to the level of funding available in the last year of the last Protocol (2002-2003).
  - c. Not knowing the structure and funding envelopes of this new Protocol, suffice it to say that, in the past, this federal-provincial agreement supplied funding support for:
    - i. the ongoing delivery of minority and second official language programs at the basic and postsecondary levels;
    - ii. program expansion and extension initiatives;
    - iii. language bursaries for full-time postsecondary students;
    - iv. summer language bursaries; and
    - v. language monitors in schools and postsecondary institutions.
2. Action Plan for Official Languages 2003-2008 (Government of Canada)

- a. Canadian Heritage (Education)

Targeted Funding – minority language	\$209.0 M
Targeted Funding – second language	\$137.0 M
Summer Language Bursary Program	\$24.0 M
Official Language Monitor Program	\$11.5 M
<b>Total over five years</b>	<b>\$381.5 M</b>

- b. Health Canada

Networking	\$14.0 M
Training and Retention	\$75.0 M
Primary Health Care Transition Fund (2000 Agreement on Health)	\$30.0 M
<b>Total over five years</b>	<b>\$119.0 M</b>

- c. Industry Canada (Economic Development)

Outreach and Counselling	\$8.0 M
Internships	\$2.0 M
Pilot Projects (Tele-Training and Tele-learning)	\$10.0 M
<i>Francommunautés virtuelles</i>	\$13.0 M
<b>Total over five years</b>	<b>\$33.0 M</b>

**GRAND TOTAL** **\$533.5M**

**Proposal for the Establishment of**

**Collège Saint-Jean  
CSJ**



**November 2007**



**Proposal for the Establishment of**

**Collège Saint-Jean  
CSJ**



**November 2007**





UNIVERSITY OF ALBERTA

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REQUEST FOR APPROVAL OF A NEW PROGRAM - SYSTEM GROWTH

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**SECTION A: PROGRAM INFORMATION**

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**Title of Proposal** Collège Saint-Jean (CSJ) – formerly titled Centre d’études appliquées de l’Alberta/French Centre for Applied Learning

**Contact Person(s)** Name: Dr Marc Arnal  
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**Type of Initiative** **New Programs**

**Credentials to be Awarded** College diplomas and certificates

**Program Length** 1 to 2 years (some programs may be shorter in duration)

**Implementation Date** Fall 2008

**Program Synopsis** Context

The spectrum of French language education programs has evolved significantly in Alberta during the past decade. Basic education programs at the K-12 levels have augmented in French immersion at around 31,516 students, have increased in French second language programs to approximately 123,675 students and have more than doubled in Francophone programs to roughly 5,300 students. At the postsecondary level, programs have been added at Campus Saint-Jean in Business Administration, Engineering, Nursing, Environmental Studies, and at the Master’s level. The one area where there remains a significant void in French language education is for college and technical level programs. While a *Bilingual Business Administration* program was introduced by NAIT in 1996, it has been suspended indefinitely as of 2007-08, and there are no other French language college level programs available in Alberta.

### Purpose

The Collège, a Campus Saint-Jean, University of Alberta entity, will provide French college programs that will meet the needs of a growing Alberta labour market as well as provide continued learning opportunities for students completing their secondary school French or French Immersion programs.

Initial planned program offerings would focus on three clusters. These program selections may be changed based on a critical analysis of prevailing conditions in the future.

#### 1. Business programs

Three different Diploma programs would be offered in order to take advantage of common curricula:

- Bilingual Business Administration program
- Tourism program
- Public Relations (Communications) program

#### 2. Education programs

Two different programs would be offered:

- Early Childhood Development Diploma
- Teaching-assistant Certificate

#### 3. Community Development programs

Two certificate programs would be offered:

- The Health Care Aide program
- The Voluntary Sector Management program

The main objective of the programs is to train highly qualified individuals capable of responding to the changing demands of the work place. Graduates will be able to interact effectively in a bilingual work environment and demonstrate proficiency in their career choice.

For a listing of the program courses, please consult Appendix A.

### Program Implementation

The activities of the Collège will be phased in over a three-year period:

April 2008: Setting-up the Centre

September 2008: Offer Year One of Business Cluster programs

September 2009: Offer Year One of all programs and Year Two of Business Cluster programs

September 2010: Offer Year One and Year Two in all programs

**Note:** The timelines may need to be revised should approvals and transfers of the program from NAIT be delayed.

### Method of Program Delivery

The Teaching-assistant, Health Care Aide and Voluntary Sector Management programs will make use of a blended learning environment where a significant portion of the program will be offered on-line with 2 or 3 face-to-face weekend sessions interspersed during the schedule. The courses will be organized to allow collaboration and interaction through the use of on-line discussion forums and tutoring. This type of delivery avoids the need for students to relocate to a central site and can accommodate those who prefer part-time studies while continuing to work. These programs cater mostly to an adult population wishing to obtain skills that can be acquired in a short time period and applied directly in their home community. Agreements are already in place for the use of teleconferencing bridges (REFAD – University of Ottawa) and CSJ has in-house capability in Web design and e-learning. In addition, CSJ was the first Faculty within the University of Alberta to be fully linked to the Alberta SuperNet. Current IT infrastructures can fully support this new initiative (with amounts added into Core and Program budgets for on-site and on-line course development and equipment purchases).

The Business programs and the Early Childhood Development Diploma will be offered on Campus Saint-Jean and make use of technological tools to allow for enhancement of face-to-face courses.

### Benefits to the University of Alberta

The creation of the Collège will contribute to Alberta's advanced education system by enhancing learning opportunities and engaging individuals in a vibrant learning community found at Campus Saint-Jean. This Collège will enhance the University of Alberta's reputation as a leader in French language postsecondary education West of Manitoba. It will consolidate the position of CSJ and the University of Alberta as a key institution and as an important presence in the national and international francophonie. As well, the Collège will directly address the President's vision in Dare to Discover and in the strategic plan Dare to Deliver. In addition to adding to the diversity within a Campus that already contributes significantly to diversity within the University, the nature of the Collège will foster innovation and development of new teaching and learning approaches which will be transferred to the Campus' university programming. CSJ will also enhance its presence in the government and corporate sectors in Alberta through the provision of qualified personnel in areas where there is a high demand for bilingual capabilities. The Collège will also strengthen CSJ's contributions to citizenship and community development and so doing, underscore the University's commitments to community and citizenship. The Collège will also support efforts by the UofA to contribute to seamless transitions within Alberta's postsecondary system.



In early 2005, Advanced Education mandated a feasibility study regarding the delivery of French language college programs. The following elements are taken from the final report - Bissonnette, G. (2005). French Language College Program Delivery Feasibility Study, Edmonton, AB: Alberta Advanced Education:

**(1) Government of Alberta policy directions and strategies**

In recent years the government of Alberta has adopted policies and strategies with a view to creating an Alberta better able to compete in the global economy – the Alberta Advantage. Some of these have underlined the need for knowledge of languages other than English and their cultures. French language college programs would support these policies and strategies for the French language and culture.

a. *People and Prosperity – a human resource strategy for Albertans*

The expansion of French language college programs will support the goal 6 strategy of promoting the study of international languages by producing students with French (international language) language skills and cultural understanding. These graduates would become available to the component of the market looking to pursue opportunities for new trade and develop our province's tourism potential with the French speaking world. It would also supply the components of the Alberta and Canadian markets requiring bilingual personnel in Canada's two official languages

b. *Enhancing Second Language Project*

The implementation of a second language requirement in grades 4 to 9 beginning in 2006 will require the training of qualified second language non-certificated staff to support the increased numbers of students registering in second language programs, in this instance French immersion, Francophone and FSL programs in Alberta. Also, the expansion of French college level programs will be a concrete demonstration for school students that enhancing their language skills as they develop marketable employability skills is important. This would undoubtedly have an impact on the retention of students studying French in school.

c. *International Education Strategy*

Globalization is driving rapid change in knowledge, skills, and innovation. The economic well-being of future generations of Albertans depends on education that helps learners develop an understanding of international cultures. For individuals, knowledge of other languages and cultures increases opportunities to participate in international research, study, travel, or to enjoy other aspects of international life. Knowledge of other cultures and their languages also increases understanding of world events and of Alberta's relationship to these events.

d. *Campus Alberta*

Alberta high school graduates of French immersion programs and Francophone schools would have increased access to an array of quality and relevant college level learning opportunities, in French, to accommodate their life goals and commitments.

e. *Integrating Skilled Immigrants into the Alberta Economy*

This economic integration strategy is just one piece of a larger picture that includes the social and cultural integration of all new Albertans, regardless of their credentials or qualifications. Since greater numbers of French speaking immigrants are coming to Alberta, French language college programs and services would facilitate bridging programs that incorporate supported work experience or training-on-the-job components for immigrants or mentoring programs that are effective at providing opportunities for immigrants to acculturate and demonstrate their knowledge and skills to Canadian employers.

## **(2) Community development**

In order for communities to maintain vitality and continued development, opportunities for education, training and personal development are required. This is especially the case for linguistic communities that are sparsely scattered across a large region and for whom educational, training and personal development opportunities in their language are not readily available. A French language college program delivery mechanism would be a strong “shot in the arm” for the Francophone and Francophile communities of Alberta in their continued development and vitality. (Bissonnette, 2005, p. 2 -3)

### **Governance and reporting**

Governance of the Collège’s programs will fall under the direction of the Dean and Faculty Council of Campus Saint-Jean. All programs and courses will be subject to the same approval processes as any other program or course within the University. An Advisory Council will be created to advise on the implementation of programs and other matters as determined by the Faculty Council. It will be comprised of eleven individuals appointed by the Faculty Council of Campus Saint-Jean: seven external councilors who reflect the various sectors of the community the programs are meant to serve; two internal councilors, one a student registered in the college programs and the other a Collège staff member; and the Dean and the Director of the Collège as ex-officio members. As representatives of the community the major responsibilities will be:

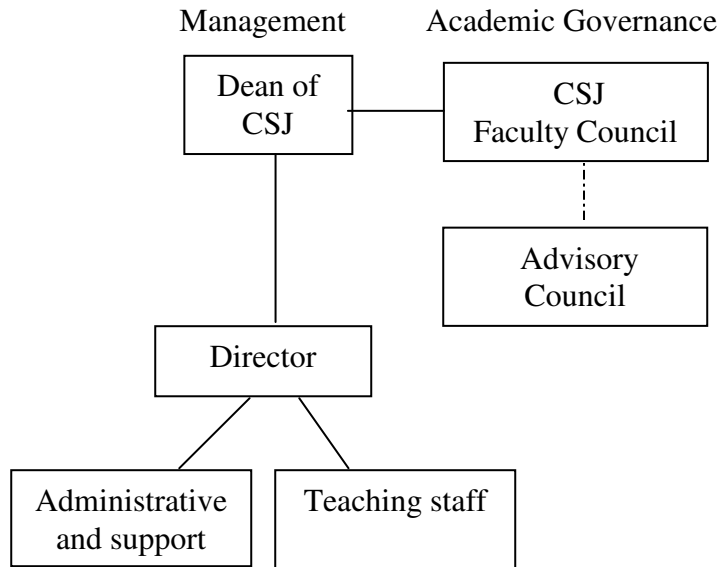
- Strategic advice on the development and implementation of the Collège’s mission and strategic plan.
- Participation in the selection and evaluation of the Director of the Collège.
- Advice on policies for the delivery of high quality instruction.
- Maintenance of effective communication with the community.
- Monitoring of performance in key educational and administrative areas such as: student retention and graduation; assessments by employers of graduates; comparable costs of programs; student and staff satisfaction surveys; early-career graduates satisfaction surveys; assessing the validity of the performance measures and outcomes in the planning process.

The Director of the Collège will report directly to the Dean of Campus Saint-Jean and (s)he will be responsible for preparing an annual report, including information on:

- The programs and activities undertaken during the previous year
- Performance measures and outcomes
- Recommendations for future action

**Administrative structure**

The organization will be as follows:



**Leadership**

Under the executive direction of the Dean, the Director will develop the needed infrastructure for the successful delivery of French language college programs. This includes the development of a strategic plan within the parameters of the strategic directions for the University and CSJ, the academic planning of programs, the search for funding sources, and the implementation of the programs. A graduate degree in Educational Administration, or equivalent, and a commitment to French language education are essential.

Enrollment Summary (based on currently planned programming)	Projected enrolments	2008-09	2009-10	2010-11	2011-12	2012-13
		FTE	FTE	FTE	FTE	FTE
	<b>Diplômes – Diplomas (2 year programs)</b>					
	<b>Administration des affaires</b>					
	Business Administration					
	<b>1ère année - Year 1</b>	20	40	60	60	80
	<b>2e année Marketing - Year 2 Marketing</b>		10	15	15	15
	<b>2e année Management en 2009-10</b>					
	Year 2 Management in 2009-10			12	12	15
	Note – The program offers four streams: Marketing, Management, Accounting and Finance. Students registered in the Accounting and Finance stream will complete Year 2 at NAIT. Students registered in the Management stream will complete Year 2 at NAIT until the stream is offered at the CSJ (co) in 2009.					
	<b>Tourisme</b>					
	Tourism					
	<b>1ère année - Year 1</b>	20	40	40	40	40
	<b>2e année - Year 2</b>		15	30	30	30
	<b>Communications - Relations publiques</b>					
	Communications - Public relations					
	<b>1ère année - Year 1</b>	10	15	20	20	20
	<b>2e année en 2010-11</b>					
	Year 2 in 2010-11				15	15
	<b>Petite enfance</b>					
	Early Childhood Development					
	<b>1ère année - Year 1</b>		20	20	20	20
	<b>2e année - Year 2</b>			15	15	15
	<b>Certificats – Certificates (1 year programs)</b>					
	<b>Aide-enseignant</b>					
	Teaching-assistant		20	20	20	20
	<b>Aide en soins de santé/à domicile</b>					
	Personal/Home Care Aide		15	15	15	15
	<b>Animation communautaire</b>					
	Voluntary Sector Management		15	15	15	15
	<b>Totals per year</b>	<b>50</b>	<b>190</b>	<b>262</b>	<b>277</b>	<b>300</b>

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## SECTION B: DETAILED SYSTEM COORDINATION ANALYSIS

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### Fit with Mandate and Business Plan

The third cornerstone of the U of A's vision statement – Connecting Communities – is especially relevant to the Collège's mandate and business plan:

- “Foster partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning, identifying research challenges, and translating and disseminating our research outcomes.
- Engage with, serve, and draw strength from the diversity of our external communities, in particular Aboriginal, Franco-Albertan, multicultural, rural, and northern communities”.

CSJ has always promoted learning, discovery and citizenship. With the addition of the Collège it will enhance its service to the community, while gaining an opportunity to attract talented people who have an interest in applied and community-based research. It will also provide opportunities for students who may subsequently choose to transfer to university-level programs.

### Impact on the Faculty

Additional students always bring additional pressures on a system, but these will be controlled with adequate planning and organization. Budgets for the college programs will be kept separate from the university programs in order to maintain clear assignment and reporting of revenues and expenses. The need for services such as student recruitment, technology assistance, French language support will be purchased by the Collège based on an agreed formula between the Collège and CSJ. Some service areas would profit from additional students since it would allow CSJ to offer full-time employment (rather than part-time employment) to individuals working in the service areas.

The biggest impact will be the need for space, both classroom and residence. In the short term, classroom space has been rented in the new *Centre de santé Saint-Thomas* which will accommodate up to 50 students, the projected short-term enrolment. The construction of the proposed Science building on CSJ in the near future will accommodate the expected enrollment increases beyond 2008. Discussions have begun around construction of a new residence in the next four to five years.

### Relationship to Existing Programs at the Institution

College programs will operate separately from university offerings. Transferability between college and university programs will be managed by CSJ using criteria based on the Alberta Council on Admissions and Transfer regulations.

Synergies in research, scholarly work, and teaching will benefit a number of programs that have similar domains. For example, expertise in the teaching of a second language can benefit both university level education programs as well as college programs focusing on early childhood or teaching-assistants. In another example, research in the Business domain could complement instruction in the college level Business program.

**Similarity or Relationship to Other Programs (in the Region, Provincially, Nationally)**

Although many English language college programs exist in Alberta, only one program offered instruction in both French and English – NAIT’s Bilingual Business Administration Program (discontinued in 2007-08).

The closest competitor of the Collège would be *Collège Universitaire de Saint-Boniface (CUSB)* in Manitoba. *Collège ÉducaCentre* in Vancouver (a private non-certified college) offers a few certificate programs but does not offer diploma programs at this time, and accreditation for its programs is provided by its partners. Indeed, it acts more as a broker. In this way, it could see the Collège as a service provider for its clientele. Ultimately, Alberta students and the potential client base in British Columbia, Saskatchewan and the Western Territories should find the Collège programs attractive.

