

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, December 13, 2017 meeting:

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Agenda Title: **Proposed Éducation à la petite enfance-Niveau II Certificate Program, Centre collegial de l'Alberta, Campus Saint-Jean**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed Éducation à la petite enfance-Niveau II Certificate Program, as submitted by the Centre collegial de l'Alberta, Campus Saint-Jean and as set forth in Attachment 1, to take effect September 2018.

Final Item: 4

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Agenda Title: **Proposed Éducation à la petite enfance-Superviseur Diploma Program, Centre collegial de l'Alberta, Campus Saint-Jean**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed Éducation à la petite enfance-Superviseur Diploma Program, as submitted by the Centre collegial de l'Alberta, Campus Saint-Jean and as set forth in Attachment 1, to take effect September 2018.

Final Item: 5

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Agenda Title: **Proposed Program Name Change, Faculty of Kinesiology, Sport, and Recreation, as submitted by the Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed Name Change in the MA, MSc, MCoach and PhD degree programs in "Physical Education and Recreation" to "Kinesiology, Sport, and Recreation", offered through the Faculty of Kinesiology, Sport, and Recreation, as set forth in Attachment 1-5 as amended, and as submitted by the Faculty of Graduate Studies and Research, to take effect July 1, 2018.

Final Item: 6

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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Éducation à la petite enfance-Niveau II Certificate Program, Centre collégial de l'Alberta, Campus Saint-Jean**

**Motion:** THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed Éducation à la petite enfance-Niveau II Certificate Program, as submitted by the Centre collégial de l'Alberta, Campus Saint-Jean and as set forth in Attachment 1, to take effect September 2018.

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation            |
| Proposed by      | Dolorèse Nolette, Assistant Dean and Director, Centre collégial de l'Alberta, Campus Saint-Jean |
| Presenter        | Dolorèse Nolette, Assistant Dean and Director, Centre collégial de l'Alberta, Campus Saint-Jean |

**Details**

|   |  |
|---|--|
| Responsibility  | Provost and Vice-President (Academic)  |
| The Purpose of the Proposal is (please be specific)         | To seek approval for a Éducation à la petite enfance-Niveau II certificate program at the Centre collégial de l'Alberta (CCA).   |
| The Impact of the Proposal is                               | To provide CCA students with the opportunity to pursue a French-language college-level certificate program focused on early learning and development that will prepare them for positions as Early Childcare Workers in Alberta's child care and development industry. |
| Replaces/Revises (eg, policies, resolutions)                | N/A  |
| Timeline/Implementation Date                                | September 2018   |
| Estimated Cost and funding source                           | See attached proposal  |
| Next Steps (ie.: Communications Plan, Implementation plans) | Once approved through University Governance, this proposal will be submitted to the Ministry of Advanced Education for approval.   |
| Supplementary Notes and context                             |  |

**Engagement and Routing** (Include meeting dates)

|  |  |
|--|--|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> > | <u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>October 6, 2017: Faculté Saint-Jean Council (for information)</li> </ul>  |
|  | <u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Office of the Provost and Vice-President(Academic)</li> <li>Office of the Registrar</li> <li>FSJ Dean, Associate Deans, Faculty members and staff</li> </ul> |
|  | <u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>Centre collégial de l'Alberta, Program Planning Committee (recommendation): April 18, 2017</li> </ul>   |
| Approval Route (Governance) (including meeting dates)  | Centre collégial de l'Alberta Executive Committee: May 18, 2017<br>GFC Academic Planning Committee – December 13, 2017   |

|                |                                 |
|----------------|---------------------------------|
| Final Approver | GFC Academic Planning Committee |
|----------------|---------------------------------|

**Alignment/Compliance**

|  |   |
|--|---|
| <p>Alignment with Guiding Documents</p>  | <p><b>Institutional Strategic Plan – For the Public Good</b></p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7. OBJECTIVE: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>i. Strategy: Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>9. OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the University as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students., and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.</p> <p>10. OBJECTIVE: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>GOAL: Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>18.OBJECTIVE: Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.</p> |
| <p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p><b>1. Post-Secondary Learning Act (PSLA):</b><br/>“26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”</p> <p><b>2. GFC Academic Planning Committee Terms of Reference</b></p> <p><b>“14. Diploma Programs Offered by Centre collegial de l’Alberta de l’University of Alberta:</b><br/>GFC delegates to APC the sole authority to consider and approve proposals from Centre collegial de l’Alberta de l’University of Alberta for the establishment of or termination of diploma programs (including all admission/transfer, academic standing/graduation, and related matters) to be offered by this unit. Where a new funding model is proposed for a</p>  |

Item No. 4

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|  | new or existing diploma program, however, APC will forward the proposal (with recommendation on the appropriate standing committee of the Board of Governors.” |
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 – Centre collégial de l’Alberta Proposed New Éducation à la petite enfance— Niveau II Certificate Program)

*Prepared by:* Kate Peters, Portfolio Initiatives Manager, [peters3@ualberta.ca](mailto:peters3@ualberta.ca)

## **Proposal Template Diploma, Certificate and Non-credential Programs**

The following template outlines the information required by Innovation and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution's assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

### **SECTION 1: PROGRAM OVERVIEW**

#### **1.1 Program Name(name to be used in Calendar and on parchment)**

Certificate program :

*Éducation à la petite enfance -- Niveau II*

#### **1.2 Institution(s)**

Centre collégial de l'Alberta, Campus St-Jean, University of Alberta

#### **1.3 Contact Person**

Name: Dolorèse Nolette

Telephone: (780)485-8648

Email: dnolette@ualberta.ca

#### **1.4 Type of Initiative**

This is a new French-language *Éducation à la petite enfance – Niveau II* certificate program to be offered through the Centre collégial de l'Alberta (CCA).

#### **1.5 Program Length**

*Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks, and, where relevant, hours and semesters of instruction.*

The proposed program will take place over a minimum of 38 weeks, if studying full-time. A total of ten courses and two practica must be completed. A course leading to the Child Development Assistant (Level 1) accreditation is included in the program should the student not have this level of training prior to entering the program. The program will include a blend of on-site, face-to-face and online learning opportunities.

## 1.6 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

The *Éducation à la petite enfance--Niveau II* leads to a certificate. The program is designed to ladder into the proposed *Éducation à la petite enfance – Superviseur* diploma, by taking a second year of programming. The certificate is a fast track to the workforce and provides students with the opportunity to develop skills through courses and practica which integrate academics and practical experiences. The *Éducation à la petite enfance--Niveau II* certificate program prepares graduates to provide quality childcare, from infants to school age, in a wide variety of settings and to plan developmentally appropriate activities for the children in their care. The certificate is unique in its perspective of first language and second language development in a minority language and or bilingual setting. Courses and student learning experiences will prepare graduates to enrich early learning experiences with Francophone cultural elements. Graduates will be particularly well suited to access employment in Francophone/French-language child-care settings since the program prepares them to understand and plan programming to meet linguistic needs in a culturally diverse setting.

This program may be completed on a part-time or full-time basis. Courses will be offered in a hybrid manner, which will include face-to-face learning opportunities and online work as well as on-site training/practica. Some courses will be offered evenings and weekends in order to meet the needs of students. Each semester includes coursework and a practicum where students will apply their knowledge working with children in a variety of French-language child care settings.

Once they have successfully completed the program, graduates can apply for certification as Child Development Workers as set out as Alberta's Child Care Staff Qualifications.

See **Appendix I** for course list and course descriptions.

## 1.7 Proposed Implementation Date

September 2018

## 1.8 Enrolment Plan

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:*

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*
  - This program targets French-speaking Albertans.
  - It is expected that many students registering in *Éducation à la petite enfance--Niveau II* certificate program will be part-time students and individuals already working in childcare settings. They will progress through the program as the courses are offered and their schedules allow. Students will have 5 years after their admission into the program to

complete it.

- High School graduates are also expected to apply.

*If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

| Proposed Enrolment                  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Annual Ongoing |
|-------------------------------------|--------|--------|--------|--------|--------|----------------|
| <b>Total head count</b>             | 0      | 0      | 0      | 0      | 0      | 0              |
| • Part-Time Level II                | 10     | 10     | 10     | 10     | 10     | 10             |
| • Full-Time Level II                | 10     | 10     | 10     | 10     | 10     | 10             |
| <b>Total FLE</b>                    | 0      | 0      | 0      | 0      | 0      | 0              |
| • FLE Year 1                        | 0      | 0      | 0      | 0      | 0      | 0              |
| <b>Anticipated No. of Graduates</b> | 8      | 12     | 12     | 12     | 12     | 12             |

Low attrition is expected due to the niche this program will fill. Students looking for face-to-face flexible French-language program delivery and to develop the unique skills required for first and second-language development in a minority-language setting will now have the choice of Centre collégial de l'Alberta. In addition, the CCA offers a very personalized approach to instruction and program management which favours retention of students.

## **SECTION 2: DEMAND**

### **2.1 Student Demand Analysis**

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

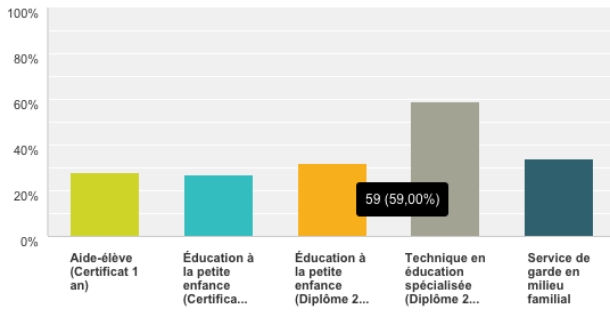
Given *Centre collégial de l'Alberta's* provincial mandate, the needs of the Francophone community as well as those of the general public throughout Alberta have been considered.