Partnerships

CSJ has already had several offers of co-operation from *Collège Boréal* (Sudbury), *la Cité collégiale* (Ottawa), *le CEGEP de Matane* and *le CEGEP de Chicoutimi*. All are interested in assisting with program development and in some cases in providing web-based programs for adaptation and delivery through the Collège.

Representatives from Alberta post-secondary colleges have indicated an interest in exploring potential partnerships for the delivery of college programs. The exact details have yet to be defined.

**Consultation with Other Alberta Institutions Offering Similar Programs**

A letter dated May 18, 2005 and signed by Paul Hunt, Vice-President of Academic and Student Services at NAIT, confirmed his institution’s position that the Bilingual Business Administration program could benefit from a relocation to a Francophone milieu at Campus Saint-Jean. For students, having access to linguistic services and support services in French is an added value when seeking competence in a second language. Those features are not available at NAIT. The report by G. Bissonnette also reports clearly that GMCC has no interest in developing this type of French-language programming.

The existing NAIT program offers four streams: Accounting, Finance, Marketing, and Management. At this time, the Collège proposes to offer the full 2-year Marketing stream, the full 2-year Management stream as of 2009-10, and only the first year of the Accounting and Finance streams. Students registered in these last two streams would complete their studies at NAIT.

**What Alternatives Exist and Why is this Proposal the Best Strategy for the System?**

During the feasibility study, two models of French language college program delivery were discussed:

- a. Replicate the Campus Saint-Jean model at NAIT or MacEwan College to offer French language college programs

OR

- b. The University of Alberta offer French language diploma and certificate college

programs at CSJ

These models were discussed with officials of three post-secondary institutions:

MacEwan College

- Paul Byrne, President
- Janet Patterson-Weir, Vice President Academic
- Susan May, Associate Vice President Academic

NAIT

- Paul Hunt, Vice President Academic

University of Alberta

- Carl Amrhein, Provost and Vice President Academic
- Marc Arnal, Dean of Campus Saint-Jean
- Rhonda Williams, Director of Governance

Bissonnette (2005), author of the feasibility study, recommended

In consideration of the totality of the factors, the context and discussions with senior administrators of MacEwan College, NAIT and the University of Alberta, the table below attempts to summarize the extent to which the two identified models are in the best position to implement and operate successful French language college programs:

Factors	Campus Saint-Jean	MacEwan College	NAIT
Able to receive and allocate dedicated funding from AAE	+	+	+
Governance	±	±	±
French language student services, programs and activities	+	-	-
Support programs and services for linguistic enhancement	+	-	-
French language milieu	+	-	-
Mandate for and expertise in French language post-secondary education	+	-	±
Available residence facilities	-	+	-
Adapted recruitment and promotion strategies and activities	+	-	-
Mandate for and expertise in college level education	-	+	+
Available facilities to offer programs	±	-	-
TOTAL +	7	3 ½	3

Note : Values: + is 1, - is 0, ± is 0.5

This synthesis demonstrates clearly that the University of Alberta can best offer French language college programs through Campus Saint-Jean (p.16).

## SECTION C: MARKETABILITY ASSESSMENT

### Results of Student Demand Analysis

### Potential clientele

The data have been taken from the 2005 Alberta Advanced Education feasibility study:

Since there is no French language college operating west of Winnipeg, the potential clientele has been identified for the region encompassing the three western provinces and the Yukon and Northwest Territories.

The potential clientele for French language college programs is composed of two categories of individuals – students graduating from school with appropriate French language skills and bilingual individuals already in the job market wanting to upgrade, in the French language, their employability and/or their linguistic skills.

The proposed selection of courses was based on three factors: job prospects and labour market demand in the areas; student preferences as per an extensive survey carried out in the feasibility study phase, and clustering of programming options around a common core. Actual program selection in the future will consider these variables as well as program cost, availability of funding, alternative sources for the programs and availability of partnerships.

Data on school enrolments in French immersion and Francophone programs for the region are:

#### (1) K-12 enrolments (2004-2005)

##### Francophone education

Grade levels	ALTA	BC	SASK	YU	NWT	Totals
K	442	425	109	15	18	1009
1	424	392	95	13	18	942
2	361	392	87	7	12	859
3	390	400	104	10	18	922
4	362	372	95	10	17	856
5	327	289	98	14	14	742
6	333	281	86	10	9	719
7	268	232	75	12	9	596
8	252	200	80	8	7	547
9	239	138	67	7	6	457
10	161	117	61	5	6	350
11	137	117	64	4	-	322
12	143	98	33	6	-	280
<b>Totals</b>	<b>3839</b>	<b>3453</b>	<b>1054</b>	<b>121</b>	<b>128</b>	<b>8595</b>

##### French immersion education

Grade Levels	ALTA	B C	SASK	YU	NWT	Totals
K	3467	3870	1015	51	47	8450
1	3276	3885	974	61	38	8234
2	2869	3383	883	48	45	7228
3	2658	3047	760	33	30	6528
4	2541	2632	645	31	75	5924
5	2158	2639	660	24	59	5540
6	2075	3705	600	30	64	6474
7	2826	3085	601	26	62	6600
8	2337	2708	543	20	54	5662
9	2111	2179	564	27	47	4928
10	1538	1874	468	20	38	3938
11	1338	1617	445	22	34	3456
12	1100	1361	492	18	19	2990
<b>Totals</b>	<b>30294</b>	<b>35985</b>	<b>8650</b>	<b>411</b>	<b>612</b>	<b>75950</b>



Surveys undertaken in 2003-2004 with grade 10-11-12 French immersion and Francophone program students in Alberta demonstrated a significant level of interest in the pursuit of postsecondary education in French at the college level. Students were requested to indicate their interest in pursuing college level training in French as well as identifying their 3 priority areas of study. Over 2000 students responded to the survey and approximately 700 indicated an interest in pursuing their education in French college programs.

Programs	Students
Radio and Television Arts	173
Licensed Practical Nurse	152
Journalism	152
Graphic and Media Arts	140
Police Services	138
Tourism	134
Travel Agent	131
Business Administration	99
Administration Assistant	96
Child Care	68
Personal Support Services	55
Teacher Aide	46
Correctional Services	43
Other	226

While data for students enrolled in French as a second language programs (FSL) have not been included in the above tables, there is some potential with this group of students. While we can be more certain that students graduating from the French immersion and Francophone programs have the necessary linguistic skills to succeed in French language college programs, the same certainty is not possible with students graduating from FSL programs because of the variety of programs offered and available to students. For example, in Alberta schools, programs can range from those that begin teaching French in kindergarten or grade one, in grade 4, in grade 7 or in grade 10. Also, FSL courses do not have grade 12 diploma exams to evaluate, in a systemic manner, the level of linguistic competence of FSL students as do diploma exams in *Français 30* and French Language Arts 30 for students in Francophone and French immersion respectively.

In Alberta schools this school year, 116,137 students (21% of K-12 population) are enrolled in FSL programs. In B.C. there are 261,000 students enrolled in FSL programs during this school year. This number represents 41% of B.C.'s school age population. It is conceivable that the implementation of the compulsory second language requirement for grades 4 to 9 beginning September 2006 in Alberta schools will increase enrolments in FSL to levels similar to those in B.C. That being the case, FSL enrolments in Alberta could reach 230,000 students if the second language school requirement has a similar impact here as in B.C. where their second language requirement applies in grades 5 to 8.

In Saskatchewan schools this year, there are 65,630 students enrolled in FSL programs this school year.

**(2) Bilingual adult populations:**

The 2001 census of Canada identified citizens with bilingual skills in Canada’s two official languages. For the region pertinent to this study, this census data is as follows:

Jurisdiction	French only	French & English
Saskatchewan	355	49,000
Alberta	1,890	202,905
British Columbia	1,815	269,260
Yukon Territory	50	2,890
Northwest Territories	35	3,130
<b>Totals</b>	<b>4,145</b>	<b>526,985</b>

This data is significant to the extent that enrolments in English language programs in Edmonton – MacEwan and NAIT – are composed of approximately 50% by individuals categorized as “adults” – 20 years of age or more (Bissonnette, 2005, p. 5 – 6).

**Results of Economic Demand Analysis and Employability Outcomes**

**Labour Market Needs**

Again the data from the 2005 Alberta Advanced Education feasibility study are presented:

While the timeline for this feasibility study did not permit the undertaking of systematic surveys of labour market needs for bilingual personnel, many contacts were established (Appendix 1 p 23) to determine areas of significant potential need.

As a country with English and French as official languages, there are significant areas of need for bilingual personnel – (1) the federal civil service, (2) the business sector, (3) the tourism and hotel sector, and (4) the education and health sectors.

**(1) The federal civil service**

To meet the requirements of the Official Languages Act, the federal government must staff its civil service in a manner to ensure services and programs in the two languages. To this end, the federal civil service complement of ± 165,000 personnel is staffed by ± 65,000 bilingual individuals. This complement of personnel crosses all categories of staffing:

**Language Requirements of positions in the Public Service, by Occupational Category (2003)**

Category	Bilingual	Unilingual	Incomplete record	Total
Management	3,187 (84.5%)	583	0	3,770
Scientific/Professional	9,675 (42.4%)	13,066	99	22,840
Admin. & Foreign service	32,845 (49.8%)	32,749	305	65,899
Technical	4,416 (26.1%)	12,474	42	16,932
Administrative support	10,465 (31.1%)	22,999	108	33,571
Operational	1,994 (0.9%)	18,174	107	20,275
<b>Total</b>	<b>62,582 (38.3%)</b>	<b>100,044 (61.3%)</b>	<b>661 (0.4%)</b>	<b>163,287 (100%)</b>

It is important to note that, while 38.3% of federal civil service positions are designated bilingual overall, much higher proportions of positions requiring postsecondary education require bilingual skills: Management – 84.5% and targeting 100% by 2008, Administrative/Foreign service – 48.8% and Scientific/Professional – 42.4%.

While the table below shows that only 1,605 positions out of 35,598 are designated as bilingual for western and northern Canada, it would be a disadvantage to Albertans if they were not able to acquire and develop their linguistic skills to compete for the other 60,000+ bilingual positions in

the Federal civil service! Since Alberta has 10% of Canada's population, it would be appropriate to expect that approximately 10% of the 62,582 (6,200) bilingual positions be held by Albertans.

### Language Requirements of positions in the Public Service, by Region (2004)

Region	Bilingual positions	Unilingual positions	Incomplete records	Total
<b>Western and Northern Canada</b>	5% - 1,605	95% - 33,984	0% - 9	<b>35,598</b>
<b>Ontario (excluding NCR)</b>	10% - 2,079	90% - 18,244	0% - 7	<b>20,330</b>
<b>National Capital Region (NCR)</b>	64% - 44,798	36% - 25,031	0% - 249	<b>70,078</b>
<b>Quebec (excluding NCR)</b>	60% - 12,119	40% - 8,106	0% - 59	<b>20,284</b>
<b>New Brunswick</b>	49% - 2,649	51% - 2,746	0% - 24	<b>5,419</b>
<b>Other Atlantic provinces</b>	10% - 1,368	90% - 11,829	0% - 20	<b>13,217</b>
<b>Outside Canada</b>	80% - 603	20% - 150	0% - 0	<b>753</b>

Source: PCIS as of March 2004

It has often been decried that western Canada and Alberta, in particular, do not have political clout in Ottawa. While this may, in part, be attributable to the fact that, in the last decade, the majority of MPs elected from the west and Alberta have not been part of the governing party (though that was not the case with the Conservative government in the 1980's and early 1990's), it is also possibly attributable to the fact that westerners and Albertans do not, proportionately to their demographic weight, occupy senior and influential positions in the federal civil service which increasingly require bilingual skills.

The above data represents the labor market potential for bilingual individuals in the federal public service but it represents only 35% of positions in federal institutions and all other organizations that, under federal legislation, are subject to the Official Languages Act or parts thereof. In total, there are ±460,000 positions in these sectors which, if filled by bilingual personnel at the same rate as the federal civil service is, produce an additional ±115,000 bilingual positions. The table below identifies total numbers of positions in some crown corporations:

### Crown Corporation Employment

Crown Corporation	Employees
Canada Post	64,174
Canadian Broadcasting Corp.	6,929
Atomic Energy of Canada	3,456
Via Rail Canada	3,100
Canada Mortgage and Housing	1,850
Marine Atlantic	1,286
Business Development Bank Can.	1,200
Farm Credit Canada	1,000
Export Development Canada	992
<b>Total</b>	<b>83,987</b>

## (2) The business sector

The need for bilingual personnel in the business sector can be extrapolated, to some extent, as follows.

### a. Head offices of Canadian corporations

In 2002, Calgary had 204 head offices, second only to Toronto (470) and ahead of Montreal (174) and Vancouver (169). These head offices along with head offices situated elsewhere in Alberta, produced over 21,000 positions. While it was not possible to determine the level of bilingual personnel required by these head offices, it is safe to assume that bilingual personnel is required by some if not all of these head offices.

**Head office employment by province and territories**

	1999	2000	2001	2002
Newfoundland and Labrador	1076	952	984	988
Prince Edward Island	121	130	120	136
Nova Scotia	2,500	2,407	2,478	2,455
New Brunswick	3,985	3,261	2,951	4,013
Québec	41,853	41,512	39,420	40,846
Ontario	67,919	66,872	72,657	73,566
Manitoba	8,009	8,186	8,355	7,152
Saskatchewan	2,964	2,867	2,695	2,763
<b>Alberta</b>	<b>16,975</b>	<b>18,643</b>	<b>19,286</b>	<b>21,058</b>
British Columbia	19,592	16,848	16,566	16,505
Territories	56	56	80	80
Total	169,050	161,734	165,601	169,562

**Head office employment by selected cities**

City	1999	2000	2001	2002
Halifax	2,086	1,952	1,885	1,868
Québec City	1,757	1,926	1,972	2,550
Montréal	37,110	36,416	34,173	34,587
Ottawa	3,755	3,814	5,347	4,768
Toronto	51,394	50,982	54,684	56,022
Hamilton	1,855	1,797	2,002	2,358
Winnipeg	7,535	7,713	7,939	6,732
<b>Calgary</b>	<b>11,946</b>	<b>13,672</b>	<b>14,794</b>	<b>16,167</b>
<b>Edmonton</b>	<b>3,574</b>	<b>3,568</b>	<b>3,090</b>	<b>3,415</b>
Vancouver	17,295	14,630	14,523	14,515

b. External trade and exports

Alberta has significant trade relations with countries where French is a commonly used language. Fifty one countries, along with five observer states, make up the *Organisation Internationale de la Francophonie* (Francophone Commonwealth). While perhaps not a necessity, bilingual skills in trade dealings with these countries undoubtedly enhance some Alberta companies' chances in vying for exports there.

Alberta exports to western European countries, where French is commonly spoken (France, Belgium, Switzerland, Luxembourg), totaled approximately \$343M in 2004. This represents 30% of all trade with western European countries.

Exports to African countries in 2004 where French is commonly spoken (Algeria, Tunisia, Morocco, etc.) totaled \$123M. This corresponds to 60% of all trade with African nations.

Alberta's International Exports  
January – Dec 2004  
Alberta Economic Development

While overall data is not available for exports to Québec and New Brunswick, there is, undoubtedly, a need for bilingual personnel for companies and businesses involved in trade and exports with these provinces.

*Statistics Canada does not track Interprovincial trade between provinces; hence, we do not have any reliable export statistics for Alberta, to Quebec or New Brunswick. This has always been a challenge for Statistics Canada, as there are no formal mechanisms in place for capturing or reporting trade between Canada's provinces. As additional information, many years ago, we used to generate estimates of Alberta's Interprovincial trade, but the program was terminated as data sources dried up and data quality eroded. The only piece of Interprovincial information which we are still wrestling to*

*maintain (data quality eroding after BSE and related sensitivities) is our beef supply and disposition balance sheet. Our latest estimates suggest that in 2002 (prior to BSE), Alberta exported 124,302 tons of carcass and boxed beef valued at approximately \$506 million to Québec. Breakout for Québec in 2003 and 2004 is not available. Also, we do not have similar data for New Brunswick.*

April 2005  
Alberta Economic Development

### **(3) Tourism and hotel/convention industries**

Activities in the tourism sector aimed at French speaking clients from eastern Canada and Europe are developing. Travel Alberta in partnership with *La Chambre économique de l'Alberta* (CÉA) (Alberta French Language Chamber of Commerce) has developed a French language version of its website as part of an effort to attract French speaking tourists from elsewhere in Canada and Europe. The CÉA, in partnership with the *Collège de Matane* in Québec, is coordinating work experience placements in Alberta's tourism industry for 12 students this year.

Increasingly, convention organizers (EEDC) are faced with the challenge of being able to guarantee services in French to attract national conventions to the city. Along with convention services in French, the possibility of being able to offer hotels services in French is also an advantage to attracting national conventions.

### **(4) Education sector**

The education sector needs in college level education are in the areas of teacher-aides, preschool teachers, daycare workers. The greatest need is in the area of trained bilingual teacher-aides to supply the 150+ French immersion and Francophone schools educating their 32,000+ enrolled students. In addition, there are at least 50 French language pre-kindergartens, playschools and daycares in the province.

With the impending implementation of compulsory second language requirements in Alberta schools and the lack of qualified teachers to do so, French language college programs could become an important supplier of personnel with appropriate language skills to support.

### **(5) Health sector**

The federal government's Action Plan on the Official Languages (2003-2008) targets considerable resources to the training of health workers in the French language to permit Francophones, outside Québec to have access to certain health programs and services in French. Resources are available for these programs through the *Consortium de formation en santé* (CNFS) (National Consortium for Health Training in French). *Réseau santé* (Western Canada Health Network) has been created of representatives from Alberta, British Columbia, the Yukon and the Northwest Territories in order to develop and implement a strategic plan flowing from the national strategy. It has defined the following areas of college level health sector French language training needs for the next three years (2005-2008):

- a. Personal and Home care aides;
- b. Medical secretary;
- c. Dental hygiene/assistant;
- d. Health & social service administration; and
- e. Language upgrading for healthcare workers. (Bissonnette, 2005, p. 6 to 10).

**Risk and losses of not creating the Collège**

A decision not to create the Collège would maintain the gap that exists in Alberta's post-secondary education system. There is presently very little opportunity for students completing secondary French or French Immersion studies to attend college level programs in French. There are also few French professional development opportunities for workers employed in Alberta. The Ministry of Advanced Education has recognized the problem and is prepared to invest in supporting the development of appropriate programs. The time is right for the creation of the Collège Saint-Jean at Campus Saint-Jean.

**Statement of Potential Risks**

Staff at Campus Saint-Jean have all the requisite knowledge and abilities to implement college level programs. The greatest risks are of a financial nature. To ensure sustainability of the Collège the following steps will be taken:

1. Adequate funding from the Ministry of Advanced Education will be sought in order to allow for proper implementation.
2. College level programs will not compete for Access funds within the University of Alberta's allocation. Rather it will be requested that the proposals be considered with other college level programming.
3. Additional Federal funding will be sought and it will be kept separate from the allocation for university needs. Where there are shared services, a charge-back system will be implemented.
4. Fund-raising will be implemented to create scholarship and bursary funds. These funds will be handled according to U of A policies through the Office of the Registrar and Student Awards.
5. Since students of the Collège will be University of Alberta students, they will pay additional fees as other students and they will enjoy the same access to university services.
6. The programs are not meant to operate on a cost-recovery basis and they will be funded through the University of Alberta as regular programs by a combination of provincial and federal government funding. Discrete funding will be sought for core operating. Programs will be funded individually under the Alberta Advanced Education Enrolment Planning Envelope funding (formerly ACCESS). The francophone community will be helpful in providing development support for student assistance and student mobility.

**Evidence of support from employers [eg, industry], professional organizations, other institutions, interested individuals**

Letters of support from :

- Denis Collette, *Centre de santé Saint-Thomas*
- Jean Johnson, *Association canadienne-française de l'Alberta*
- Suzanne Corneau, *Accès-Emploi*
- Frank Saulnier, *La Chambre économique de l'Alberta*
- Henri Lemire, *Conseil scolaire Centre-Nord \**
- Laurie Hodge, *Canadian Parents for French-Alberta*
- Douglas Aitkenhead, *Elk Island CSR Division No.41*

- Joan Carr, Edmonton Catholic Schools
- Lee Lucente, College of Alberta School of Superintendents
- Gordon Thomas, Alberta Teachers' Association

\* requested, but still not received 11-15-07

## SECTION D: DEMONSTRATION OF FINANCIAL VIABILITY

**Annual Budget and Funding Sources** Appendix B contains the financial information for the Collège:

- a core operating budget
- a sample budget for each of the proposed program clusters

Collège Saint-Jean is not a cost-recovery program: it will be largely funded by provincial government contributions with possible complementary funding from the federal government. Tuition revenues will be collected by the University of Alberta which will provide limited base funding for the program. Community support will be sought for scholarships and bursaries. The Francophone community in Alberta is heavily taxed to support community initiatives hence their contributions will be limited (Centre Saint-Thomas \$50M., La Cité expansion \$12M., Science Centre-CSJ \$40M., Monument à la legislature \$125K.)

**Anticipated Impact on Internal Resources** CSJ has already rented classroom space for the 2008-09 year that will facilitate accommodation of Collège students in the first year. Existing library facilities and computer network support can address the initial demands of the programs. Provisions in the Collège's budget have been allocated to provide funds for other resources such as recruitment, admission, registration services and student support. The new science building will provide space for currently projected enrolments (either directly or through repurposing of existing laboratory space). Residence facilities will also be further taxed and discussions have been initiated around construction of a second residence at Campus Saint-Jean.

**Anticipated Financial Impact on Students and Students Finance (SF)** The fee structure for the programs will be set annually by the University at a level consistent with similar community college programs offered in the province. It is expected that access to Students Finance will be in the same percentage as students attending university programs, recognizing that there may be a larger proportion of students attending from outside of the Edmonton region.

## SECTION E: EVALUATION PLAN

**Procedures for Evaluation** The Collège will employ a number of measures to evaluate the performance and success of the programs on an annual basis. Performance measures will be assessed and feedback from students, employers and the community will be integrated into follow-up actions.

The evaluation team will be composed of the Dean of CSJ, the Director of the Collège, the Chair, a staff member, and a student from the Collège's Administration Council.

Every five years the Collège will be reviewed by an external review committee. Members of the team would be selected by the Dean of CSJ.

**Performance Measures and Expected Outcomes or Performance Targets**

The performance measures that will attest to the success of the programs will be as follows:

- quality of programs
- quality of instruction
- quality and quantity of opportunities for practice-based learning
- a sustained enrollment
- 75% or better of students completing the program requirements
- 97% of graduates finding employment (according to applicable provincial standards)
- levels of satisfaction of students and graduates
- levels of satisfaction of employers
- levels of satisfaction of instructors
- financial sustainability

**SECTION F: SPACE NEEDS** *(if applicable)*

**Total Space Needs for the New Project**

In the very short term (2008-09) provisions have been made to accommodate the program. Nevertheless, office space and classroom space is at a premium. The construction of the proposed Science building will alleviate the looming shortage of space. The preliminary business plan and the space utilization plan on this building have been approved and detailed planning is proceeding.

**SECTION G: REQUIRED CONSULTATIONS AND APPENDICES**

**Faculty Council Approval**

September 29, 2006

**Support from Other University Academic Units, Associations (Professional; Student), Accrediting Agencies, *et al***

Letters of support from :

- Dean, Faculty of Arts \*
- Dean, School of Business \*
- Dean, Augustana Campus \*
- Dean, Faculty of Education \*

\* requested, but still not received 11-15-07



<b>Office of the Registrar and Student Awards</b>	After consultation with the Office of the Registrar it was initially agreed that CSJ would administer admissions, registration and management of academic files. However, the Registrar's Office has reviewed its role and it is now projected that these students will be treated the same way as university-level students, with the Registrar's Office ensuring their full integration into existing systems. The cost of this integration is projected at \$50,000 not included in the pre submission for the Collège). A separate request for funding of those changes will be forwarded with this request. Scholarships and Bursaries will be handled by the Office of the Registrar and Student Awards.
<b>Computing and Network Services</b>	Students will require computing ID's and access to Network services.
<b>Library Administration</b>	See Appendix D - Library Impact Statement.
<b>Facilities and Operations (regarding space requirements/needs)</b>	Space plan for the proposed Science building has already been approved.
<b>Human Resources Impact</b>	The number of additional sessional hires will be limited to less than five initially, since some courses will be offered by tenured professors (for example, French, Economics, etc.)
<b>Student Services</b>	Students will participate in Student Services to the same degree as CSJ university level students.
<b>AAS:UA/NASA</b>	Staff for the Collège will be hired according to AAS :UA or NASA Collective Agreements.
<b>APPENDICES</b>	<p>Appendix A – Listing of courses in the programs</p> <p>Appendix B – Financial information</p> <p>Appendix C – Letters of support</p> <p>Appendix D – Library Impact Statement</p> <p>Appendix E – Memo. from Registrar re: cost of PeopleSoft upgrade</p>

# Collège Saint-Jean

## **APPENDIX A – Listing of courses in the programs**

## Section I – Business Programs Cluster Profiles

### Core Courses

#### 1<sup>st</sup> term

Communications d'affaires I – Business Communications I  
Comportement organisationnel I – Organisational Behavior I  
Introduction à la comptabilité – Intro to Accounting  
Introduction au marketing – Intro to Marketing

#### 2<sup>nd</sup> term

Communications d'affaires II – Business Communications II  
Microinformatiques d'affaires – Computers in Business  
Économie II – Macroeconomics

#### 3<sup>rd</sup> term

Stratégies d'affaires – Organisational Behavior II  
Droit & éthique d'affaires - Business Law  
Comptabilité spécialisée – Managerial Accounting

#### 4<sup>th</sup> term

Entrepreneurship  
Communication d'affaires III – Business Communications III  
Gestion de projets – Project Management

**Administration des Affaires**  
Business Administration  
(2 year Diploma)

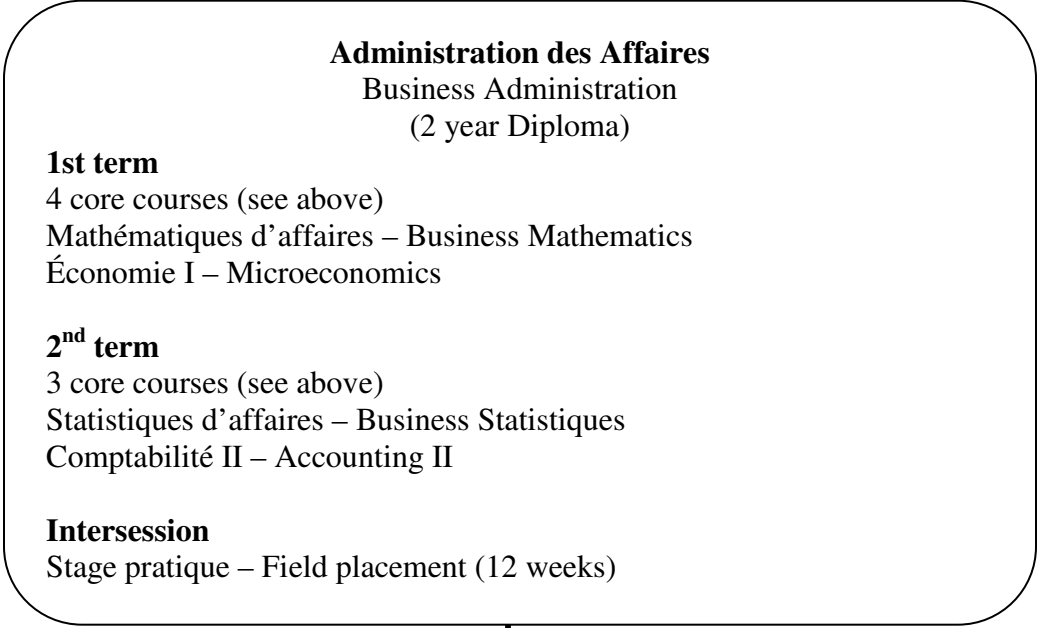
See list of remaining courses  
below

**Tourisme**  
Tourism  
(2 year Diploma)

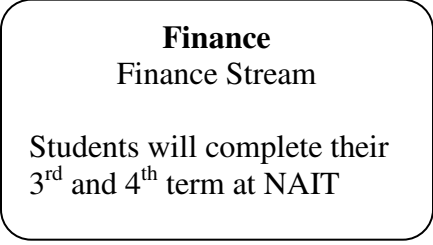
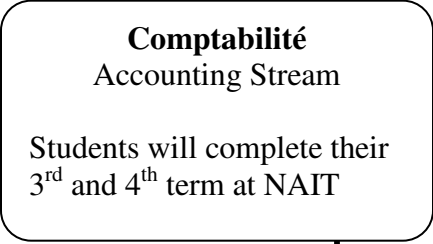
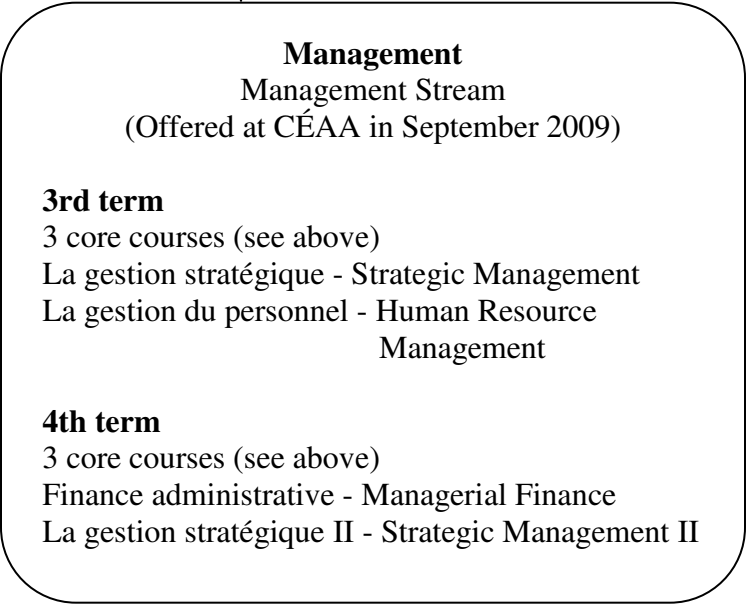
See list of remaining courses  
below

**Communications – Relations Publiques**  
Communications – Public relations  
(2 year Diploma)

See list of remaining courses below



**4 STREAMS:**



**Tourisme**  
Tourism  
(2 year Diploma)

**1st term**

4 core courses (see above)

Les produits et services touristiques – Products and Services in the Tourist Industry

Attraites touristiques de l'Alberta – Tourist attractions in Alberta

**2<sup>nd</sup> term**

3 core courses (see above)

Introduction à l'industrie de tourisme – Introduction to Tourism

Attraites touristiques : Canada, États-Unis, Mexique – Tourist attractions in Canada, US and Mexico

**Intersession**

Stage pratique – Field Placement (12 weeks)

**3rd term**

Diversité culturelle – Cultural Diversity

Techniques de recherche – Research techniques

Développement de forfaits – Developing all-inclusive vacations

Accueil et animation des clientèles touristiques – Organising and Managing Client Groups

Tourisme d'aventure et écotourisme – Adventure and Eco Tourism

**4th term**

Communication d'affaires III – Business communications III (core with Business Administration)

Guide Touristique – Travel Guides

Organisation d'activités spéciales – Organising special activities

Gestion des ressources humaines- Human resource management

Hébergement : ses produits et ses services – Accommodations : Products and Services

## **Communications – Relations Publiques**

Communications – Public Relations

(2 year Diploma)

### **1<sup>st</sup> term**

4 core courses (see above)

Option of either :

Économie I – Microeconomics (core with Business Administration)

Psychologie de développement I – Developmental Psychology (core with Early Childhood Development)

### **2<sup>nd</sup> term**

3 core courses (see above)

Statistiques d'affaires – Business Statistiques (core with Business Administration)

Option of either:

Rôles, responsabilités, et travail d'équipe – Effective Team Skills (core with Education)

Introduction à la recherche documentaire – Basic Research Skills (core with Early Childhood)

**Students would transfer to MacEwan College for the completion of their studies during 2008 and 2009.**

**Year 2 of the program would be offered as of May 2010**

### **Intersession**

Stage pratique – Field Placement (12 weeks)

### **3<sup>rd</sup> term**

La gestion publicitaire – Promotional Management (core with Marketing stream)

Stratégies d'affaires – Organisational Behaviour II (3rd term core course)

Relations publiques: Principes et pratiques - Public Relations Fundamentals and Practice

Les relations médiatiques - Media Relations and Mass Media

Les publications digitales I - Digital Publishing I

### **4<sup>th</sup> term**

Communication d'affaires III – Business Communications III (4<sup>th</sup> term core course)

Gestion de projet – Project Management ((4<sup>th</sup> term core course)

Les publication digitales II - Digital Publishing II

Recherche et planification en communication - Communications Research and Planning

Writing and Editing in English

## Core Courses

### 1st term

Psychologie de développement I - Developmental Psychology I  
Français I – French I

### 2<sup>nd</sup> term

Rôles, responsabilités, et travail d'équipe – Effective Team Skills  
L'enfant en santé – Health, Nutrition and Safety  
Français II – French II

## Petite enfance

Early Childhood Development  
(2 year Diploma)

### 1st term

Initiation au milieu de garde – Introduction to Early Childhood  
Introduction à la recherche documentaire – Basic Research Skills  
Rôle pédagogique du jeu – Learning through Play  
Stage d'observation I – Observation I