In March 2016, *Centre collégial de l'Alberta* undertook an online survey among Francophone school students in grades 10 to 12. We also sent the same survey to Francophone day care centers to explore the possibility of workers wanting to go back to school or further their training. A total of 100 people filled out the survey, 97% of the responses were from grade 10 to 12 students from Calgary (33%), Edmonton (26%) and North-Western Alberta (25%).

When we asked the question: Which programs interest you the most? A total of 59% chose *Éducation à la petite enfance* (Early Learning and Child Care), either the certificate (27%) or the diploma (32%).

**Quel(s) cours parmi les suivants vous intéresse le plus? (Cochez TOUTES les réponses)**

Réponses obtenues : 100 Question ignorée : 0



| Choix de réponses                                    | Réponses  |
|--|-----------|
| ▼ Aide-élève (Certificat 1 an)                       | 28,00% 28 |
| ▼ Éducation à la petite enfance (Certificat 1 an)    | 27,00% 27 |
| ▼ Éducation à la petite enfance (Diplôme 2 ans)      | 32,00% 32 |
| ▼ Technique en éducation spécialisée (Diplôme 2 ans) | 59,00% 59 |
| ▼ Service de garde en milieu familial                | 34,00% 34 |

Nombre total de participants : 100

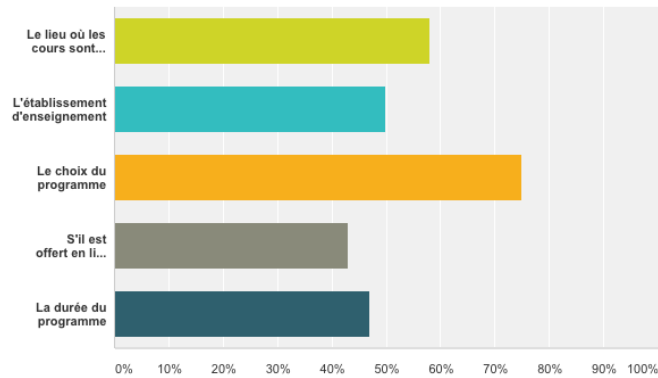
**\*\*Title: Which course interests you the most? (choose among the following). The choices listed are: Educational Assistant/Certificate, Early Childhood/Certificate, Early Childhood/Diploma, Educational Assistant-Special Education/Diploma.**

Students from grade 10 to 12 say they would choose the program which most interests them regardless of the length of the program, where it is offered, or the institution that provides it.



**Quel est le critère le plus important pour vous afin de choisir un programme d'étude? (Cochez TOUTES les réponses)**

Réponses obtenues : 100 Question ignorée : 0



| Choix de réponses                              | Réponses  |
|--|-----------|
| Le lieu où les cours sont offerts              | 58,00% 58 |
| L'établissement d'enseignement                 | 50,00% 50 |
| Le choix du programme                          | 75,00% 75 |
| S'il est offert en ligne ou en salle de classe | 43,00% 43 |
| La durée du programme                          | 47,00% 47 |

Nombre total de participants : 100

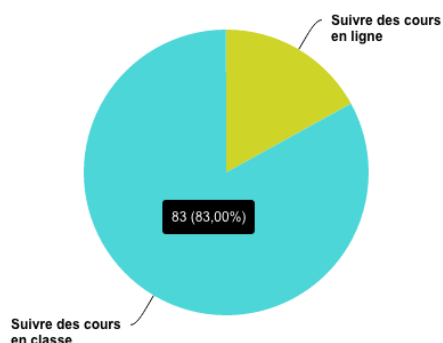
**\*\*Title: What is the most important thing to you when you choose a program? (Choose all answers) The list of options includes: Where the program is offered, which institution offers the program, the program itself, whether courses are offered in class or online, the length of the program.**

83% of the potential students answered that they would rather take a course given in a face-to-face delivery model than online.

This information has been used to determine where online and face-to-face delivery are appropriate to the needs of the target audience.

## Quelle est votre préférence?

Réponses obtenues : 100 Question ignorée : 0



| Choix de réponses            | Réponses  |
|------------------------------|-----------|
| ▼ Suivre des cours en ligne  | 17,00% 17 |
| ▼ Suivre des cours en classe | 83,00% 83 |
| Total                        | 100       |

**\*\*Title: What do you prefer? The choices list: online learning and in class learning.**

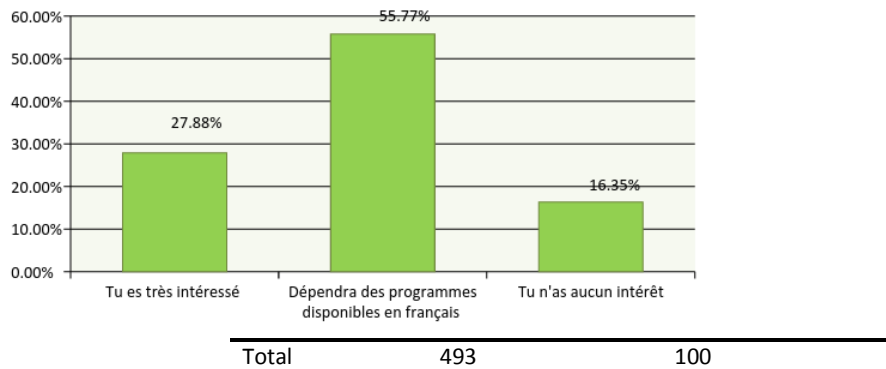
Previous survey results also show strong interest in French language programming. In 2011, *Centre collégial de l'Alberta* initiated a survey in order to assess student interest in undertaking postsecondary college-level studies in French. Both an electronic survey instrument and a hard copy version were distributed to the Francophone and French Immersion schools in Alberta.

A total of 493 responses were received, of which approximately 45% were from Edmonton, 18% from Calgary, with the remaining 37% of respondents from rural and northern Alberta. The breakdown of respondents from Francophone schools and French Immersion schools showed participation was almost equal, as was the distribution of respondents across grades 10 (37%), 11(30%), and 12(33%).

| School           | # of Respondents | % of Respondents |
|------------------|------------------|------------------|
| Francophone      | 259              | 53               |
| French Immersion | 234              | 47               |
| Total            | 493              | 100              |

| Grade    | # of Respondents | % of Respondents |
|----------|------------------|------------------|
| Grade 10 | 184              | 37               |
| Grade 11 | 148              | 30               |
| Grade 12 | 161              | 33               |

### Quel est ton intérêt à poursuivre tes études postsecondaires en français?



Among the 493 survey respondents, 28% indicated without stipulation that they were interested in pursuing postsecondary studies in French and an additional 56% indicated that they would be interested in doing so subject to the availability of programs of interest to them, for a total of 84% of respondents interested in studying in French.

**\*\*Title: How interested are you in pursuing post-secondary studies in French? The choices provided are: very interested, depending on available programs, not interested.**

### 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

In the spring of 2016, the Fédération des parents francophones de l’Alberta (FPFA), a Francophone community organization providing services to all French-language Alberta early childhood service providers, released the results of a study regarding the child care spaces available versus those needed in Francophone day care settings. Their results are based on a Statistics Canada study and show that there is demand for about 1,180 places in francophone daycares in the province and that only 543 places were actually available. This analysis demonstrates a shortfall of about 630 spaces to meet the actual demand. As more spaces are developed to meet this need, the need for qualified Child Development Workers able to work with children in a French-speaking and culturally inclusive environment will also increase.

Their study asked existing daycares about the number of names that were on the waiting list with results indicating that 120 children/families were waiting for a place in Francophone daycare. The long waiting lists further validate the fact that more Francophone daycare centers are needed. Table 1 (Tableau 1) illustrates the specifics.

**Tableau 1 : Garderies francophones existantes en Alberta**

| <b>Garderies en établissement</b>              |                        |                   |                        |                        |
|--|------------------------|-------------------|------------------------|------------------------|
| <b>Nom</b>                                     | <b>Ville ou région</b> | <b>Accréditée</b> | <b>Capacité</b>        | <b>Liste d'attente</b> |
| CEPP   | Edmonton               | Oui               | 52                     | 50                     |
| CEPP   | St-Albert              | Oui               | 16                     | 5                      |
| Les Petits Rayons                              | Edmonton               | Non               | 25                     |                        |
| Les p'tits chaussons                           | Beaumont               | Non               | 25                     | 4                      |
| Les petits Oursons                             | St-Paul                | Non               | 21                     |                        |
| Chez Madame Picolo                             | Fort McMurray          | Oui               | 56                     | 22                     |
| Alouette                                       | Calgary                | Oui               | 30                     |                        |
| Pommes de reinette                             | Calgary SO             | Oui               | 63                     | 25                     |
| Pommes de reinette                             | Calgary NE             | Oui               | 19                     | 1                      |
| Toujouramis                                    | Calgary                | Oui               | 30                     |                        |
| Touche-à-tout                                  | Lethbridge             | Oui               | 26                     | 10                     |
| Joyeux Colibris                                | Medicine Hat           | Oui               | 15                     | 3                      |
| CEPP   | Canmore                | Oui               | 33                     |                        |
| <b>Sous-total – garderies en établissement</b> |                        |                   | <b>411</b>             | <b>120</b>             |
| <b>Garderies privées en milieu familial</b>    |                        |                   |                        |                        |
| <b>Ville ou région</b>                         | <b>Nombre</b>          | <b>Capacité</b>   | <b>Liste d'attente</b> |                        |
| Edmonton et environs                           | 12                     | 72                | Inconnue               |                        |
| Cold Lake                                      | 1                      | 6                 | Inconnue               |                        |
| Calgary  | 3                      | 18                | Inconnue               |                        |
| Cochrane                                       | 2                      | 12                | Inconnue               |                        |
| Banff-Canmore                                  | 3                      | 18                | Inconnue               |                        |
| Red Deer                                       | 1                      | 6                 | Inconnue               |                        |
| <b>Total (en établissement et familiales)</b>  |                        | <b>543</b>        | <b>120</b>             |                        |

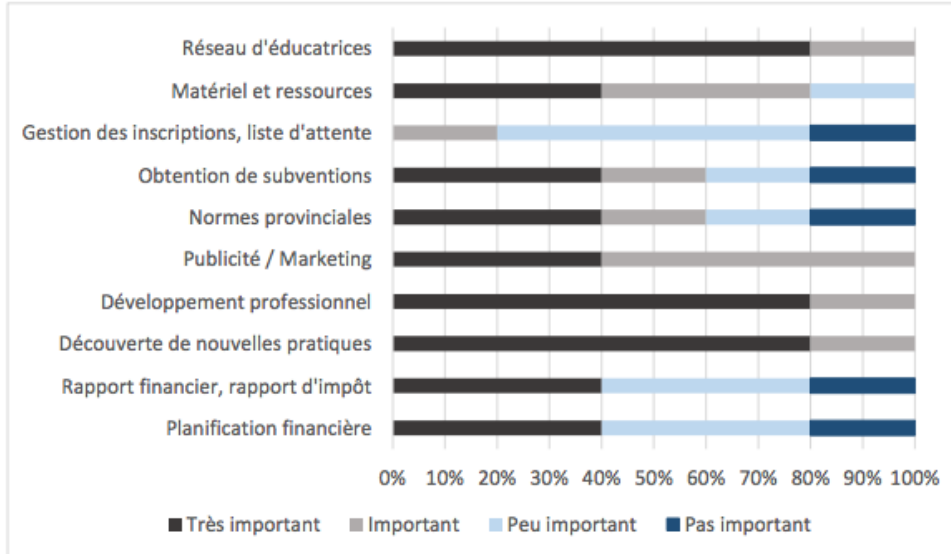
Fédération des parents francophones, Augmenter le nombre de place garderie francophone en Alberta, Défis, réalité et recommandations, 2016, p.3

**\*\* This Table names all French speaking day care service providers who work within institutions (often annexed to Francophone schools) and those who provide French-language dayhome services. It provides information on accreditation, the total number of children registered and the scope of the waiting list.**

In the same study, one survey was distributed to child care facilities (**Graphique 1**), the second to family day homes (**Graphique 2**), the FPFA asked the administration to identify the types of supports or resources that could help them to perform better.

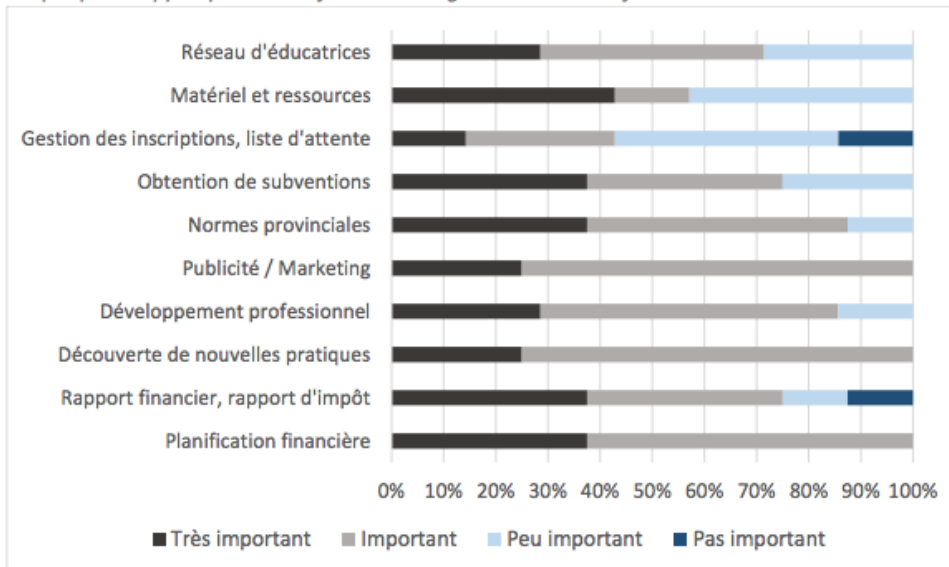
After analyzing and comparing the results of these two graphs, the most pressing needs identified in the two types of settings are professional development (100% and 85%), the discovery of new practices (100% and 100%) and the creation of a network of educators (100% and 72%).

Graphique 1: Appui que devrait fournir une association - Garderies en établissement



Fédération des parents francophones, Augmenter le nombre de place garderie francophone en Alberta, Défis, réalité et recommandations, 2016, p.8\*\*This graph shows how each support is ranked from “Very important” to “Not important” by those who responded to the survey.

Graphique 2: Appui que devrait fournir une agence - Garderies familiales



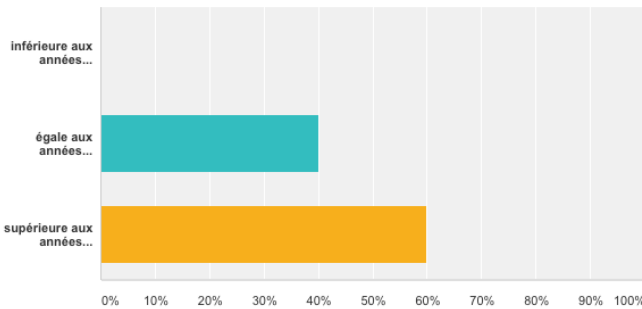
Fédération des parents francophones, Augmenter le nombre de place garderie francophone en Alberta, Défis, réalité et recommandations, 2016, p.9\*\*This graph shows how each support is ranked from “Very important” to “Not important” by those who responded to the survey.

The overall conclusion of the FPFA’s study is that there is a glaring shortage of places in French language daycare centers all over Alberta but particularly in Calgary and Edmonton. Current availability fills only 46% of the demand. Given these results, the FPFA will continue to lobby for an increase in Francophone childcare spaces in Alberta. The FPFA also continues to provide ongoing administrative and mentoring supports to parents and communities throughout Alberta who want to establish French language services. As more centers are opened to provide more spaces, more employment will be created increasing the demand for qualified personnel, trained to work within the specific French language context in Alberta. The CCA has strong ties with the FPFA, its member associations and all Francophone school authorities within the province.

The *Centre collégial de l'Alberta*'s survey of Francophone community organizations and early childhood education service providers show the need for workers. Response rates for Francophone schools was 40%, for day care centers at 40%, for Francophone School Authorities at 13% and for private day cares at 7%. All of the respondents agree that the need for workers in this field continues to increase. Most of them (60%) say that there is actually a greater demand than in previous years.

**Selon votre expertise professionnelle et l'écho de la communauté, comment est la demande de travailleur à la petite enfance?**

Réponses obtenues : 15 Question ignorée : 0

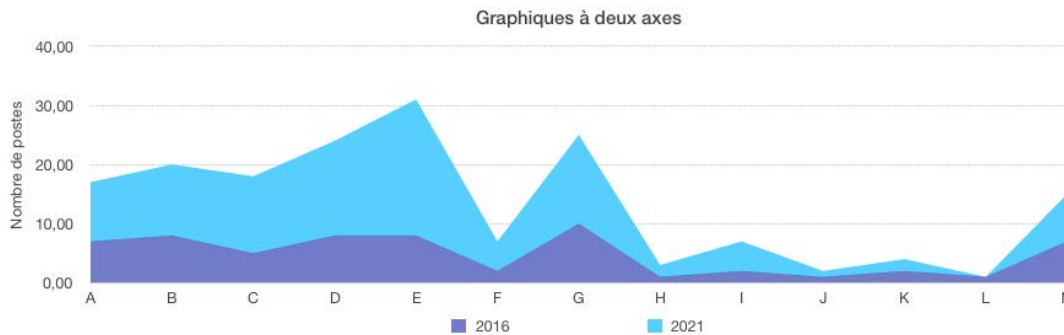


| Choix de réponses                 | Réponses |
|-----------------------------------|----------|
| inférieure aux années précédentes | 0,00% 0  |
| égale aux années précédentes      | 40,00% 6 |
| supérieure aux années précédentes | 60,00% 9 |
| Total                             | 15       |

**\*\*Title: In light of your experience in the field and in your professional opinion, how would you rate the demand for child development workers? The choices list: less than, equal to or greater that previous years.**

At the time the survey was taken, six institutional and private day care centers indicated that they usually hire one or two employees per year whereas seven indicated that they usually hire five to ten. When we asked the question: «How many early childhood educators do you plan to hire over the next five years?» the results indicate that employers expect to need a greater number over the coming years. The graph below depicts this anticipated need. Each letter represents an employer.

The dark blue represents the number of educators employed at the time of polling, the light blue represents the number of educators they plan to hire over the next five years.



Again, the case can be made that the demand for qualified personnel, trained within the context of French language specificity, will continue to increase.

### 2.3 Support

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

The proposal benefits from strong support from internal and external stakeholders.

In February 2016, a group of professionals and community organization representatives were consulted to discuss the planning of the Centre collégial de l'Alberta for future years. During this consultation, the committee was clear regarding the significance and the necessity of developing a program in Early learning & Child Care in French offered by the CCA.