### 2<sup>nd</sup> term

Éveil musicale et psychomotricité – Mouvement and music  
Arts plastiques – Fine Arts with Children  
Communication interpersonnelle – Applied Communication Skills  
Développement de l'enfant II – Child development II  
Stage d'observation II – Observation II

### Intersession

Stage pratique II et III – Field placement II and III (12 weeks)

## Aide-enseignant

Teaching-assistant  
(1 year Certificate)

### 1st term

Le milieu éducatif – Working in Schools  
Les programmes scolaires – School curriculums  
Apprentissage de l'enfant I – Working with students I  
Stage d'orientation - School orientation

### 2<sup>nd</sup> term

Apprentissage de l'enfant II – Working with students II  
Gestion du comportement – Managing Student Behavior  
Ordinateurs en salle de classe – Technology in Education  
Dynamique personnelle positive – Effective Interpersonal  
Communications

### Intersession

Stage pratique – Practicum (6 weeks)

**End of program**

**Petite enfance**  
Early Childhood Development

**3<sup>rd</sup> term**

Littérature pour enfants et l'art de raconter - Children literature and storytelling

Développement de l'enfant III – Child development III

Science humaines et naturelles – Social Studies, Math and Science

L'importance de la famille – Family-centered Practice

Français III – French III

**4th term**

Diversité humaine – Cultural diversity

L'influence de la famille et de la community - Family and Community issues

Système de garde – Introduction to Out of School Care

Français IV - French IV

Stage pratique IV – Field placement IV (6 weeks)



### Section III– Community Development Cluster Profiles

#### **Animation Socio-Culturelle** Voluntary Sector Management (1 year Certificate)

##### **1<sup>st</sup> term**

Le secteur à but-non-lucratif au Canada – Introduction to the Voluntary/Nonprofit Sector in Canada  
Intervention communautaire et technique de travail - Community Building Through Collaboration  
Le développement et la gestion de programmes - Volunteer Program Development and Management  
Le recherche de fonds et la gestion des finances - Fundraising and Financial Management  
Préparer des rencontres efficaces - Conducting effective meetings  
Communications en français I – French communications I

##### **2<sup>nd</sup> term**

Marketing et relation publiques - Marketing and Public Relations  
Supervision et développement de bénévoles - Supervision and Development of Volunteers  
La gestion des ressources humaines - Managing Human Resources in Volunteer Programs  
Travailler avec un conseil d'administration et les comités - Working with Not-for-Profit Boards and Committees  
Communications en français II– French communications II

##### **Intersession**

Stage pratique – Field placement (6 weeks)

**Aide en soins de santé**  
Health Care Aide  
(Certificate)

**1st term**

Prestations des soins de santé - Wellness and Health Promotion  
Les relations interpersonnelles – Interpersonal communications  
Croissance et développement - Growth and Development  
Introduction à la gérontologie – Introduction to gerontology  
Activités de la vie quotidienne I - Activities of Daily Living I  
Activités de la vie quotidienne II – Activities of Daily Living II  
La sécurité en milieu de travail - Safety in the Environment  
Soins aux personnes âgées et aux malades chroniques - Palliative Care  
La prestation des soins à domicile – Homemaking  
Communications en français I – Communications in French I

**2<sup>nd</sup> term**

Stage clinique – Practicum (4 weeks)

Note: Program is completed in 20 weeks of full-time attendance

## **Appendix B**

### **Budgets**

**Collège Saint-Jean  
Budget**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments
Students	0	50	190	262	277	300	
<b>PROGRAM COSTS</b>							
1. Business Cluster		217 186	419 281	488 125	573 103	574 817	3 two-year diplomas, including 1 with 4 streams
2. Education Cluster		0	218 115	314 424	313 252	317 316	Two-year diploma + 1 year certificate
3. Personal Care Aide Cluster		0	128 215	107 553	108 218	113 500	Certificate (20 weeks full-time)
4. Voluntary Sector Management Cluster		0	126 415	122 162	122 876	126 208	One-year certificate
5. Program / Course Development	115 000	355 000	110 000	75 000	40 000	40 000	Reflects program/cost development for all 4 clusters
<b>Total Program Costs</b>	<b>115 000</b>	<b>572 186</b>	<b>1 002 027</b>	<b>1 107 263</b>	<b>1 157 448</b>	<b>1 171 840</b>	
<b>Operational Infrastructure</b>							
<b>Salaries and Benefits</b>							
Director	98 800	101 764	104 817	107 961	111 200	114 536	
Financial Officer		69 561	71 648	73 797	76 011	78 292	
Administrative Support - General		46 443	47 604	97 588	100 028	102 529	Gr. 7 + 5% Language Pay; increases of 2.5%-3.9%/yr
Administrative Support - Registration Services		23 221	23 802	47 604	48 794	50 014	
Administrative Support - Student Services		23 221	23 802	47 604	48 794	50 014	Variable as student numbers increase
Administrative Support - Library Personnel		69 223	70 954	72 727	74 546	76 409	Reference Library Impact Study
Administrative Support - Linguistic Support		23 221	23 802	47 604	48 794	50 014	Cultural Coordinator
Benefits (20%)		71 331	73 286	98 977	101 633	104 361	
<b>Sub-total Salaries &amp; Benefits</b>	<b>98 800</b>	<b>427 985</b>	<b>439 714</b>	<b>593 864</b>	<b>609 801</b>	<b>626 169</b>	
<b>ADMINISTRATIVE COSTS</b>							
Rent/Lease	0	30 000	30 000	30 000	0	0	Rent in effect until new science building constructed
Furniture - office	55 000	6 000	6 000	6 000	6 000	6 000	
Office equipment	75 000	6 000	6 000	6 000	6 000	6 000	computers, printers, fax, PDAs, server
Office services	0	9 000	12 000	15 000	19 000	19 000	phone, Id, photocopier, internet
Office supplies	0	4 000	8 000	10 000	11 000	11 000	Misc. stationary
Meetings	0	1 250	1 500	1 750	2 000	2 000	
Travel	0	3 500	4 000	4 500	5 000	5 000	
Relocation of Instructors	20 000	20 000	20 000	20 000	20 000	0	Needed at start-up; part of course dev preparations 1st year of program
Recruitment services	55 000	55 000	60 000	60 000	65 000	55 000	Shared with CSJ; not expected to fluctuate with student numbers
Library services - collection	53 000	38 500	38 500	38 500	38 500	38 500	Reference Library Impact Study
Student Field Placement; Employment Support	0	20 000	40 000	50 000	60 000	60 000	New endeavour but essential to the vision
Web Design	45 000	7 000	7 000	20 000	10 000	10 000	Design, information gathering, maintenance
<b>Sub-total Administrative Costs</b>	<b>303 000</b>	<b>200 250</b>	<b>233 000</b>	<b>261 750</b>	<b>242 500</b>	<b>212 500</b>	
<b>Total Operational Infrastructure</b>	<b>401 800</b>	<b>628 235</b>	<b>672 714</b>	<b>855 614</b>	<b>852 301</b>	<b>838 669</b>	
<b>INSTITUTIONAL COSTS</b>	<b>77 520</b>	<b>180 063</b>	<b>251 211</b>	<b>294 432</b>	<b>301 462</b>	<b>301 576</b>	15% of Program Costs + Faculty costs; incl. PeopleSoft Upgrade
<b>TOTAL CORE BUDGET</b>	<b>594 320</b>	<b>1 380 484</b>	<b>1 925 952</b>	<b>2 257 308</b>	<b>2 311 212</b>	<b>2 312 085</b>	

**Collège Saint-Jean  
Business Cluster**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments					
		# of sect.	# of sect.	# of sect.	# of sect.	# of sect.						
<b>Students</b>		50	95 + 25	120 + 57	120 + 72	140 + 75	3 two-year diplomas, including 1 with 4 streams					
<b>Salaries</b>												
Academic Staff		138 000	23	282 000	47	342 000	57	408 000	68	408 000	68	\$6,000 per section
Non-academic		22 655	0,5	46 443	1	47 604	1	48 794	1	50 014	1	
Benefits (20%)		32 131		65 689		77 921		91 359		91 603		
<b>Sub-total Salaries &amp; Benefits</b>		<b>192 786</b>		<b>394 131</b>		<b>467 525</b>		<b>548 153</b>		<b>549 617</b>		
<b>Operating</b>												
Course Development **	115 000	120 000		50 000		55 000		20 000		20 000		Course development for 3 two-year diplomas, including 1 with 4 streams, is costed over 4 years; in 2011, year 2 of the accounting and finance streams would be integrated from NAIT (10 sections); in 2012, year 2 of the Public Relations Diploma would be integrated from GMCC (11 sections).
Communications/marketing		8 000		8 000		10 000		10 000		10 000		PR /advertisement
Capital items		8 000		8 000		2 000		4 000		4 000		computers @\$2,000
Office furniture		2 400		2 400		600		1 200		1 200		Desk, chair and shelving unit for \$600
Equipment		2 500		2 500		3 000		3 500		3 500		items under \$750
Reference books		2 000		2 000		2 000		2 000		2 000		
Office supplies		1 000		1 500		2 000		3 000		3 000		
Meetings		500		750		1 000		1 250		1 500		
Rent / lease		0		0		0		0		0		
<b>Sub-total Operating</b>		<b>24 400</b>		<b>25 150</b>		<b>20 600</b>		<b>24 950</b>		<b>25 200</b>		
<b>TOTAL</b>		<b>217 186</b>		<b>419 281</b>		<b>488 125</b>		<b>573 103</b>		<b>574 817</b>		

**B-3**

**\*\*Note: Course Development Expenses are not reflected in the overall total of the Business Cluster, but are in the Budget under 'Program/Course Development'.**

**Collège Saint-Jean**  
**Education Cluster**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments				
		# of sect.	# of sect.	# of sect.	# of sect.	# of sect.					
<b>Students</b>		0	40	40 + 15	40 + 15	40 + 15	two-year diploma + one-year certificate				
<b>Salaries</b>											
Academic Staff		0 0	144 000	24	204 000	34	204 000	34	204 000	34	\$6,000 per section
Non-academic		0	23 221	0,5	47 603	1	48 793	1	50 013	1	
Benefits (20%)		0	33 444		50 321		50 559		50 803		
<b>Sub-total Salaries &amp; Benefits</b>		<b>0</b>	<b>200 665</b>		<b>301 924</b>		<b>303 352</b>		<b>304 816</b>		
<b>Operating</b>											
Course Development**		120 000	50 000		10 000		10 000		10 000		Course development for a two-year diploma and one-year certificate is costed over two years and the remaining cost are considered maintenance.
Communications/marketing		0	5 000		5 000		5 000		5 000		PR /advertisement
Capital items		0	6 000		2 000		0		2 000		computers @\$2,000
Office furniture		0	1 800		600		0		600		Desk, chair and shelving unit for \$600
Equipment		0	1 500		1 500		1 500		1 500		items under \$750
Reference books		0	1 200		1 200		1 200		1 200		
Office supplies		0	1 200		1 200		1 200		1 200		
Meetings		0	750		1 000		1 000		1 000		
Rent / lease		0	0		0		0		0		
<b>Sub-total Operating</b>		<b>0</b>	<b>17 450</b>		<b>12 500</b>		<b>9 900</b>		<b>12 500</b>		
<b>TOTAL</b>		<b>0</b>	<b>218 115</b>		<b>314 424</b>		<b>313 252</b>		<b>317 316</b>		

B-4

\*\*Note: Course Development Expenses are not reflected in the overall total of the Education Cluster, but are in the Budget under 'Program/Course Development'.

**Collège Saint-Jean**  
**Personal Care Aide Program**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments
		# of sect.	# of sect.	# of sect.	# of sect.	# of sect.	
<b>Students</b>		0	15	15	15	15	Certificate (20 weeks full-time)
<b>Salaries</b>							
Academic Staff		0	66 000	11	66 000	11	\$6,000 per section
Non-academic		0	23 221	0,5	23 802	0,5	
Benefits (20%)		0	17 844		10 552	10 622	
<b>Sub-total Salaries &amp; Benefits</b>		<b>0</b>	<b>107 065</b>		<b>100 353</b>	<b>101 018</b>	<b>101 700</b>
<b>Operating</b>							
Course Development**		55 000	5 000	5 000	5 000	5 000	Either development of new courses or adaptation of existing materials from partner institutions - in year one 11 courses will be developed.
Communications/marketing		0	2 500	2 500	2 500	2 500	PR /advertisement
Office furniture		0	1 200	0	0	600	desk, chair and shelving unit for \$600
Equipment		0	1 500	1 500	1 500	1 500	items under \$750
Reference books		0	1 200	1 200	1 200	1 200	
Office supplies		0	1 000	1 000	1 000	1 000	
Meetings		0	750	1 000	1 000	1 000	
Rent / lease		0	0	0	0	0	
<b>Sub-total Operating</b>		<b>0</b>	<b>8 150</b>	<b>7 200</b>	<b>7 200</b>	<b>7 800</b>	
<b>Capital items</b>							
computers		0	4 000	0	0	2 000	computers @ \$2000
hospital beds			6 000			1 000	3 beds @ \$2000
lifting devices			3 000			1 000	2 @ \$1500
<b>Sub-total Capital</b>			<b>13 000</b>	<b>0</b>	<b>0</b>	<b>4 000</b>	
<b>TOTAL</b>		<b>0</b>	<b>128 215</b>	<b>107 553</b>	<b>108 218</b>	<b>113 500</b>	

**B-5**

**\*\*Note: Course Development Expenses are not reflected in the overall total of the Personal Care Aide Program, but are in the Budget under 'Program/Course Development'.**

**Collège Saint-Jean**  
**Voluntary Sector Management**

Description	Start-up 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Annual On-going	Comments				
<b>Students</b>		0	15	15	15	15					one-year certificate
<b>Salaries</b>											
Academic Staff		0	72 000	72 000	72 000	72 000					\$6,000 per section
Non-academic		0	23 221	23 802	24 397	25 006					
Benefits (20%)		0	19 044	19 160	19 279	19 401					
<b>Sub-total Salaries &amp; Benefits</b>		<b>0</b>	<b>114 265</b>	<b>114 962</b>	<b>115 676</b>	<b>116 408</b>					
<b>Operating</b>											
Course Development**		60 000	5 000	5 000	5 000	5 000					Either development of new courses or adaptation of existing materials from partner institutions - in year one 12 courses will be developed.
Communications/marketing		0	2 500	2 500	2 500	2 500					PR /advertisement
Office furniture		0	1 200	0	0	600					Desk, chair and shelving unit for \$600
Capital items		0	4 000	0	0	2 000					computers @2000
Equipment		0	1 500	1 500	1 500	1 500					items under \$750
Reference books		0	1 200	1 200	1 200	1 200					
Office supplies		0	1 000	1 000	1 000	1 000					
Meetings		0	750	1 000	1 000	1 000					
Rent / lease		0	0	0	0	0					
<b>Sub-total Operating</b>		<b>0</b>	<b>12 150</b>	<b>7 200</b>	<b>7 200</b>	<b>9 800</b>					
<b>TOTAL</b>		<b>0</b>	<b>126 415</b>	<b>122 162</b>	<b>122 876</b>	<b>126 208</b>					

B-6

\*\*Note: Course Development Expenses are not reflected in the overall total of the Voluntary Sector Management, but are in the Budget under 'Program/Course Development'.



**Appendix C**  
**Letters of support**



Le 31 août 2006

Monsieur Marc Arnal  
University of Alberta  
Campus Saint-Jean  
8406 rue Marie-Anne-Gaboury  
Edmonton, Alberta T6C 4G9

Monsieur le Doyen,

C'est avec grand intérêt et enthousiasme que nous avons pris connaissance de votre projet de création du *Centre d'études appliquées de l'Alberta (CEAA)*.

Comme vous le savez, notre organisme est dédié aux francophones qui sont à la recherche d'un emploi ici à Edmonton, dans le but de s'y établir.

À ce titre, nous sommes en mesure de constater à quel point il est difficile, et ce pour plusieurs de nos candidats, de voir leur formation reconnue ici en Alberta. Nous croyons que la venue de ce *Centre* permettrait à plusieurs francophones de mettre leurs connaissances à niveau et par conséquent, d'accroître leurs perspectives d'emploi.

Qui plus est, nombreux sont les candidats qui souhaiteraient pouvoir poursuivre ou tout simplement compléter une formation débutée ailleurs, sans pour autant avoir l'obligation de s'inscrire à un programme d'études universitaires.

Nous ne pouvons que saluer cette initiative du Campus Saint-Jean et nous y donnons notre appui sans aucune réserve.

En espérant que votre projet se réalise dans un très proche avenir, recevez monsieur le Doyen, nos salutations les plus cordiales.