Both the *Centre collégial de l'Alberta's* Executive Committee and Community Consultative Committee discussed the importance of seeking approval to offer this program over the same period. The membership of both groups is provided in Appendix II.

In March 2016, the CCA received letters of support found in Appendix III.

### 2.4 Clinical or Work Experience

*If clinical or work experience is an essential part of program delivery:*

*2.4.1 Provide evidence that the placements will be available when needed.*

The Centre collégial de l'Alberta is presently working in collaboration with Accès-emploi, a Francophone work and career placement organization, in order to provide work experience to students. This collaboration will be helpful in finding work placements, as will working with the

Fédération des parents francophone de l'Alberta (FPFA), the network of Francophone schools in Alberta, and the two Albertan Francophone Parent Link Centres (Edmonton and Calgary). At this time, there are 13 daycare centers affiliated with Francophone schools who are working with the FPFA. As more Francophone schools are opened in Alberta, other centers will be created. Another strong ally in identifying work experience placements in a French speaking child care and development setting is the network of 13 regional offices of the Association canadienne-française de l'Alberta (ACFA) spread province-wide. They are in a position to liaise with us to identify private day cares. All these stakeholders support or provide some form of early learning or child care and/or development service in a French speaking culturally sensitive and inclusive setting

Perhaps most importantly, since we estimate that many of the students completing this program will already be in the work force, working in the Early Learning and Child Development field, we foresee that they will be able to complete some of the practicum hours in their workplaces.

#### *2.4.2 Describe the student's role in securing placements.*

Collaboration with *Accès-Emploi* and other organizations will help students with work experience placements and help them find employment once they obtain their certificate. Students will be supported in finding placements. A guidebook, ***Guide pour les stages du programme Éducation à la petite enfance***, for students will outline their responsibilities with regards to the work experience component of the program. These responsibilities include:

- Completing course work of the program
- Abiding by the University of Alberta Student Code of Conduct and conducting themselves in an ethical and professional manner throughout the job search, interview and within their position. The University of Alberta Practicum Intervention Policy (<http://www.governance.ualberta.ca/StudentAppeals/PracticumInterventionPolicy.aspx>) will apply should the need arise.
- Abiding by the employment standards indicated by the employer and respecting all policies, rules, procedures and conditions set out for the position.

#### *2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

A CCA representative will act as primary supervisor for each student placement site. The CCA Director will be responsible for the supervisor who will monitor student progress and provide guidance and advice, when necessary. The supervisor will act as the liaison between the Employer, the Student and the CCA. Their responsibilities will also be described in a guidebook, ***Guide pour les employeurs et les superviseurs du programme de l'éducation à la petite enfance***. These will include :

- Creating a provincial database of employers and potential employers in the area of Éducation à la petite enfance.
- Facilitating communication between students, employers and the CCA staff as deemed necessary.
- Working with students and employers to identify learning opportunities within the context of job placements and establishing student-based reporting criteria on these specific learning opportunities.
- Informing students and employers about policies and procedures as deemed necessary. This will include the Student Code of Conduct and the Practicum Intervention Policy.



2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

Given that the Employer will take on a key role within the program, the CCA will ensure they understand their responsibilities towards the student by providing a guidebook and workshops. These responsibilities include supervision of the student so as to ensure that the best learning opportunities are provided.

The employer will have full oversight on the remuneration of the student (if applicable) and will be responsible for maintaining Comprehensive General Liability coverage appropriate to their operations. Employers should also have Workers' Compensation where applicable.

### **SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

#### **3.1 Institutional Strategy**

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The *Éducation à la petite enfance--Niveau II* certificate program meets with the University of Alberta's broadened mandate. One goal of the University of Alberta, as reflected in its strategic plan, *For the Public Good*, is to connect with its communities, notably embracing and extending strengths such as la Francophonie at Campus Saint-Jean, in order to enhance the University's interconnectedness with local communities. By drawing students from various Francophone communities, as well as from the general public, and preparing graduates to return to work environments in this milieu, the *Éducation à la petite enfance --Niveau II* certificate program enhances this connectedness between the University of Alberta, Alberta and Western Canada's Francophonie and the growing interest for bilingualism (as manifested by enrollments in immersion programs) in the general population. This program will enhance the University of Alberta's reputation as a leader in French language postsecondary education west of Winnipeg.

The University of Alberta is currently the sole post-secondary institution in Alberta which has the mandate to offer French-language college-level programs.

#### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

No negative impact is anticipated. There are currently no college-level Early Learning and Child Development certificate or diploma programs offered at the University of Alberta.

#### **3.3 Internal Review and Approval**

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

University of Alberta (U of A) internal review and approval to be done by :

- Centre collégial de l'Alberta, Program Planning Committee (recommendation): April 18, 2017
- Centre collégial de l'Alberta Executive Committee (approval) : May 18, 2017
- Faculté Saint-Jean Faculty Council (for information only), date : October 6, 2017
- U of A General Faculties Council Academic Planning Committee (approval), date: December 13, 2017

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The *Éducation à la petite enfance – Niveau II* program offered by CCA will be unique in various ways. The most obvious differentiator is language, as the program will be offered in French within the context of a French language institution, Campus Saint-Jean. The perspective of first language development in a minority language and or bilingual setting, in addition to ways by which to enrich early learning experiences with cultural elements, will be fully explored within the curriculum and be part of the student's learning experience.

Graduates of the program will be able to work in either of Canada's official languages. However, they will be particularly well suited for the French language environment. Courses will be offered in a hybrid manner, which will include face-to-face teaching and learning, online learning as well as on the job training. Some courses will be offered evenings and weekends in order to meet the needs of students. Face-to-face courses will be offered in Grande Prairie, Calgary and Edmonton, where deemed appropriate.

The CCA has been involved in a three year partnership with Lakeland College by providing funds through the Official Languages in Education Program (Federal funding) for their online development and offering of this program in French since 2014. This agreement was struck in an effort to meet the urgent need for bilingual, qualified Child Development Workers and Supervisors in the French-speaking community while CCA was undergoing its implementation phase. Now, CCA seeks accreditation so that it can offer a hybrid version of this diploma program in geographic areas such as Edmonton, Grande Prairie and Calgary. The CCA's *Éducation à la petite enfance – Niveau II* will complement the existing program at Lakeland by offering a face-to-face option in a Francophone institution. In addition, the curriculum will be adapted to the needs of Francophone and French-Speaking families living in a minority context.

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

There have been ongoing discussions between CSJ/CCA representatives and Lakeland College representatives over the past 18 months. These discussions were held in order to draw up a new agreement to continue the collaboration. Lakeland College representatives have indicated that they will continue offering the program in years to come with or without CCA/UofA support. CCA Executive Committee members have decided that CCA must pursue offering the program independently given the need expressed by the Francophone community and supported by the labour market analysis. CCA is strategically positioned to liaise with community members throughout the province to offer a program anchored in language development in a minority context and a culturally rich learning experience. [s](#)

### 3.6 Learner Pathways

*3.6.1 Identify potential pathways from work to school (where applicable).*

The proposed *Éducation à la petite enfance -- Niveau II* program will be open to students coming directly from high school as well as to other applicants looking to diversify their career opportunities or reorient their career. Should they already be employed in the Early Learning and Child Care field, they may use their workplace for their practicum.

A dual-credit initiative will be implemented in collaboration with the *Centre francophone d'éducation à distance* to encourage high school students to consider taking this program. Courses from the Alberta High School curriculum which could be adapted to this certificate program include:

- HSS2020 Nurturing Children (Encadrement des enfants)
- HSS2030 Perspectives on Interpersonal Relationships (Perspectives en relations interpersonnelles)
- HSS2040 Family Foundations (Fondements de la famille)

Discussions are ongoing to establish an MOA to this effect.

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

The *Éducation à la petite enfance--Niveau II* certificate program will ladder directly into the proposed *Éducation à la petite enfance – Superviseur* diploma program. The *Éducation à la petite enfance – Niveau II* program will contain the course needed to obtain the Early Learning and Child Care (Child Development Assistant) designation, for those students who do not yet have this qualification. If students already hold the Early Learning and Child Care (Child Development Assistant) certification, three credits will be applied towards their *Éducation à la petite enfance—Niveau II* program.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

We estimate that several certificate program graduates will proceed to the diploma level but few graduates will proceed to further education directly after completing their Diploma program. At a later date, however, some may wish to continue their education in an undergraduate program such as Campus Saint-Jean's Baccalauréat en education.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

|  | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           | Annual Ongoing   |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Revenue</b>                                 |                  |                  |                  |                  |                  |                  |
| Tuition and Related Fees <sup>1</sup>          | \$65 544         | \$65 544         | \$65 544         | \$65 544         | \$65 544         | \$65 544         |
| Re-allocation from Existing Programs           | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |
| Other Internal Sources <sup>2</sup>            | \$600,000        | \$600,000        | \$600,000        | \$600,000        | \$600,000        | \$600,000        |
| External (Third Party) Sources <sup>3</sup>    | \$160 000        | \$160 000        | \$160 000        | \$160 000        | \$160 000        | \$160 000        |
| GOA (Identify source) <sup>4</sup>             | \$ 0             | \$0              | 0                | \$ 0             | \$ 0             | \$ 0             |
| Other (specify)                                | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |
| <b>Total Revenue</b>                           | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> |
| <b>Operational Costs</b>                       |                  |                  |                  |                  |                  |                  |
| Salaries, Wages and Benefits <sup>4</sup>      | \$160 000        | \$160 000        | \$160 000        | \$160 000        | \$160 000        | \$160 000        |
| Materials and Contracted Services <sup>5</sup> | \$ 10,000        | \$ 10,000        | \$ 10,000        | \$ 10,000        | \$ 10,000        | \$ 10,000        |
| Other Direct Costs <sup>6</sup>                | \$80 544         | \$80 544         | \$80 544         | \$80 544         | \$80 544         | \$80 544         |
| Indirect Costs <sup>7</sup>                    | \$600,000        | \$600,000        | \$600,000        | \$600,000        | \$600,000        | \$600,000        |
| <b>Total Operational Costs</b>                 | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> | <b>\$850,544</b> |

#### Notes:

1. **Tuition and Related fees:** Included here is an estimate of revenue for the number of students expected in the program on a part-time and on a full time basis. Projected enrollment is relatively stable and includes part-time enrollments which are difficult to predict. Also, there are no increases in the tuition fees that are predicted and it is not possible for us to project the increases in non-instructional fees at this time. This revenue is subtracted in the Direct Costs since they are not a revenue that can be accessed by CCA. Therefore, tuition and related fees were projected as a stable figure throughout the budget.
2. **Other Internal Sources:** CCA receives an administration budget envelope which provides funding for CCA basic operations. At this time, two full programs are being offered, one in going through the approval process at GoA, and two programs are offered through a collaboration agreement. General operations as well as supports to students and staff are taken into account within a Cost Sharing Agreement established between Faculté Saint-Jean and Centre collegial de l'Alberta. These include, but are not limited to, general IT supports and maintenance, student support services, rental for spaces used by CCA, general promotion of CCA within CSJ. This sum is withdrawn in the Indirect Costs.
3. **Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding.** External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada. **Funding from OLE, Canadian Heritage**
4. **Salaries, Wages and Benefits:** Teaching Staff: 1 Full-time AST Coordinator and instructor (salary and benefits: 100K), Part-time instructional staff to offer up to 5 courses (5\*8000\$=40K), Additional part-time junior tech support shared with other programs(10K), Additional % of recruitment coordinator salary (10K)
5. **Contracted Services:** A contract will be offered to a placement agency to provide workshops and support to students seeking practicum placements.
6. **Other Direct Costs:** Direct costs include projected tuition and related fees which stay with the University(65,544\$), student bursaries(10K), program specific promotional efforts and materials(2500\$ and 2500\$).
7. **All other costs,** associated with providing this program and with providing support to students and staff are taken into account within the Cost Sharing Agreement established between Campus Saint-Jean and Centre collegial de l'Alberta. The Cost Sharing Agreement benefits from another source of funding, through the CCA Administration budget envelope granted by Alberta Advanced Education.

| One-time expenditures                 | Amount    | Revenue Source | Details   |
|---------------------------------------|-----------|----------------|---|
| Facilities                            | \$        |                |   |
| Equipment and IT                      | \$ -      |                | The IT infrastructure and teaching platform are already in place.   |
| Curriculum Development                | \$100 000 | OLE Program    | Acquisition/adaptation and development of course content for in class and on-line delivery. These funds will serve over a two year period for the development of both the certificate and the diploma programs. |
| Marketing and Promotion               | \$        |                |   |
| Faculty Recruitment and Establishment | \$        |                |   |
| Library Enhancements                  | \$5000    | OLE Program    | Initial purchase of books and subscriptions   |
| Other                                 | \$        |                |   |

## 4.2 Impact

4.2.1 *Compare the proposed tuition rate with that of similar programs in Campus Alberta.*

### **Proposed tuition rate for Éducation à la petite enfance—Niveau II Certificate program:**

#### **Canadian students:**

Tuition for program: (\$47.12/ft) \$3,581.12 full-time student for the program  
Total fees: as determined by UA, students are subject to all mandatory fees.

#### **International Students**

Tuition for program: (\$130.82/ft) \$9,942.32 for full-time student.  
Total fees: as determined by UA, students are subject to all mandatory fees.

Proposed tuition fees are similar to rates established in other institutions. Tuition rates for both Canadian students and International students are slightly lower than in other institutions offering this program. Fees are significantly higher than in other institutions.

4.2.2 *Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.*

Funding options by way of student loans for Alberta students and student bursaries provided by CCA and various endowment funds will be available to students. Because this is a one year program, the financial burden is lower than other programs and is in line with post-graduation earning capacity and workforce hiring capacity.

4.2.3 *If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

This is not applicable to this program.

## **SECTION 5: QUALITY ASSESSMENT**

**5.1 Institutional Capacity** 5.1.1 *List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

The instructional positions necessary to offer the program will be equivalent to one and a half full-time positions for the period of instruction (full-time and/or sessional lecturers). One full-time position will be created (AST-12 month) CCA will seek instructional staff with the best expertise and language skills to provide quality instruction and will give preference to instructors with practical experience. Part of the instructional duty may be taken on by instructors already working at CSJ.

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

CSJ technical support and distance learning support staff will work collaboratively with instructional staff and with students to ensure that the e-learning platform (Moodle) meets their needs for the online delivery portion of the program. No new support positions will be developed for this program.

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

An online learning platform, Moodle, will host courses for distance learning. Classroom space for face-to-face delivery in various regions of Alberta will be part of our negotiations with the appropriate Campus Alberta partners.

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

Because of the fairly low number of expected students, it is anticipated that there will not be a significant impact on student support services at CSJ which is hosting about 700 students this academic year. Students in the *Éducation à la petite enfance – Niveau II* program will participate in student services to the same degree as CSJ university-level students.

## 5.2 Curriculum

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

CCA will develop the *Éducation à la petite enfance certificate* program using both the *Normes de certification des services de garde d'enfants de l'Alberta* and the implementation of the framework *Jeu, participation et possibilités: Un cadre pédagogique pour les programmes d'apprentissage et de garde des jeunes enfants en Alberta*. These tools will provide a basis for guiding students on how to use and adapt these norms to the French language early childhood learning environment.

To supplement these resources, CCA will collaborate with partners at the national level to learn from best practice in early-childhood education in a minority context in Canada. A fundamental part of the programming will be adapting the offering of services in French in a minority language context, of developing language and culture as an integral part of the early learning and childcare experience.

Furthermore, the CCA will benefit from the expertise of CSJ's faculty whose research is in the area of child development and early childhood education as well as stakeholders in the field. They will be asked to participate in the validation of course objectives, workplace competencies and course content as course objectives are being identified.

## 5.3 Academic Standards

*List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.*

### 1. General requirements for admission

Candidates for *Éducation à la petite enfance--Niveau II* must have successfully completed:

- a. High school diploma with a minimum in French of
  - i. 50% in Français 30-1

- ii. or 60% in Français 30-2 or French Language Arts 30-1
- iii. or 70% in French 30(9 year);
- iv. or equivalent.

b. and a minimum in English of (see #5.3(3))

- i. 50% in English 30-1
- ii. or 65% in English 30-2
- iii. or equivalent.

## **2. Admission from Another Province**

- Students from other Canadian provinces who have successfully completed work at the high school level will be considered for admission to the CCA provided they present subjects equivalent to the requirements of the program.
- Equivalent: The CCA maintains the right to evaluate the equivalent values and the classification of courses taken in other provinces.
- Students who do not meet the requirements should contact the Admissions office at Campus Saint-Jean.

## **3. Admission with deficiency in English**

Before graduating from the certificate program, students enrolled in the *Éducation à la petite enfance—Niveau II* must demonstrate an acceptable level of English proficiency to meet the Government of Alberta's Certification Standards. Applicants whose first language is not English and who do not present English (English 30-1 or 30-2 or their equivalent) upon admission will be required to demonstrate proficiency in one of the following ways before graduation:

- a) IELTS (International English Language Testing System): Overall score equivalent to the Canadian Language Benchmark 7.
- b) CELPIP (Canadian English Language Proficiency Index Program): overall score equivalent to Canadian Language Benchmark 7.

## **4. Pre-practicum requirements**

Students are expected to ensure that their immunizations are up to date, for their own safety. Relevant information about recommended immunizations will be included with their admission package.

All students must submit a police information check, including a vulnerable sector clearance, on the first day of classes. Failure to do so will result in withdrawal from the practicum courses in the program.

## **5. Graduation requirements**

To qualify for graduation, students are required to successfully complete each component of the program. This includes demonstrating English language proficiency, passing all courses and successful completion of the compulsory practicum. A GPA of 2.0 must be obtained to graduate.

## **6. Academic Standing:**



- Student academic and practicum performance will be reviewed each semester.
- Students who fail two or more courses in a semester will be placed on academic probation for the following semester.
- Students who fail three courses will be required to withdraw for one semester from the full-time program. Readmission to the program on a part-time basis will be subject to CCA review.

## 5.4 Learning Outcomes

5.4.1 *Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).*

The *Éducation à la petite enfance—Niveau II* Certificate program prepares graduates to work as childcare providers in a wide variety of French speaking or bilingual settings. They will develop the required skills and knowledge to provide early learning and childcare programs that are appropriate to this context. The learning outcomes of the proposed program are designed such that the number of hours accessed for each category of course areas and practicum experiences meet the requirements laid out by the Government of Alberta for certification of the Child Development Child Care Worker.

5.4.2 *Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

The learning outcomes have been established through consultation with various Francophone community stakeholders who are active in the support and offering of early learning and child care programs in Alberta, the Fédération des parents francophones de l'Alberta, Canadian Parents for French, principals and curriculum consultants from the Francophone Education Authorities, the ACFA service centers in certain areas of the province.