Suzanne Corneau  
Directrice  
Accès-Emploi



*Alberta Branch*

Office: Room 211 15120 104 Avenue  
Mail: Kingsway Postal Outlet  
Box 34094  
Edmonton, Alberta T5G 3G4

Tel: (780) 433-7311  
1-800-433-6036  
Fax: (780) 433-7306  
Email: [info@cpfalta.ab.ca](mailto:info@cpfalta.ab.ca)  
[www.cpfalta.ab.ca](http://www.cpfalta.ab.ca)

August 28, 2006

Dean Marc Arnal  
Campus Saint-Jean  
8406 rue Marie-Anne-Gaboury  
Edmonton, Alberta T6C 4G9

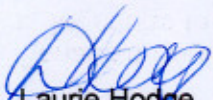
Re: **French Centre for Applied Learning**

Canadian Parents for French, Alberta Branch is pleased to extend its support to Campus Saint-Jean in its efforts to secure college-level accredited programming within this campus of the University of Alberta.

As more and more students progress from FSL programs, notably French Immersion, to post-secondary, the opportunities to continue their studies in French are diminishing as a result of increased demand and program options. We see this opportunity as an ideal fit with CSJ's excellent program offering and reputation and the increased demand for options expressed by bilingual secondary graduates.

On behalf of Canadian Parents for French, please be advised we will offer our support and assistance in any way we can to see this project to fruition on behalf of our students and community.

Good luck!

  
Laurie Hodge  
Executive Director



## La Chambre économique de l'Alberta

**Siège social (Edmonton)**  
8929, 82 Avenue  
Edmonton, AB T6C 0Z2  
Tél. : 780-414-6125  
Sans frais : 888-414-6123  
Téléex. : 780-414-2885  
Courriel : cea@lacea.ab.ca

**Bureau de Calgary**  
Pièce 101  
1000, 8 Ave. S.-O.  
Calgary, AB T2P 3M7  
Tél. : 403-802-0880  
Téléex. : 403-234-0670

**Bureau de Saint-Paul**  
Casier postal 38  
4918B, 50 Avenue  
Saint-Paul, AB T0A 3A0  
Tél. : 780-645-1195  
Téléex. : 780-645-2023

**Bureau de Falher**  
Casier postal 628  
14, rue Principale Sud  
Falher, AB T0H 1M0  
Tél. : 780-837-3700  
Téléex. : 780-837-3701

w w w . l a c e a . a b . c a

Le 15 août 2006

M. Marc Arnal, Doyen  
Campus St-Jean  
8406, rue M-A-G (91 Street)  
Edmonton, AB T6C 4G9



### Objet : Projet de marketing communautaire

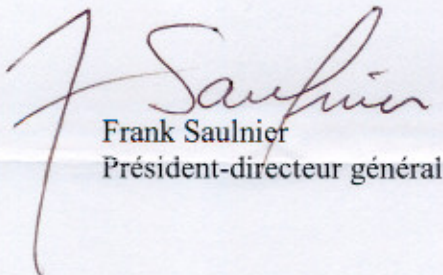
Cher Monsieur Arnal,

Faisant suite à votre lettre du 26 juillet 2006, La Chambre économique de l'Alberta supporte les programmes proposés dans les trois grands domaines suggérés.

Ces programmes sont toujours sur la liste de priorités de La CÉA tel que demandé lors du début des consultations sur la formation du collège. Nous avons aussi collaboré étroitement avec M. Bissonnette lorsqu'il a complété l'étude de faisabilité.

La CÉA souhaite l'intégration de ces programmes à l'intérieur du Centre d'études appliquées de l'Alberta (CÉAA).

Veillez accepter, cher Monsieur Arnal, l'expression de mes salutations distinguées.

  
Frank Saulnier  
Président-directeur général

**RDEE** Alberta Membre de RDEE Canada

La communauté francophone offre une valeur ajoutée au développement économique et touristique de l'Alberta

The francophone community offers a value added advantage to the economic and tourism development of Alberta



## Association canadienne-française de l'Alberta



8627, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue), bur. 303  
Edmonton (Alberta) T6C 3N1  
Téléphone: (780) 466-1680  
Télécopieur: (780) 465-6773  
Courriel: acfaprov@acfa.ab.ca  
Internet: www.acfa.ab.ca

Edmonton, 2 August, 2006

Dr. Marc Arnal  
Dean  
Campus Saint-Jean  
8406 rue Marie-Anne-Gaboury  
Edmonton AB  
T6C 3N1

### Re : Support for the « Centre d'études appliquées de l'Alberta »

Dr. Arnal,

On behalf of the Association canadienne-française (ACFA) Board of Directors, I wish to offer our support in the strongest terms possible for the creation of the *Centre d'études appliquées de l'Alberta (CÉAA)* of the University of Alberta.

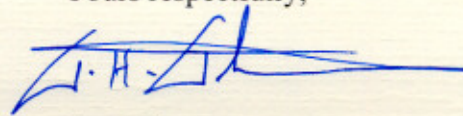
The Francophone community of Alberta has been growing in numbers and in vitality in recent years. As a result, the pressures to train a competent, bilingual work force in Alberta have been extremely high. Over the past 10 years, the public, private and community sectors have been in full expansion. The Francophone school system has doubled in the number of students and schools since 1998 and that rate of growth is expected to continue for many years to come. Increased demand for French services in the health and social services sectors has also been palpable. The public, corporate and private sectors have been drawing upon Francophone employment agencies throughout the province to fill bilingual positions in Alberta, whether it be in federal government offices, call centres, national and international sales and service centres, or other key positions. Meeting these demands requires a skilled French-speaking workforce in applied science, technical and administrative trades.

To meet these challenges, we believe that the *Centre d'études appliquées de l'Alberta (CÉAA)* of the University of Alberta will be the essential link between the excellent French-language education available at the primary/secondary and university levels. The *Campus Saint Jean* is recognized internationally as a pillar of excellence for French language higher learning in Western Canada. We believe, without reserve, that the *Campus* will build upon its reputation for excellence in building the *Centre d'études appliquées de l'Alberta (CÉAA)*.

The ACFA was founded in 1926 and recognized in 1964 by a special act of the Legislative Assembly of Alberta, notably Chapter 107, as the official spoke organization of Alberta's Francophone population.

Please do not hesitate to contact our offices should you require additional information on this or any other subject matter, we remain,

Yours respectfully,



Jean Johnson  
President



**ELK ISLAND  
CATHOLIC SCHOOLS**

Elk Island Catholic Separate Regional Division No. 41



August 28, 2006

Dr. Marc Arnal, Dean  
University of Alberta  
Campus Saint-Jean  
8406 rue Marie-Anne-Gaboury (91 St.)  
Edmonton, Alberta T6C 4G9

Dear Dr. Arnal,

With reference to your letter dated July 26, 2006, Elk Island Catholic Separate Regional Division #41 is supportive of the proposed creation of a French Centre for Applied Learning within Campus Saint-Jean of the University of Alberta.

I wish you every success with the proposal of the innovative Centre.

Sincerely,

 "Everyone"

Doug Aitkenhead  
Superintendent of Schools

/dy



le 14 août 2006

M. Marc Arnal  
Doyen  
Campus Saint-Jean, University of Alberta  
8406 rue Marie-Anne-Gaboury  
Edmonton (Alberta)  
T6C 4G9

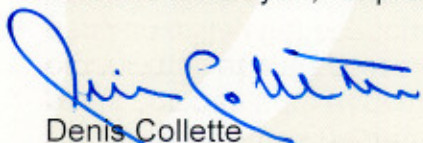
Monsieur le Doyen,

Je vous écris au nom du *Centre de santé Saint-Thomas* pour appuyer la demande du Campus Saint-Jean pour la création du Centre d'études appliquées de l'Alberta (CÉAA).

Nous sommes très heureux de voir se concrétiser ce projet si longtemps attendu par la communauté francophone d'Edmonton et plus spécifiquement les organismes et entreprises à la recherche d'un personnel formé pour œuvrer dans un milieu francophone.

Comme vous le savez, nous prévoyons dès l'automne 2007 l'ouverture d'un établissement qui logera plus de 200 personnes âgées en perte d'autonomie et qui offrira dans son centre de soins de santé primaires une gamme complète de soins et de services en français à l'ensemble de la population. Dès la première année, nous devons recruter de 50 à 100 employés ayant la capacité de fonctionner en français. De ce nombre, plus de la moitié devront avoir obtenu une formation comme aide en soins de santé. L'introduction de cours au Campus Saint-Jean pour préparer ce groupe d'employés à servir nos futurs résidents nous intéresse au plus haut degré. Nous serions prêts à collaborer avec vous et vos collègues dans la mise en œuvre de ce nouveau programme.

En vous souhaitant succès dans vos démarches auprès des autorités de la University of Alberta et des instances gouvernementales, je vous prie d'agréer, Monsieur le Doyen, l'expression de mes sentiments distingués.



Denis Collette  
Coordonnateur des projets



# EDMONTON CATHOLIC SCHOOLS

## FAITH and Choice

August 9, 2006

Marc Arnal  
Dean, Campus Saint-Jean  
University of Alberta  
8406 rue Marie-Anne-Gaboury (91 St.)  
Edmonton, Alberta. T6C 4G9

Dear Marc,

Thank you for your letter of July 26, 2006 in which you describe your proposal to create a French language community centre in Alberta. On behalf of the Edmonton Catholic School District I offer our complete support for this project.

Your proposal is in keeping with two fundamental goals of the Edmonton Catholic School District. First, our district is committed to exploring innovative and alternative educational programming and to ensure that we remain responsive to the needs and wants of our parents and students in regards to educational programs of choice. Second, our school district seeks to foster and promote community within the district by building and maintaining partnerships in the provision of programs and services for students with educational stakeholders such as Campus St. Jean.

As leaders in French bilingual education in Edmonton, the Edmonton Catholic School District wholly endorses your endeavour, which we agree, is long overdue in providing training to qualified French bilingual students who wish to respond to the changing demands of the work place.

Sincerely,



Joan Carr  
Superintendent



8  
Characters of  
CATHOLIC  
EDUCATION

COMMUNITY  
HOSPITALITY  
JUSTICE  
TRADITION  
SACRAMENTALITY  
HUMANNESS  
RATIONALITY  
SPIRITUALITY

Catholic Education Services  
9807-106 Street  
Edmonton, Alberta  
T5K 1C2  
Tel (780) 441-6000  
Fax (780) 425.8759  
www.ccsd.net



September 18, 2006

Dr. Marc Arnal  
Dean, Campus Saint-Jean  
University of Alberta  
8406 rue Marie-Anne-Gaboury (91 St.)  
Edmonton, AB T6C 4G9



Dear Dr. Arnal:

**RE: French Centre for Applied Learning**

On behalf of the College of Alberta School Superintendents, I am pleased to advise you that the Executive has approved supporting, 'in principle,' your proposal for the creation of a French Centre for Applied Learning at your Campus. Our sector is most interested in the Education cluster which identifies programming for Early Childhood and Teacher-assistants.

Prior to giving full its full support, the Executive would appreciate receiving a draft copy of the proposal to review.

It seems that this proposal would indeed fill an important gap in Alberta's post secondary infrastructures and offer increased possibilities for graduates of Alberta's excellent French Immersion programs.

I look forward to receiving your draft proposal on behalf of the Executive.

Sincerely,

Lee Lucente  
Executive Director

LL/nl



# The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

2006 09 20



Dr Marc C Arnal, Dean  
Campus Saint-Jean  
University of Alberta  
8406 91 Street NW  
Edmonton AB  
T6C 4G9

Dear Dr Arnal *marc*

## Re Proposed French Centre for Applied Learning at Campus Saint-Jean

I am replying to your letter of 2006 07 28 in which you outlined a proposal to create a French Centre for Applied Learning (Centre d'études appliquées de l'Alberta) at Campus Saint-Jean. As you have described it, the centre would consist of college-level accredited programming within Campus Saint-Jean of the University of Alberta. The proposed programming would be arranged in three clusters—Business, Education and Community Health—and would have as its main objective the training of qualified bilingual individuals capable of responding to the changing demands of the workplace.

The Association's table officers considered your request at their recent meeting. The Association supports the creation of the proposed French Centre for Applied Learning at Campus Saint-Jean. The Association regards this initiative as a positive, viable and useful contribution to the postsecondary offerings provided to the Francophone community in Alberta. In particular, the Association anticipates that this new programming will provide enhancements to offerings for graduates studying in the areas of early childhood and teacher assistantship and thereby contribute support to French language teachers within the province.

We would be happy to provide you with a letter (or letters) to assist you with your proposal. Please let me know how you would like to proceed.

Yours sincerely

*Gordon R Thomas*  
Gordon R Thomas  
Executive Secretary

GRT/bb

(780) 447-9400 in Edmonton, toll free in Alberta 1-800-232-7208

Fax (780) 455-6481

Frank Bruseker  
President

Carol D Henderson  
Vice-President

John Waterhouse  
Vice-President

Kim E Fraser  
Past President

Dr Gordon R Thomas  
Executive Secretary

Earl L. Hjeltner  
Associate Executive Secretary



November 21, 2007

Dr. Marc Arnal, Doyen  
Campus Saint-Jean  
University of Alberta  
8406 rue Marie-Anne-Gaboury  
Edmonton AB  
T6C 4G9

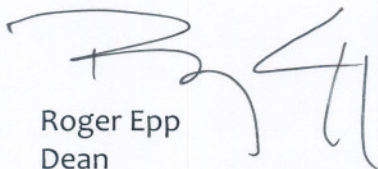
Dear Dr. Arnal:

Please accept this letter in support of your proposal to offer college-level accredited diploma programming in the three identified clusters at Campus Saint-Jean.

Insofar as your program proposal is an unconventional one within a University setting, it presents governance challenges and also reputational risks. I know that you have given careful, systematic consideration to those matters. Above all, I have been impressed by the commitment that this proposal reflects, on behalf of your Campus, to serve the needs of the francophone community in Alberta in innovative, credible ways. Assuming that the need exists for these programs, your Campus seems a natural – and hospitable – location for them.

All the best as you move this project through its final approval stages.

Sincerely,



Roger Epp  
Dean

**Appendix D**  
**Library Impact Statement**



UNIVERSITY OF ALBERTA

September 11 septembre 2006

Dr. Marc Arnal, Dean  
Campus Saint-Jean  
University of Alberta  
8406, 91<sup>st</sup> street  
Edmonton

Dear Dr. Arnal,

Please find attached the *Library Impact Statement* required for the proposal of a French Community College at Campus Saint-Jean. Estimates are based on the assumption that all new students enrolled in those programs will be considered University of Alberta students.

The kinds of programs being proposed appear to be a mix of certificate, diploma and continuing education programs and students in some of these programs may not be eligible for library service. Normally, inclusion of the student's record in the OASIS database makes them eligible for library service both electronically and in-person. As you know, in order to have access to Library services, students need a valid ONEcard, also based on the OASIS database. This is also the case for distance students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Karen Adams".

Karen Adams  
Director of Library Services and  
Information Resources

A handwritten signature in red ink, appearing to read "Hélène Larouche".

Hélène Larouche  
Directrice de la Bibliothèque Saint-Jean

**Bibliothèque Saint-Jean**

---

8406, rue Marie-Anne Gaboury (91 St.), Edmonton, T6C 4G9

Téléphone: (780) 465-8711 • Fax: (780) 468-2550

<http://www.library.ualberta.ca/francais>

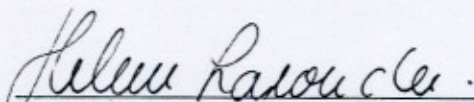
NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT  
 Campus St-Jean college and certificate programs  
 Submitted to the Academic Development Committee

The immediate impact on the Library is primarily collections and staff required to develop this unique collection. As programs grow, the Library will be monitoring the impact on staff, computers, instruction and facilities. In recent years, the Campus Saint-Jean has added many new programs with no increase in resources (human, budget, facilities). The number of new programs is substantial: Master in Canadian Studies, Master in Education, Bilingual baccalaureate in Environment and Conservation, Bilingual baccalaureate in Business. The Bibliothèque Saint-Jean was not funded to increase the services and collections in any of these cases.

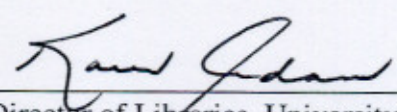
To summarize the resources needed as outlined in Appendix A, it is estimated that 13 new periodical titles in the French language will be needed. Regarding monographs, it will be necessary to make a one time purchase of 1120 titles with further annual purchases of 775 titles. As the number of students increases, twenty new computers will be necessary: 4 for consultation on site and 16 to increase the capacity of our training room. Provisions have also been made for staff to offer services as well as process the new materials. Furthermore, one new librarian would need to be hired the first year to compensate the augmentation of the work load and one associate staff at the last year of the program implementation.