5.4.3 *Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

This program provides the requisite training for accreditation for the Early Learning and Child Care, Child Development Worker as determined by Alberta Human Services

## 5.5 Institutional Quality Assurance

5.5.1 *Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

- Quality of programs
- Quality of instruction
- Quality and quantity of opportunities for practice-based learning
- Sustained enrollment
- Acceptable completion rates as approved by CE-CCA.
- Levels of satisfaction: students and graduates, employers, instructors
- Financial sustainability

The success of the certificate program *Éducation à la petite enfance—Niveau II* will be tracked using these indicators. Targets for these indicators have been established in the CCA Strategic Plan and

results will be tracked and reported to the appropriate stakeholders.

Program curriculum will be reviewed every three years using the above criteria as well as eCampus standards and the Campus Alberta Quality Council guidelines.

*5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

At this time, the CCA Community Consultative Council, composed of various community stakeholders, meets twice a year. Their role is primarily to provide advice to the CCA Executive Committee regarding all matters concerning programming. Until a specific program committee is struck, the CCC-CCA will advise on program quality assurance, as will the EC-CCA.

Once the program is operational, a specific program committee, the *Comité consultatif--programmes en éducation du CCA* will be struck. Representatives from the Fédération des conseils scolaires de l'Alberta, the Fédération des parents francophones de l'Alberta, day care centers, day homes, teaching staff, students, alumni will be convened. Their mandate will include program quality assurance through a process approved by the EC-CCA.

#### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

APPENDIX I – COURSE LIST, DESCRIPTION, HRS, CREDITS

**Certificat : Éducation à la petite enfance – Niveau II**

EPE 100 Le jeu  
EPE 101 La communication  
EPE 102 Le professionnalisme dans le milieu de la petite enfance  
EPE 110 Curriculum I  
EPE 111 Curriculum II  
EPE 130 La santé, la sécurité et la nutrition  
EPE 120 Le développement de l'enfant I  
EPE 121 Le développement de l'enfant II  
EPE 125 Gestion des comportements  
EPE 126 L'intégration des enfants avec des besoins particuliers I  
EPE 150 Stage I  
EPE 151 Stage II

**Certificate : Éducation à la petite enfance – Niveau II**

EPE 100 Play  
EPE 101 Communication Skills  
EPE 102 Early Childhood Professionalism  
EPE 110 Curriculum Planning I  
EPE 111 Curriculum Planning II  
EPE 130 Health, Nutrition and Safety  
EPE 120 Child Development I  
EPE 121 Child Development II  
EPE 125 Positive Behavior Supports  
EPE 126 Exploring Exceptionalities I  
EPE 150 Practicum I  
EPE 151 Practicum II

## APPENDIX IB – COURSE DESCRIPTIONS

| Course name   | Description   | hours | credits |
|---|---|-------|---------|
| <b>Required Courses - Éducation à la petite enfance, Niveau II</b>        |   |       |         |
| EPE 101<br>Communication Skills   | This course focuses on the development of effective writing and critical reading skills. Includes essay, story or letter writing, as well as analytical reading.  | 45h   | 3       |
| EPE 101<br>La communication   | Ce cours se concentre sur le français adapté pour la profession d'éducatrice à la petite enfance. Tout au long de ce cours, l'étudiant apprendra à communiquer de manière professionnelle. L'étudiant apprendra aussi comment écrire des rapports de façon objective, créer des bulletins d'information, rédiger son curriculum vitae et sa lettre de présentation dans le but d'obtenir un emploi dans le milieu.  |       |         |
| EPE 100 Play  | This course is an overview of the significance of play in the development of the child. It includes nature and development of play in the environment and explores how early childhood educators co-construct meaningful play experiences with the child and their family. Special consideration is given to designing responsive environments and focusing on children's natural disposition to learn in both indoor and outdoor play spaces.                  | 45h   | 3       |
| EPE 100 Le jeu  | Pendant ce cours, l'étudiant apprendra tout sur l'importance du jeu dans le développement des jeunes enfants. L'étudiant développera des plans qui faciliteront l'implantation d'activités riches en apprentissages dans toutes sortes de milieu tout en utilisant le jeu.  |       |         |
| EPE 102 Early<br>Childhood<br>Professionalism                             | The student will explore values, attitudes, ethics and commitment involved in working professionally with young children and families within a culturally diverse French language setting. Roles and responsibilities, conflict resolution and how to be a professional team member are examined.   | 45h   | 3       |
| EPE 102 Le<br>professionnalisme dans<br>le milieu de la petite<br>enfance | Ce cours permet à l'étudiant d'explorer les valeurs, les attitudes et le code d'éthique de la profession et de comprendre l'engagement que cela implique dans les interactions respectueuses et professionnelles avec de jeunes enfants et des familles, particulièrement en milieu minoritaire dans un contexte de diversité culturelle. L'étudiant analysera les rôles et les responsabilités, la résolution de conflits et l'importance du travail d'équipe. |       |         |
| EPE 130 Health,<br>Nutrition & Safety                                     | The student will examine health, nutrition and safety needs of young children including practical applications for supporting these needs in an early childhood environment. Developmentally appropriate practices and experiences for establishing healthful attitudes in young children will also be included.  | 45h   | 3       |
| EPE 130 La santé, la<br>sécurité et la nutrition                          | L'étudiant analysera les réglementations entourant les besoins des jeunes enfants en santé, en nutrition et en sécurité en participant à des applications pratiques dans un environnement de la petite enfance. Des pratiques et des expériences pour le développement d'attitudes saines adaptées pour les enfants seront discutées.   |       |         |
| EPE 120 Child<br>Development I  | This course provides students with an understanding of the developing child from birth to two years. It provides an overview of principles, domains and   | 45h   | 3       |

|   |  |     |   |
|---|--|-----|---|
| EPE 120 Le développement de l'enfant I                            | <p>major theories of children's development and influences on the development during prenatal and neonatal stages, as well as during infancy and toddlerhood. The relationship between theory and practice in infant-toddler programs is also examined.</p> <p>Ce cours permettra à l'étudiant de comprendre le développement de l'enfant à partir de la naissance jusqu'à l'âge de deux ans. Il donne un aperçu global des principes et des théories du développement de l'enfant pendant cette période, de la phase prénatal et néonatal ainsi que pendant la toute petite enfance. Le lien entre la théorie et son application dans la pratique sera exploré.</p> |     |   |
| EPE 126 Exploring Exceptionalities I                              | <p>This course provides an introduction to children and youth with exceptionalities by examining the categories and characteristics of diversity. Issues pertinent to children with exceptionalities and their families are explored.</p>  | 45h | 3 |
| EPE 126 L'intégration des enfants avec des besoins particuliers I | <p>En examinant les catégories et les caractéristiques des divers besoins exceptionnels, ce cours initie l'étudiant aux besoins particuliers que peuvent avoir les enfants et les jeunes. L'étudiant explorera les moyens pertinents dans l'accompagnement des enfants et des jeunes ayant des besoins particuliers et de leur famille.</p>  |     |   |
| EPE 125 Positive Behaviour Supports                               | <p>The course includes an examination of attitudes, values, and skills within a holistic approach to support social and emotional development in terms of positive behavior. Opportunities for examining the dynamics of behavior are provided. This course also discusses various strategies to support the development of social and emotional skills and pro-social behavior.</p>   | 45h | 3 |
| EPE 125 Gestion des comportements                                 | <p>Le cours comprend une analyse des attitudes, des valeurs et des compétences essentielles dans une approche de développement globale qui permet de soutenir le développement social et émotionnel des enfants. L'étudiant pourra observer la dynamique du comportement. Ce cours traite également de diverses stratégies visant à soutenir le développement des compétences social et émotionnelles ainsi que celles du comportement pro social chez l'enfant.</p>   |     |   |
| EPE 110 Curriculum Planning I                                     | <p>This course is an exploration of curriculum planning, implementation and evaluation in the areas of art, games, movement and music. These curriculum areas are explored within the framework of a play oriented, interactionist approach. This approach enables students to design and implement interactive activities for children. Students are provided with the opportunity to acquire strategies for supporting the development of children within the preschool, school and community setting.</p>   | 45h | 3 |
| EPE 110 Curriculum I  | <p>Ce cours permet d'explorer la planification de curriculum dans le domaine des arts, des jeux, du mouvement et de la musique, ainsi que sa mise en oeuvre et son évaluation. Ces domaines sont explorés à partir d'une approche interactive centrée sur le jeu. L'étudiant pourra acquérir des stratégies permettant d'appuyer le développement des enfants, qu'ils soient à la prématernelle, à l'école ou dans un contexte communautaire.</p>  |     |   |
| EPE 111 Curriculum Planning II                                    | <p>This course explores children's literature, language arts, math and science curriculum planning, implementation and evaluation. The student will research, design and implement interactive activities with children. Emphasis will be placed on supporting developmental needs of children in preschool, school and community settings.</p>  | 45h | 3 |