EXECUTIVE SUMMARY OF COSTS

	Start Up	Year 2	Year 2010/11
1. Collections budget	\$ 53,111	\$ 38,501	\$ 42,625
2. Capital budget	\$ 51,155		
3. Operating/staffing budget	\$ 79,300	\$ 82,472	\$ 178,246
Total Costs: Summary	\$ 183,566	\$ 120,973	\$ 220,871

  
 Bibliothèque Saint-Jean Head Librarian

Date August 29, 2006

  
 Director of Libraries, University of Alberta

Date August 29/06

### Impact on staff

In a recent discussion with Dean Arnal, he mentioned that one professional librarian will be essential to build on the Community College programs and to develop a specific expertise. This is an essential resource which the current BSJ Head Librarian supports strongly.

The college programs will bring an increase of a third in the clientele. In accordance with the *Standards for Canadian College Libraries*, the number of employees for serving a college of a 1000 students or less should be of 7 persons: an administrative librarian, 2 librarians and 4 support staff. In 2010-2011, the real impact will be known and if the overall Campus Saint-Jean student's population reaches 1000, we will need to take this data in consideration for staffing.

A new approach needs to be taken regarding the type of resources that will be needed as well as a close collaboration with the instructors in order to respond properly to this clientele of a technical level. Even though the Library possess a well-stocked collection, it is essential to understand the needs of the students who are headed for the technical environment in order to meet the labour market expectations. More significant research will be needed to find a variety of resources in French for this new clientele.

### Impact on collections

BSJ can generally count on an excellent collection in French language for the needs of the training programs. Furthermore, the University of Alberta Library network gives access to an imposing collection of English language materials but in general the University of Alberta resources aim for a university clientele whereas in this case it is a question of college level programs. The level will sometimes be equivalent, but we will at times be looking for technical manuals. In the case of early childhood development and health care aide, tridimensional objects and audio-visual resources will be needed to expand our collection.

This current impact study evaluates the supplementary needs in resources for French language and the calculations are based on general acquisition statistics of BSJ. The library catalogues and sites of francophone colleges in Canada that are offering similar programs have been consulted in order to identify fields/subjects to cover: the Université Laval, La Cité collégiale in Ottawa and the Collège Boréal in Sudbury. The statistical data (the edition statistics of Quebec) and the repertory of books available in French language do not provide useful data. Indeed, the nature of these information sources prevents one from knowing the number of titles published annually in the appropriate subjects. We therefore used the average of titles acquired per student in the past years at BSJ to establish a number of titles per new class to create a basic collection. The cost of these resources is also based on the average observed in 2005-2006 and on the anticipation of 4% inflation.



The French courses and practicums have not been included in the calculations for this evaluation since our collection for French teaching is well furnished as well as the practicums that do not require specific resources.

Since most of the courses do not appear in the University directory, an evaluation of the courses potentially similar to the ones already offered has been done. These courses have been ignored in the calculation for the establishment of the basic collection but added to the following years. In brief, 56 new courses on a total of 91 courses listed in the proposition have been considered for the initial evaluation.

#### Monographs and audio-visual resources

For the 56 new courses, we anticipate to purchase 20 titles per course for a total of 1120 new titles the first year. The second year and following, 775 new items will be added. The existing reference collection answers adequately the potential needs of this clientele.

#### Periodicals

The periodical collection of the BSJ covers the sectors of business and education well. The titles related to marketing, tourism, early childhood development and health care aide will be considered. The databases *Repère* and *Ulrich's* have been used to identify 13 new titles. The library already subscribes to the publications of Statistiques Canada that includes publications regarding tourism and early childhood development.

#### Databases

The databases actually available cover the subjects/fields of the college level programs. It is thus not necessary to subscribe to new resources. The licenses negotiated by the University of Alberta are often priced based on actual enrollment at the University. We will need to determine if the addition of new students will increase the costs usually charged to the institution for licensing.

#### Impact on development collections/choice, selection and ordering work

The addition of 1120 new documents for the basic collection will require an intensive research for relevant titles. The resources in French language being less numerous, they require more time for research and the identification of relevant resources of quality. We evaluate the time for development of the basic collection at 40 days of work. The following years, this work load will be 25 days.

#### Impact on reference and information services

If each student registered in a course asks one reference question per course and this question takes 15 minutes to answer, we obtain 35 weeks of work a year at the reference and information desk. This work can be achieved by librarians and non-academic staff.

The creation of pathfinders in these four new programs will require 21 days of work for the initial conception and 3 days a year for maintenance in subsequent years.

#### Impact on information literacy

For each of the four programs, an initiation session at the library and a specialized one in accordance with the field of study will be offered. A total of eight sessions per year is a minimum to anticipate. Furthermore, some programs will be offering distance learning courses. Additional time for developing tutorials/on-line courses and services for long-distance students will be required. An evaluation of 10 days per year is anticipated for this last function. A total of 18 days is then calculated for this activity.

#### Impact on circulation

The increase in the number of students will bring an increase in the circulation of the documents and consequently an increase in the time required for shelving. According to the annual statistics for 2005-2006, the students are each borrowing an average of 44 documents per year. The 300 new students registered in the collegial programs would then use an extra 13,200 documents with the same amount to be shelved - an activity that will generate 5 days of work for the circulation clerks.

#### Impact on the work spaces – desk and instruction lab

The computers installed in the Library have been planned to serve a clientele of 400 students while 800 students are currently on campus. The addition of 300 students will raise the total numbers to more than 1000, which is triple the initial number. A more detailed evaluation of the costs will be essential; only the additional computers have been evaluated in this present document. As the programs grow, there will be a need of estimations for space planning, the addition of furniture, etc. The Library currently has two study rooms and this number is presently insufficient. Many aspects need to be considered: the addition of office spaces for the additional personnel required, work stations in the training room, computers, etc.

We currently have four Public Access Stations available at BSJ and will need to double this number. Furthermore, our training room is too small to cope with an increase in our clientele. We may need to double our capacity and add 16 new productivity stations.

**REQUIRED RESOURCES**

Explanation of the calculations determining necessary resources, budgets and human resources.

Impact on collections

Monographs and audiovisuals

Time allocated for the Development of Collections

The collection includes monographs, multimedia documents and audio-visuals.

Basic collection	1120 titles X 15 minutes	40 days
Development – maintenance	710 titles X 15 minutes	25 days
<b>Total : 65 days</b>		

Calculation of the number of documents to meet the needs of 4 collegial programs.

In our calculation, we consider that 56 new courses will be offered on a total of 91 courses. For the first year, we evaluate our needs at 20 titles per new course, an average cost per title of 45\$, for a total of 1120 documents.

Starting the second year, we consider the renewal and the update of all courses by calculating that approximately 20 students will register for each of the 91 courses. We obtain 1820 “registrations” and multiply this number by 20\$ -being the amount that is currently calculated for the renewal of the collection at BSJ – the third year we add 4% for inflation.

	Year 1	Year 2	Year 3
Basic collection	50 400 \$		
Number of titles	1120		
Maintenance		36 400 \$	37850 \$
Number of titles		775	775

Periodicals

*Affaires – Marketing et Tourisme / Business – Marketing and Tourism*

ISSN 0703-9905  
 Titre **Marketing Voyages**  
 Mensuel 25 \$ par année

ISSN 1194-5303  
 Titre **Geo plein air**  
 6 fois par année 30 \$ par année

ISSN 1189-3788

Titre **Communication information - medias - théories - pratiques**  
60 \$ pour les institutions

Titre **Voyages D'Affaires et  
Congres**  
20 \$ par année

ISSN 0838-6838  
Titre **Le Magazine Voyages Plus**  
30 \$ par année

ISSN 0836-205X  
Titre **Tourisme Plus, le Journal des Voyages**  
50 \$ par année

Titre **ESPACES tourisme & loisirs**  
250 \$ par année

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*Petite enfance Early / Childhood Development*

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ISSN 0007-9820  
Titre **Cahiers de puériculture**  
160.00\$ par année

ISSN 1258-780X  
Titre **Métiers de la Petite Enfance**  
120,00 \$ par année

ISSN 0013-7545  
Titre **Enfance psychologie, pédagogie, neuro-psychiatrie, sociologie**  
65.00 \$ par année

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*Soins à domicile / Health Care Aide*

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ISSN 0225-4271  
Titre **Vie et vieillissement** Association québécoise de  
gérontologie  
25 \$ par année

ISSN 0835-8702  
Titre **Le Bel Age**  
30 \$ par année

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*Voluntary Sector Management*

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ISSN 1481-4447  
Titre **Organismes Communautaires du Québec**  
65 \$ par année

13 new titles for an annual budget of \$ 930.

### Impact on reference and information services

Calculations for reference and information time

Each registered student asks one question per class and the question takes 15 minutes to answer.

Health Care Aide	15 students X 11 courses	41 hours
Early childhood development	35 students X 26 courses	227 hours
Tourism	70 students X 28 courses	490 hours
Business Administration	107 students X 17 courses	454 hours
		1212 hours = 35 weeks = 175 days
<b>Total : 175 days</b>		

Pathfinders : 4 programs X 2 guides per program

Development	8 guides X 3 days	21 days
Maintenance		3 days
<b>Total : 24 days</b>		

### Impact on information literacy

Information literacy

General and specific training sessions	4 programs X 2 sessions = 8 sessions	8 days
Tutorials development/on-line courses and long-distance students		10 days
<b>Total : 18 days</b>		

At the reference and training services, we will need to add time for the liaison work. The librarian will need to develop new assessments and above all work at the level of this new clientele. It is easy to add 5 days per program, so 20 days of work per year for one librarian.

Liaison work	5 days X 4 programs	<b>20 days</b>

## **Appendix E**

### **Correspondence from Registrar's Office**

**Marc Arnal**

---

**From:** Byrne, Carole [carole.byrne@ualberta.ca]  
**Sent:** Wednesday, January 03, 2007 11:03 AM  
**To:** Marc Arnal  
**Cc:** Quinney, H Art; Rose, Hilary; Schmude, Ada; Kendal, Gerry  
**Subject:** FW: costs for CSJ

Dear Marc. One of the "to do's" from our meeting in late December on the College, was to give you the estimate of the Registrar's Office costs to included the College in our system. \$50K appears to be the consensus. Please let us know if you need more information.

Sincerely, C

-----Original Message-----

**From:** Schmude, Ada  
**Sent:** Tuesday, January 02, 2007 1:56 PM  
**To:** Byrne, Carole  
**Subject:** FW: costs for CSJ

Hi Carole,  
Gerry and I agree that an approximate cost of \$50,000 could be passed on to Dr Arnal for inclusion in the CSJ proposal.

Thank you.

Ada

Ada

1/3/2007

### OUTLINE OF ISSUE

Agenda Title: **Proposal for the Formal Establishment of Collège Saint-Jean at Campus Saint-Jean**

**Motion:** THAT the Board of Governors, on the recommendation of the Board Educational Affairs Committee, approve the proposal submitted by the Dean of Faculté Saint-Jean (FSJ) for the establishment of Collège Saint-Jean (CSJ) at FSJ, to take effect September, 2008, conditional on the provision of adequate funding from the Provincial Government (with possible complementary funding from the Federal Government) to ensure the proper implementation and sustainability of the Collège and on the understanding that all programs and courses to be offered by the Collège must be approved according to the appropriate University of Alberta's governance processes.

#### Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Marc Arnal, Dean, Campus Saint-Jean (ie, Faculté Saint-Jean)
Presenter	Marc Arnal, Dean, Campus Saint-Jean
Subject	Proposal to Establish a Collège Saint-Jean at Campus Saint-Jean

#### Details

Responsibility	Provost and and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish a French-language college at Campus Saint-Jean that will have the responsibility for delivering French language college-level programs.
The Impact of the Proposal is	To offer in Western Canada French-language college programs that are not currently available.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2008
Estimated Cost	See the attached proposal (pages 32 to 37).
Sources of Funding	See proposal (page 19).
Notes	This proposal was considered and recommended by General Faculties Council (GFC) to the Board of Governors at Council's January 28, 2008 meeting.

#### Alignment/Compliance

Alignment with Guiding Documents	CSJ Business Plan; the Board-approved University of Alberta Mandate
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>GFC Academic Planning Committee Terms of Reference (Section 3):</b> According to the GFC Academic Planning Committee's (APC's) terms of reference, the Mandate of the Committee is "[t]o recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development."</p> <p>Further, GFC APC is "[t]o review all proposals for the establishment of or change to general University admission or transfer policies affecting students [...] and to recommend to GFC on proposals involving major change."</p> <p>GFC APC also shall "recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its</p>



general responsibility.”

**2. *Post-Secondary Learning Act (PSLA)*:** According to the *Post-Secondary Learning Act (PSLA)* (Section 26(1)), “subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to [...]

(b) consider and make decisions on the reports of the faculty councils as to the programs of study in the faculties;

(c) determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit towards the requirements for any degree or diploma; [...]

(l) recommend to the board the establishment of [...] programs of study in the university in any subject that the general faculties council thinks fit; [...] [and]

(o) make recommendations to the board with respect to [...] academic planning [...] and any other matters considered by the general faculties council to be of interest to the university.”

Note: According to the *PSLA* (Section 1(n)), a “‘program of study’ means a group of credit courses that, on completion, leads to the granting of a degree, diploma, certificate or applied degree.”

**3. *Board Educational Affairs Committee (BEAC)*:** According to BEAC’s terms of reference (Section 3/Mandate of the Committee), “the Committee shall review, evaluate and provide information and recommendations to the Board where the Board is making decisions in areas generally related to areas of responsibility of the Committee.”

Further, BEAC’s terms of reference states “the Committee shall [...]

(i) [...] review academic matters that pertain to the quality of the educational experience at the University;

(j) monitor educational trends, community expectations and demands;

(k) ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University; [and]

(l) consider future educational expectations and challenges to be faced by the University [...].”

**4. *PSLA* and the *Board of Governors (as final approver)*:** According to the *PSLA* (Section 19), the Board of Governors “must consider the recommendations of general faculties council, if any, on matters of academic import prior to providing for [...] (e) the establishment of faculties, schools, departments, chairs, programs of study and any other activities the board considers necessary or advantageous.”

Further, according to Section 60(1) of the *PSLA*, “the board of a public post-secondary institution shall (a) manage and operate the post-secondary institution in accordance with its mandate; [and] (b) develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or

	<p>cultural advancement of the people of Alberta [...]."</p> <p><u>Additional Note for Information:</u></p> <p><b><u>Approval of the Programs to be Offered by Collège Saint-Jean (CSJ):</u></b></p> <p>All new <b>Diploma</b> programs to be offered by CSJ would proceed through University Governance, as follows:</p> <ul style="list-style-type: none"> <li>➤ GFC Academic Standards Committee (for admissions/transfer and academic standing/graduation requirements and examination regulations) recommending to . . .</li> <li>➤ GFC Academic Planning Committee (APC) recommending to . . .</li> <li>➤ Board Educational Affairs Committee (BEAC) (final approver)</li> </ul> <p>All new credit <b>Certificate</b> programs to be offered by CSJ would proceed through University Governance, as follows:</p> <ul style="list-style-type: none"> <li>➤ GFC Academic Standards Committee recommending to . . .</li> <li>➤ GFC Academic Planning Committee (APC) recommending to . . .</li> <li>➤ Board Educational Affairs Committee (BEAC) (final approver)</li> </ul> <p>All programs (Diploma/Certificate) would be submitted by the Office of the Provost and Vice-President (Academic) to the Ministry (ie, Advanced Education and Technology) (via the Program Registry System) for the establishment of appropriate program codes.</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	<u>Discussion/Provision of Advice:</u> Institutions in Alberta and other Provinces offering similar programs; Alberta's Francophone Community; the Executive Committee of Campus Saint-Jean Council; and GFC APC
Approval Route (Governance) (including meeting dates)	Campus Saint-Jean Faculty Council (June 15, 2007) GFC Academic Planning Committee (November 28, 2007); General Faculties Council (January 28, 2008); Board Educational Affairs Committee (March 10, 2008); and Board of Governors (March 28, 2008)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1 - 59)

Prepared by: Andrea Bernier, Executive Assistant – [abernier@ualberta.ca](mailto:abernier@ualberta.ca) in consultation with University Governance



## Centre collégial de l'Alberta

Comité consultatif

Procès-verbal de la 1<sup>ère</sup> rencontre ordinaire du comité consultatif du Collège Saint-Jean, tenue à Edmonton le mardi 13 décembre 2011, à 13 h dans les locaux du collège.