|   |   |                           |   |
|---|---|---------------------------|---|
| EPE 111 Curriculum II   | Ce cours permet d'explorer la planification de curriculum dans les domaines de la littérature, des mathématiques et des sciences, ainsi que sa mise en oeuvre et son évaluation. Ces domaines sont explorés dans une approche holistique et interactive. L'étudiant pourra acquérir des stratégies permettant d'appuyer le développement des enfants, qu'ils soient à la prématernelle, à l'école ou dans un contexte communautaire.  |                           |   |
| EPE 121 Child Development II<br><br>EPE 121 Le développement de l'enfant II | This course provides the student with an understanding of the physical, cognitive, social and personality changes that take place from two to six years of age. Students will examine theoretical perspectives and research findings that contribute to our understanding of child development as well as their implications for practice in early learning and childcare settings.<br>Prerequisite: EPE 120<br><br>Ce cours permettra à l'étudiant de comprendre le développement de l'enfant de deux à six ans. Il permet de suivre les changements physiques, sociaux, émotionnels et intellectuels qui se produisent pendant cette période dans la vie humaine. L'étudiant analysera les perspectives théoriques qui contribuent à notre compréhension du développement de l'enfant. Il en analysera aussi les incidences dans le milieu. Préalable : EPE 120 | 45h                       | 3 |
| EPE 150 ELCC Practicum I<br><br>EPE 150 Stage I                             | The first practicum provides an emphasis on observation and practical experience working with children. The student will begin programming based on observations of children's needs and interests, incorporating early childhood philosophy in a workplace experience. Prerequisite: Minimum of 10 credits of early learning and child care program course work.<br><br>Le premier stage met l'accent sur l'observation et l'expérience pratique du travail avec les enfants. L'étudiant pourra commencer à préparer une programmation à partir de ses observations au sujet des besoins et des intérêts des enfants afin d'intégrer la philosophie de la petite enfance dans sa pratique.<br>Préalable : un minimum de 10 crédits dans le domaine de l'éducation à la petite enfance.   | 126h<br><br>96+30<br>Sem  | 3 |
| EPE 151 ELCC Practicum II<br><br>EPE 151 Stage II                           | The advanced practicum provides emphasis on programming based on observation of children's needs and interests. The student will incorporate early learning and child care philosophy in a workplace experience. Prerequisite: EPE 150 and successful completion of all Éducation à la petite enfance, Niveau II certificate course work with minimum GPA of 2.0.<br><br>Le deuxième stage permet d'approfondir son expérience pratique de travail avec les enfants. L'étudiante met en œuvre une programmation à partir de ses observations au sujet des besoins et des intérêts des enfants pour intégrer la philosophie de la petite enfance dans son expérience de travail.<br>Préalable : EPE 150 et avoir réussi tous les cours du programme du certificat, Éducation à la petite enfance--Niveau II avec une moyenne générale d'au moins 2,0.              | 256h<br><br>200+16<br>Sem | 5 |

## APPENDIX II

### Comité exécutif du CCA Membership

Pierre-Yves Mocquais, Dean, Faculté Saint-Jean  
Frank McMahon, First Dean, Faculté Saint-Jean  
Marianne Jacquet, Faculty Saint-Jean Faculty Council delegate  
Albert Nolette, ACFA  
Michael Tryon, CPF  
Casey Edmunds, CCA Community Consultative Council Chair  
Emma Yellowbird, Admissions  
Ondel'Ansek Kay, CCA Teaching Staff representative  
Paul Rodrigue Mayagi, CCA Student representative  
Dolorèse Nolette, Assistant Dean and Director, CCA

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### Comité consultatif communautaire du CCA Membership

Casey Edmunds, Francophonie jeunesse de l'Alberta, Chair  
Mireille Péloquin, Fédération des parents francophones de l'Alberta, Vice-Chair  
Frank McMahon, Chair, CE-CCA  
Michael Tryon, Canadian Parents for French  
Jean Mongrain, Centre francophone d'éducation à distance  
Donald Michaud, Fédération des conseils scolaires francophones de l'Alberta  
Isabelle Laurin, Association canadienne-française de l'Alberta  
Étienne Alary, Conseil de développement économique de l'Alberta  
Erwan Goasdoué, Connexion Carrière  
Pierre-Yves Mocquais, Dean, Faculté Saint-Jean  
Dolorèse Nolette, Assistant Dean and Director, CCA

## APPENDIX III - LETTERS

April 1, 2016

**Object : Support and work experience placement for Early Childhood Development**

**Comment [WU1]:** Can we add the "d" here?

Madam,  
Mister,

The C.E.P.P. (Centre Expérience Préscolaire et Parascolaire) is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our Gabrielle-Roy school, La Mission school, Notre-Dame school, Père Lacombe school and Sainte-Jeanne d'Arc school needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

The C.E.P.P. ( Centre Expérience Préscolaire et Parascolaire) is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

**Comment [WU2]:** Signature?

Emmanuelle Sow  
Director C.E.P.P.





**Object: Support and work experience placement for Early Childhood Development**

Madam / Mister,

Accès Emploi Alberta is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our schools, daycares and other community child support services, needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Accès Emploi Alberta is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that are desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Per/Acces Emploi Alberta

Antoinette Vani-Mistrzak  
Director  
Email: antoinette.vani-mistrzak@accesemploi.net



230-6940 Fisher Road SE  
Calgary (Alberta) T2H 0W3  
infoconseil@csud.ca  
Téléphone 403-686-6998  
Sans frais 1-877-245-7686  
Télécopieur 403-686-2914  
*The Southern Francophone Education Region No. 4*

Calgary, March 15th 2016

Madam Dolorès Nolette  
Acting Director of the Centre collégial de l'Alberta  
8406, 91 Street  
Edmonton, Alberta T6C 4G9

**Object: Support and work experience placement for Early Childhood Development**

Mrs Nolette,

The Conseil scolaire FrancoSud is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our childcare and pre-kindergarten communities need French employees to provide quality services to French-speaking young children and their families.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of the growing number of francophone families in Alberta.

Le Conseil scolaire FrancoSud, its childcares and pre-kindergarten communities are happy to be a part of this initiative by offering a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will prepare the students to develop necessary skills and gain work experience, while preparing to be qualified workers. Indeed, these placements may lead to offers of employment for your graduates within our communities.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Jacqueline Lessard  
*Superintendent*



Bureau 322  
8627, rue Marie-Anne-Gaboury (91 ST NW)  
Edmonton (Alberta) T6C 3N1  
Tél. : 780 468-6440 | Téléc. : 780 440-1631  
[www.centrenord.ab.ca](http://www.centrenord.ab.ca)

March 18, 2016

**Subject: Support and work experience placement for Early Childhood Development**

Madam,  
Mister,

Conseil scolaire Centre-Nord is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our schools needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Conseil scolaire Centre-Nord is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Henri Lemire  
Superintendent of Schools  
Conseil scolaire Centre-Nord

*Instruire  
l'avenir*



March 10th, 2016

**Object : Support and work experience placement for Early Childhood Development**

Madam,  
Mister,

The Conseil scolaire Centre-Est is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our school board needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

It is important that the Centre collégial de l'Alberta offers French-language training programs, including English courses, that will meet the needs of today's work place and prepare students to meet the needs of the growing number of Francophones in Alberta.

The Conseil scolaire Centre-Est is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Marc Dumont", is placed above the printed name and title.

Marc Dumont  
Superintendent

---

Regional Authority of East Central Francophone Education Region No.3

C.P. 249, Saint-Paul (Alberta) T0A 3A0

Téléphone 780-645-3888 Télécopieur 780-645-2045

[www.centreest.ca](http://www.centreest.ca)



Edmonton, March 18 2016

Minister of Advanced Education  
Honorable Marlin Schmidt  
7th Floor, 10030 107 Street Northwest  
Edmonton (Alberta) T5J 4X7

Object : Support and work experience placement for Early Childhood Development

Honourable Marlin Schmit,

*La Fédération des parents francophones de l'Alberta* is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our daycares need employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English. Early Childhood services in French are an important part of the continuum to ensure that Francophone children be ready to learn in a French school environment. More qualified workers are needed to grow this sector of services.

We believe it is important that the *Centre collégial de l'Alberta* offer French language training programs including English courses that will meet the demands of today's work force and prepare students to meet the Early childhood service needs of the growing number of Francophones in Alberta.

*La Fédération des parents francophones de l'Alberta* is happy to be a part of this initiative by offering to serve as a work placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that are desperately needed in the work force. Indeed, these placements could lead to offers of employment for your graduates within our placement organizations.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Mireille Péroquin,  
Directrice générale



23-3 Avenue des Compagnons  
CP 1220  
Saint-Hidore (Alberta) T0H 1B0

Téléphone: 780-624-8855  
Télécopieur: 780-624-8554  
Sans frais: 1-866-624-8855



March 14<sup>th</sup>, 2016

**Object: Support and work experience placement for Early Childhood Development**

Madam, Mister

The Conseil scolaire du Nord-Ouest N°1 (CSNO) is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our community needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

CSNO is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

sincerely,

Brigitte Kropielnicki  
Superintendent of schools

*Se donner  
des racines et  
des ailes*

[www.csno.ab.ca](http://www.csno.ab.ca)

The Regional Authority of the Northwest Francophone Education Region No. 1

March 10th, 2016

**Object : Support and work experience placement for Early Childhood Development**

Madam, Mister,

Service de garde Les petits géants is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our before and after school program needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Service de garde Les petits géants is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,



Stéphanie Lamont  
Owner and Child development supervisor  
Service de garde Les petits géants  
587-890-6690  
[sdglespetitsgeants@outlook.com](mailto:sdglespetitsgeants@outlook.com)  
[www.petitsgeants.com](http://www.petitsgeants.com)



Association garderie les p'tits chaussons/Little Slippers Daycare

[direction@garderielesptitschaussons.ca](mailto:direction@garderielesptitschaussons.ca)

780- 929 1180

March 10,2016

**Object: Support and work experience placement for Early Childhood Development**

Madam,

Mister,

Garderie les ptits chaussons/Little Slippers Daycare is pleased to support the French-language Early Childhood Development proposed by the Centre collégial de l'Alberta. Our francophone daycare needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Garderie les ptits chaussons/little Slippers Daycare is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organisation.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

**Joyce Smayra**  
Directrice  
Association Garderie Les p'tits chaussons

Tel: 780-9291180



**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Éducation à la petite enfance-Superviseur Diploma Program, Centre collégial de l'Alberta, Campus Saint-Jean**

**Motion:** THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed Éducation à la petite enfance-Superviseur Diploma Program, as submitted by the Centre collégial de l'Alberta, Campus Saint-Jean and as set forth in Attachment 1, to take effect September 2018.