Sont présents :

M. Marc Arnal  
Mme Corinne Collins  
Mme Suzanne Corneau  
Mme Line Croussette  
M. Marc Dumont  
Mme Vivian Cunningham  
M. Denis Fontaine  
M. Jean Johnson  
M. Frank McMahon  
M. Donald Michaud  
M. Jean Mongrain  
Mme Dolorèse Nolette  
M. Frédéric Paré  
M. Stéphane Perreault  
M. Réal Poirier  
M. Marc Tremblay

Sont absents :

M. Jean Claude Ndumbi  
Mme Jo Ann Nettleton

### 1. Ouverture de la séance

La séance est ouverte à 13 h 10. M. Marc Arnal, Doyen du Campus Saint-Jean et président par intérim, souhaite la bienvenue aux membres du comité consultatif présents à la 1<sup>ère</sup> réunion du comité consultatif du Collège Saint-Jean, un moment important pour le dossier collégial. M. Arnal profite de l'occasion pour faire un résumé des étapes et des implications importantes du

dossier collégial en Alberta et pour présenter Mme Line Croussette, nouvelle directrice générale du Collège Saint-Jean.

## **2. Présentation des membres**

M. Arnal invite chacun à se présenter, à tour de rôle, en indiquant son nom et son secteur d'implication.

M. Fontaine demande si une représentation étudiante est prévue au sein du comité consultatif. Mme Line Croussette indique qu'un étudiant occupera un poste élu au sein du comité consultatif dès que le Collège Saint-Jean a des étudiants.

## **3. Adoption de l'ordre du jour**

Monsieur Marc Arnal, président par intérim, demande à ce que l'ordre du jour de la 1<sup>ère</sup> rencontre du comité consultatif soit adopté. M. Frank McMahon demande à ce que le point **remerciement** soit ajouté dans les **Questions diverses**. L'adoption de l'ordre du jour ainsi modifié est proposée par Jean Johnson, appuyé par Franck McMahon; l'ordre du jour est adopté à l'unanimité.

## **4. Mise en contexte**

Mme Line Croussette présente les différents dossiers en cours au Collège Saint-Jean afin de mettre en contexte les membres du comité consultatif. La présentation de Mme Croussette regroupe les points de discussion suivants : l'historique, la Gouvernance, l'équipe, l'infrastructure, la formation, les priorités et le financement.

## **5. Élection d'un président et d'un vice-président**

M. Marc Arnal invite les membres du comité consultatif de se proposer ou de proposer des personnes pour assurer le rôle de présidence du comité consultatif du Collège Saint-Jean. Mme Vivian Cunningham propose M. Donald Michaud. La proposition est appuyée par M. Marc Tremblay et adoptée à l'unanimité.

M. Donald Michaud invite les membres du comité consultatif de se proposer ou de proposer des personnes pour assurer le rôle de vice-président du comité consultatif du Collège Saint-Jean. Mme Suzanne Corneau propose Marc Tremblay. La proposition est appuyée par M. Stéphane Perreault et adoptée à l'unanimité.

## **6. Modalité de fonctionnement**

Mme Line Croussette fait la lecture du document intitulé «Comité consultatif du Collège Saint-Jean». Ce document présente le mandat, la composition, le fonctionnement et la structure de Gouvernance du comité consultatif du Collège Saint-Jean.

M. Jean Johnson propose qu'un mode de fonctionnement par consensus soit adopté par le comité consultatif. Cette proposition est adoptée à l'unanimité. Cette décision sera donc

ajoutée au document sous la section fonctionnement du comité consultatif du Collège Saint-Jean.

M. Marc Tremblay indique que le mandat du comité consultatif mentionne que les membres doivent donner des recommandations sur le budget annuel. M. Tremblay se demande donc si les membres du comité consultatif doivent prendre des assurances pour siéger sur le comité consultatif du Collège Saint-Jean? M. Arnal indique que les responsabilités financières reviennent au Doyen du Campus Saint-Jean. Line Croussette posera la question au département des finances du Campus Saint-Jean pour s'en assurer.

M. Marc Tremblay se questionne par rapport à la responsabilité de l'organisme ou de la compagnie des membres du comité consultatif s'il se produit un changement de poste durant le mandat de deux ans. M. Arnal indique qu'il en revient à l'organisme ou à la compagnie de déléguer un nouveau représentant qui siégera au comité consultatif.

## **7. Changement de nom du Collège Saint-Jean**

M. Marc Arnal présente le projet de changer le nom officiel du Collège Saint-Jean. Avant de présenter la proposition officielle, M. Arnal dresse le contexte qui a porté à cette décision.

M. Frank McMahon fait la proposition suivante:

Que l'appellation «Collège Saint-Jean» soit remplacée par «Centre collégial de l'Alberta» pour désigner la nouvelle unité collégiale à l'intérieur de la Faculté Saint-Jean de l'Université de l'Alberta.

La proposition est appuyée par M. Jean Johnson et adoptée à l'unanimité.

M. Tremblay demande si le nom Centre collégial de l'Alberta sera représenté sur le site internet du collège et si un domaine et une adresse URL ont été réservés. Line Croussette indique que des discussions ont été amorcées avec M. Denis Fortin, Doyen adjoint aux affaires externes du Campus Saint-Jean, et que celui-ci a appuyé le changement de nom.

## **8. Mission, vision et valeurs**

Mme Line Croussette présente un document de travail de base sur la mission, vision et les valeurs du Centre collégial de l'Alberta et invite les membres du comité consultatif d'y apporter des commentaires ou recommandations. Mme Line Croussette, après consultation avec des membres de la communauté, suggère la mission suivante :

«Partenaire francophone mondialement connu pour améliorer la qualité de vie personnelle, professionnelle et communautaire.»

M. Perreault indique que l'énoncé de mission devrait contenir un verbe affirmatif et préciser la clientèle visée. M. Marc Tremblay indique que l'énoncé de mission est trop général. De plus, le

terme connu devrait être remplacé par le mot reconnu. M. Frank McMahon précise que la mission devrait mettre l'accent sur l'étudiant.

Mme Line Croussette, après consultation avec des membres de la communauté, suggère la vision suivante :

«Le Collège Saint-Jean permet aux personnes de se développer globalement, y compris leur capacité d'apprendre continuellement. Il offre des ressources et des environnements stimulants qui préparent à vivre une carrière valorisante.»

M. Jean Mongrain indique que la notion de citoyenneté devrait être ajoutée à la vision. La vision devrait également inclure l'expression «apprenant du 21e siècle». M. Tremblay indique que le verbe soutiennent devrait venir appuyer le verbe préparent dans la deuxième phrase de l'énoncé de vision «... d'environnements stimulants qui préparent et soutiennent une carrière valorisante.».

Mme Line Croussette, après consultation avec des membres de la communauté, suggère les valeurs suivantes : Respect, citoyenneté, innovation, éthique, pertinence, ouverture d'esprit et qualité.

M. Jean Johnson joindrait les valeurs citoyenneté et ouverture d'esprit et ajouterait la valeur francophonie. M. Réal Poirier indique qu'il serait préférable de créer un énoncé de valeur qui inclurait la francophonie. M. Marc Arnal indique la dualité linguistique devrait être intégré à un endroit dans la mission, la vision ou les valeurs. M. Mar Dumont précise qu'il voit davantage la dualité linguistique comme une valeur ajoutée que d'une mission ou d'une vision.

M. Line Croussette indique que les recommandations ont été prises en note et que l'équipe administrative du Centre collégial de l'Alberta fera parvenir une nouvelle version du travail prochainement.

## **9. Priorité des dossiers**

Mme Line Croussette demande aux membres du comité consultatif de préciser si selon eux, des modifications devraient être apportées à la liste de priorités présentée en début de rencontre.

M. Marc Arnal indique qu'il sera important que le Centre collégial de l'Alberta se taille une place au sein de l'Université de l'Alberta. Le Centre collégial de l'Alberta doit devenir un axe important dans la structure de l'Université.

M. Perreault indique qu'il sera nécessaire pour le Centre collégial de l'Alberta de prioriser des stratégies de recrutement afin de devenir un établissement privilégié pour les futurs étudiants.

Mme Corneau appui l'importance de prioriser une campagne de recrutement puisque le faible recrutement a été la cause de la fin du programme bilingue à NAIT.

#### **10. Indicateurs de rendement**

Mme Line Croussette présente une feuille résumant les indicateurs de rendement qui permettront d'évaluer le niveau de performance du Centre collégial de l'Alberta. Tous étaient d'accord avec la liste proposée.

#### **11. Alphabétisation**

M. Donald Michaud présente son projet de collaboration en EDUK et le Centre collégial de l'Alberta. M. Jean Johnson propose que la demande d'EDUK à l'effet que :

La Société EDUK demande au comité consultatif du Centre collégial de l'Alberta, avec le soutien de son équipe administrative aux plans technique et financier, de déléguer des membres au CA d'EDUK de façon à demeurer conforme à la structure de gouvernance de la Fédération canadienne pour l'alphabétisation; de s'occuper des exigences administratives d'EDUK en tant que Société; de faciliter ses réunions et ses activités; d'exécuter des projets contractuels émanant d'EDUK et, de façon générale, faciliter la mission d'EDUK.

La proposition est appuyée par M. Stéphane Perreault et adoptée à l'unanimité par les membres du comité consultatif.

#### **12. Remboursement des dépenses de remboursement**

Cindy Garneau invite les membres du comité consultatif externe de remplir de formulaire «Create a new person ID form» aux fins de remboursement. Cindy Garneau rappelle aux membres du comité consultatif qu'ils doivent nous faire parvenir les copies originales des reçus par la poste maximum 1 semaine après la réunion.

#### **13. Questions diverses**

- i. **Remerciement** : M. Franck McMahon tenait à remercier le M. Marc Arnal, Doyen du Campus Saint-Jean, pour son implication et sa détermination dans le dossier collégial.

#### **14. Date de la prochaine rencontre**

La prochaine rencontre du comité consultatif doit précéder la prochaine rencontre du comité de la Faculté Saint-Jean soit, le 15 avril 2012.

#### **15. Levée de la réunion**

La réunion est levée à 16 h 25

**Procès-verbal de la  
118<sup>e</sup> réunion du Conseil du Campus Saint-Jean  
Le mercredi 7 décembre 2011 à 14 h 30, salle 3-04 Pavillon Lacerte**

**Présences**

Arnal, M.  
Beaudoin, M.  
Blackburn, E.  
Boerger, A.  
Boily, F.  
Bouferguène, A.  
Boulanger, P.  
(Faculty of Science)  
Cavanagh, M.  
Croussette, L.  
d'Entremont, Y.  
Dubé, P.  
El Atia, S.  
El Ghoul, S.  
Fagnan, L.  
Fontaine, D.  
Fortin, D.  
Golanski, M. (A.U.F.S.J. –  
Sc.)  
Gignac, D.  
L'abbé, S. (A.U.F.S.J. –  
Éduc.)  
Ladouceur, L.  
Long, J. (Fac. of Educ.)  
Maillet-Rao, C.  
Mandin, L.

Marcoul, P. (A.L.E.S.)

McMahon, F.  
Mulatris, P.  
Nolette, D.  
Pelletier, S.  
Ruban, F. (A.T.A.)  
Safouhi, H.  
Scott, Laura  
(A.U.F.S.J. – A & L)  
Sing, P.  
Smith, S. (Regis. & Stud.  
Aw.)  
Snauwaert, M.  
Usova, T.  
Villaseca-Curry, J.  
(A.U.F.S.J. – Sc. Soc.)  
Wilson, S.

**Absences motivées**

Aunger, E.  
Boeglin, J.  
Bugeaud, S.  
Camarata, L.  
Castelein, P.  
(Faculty of Nursing)  
Charest, C.  
Couture, C.  
Davoine, F.  
de Montigny, M.  
Ipperciel, D.  
Langevin, R.  
Lemaire, E.  
Lemieux, H.  
Léonard, C.  
Maheux-Pelletier, G.  
(Faculty of Arts)  
Mounsef, D.  
Pageau, F. (Société  
Radio-Canada)  
Parent, R.  
Pellerin, M.  
Perreault, S. (A.C.F.A.)  
Ravi, S.  
Sangwa-Lugoma, G.  
Skogen, R.

**Secrétaire**

Johnson, R.

**Observateurs****Invités**

Aucun

**1. Adoption de l'ordre du jour de la réunion du 7 décembre 2011***Que l'ordre du jour soit adopté.*

P. Sing/P. Dubé  
Adoptée à l'unanimité

**2. Approbation du procès-verbal de la réunion du 31 août 2011***Que le procès-verbal de la réunion du 31 août 2011 soit approuvé avec ajouts et corrections.*

Y. d'Entremont/H. Safouhi  
Approuvé

**3. Commentaires du doyen/Mise à jour**



Le doyen souhaite la bienvenue aux nouveaux membres et aux représentants des autres facultés et des organismes externes. Le doyen remercie les membres du Comité d'évaluation (FEC) - Donald Ipperciel, Yvette d'Entremont, Jacques Després, Laurier Fagnan et Hassan Safouhi - pour leur travail. Il souligne les prix qui ont été attribués aux membres du personnel académique depuis la dernière réunion et il signale que le Campus compte un nombre record (8) d'éditeurs de revues savantes. Le processus de planification entrepris durant la dernière année a été très sérieux et ardu mais a donné de bons résultats. La prochaine phase du rapport du Comité de synthèse est l'implantation, phase qui exigera des collaborations individuelle et collective. Deux groupes (Éducation et Arts et Langues) ont déjà amorcé le processus. Le doyen encourage toutes et tous à assister aux réunions de leur secteur et à y contribuer.

**4. Affaires découlant du procès-verbal**

Aucunes.

**5. Changement à l'annuaire : Article 183.6 Crédits par évaluation spéciale**

Ed Blackburn explique les changements proposés.

*Que le Campus Saint-Jean accepte les changements à la description de l'article 183.6 concernant les crédits par évaluation.*

E. Blackburn/P. Dubé

Adoptée à l'unanimité (CCSJ 2011-12-07-1)

**6. Admission au programme de maîtrise en éducation**

Martine Cavanagh constate que le changement facilitera l'admission d'étudiants au programme de maîtrise en éducation.

*Que le Campus Saint-Jean accepte les demandes d'admission au programme de maîtrise en éducation en septembre et en janvier.*

M. Cavanagh/L. Fagnan

Adoptée à l'unanimité (CCSJ 2011-12-07-2)

**7. Changement à l'annuaire : Article 231.185 MATHQ 160**

Martine soumet que la description est modifiée pour correspondre à MATH 160 et pour mieux s'aligner avec les objectifs du programme d'études. Hassan signale qu'à la réunion du CE il avait été convenu d'enlever le mot « supérieure » du titre du cours.

*Que les modifications au cours MATHQ 160 soient acceptées.*

M. Cavanagh/Y. d'Entremont

Adopté à l'unanimité (CCSJ 2011-12-07-3)

**8. Changement à l'annuaire : Nouveau cours M EDU 522**

Martine Cavanagh décrit le nouveau cours en soulignant que Laurent Cammarata a développé la description.

*Que le nouveau cours, M EDU 522, soit créé dans le cadre du programme de maîtrise en sciences de l'éducation au CSJ.*

M. Cavanagh/L. Mandin  
Adopté à l'unanimité (CCSJ 2011-12-07-4)

**9. Changement à l'annuaire : Nouveau cours ANGL 227**

Laurier Fagnan constate qu'il n'y a présentement pas de cours d'anglais au niveau 200 offert au Campus et que le nouveau cours répond aux exigences de certains programmes dont le Bac ès sciences infirmière bilingue.

*Que le Campus Saint-Jean offre un cours de rédaction et rhétorique en anglais au niveau 200 – ANGL 227 Advanced Expository Writing and Communication.*

L. Fagnan/P. Sing  
Adopté à l'unanimité (CCSJ 2011-12-07-5)

**10. Changement à l'annuaire : FRANC 328**

Laurier Fagnan souligne qu'il s'agit d'un changement aux préalables.

*Que les modifications à la description de FRANC 328 soient acceptées.*

L. Fagnan/D. Fontaine  
Adopté à l'unanimité (CCSJ 2011-12-07-6)

**11. Comité consultatif du Collège Saint-Jean**

Line Croussette présente une proposition pour la composition initiale du Comité consultatif du Collège Saint-Jean. Le doyen trace la genèse du comité et il explique le modèle de gouvernance du Collège ainsi que la procédure pour l'approbation des nouveaux cours et des nouveaux programmes. Il affirme qu'il ne s'agit pas d'un Conseil décisionnel mais d'un comité consultatif qui offre à la communauté le plus grand contrôle possible sur le collège tout en respectant les contraintes législatives de l'Université. Le pouvoir académique demeure au Conseil de la Faculté.

Deux ajouts au Comité consultatif sont recommandés : un(e) représentant(e) du corps professoral et un(e) représentant(e) de Francophonie Jeunesse.

*Que le premier comité consultatif du Collège Saint-Jean soit composé de dix-neuf (19) membres plutôt que onze (11) pour assurer un bon démarrage des activités collégiales et une saine gestion du collège dès la première année de ses activités;*

*Que le siège du représentant étudiant et celui de l'employé du collège, en l'absence de ces personnes pour le premier mandat des membres du comité consultatif, soient occupés par un plus grand nombre de représentants de la communauté et du système éducatif albertain;*

*Que le premier comité consultatif du Collège Saint-Jean soit composé de :*

- deux membres d'office :
  - Doyen Marc Arnal;
  - Directrice générale Line Croussette;
- trois représentants de la Faculté Saint-Jean :

- *Directrice aux affaires académiques et de la gouvernance Dolorèse Nolette;*
- *Doyen adjoint aux affaires étudiantes Denis Fontaine;*
- *Un membre du corps professoral;*
- *quatre représentants des domaines de formation :*
  - *Administration des affaires;*
  - *Santé;*
  - *Tourisme;*
  - *Éducation;*
- *trois représentants du système éducatif francophone :*
  - *Fédération des conseils scolaires francophones;*
  - *Centre francophone d'éducation à distance;*
  - *Alphabétisme et compétences essentielles;*
- *Sept représentants de la communauté :*
  - *Francophonie Jeunesse de l'Alberta*
  - *Conseil de développement économique;*
  - *Association canadienne-française de l'Alberta;*
  - *Accès-emploi;*
  - *Centre d'accueil pour les nouveaux arrivants francophones;*
  - *Les Entreprises EFE ltée;*
  - *Canadian Parents for French, Alberta Branch.*

*Que les représentants étudiants du Campus Saint-Jean soient invités à assister à titre d'observateurs.*

L. Croussette/D. Nolette

Adopté à l'unanimité (CCSJ 2011-12-07-7)

## **12. Changement du nom du Collège Saint-Jean**

Line Croussette soumet une proposition conditionnelle pour changer le nom du Collège Saint-Jean. Le doyen explique que l'appellation « Collège Saint-Jean » en était une de convenance et que dès le début, il était entendu qu'une appellation plus appropriée serait choisi une fois que le processus d'approbation de l'unité collégiale était terminé.

*Que l'appellation « Collège Saint-Jean » soit remplacée par « Centre collégial de l'Alberta » pour désigner la nouvelle unité collégiale à l'intérieur de la Faculté Saint-Jean de l'Université de l'Alberta, sous réserve d'une recommandation formelle des membres du comité consultatif du Collège Saint-Jean.*

L. Croussette/F. McMahon

Adopté à l'unanimité (CCSJ 2011-12-07-8)

## **13. Information**

Le doyen renchérit sur les documents d'information.

13.1 GRISF. Une structure de gestion et d'appui sera développée pour les nombreux groupes de recherche au Campus.

13.2 Récompense financière pour les prix de l'excellence. Les montants ont été ajustés pour être plus près du même niveau que les autres facultés.

13.3 Les procès-verbaux du Comité exécutif sont soumis tel que convenu.

13.4 Rapport annuel du Bureau de la pratique de l'enseignement. Le doyen remarque que les prévisions de main-d'œuvre de la province de l'Alberta prévoient une pénurie d'enseignants à l'échelle de la province mais particulièrement aigue chez les francophones et dans les programmes d'immersion. Il note aussi qu'il y a eu une diminution d'inscriptions dans notre programme d'éducation ainsi que dans celui au Campus nord et dans d'autres institutions de la province.

13.4 Tableau de dates importantes du CPA et du CE. La création du CPA a permis de réduire le nombre de réunions du Comité exécutif.

#### **14. Divers**

Le doyen invite les questions ou les commentaires.

Laurier Fagnan invite les membres au concert de la Chorale Saint-Jean le 11 décembre et il partage l'initiative de M. Ken Kowalski de créer un disque de la Chorale Saint-Jean pour le centenaire de la législature.

Sur proposition de Dennis Gignac, appuyée par Frank McMahon, la séance est levée à 15h15.

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Renée Johnson



UNIVERSITY OF ALBERTA

## Nom du collège et de l'année préparatoire

**Propositions  
Septembre 2008**

### **Principes de marketing à considérer :**

Rappelons-nous que nous devons trouver des noms qui possèdent les qualificatifs suivants :

- Qui ne porteront pas à confusion avec d'autres instances ou programmes (surtout au Campus Saint-Jean)
- Qui décriront aussi bien que possible ce que sera le collège et l'année préparatoire
- Qui seront assez facile à dire dans les deux langues
- Qui pourront être identifiés par un acronyme ayant une bonne résonance
- Qui seront appropriés au fil des années (perdurera à travers les modes)
- Qui inciteront de bonnes émotions, de bons sentiments
- Qui seront attrayants pour nos diverses clientèles soit, « l'fun, catchy, et sexy » !!!!

### **Collège :**

1. CSJ - Collège Saint-Jean
2. CCSJ - Collège communautaire Saint-Jean
3. CDA - Collège de l'Alberta
4. CCA - Collège communautaire de l'Alberta
5. CEPa - Collège d'éducation postsecondaire de l'Alberta
6. CECA - Centre d'éducation collégiale de l'Alberta
7. CEGEPa - Collège d'éducation générale et professionnelle de l'Alberta
8. CEPTA - Collège d'éducation professionnelle et technique de l'Alberta
9. CEGPTA - Collège d'éducation générale, professionnelle et technique de l'Alberta (celui-ci décrit spécifiquement toute la programmation)
10. Collège des Prairies
11. Collège Nordique (Edmonton est une des villes majeures les plus nordiques au monde)
12. Collège (nom d'un personnage de notre histoire)
13. L'Institut Collégial Saint-Jean
14. L'Institut Collégial de l'Université de l'Alberta
15. Le Collège de l'Université de l'Alberta
16. L'Académie Collégiale Saint-Jean
17. L'Académie Collégiale de l'Université de l'Alberta
18. Le Collège de formation professionnelle Saint-Jean
19. Le Collège de formation professionnelle de l'Université de l'Alberta
20. Le Collège Albertain

21. Le Collège de formation professionnelle de l'Alberta
22. Le Collège André Boudreau
23. Campus 3000
24. TechAlberta (SAIT et NAIT n'offrent pas seulement des programmes technologiques malgré leur nom)
25. TechSaint-Jean

**Note :** J'ai remplacé le terme « enseignement » pour « éducation » dans tous les noms ci-haut. Aussi, lorsqu'on parle de niveau collégial, on fait souvent référence à de la « formation ». À prendre en considération dans la nomenclature finale.

**Année préparatoire aux études postsecondaires ou supérieures :**

1. PPÉS – Programme de préparation aux études supérieures
2. PÉP – Programme d'études préparatoires
3. PÉPAP – Programme d'études préparatoires au postsecondaire
4. PAVÉS – Programme avant les études supérieures
5. PAVÉS – Programme pour l'avancement vers les études supérieures

... et poussons un peu plus loin.

November 29, 2011

Ms Line Croussette  
Assistant Dean and Director  
Collège Saint-Jean  
Campus Saint-Jean  
University of Alberta  
Bureau 140, La Cité francophone  
8627, rue Marie-Anne-Gaboury (91<sup>e</sup> rue)  
Edmonton (Alberta) T6C 3N1

**RE : Name change for Collège Saint-Jean to Centre collégial de l'Alberta**

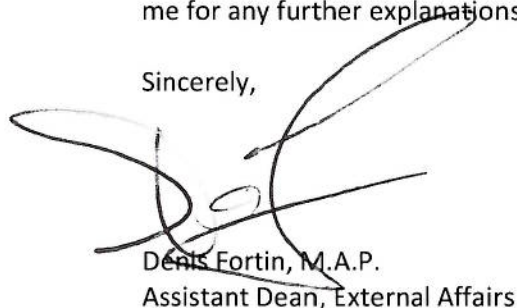
Dear Ms Croussette:

I acknowledge your request for information about the potential impacts of a change of name for the Collège Saint-Jean. After a quick audit and an analysis of the situation, I came to the following conclusions:

1. From a communication and marketing perspective, the name Collège Saint-Jean is unpractical since it refers to the Campus, 25 years ago. It contributes to create confusion within the franco-albertan community and it becomes a significant handicap in the creation of distinctive branding and marketing strategies. This situation can even generate supplemental expenses since the efforts required to promote the college will be more important.
2. This is currently the best timeframe to change the name to Centre collégial de l'Alberta since no significant expenses have been invested yet in the marketing of the college. We just began the development of the marketing plan four weeks ago. Consequently, we still have time to create a consistent strategy around the new name.
3. The expression "Centre collégial de l'Alberta" makes great sense since it refers to a concept that is well-known and well-understood in all the francophone communities across Canada, including in Quebec. Linguistically, it is easy to exploit and reuse in any communications without tedious explanations. The name Centre collégial de l'Alberta defines the nature of the institution.

I hope the above will prove useful and answer some of your questions. Please do not hesitate to contact me for any further explanations.

Sincerely,



Denis Fortin, M.A.P.  
Assistant Dean, External Affairs

500, 10055 - 106 Street  
Edmonton, Alberta, Canada T5J 1G3  
Tel.: 780-415-3348  
Fax: 780-422-7533  
[francosec@gov.ab.ca](mailto:francosec@gov.ab.ca)

November 24, 2011

Ms. Line Croussette  
Doyenne adjointe et directrice générale du Centre collégial de l'Alberta  
Campus Saint-Jean, University of Alberta  
8627, rue Marie-Anne-Gaboury, bureau 140  
Edmonton (Alberta) T6C 3N1

Dear Ms. Croussette:

The Government of Alberta's Francophone Secretariat is pleased to provide the Campus Saint-Jean (CSJ) with a letter of support to change the name of the new *Collège Saint-Jean* to the *Centre collégial de l'Alberta* with the intent of distinguishing its name and acronym from the current Campus and the historical *Collège Saint-Jean*, the institution that preceded the CSJ from 1943 to 1970.

The Francophone Secretariat was involved in the CSJ's consultations with a number of other stakeholders for the establishment of the *Centre collegial de l'Alberta*. Given that an institution's name is vitally important and becomes engrained in the identity of its members and the community, we were pleased to see that discussions regarding the name were held throughout the consultation process.

Based on feedback it received and cultural, historical and political considerations, the Campus Saint-Jean chose the name *Centre collégial de l'Alberta*. Contrary to the old *Collège Saint-Jean*, which defines a precise moment in time for community members, the *Centre collegial de l'Alberta* accurately reflects the new chapter in the CSJ's rich history and its intent to offer province-wide French language college level postsecondary education as part of the University of Alberta.

Therefore, we fully support the Campus Saint-Jean's proposal and would recommend the necessary administrative bodies approve the name change for *Centre collegial de l'Alberta*.

Sincerely,



Denis Tardif  
Executive Director



Association des universitaires de la faculté Saint-Jean (A.U.F.S.J.)

8406, Rue Marie-Anne Gaboury, Edmonton

Campus Saint-Jean, Université de l'Alberta



Ms. Line Croussette  
Doyenne adjointe et directrice générale du Collège Saint-Jean  
Campus Saint-Jean, University of Alberta  
8627, rue Marie-Anne-Gaboury, bureau 140  
Edmonton (Alberta) T6C 3N1

**Object: Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta**

Ms. Croussette,

On the behalf of the student body of the Campus Saint-Jean, I am writing in support of the request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta, made by Dean Marc Arnal.

This request was made in order to distinguish the new Collège Saint-Jean from the Faculté Saint-Jean and its predecessor, the renowned Collège Saint-Jean. The selection of the name Centre collégial de l'Alberta was made based on the current role of the establishment. We believe that it reflects more accurately the province-wide French language college-level postsecondary education programming offered as part of the University of Alberta.

The community has had the opportunity to express its view regarding the proposed name change, after consultation by key stakeholders and members of the consultative committee, led by the Faculté Saint-Jean.

Thank you for considering this request. We look forward to this name change coming into effect.

Sincerely,

Eric Lamarre

Président – A.U.F.S.J.



OFFICE OF THE COMMISSIONER OF OFFICIAL LANGUAGES - COMMISSARIAT AUX LANGUES OFFICIELLES

10055 106 Street, Room 400, Edmonton, Alberta T5J 2Y2 Tel. : (780) 495-3111 Fax : (780) 495-4094

November 29<sup>th</sup>, 2011

Ms. Line Croussette  
Doyenne adjointe et directrice générale du Collège Saint-Jean  
Campus Saint Jean, University of Alberta  
8627, rue Marie-Anne Gaboury, bureau 140  
Edmonton, Alberta  
T6C 3N1

**RE : Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta**

Ms. Croussette :

I am writing in support of Dean Marc Arnal's request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta. Dean Arnal requested this change with the view of distinguishing the Collège Saint-Jean from the current Faculté Saint-Jean and the former historical Collège Saint -Jean which provided education for Alberta's francophones and Francophiles between 1908 and 1969.

I was informed that key stakeholders and the leadership of the Faculté Saint-Jean were consulted by the reviewing committee and that the community has had ample to time and opportunity to provide feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected as a name which best reflects the nature of the institution.

Thank you for your consideration of this request.

Yours sincerely,

Deni J. Lorieau  
Commissioner's Representative  
Alberta, B.C and Northern Region

November 17<sup>th</sup>, 2011

Ms. Line Croussette  
Doyenne adjointe et directrice générale du Collège Saint-Jean  
Campus Saint-Jean, University of Alberta  
8627, rue Marie-Anne-Gaboury, bureau 140  
Edmonton (Alberta) T6C 3N1

**Re: Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta**

Dear Ms. Croussette,

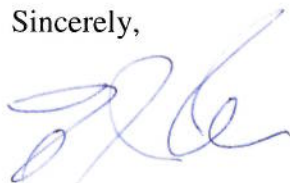
I am writing in support of Dean Marc Arnal's request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta. Dean Arnal made this request in view of distinguishing the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean.

After consultation by key stakeholders and members of the consultative committee with the leadership of the Faculté Saint-Jean, the community has had the opportunity to provide ample feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected based on a fair description of what this establishment is. Centre collegial de l'Alberta reflects more accurately the province-wide French language college level postsecondary education programming offered as part of the University of Alberta.

Thank you for your consideration of this request. We are looking forward to seeing this change come to fruition.

Sincerely,



Frank McMahon  
Director



8627 rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Pavillon II, Bureau 303  
Edmonton, Alberta T6C 3N1  
[www.acfa.ab.ca](http://www.acfa.ab.ca)

Edmonton, November 24<sup>th</sup>, 2011

Ms. Line Croussette  
Doyenne adjointe et directrice générale du Collège Saint-Jean  
Campus Saint-Jean, University of Alberta  
8627, rue Marie-Anne-Gaboury, bureau 140  
Edmonton (Alberta) T6C 3N1

**Re: Support for name change from Collège Saint-Jean to Centre collégial de l'Alberta**

Ms. Croussette,

I am writing in support of Dean Marc Arnal's request to change the name of Collège Saint-Jean to Centre collégial de l'Alberta. Dean Arnal made this request in view of distinguishing the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean. After consultation by key stakeholders and members of the consultative committee with the leadership of the Faculté Saint-Jean, the community has had the opportunity to provide ample feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected based on a fair description of what this establishment is. Centre collégial de l'Alberta reflect more accurately the province-wide French language college level postsecondary education programming offered as part of the University of Alberta.

Thank you for your consideration of this request. We are looking forward to seeing this change come to fruition.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Perreaux", is written over a horizontal line.

Denis Perreaux,  
Executive Director



Le futur - une planification proactive!  
Proactive change for the future!

T 780.504.1749  
F 780.665.7328  
9427 - 52<sup>e</sup> rue N.O.  
Edmonton, Alberta, T6B 1G5  
ttada@shaw.ca

November 17<sup>th</sup>, 2011

Ms. Line Croussette  
Doyenne adjointe et directrice générale du Collège Saint-Jean  
Campus Saint-Jean, University of Alberta  
8627, rue Marie-Anne-Gaboury, bureau 140  
Edmonton (Alberta) T6C 3N1

**Re: Name change from Collège Saint-Jean to Centre collégial de l'Alberta**

Dear Ms. Croussette,

I hereby offer my total support to Dean Marc Arnal's request to change the name of Collège Saint-Jean to a more suitable name: **'Centre collégial de l'Alberta'**. Dean Arnal has formally made this request in order to clearly distinguish the Collège Saint-Jean from the current Faculté Saint-Jean and the historical Collège Saint-Jean.

After consultation with key stakeholders and members of Campus Saint-Jean's consultative committee we are satisfied that the community has had the opportunity to provide ample feedback regarding the proposed name change.

The name Centre collégial de l'Alberta has been selected as the name itself provides a clear description of what this establishment is. Centre collégial de l'Alberta accurately reflects the province-wide French language college level programming offered as part of the University of Alberta.

I would like to both thank you and congratulate you for the excellent work that is being done to move this critically important institution into full operation. I look forward to working with you to assist the Centre collegial de l'Alberta.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Johnson', with a long horizontal flourish extending to the right.

Jean Johnson