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation            |
| Proposed by      | Dolorèse Nolette, Assistant Dean and Director, Centre collégial de l'Alberta, Campus Saint-Jean |
| Presenter        | Dolorèse Nolette, Assistant Dean and Director, Centre collégial de l'Alberta, Campus Saint-Jean |

**Details**

|   |  |
|---|--|
| Responsibility  | Provost and Vice-President (Academic)  |
| The Purpose of the Proposal is (please be specific)         | To seek approval a Éducation à la petite enfance-Superviseur diploma program at the Centre collégial de l'Alberta (CCA)  |
| The Impact of the Proposal is                               | To provide CCA students with the opportunity to pursue a French-language college-level certificate program focused on early learning and development that will prepare them for positions as Early Childcare Workers in Alberta's child care and development industry. |
| Replaces/Revises (eg, policies, resolutions)                |  |
| Timeline/Implementation Date                                | September 2019   |
| Estimated Cost and funding source                           | See attached proposal  |
| Next Steps (ie.: Communications Plan, Implementation plans) | Once approved through University Governance, this proposal will be submitted to the Ministry of Advanced Education for approval.   |
| Supplementary Notes and context                             |  |

**Engagement and Routing** (Include meeting dates)

|  |  |
|--|--|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> > | <u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>October 6, 2017: Faculté Saint-Jean Council (for information)</li> </ul>  |
|  | <u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>Office of the Provost and Vice-President(Academic)</li> <li>Office of the Registrar</li> <li>FSJ Dean, Associate Deans, Faculty members and staff</li> </ul> |
|  | <u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>Centre collégial de l'Alberta, Program Planning Committee (recommendation): April 18, 2017</li> </ul>   |
| Approval Route (Governance) (including meeting dates)  | Centre collégial de l'Alberta Executive Committee: May 18, 2017<br>GFC Academic Planning Committee – December 13, 2017   |

|                |                                 |
|----------------|---------------------------------|
| Final Approver | GFC Academic Planning Committee |
|----------------|---------------------------------|

**Alignment/Compliance**

|  |   |
|--|---|
| <p>Alignment with Guiding Documents</p>  | <p><b>Institutional Strategic Plan – For the Public Good</b></p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7. OBJECTIVE: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>i. Strategy: Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>9. OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the University as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students., and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.</p> <p>10. OBJECTIVE: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>GOAL: Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>18.OBJECTIVE: Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.</p> |
| <p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p><b>1. Post-Secondary Learning Act (PSLA):</b><br/>“26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”</p> <p><b>2. GFC Academic Planning Committee Terms of Reference</b><br/><b>“14 Diploma Programs Offered by Centre collegial de l’Alberta de l’University of Alberta</b><br/>GFC delegates to APC the sole authority to consider and approve proposals from Centre collegial de l’Alberta de l’University of Alberta for the establishment of or termination of diploma programs (including all admission/transfer, academic standing/graduation, and related matters) to be offered by this unit. Where a new funding model is proposed for a new or existing diploma program, however, APC will forward the proposal (with recommendation on the appropriate standing committee</p>  |

of the Board of Governors.”

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Centre collégial de l'Alberta Proposed New Éducation à la petite enfance—  
Superviseur Diploma Program)

*Prepared by:* Dolorèse Nolette, Assistant Dean and Director: CCA, [dnolette@ualberta.ca](mailto:dnolette@ualberta.ca)

# Proposal Template

## Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Innovation and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution's assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

### SECTION 1: PROGRAM OVERVIEW

#### 1.1 Program Name

*Éducation à la petite enfance Superviseur*  
Diploma program :

#### 1.2 Institution(s)

Centre collégial de l'Alberta, Campus St-Jean, University of Alberta

#### 1.3 Contact Person

Name: Dolorèse Nolette  
Telephone: (780)485-8648  
Email: dnolette@ualberta.ca

#### 1.4 Type of Initiative

*New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.*

This is a new French-language *Éducation à la petite enfance--Superviseur* diploma program to be offered by the Centre collégial de l'Alberta (CCA).

#### 1.5 Program Length

*Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks, and, where relevant, hours and semesters of instruction.*

The proposed program will take place over a minimum of 32 weeks, if studying full-time. Beyond the coursework, the program includes two practica and will be delivered in a blended hybrid approach including on-site, face-to-face and online training.

## 1.6 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

Taken following the completion of the *Éducation à la petite enfance- Niveau II* certificate, the *Éducation à la petite enfance--Superviseur* leads to a diploma. While the certificate is a fast track to the workforce, the diploma opens up more job opportunities and a higher salary. Both the certificate and the diploma programs are unique in their perspective of first language and second language development in a minority language and/or bilingual setting. Courses and student learning experiences will prepare graduates to enrich early learning experiences with Francophone cultural elements. Graduates will be particularly well suited to access employment in Francophone/French-language child care settings since the program prepares them to understand and plan programming to meet linguistic needs in a culturally diverse setting.

This program may be completed on a part-time or full-time basis. Courses will be offered in a hybrid manner, which will include face-to-face learning opportunities and online work as well as on-site training/practicum. Some courses will be offered evenings and weekends in order to meet the needs of students. Each semester includes coursework and a practicum where students will apply their knowledge working with children in a variety of French-language child care settings.

Once they have successfully completed the program, graduates can apply for certification as Child Development Workers as set out as Alberta's Child Care Staff Qualifications.

See **Appendix I** for course list and course descriptions.

## 1.7 Proposed Implementation Date

September 2019

## 1.8 Enrolment Plan

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:*

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

The *Éducation à la petite enfance--Superviseur* diploma program builds upon the certificate program (*Éducation à la petite enfance - Niveau II*), and will appeal to those students wishing to advance to positions with more responsibility and authority in Early Learning Child Development –specifically trained for the Francophone/French speaking childcare context.

Students will most probably register on a part-time basis and will progress through the program on an ongoing basis until completion. Students will have 5 years after admission to complete the program.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

| Proposed Enrolment                  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Annual Ongoing |
|-------------------------------------|--------|--------|--------|--------|--------|----------------|
| <b>Total head count</b>             | 0      | 0      | 0      | 0      | 0      | 0              |
| • Part-Time (Niveau III)            | 10     | 10     | 10     | 10     | 10     | 10             |
| Full-Time(Niveau III)               | 2      | 2      | 2      | 2      | 2      | 2              |
| <b>Total FLE</b>                    | 0      | 0      | 0      | 0      | 0      | 0              |
| • FLE Year 1                        | 0      | 0      | 0      | 0      | 0      | 0              |
| • FLE Year 2                        | 0      | 0      | 0      | 0      | 0      | 0              |
| <b>Anticipated No. of Graduates</b> | 2      | 3      | 5      | 8      | 8      | 8              |

Low attrition is expected due to the niche this program will fill. It is expected that students will be graduates of the *Niveau II* certificate program and will be looking to advance their skills to supervise or manage programs.

## **SECTION 2: DEMAND**

### **2.1 Student Demand Analysis**

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

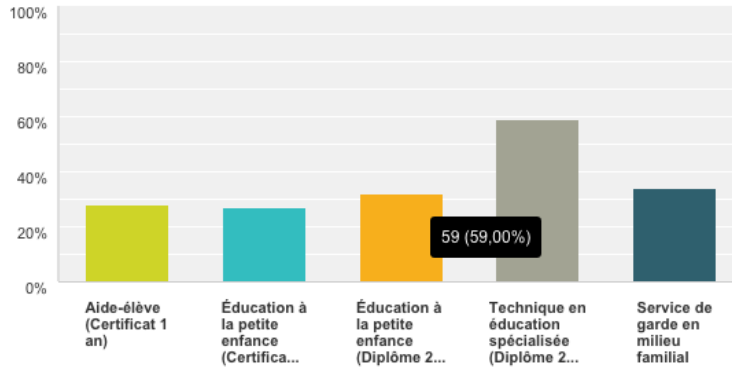
Given *Centre collégial de l'Alberta's* provincial mandate, the needs of the Francophone community as well as those of the general public throughout Alberta have been taken into account.

In March 2016, *Centre collégial de l'Alberta* undertook an online survey among Francophone school students in grades 10 to 12. We also sent the same survey to Francophone day care centers to explore the possibility of workers wanting to go back to school or further their training. A total of 100 people filled out the survey, 97% of the responses were from grade 10 to 12 students from from Calgary (33%), Edmonton (26%) and North-Western Alberta (25%).

When we asked the question: Which programs interest you the most? A total of 59% chose *Éducation à la petite enfance / Early Learning and Child Care*, either the certificate (27%) or the diploma (32%).

**Quel(s) cours parmi les suivants vous intéresse le plus? (Cochez TOUTES les réponses)**

Réponses obtenues : 100 Question ignorée : 0



| Choix de réponses                                    | Réponses  |
|--|-----------|
| ▼ Aide-élève (Certificat 1 an)                       | 28,00% 28 |
| ▼ Éducation à la petite enfance (Certificat 1 an)    | 27,00% 27 |
| ▼ Éducation à la petite enfance (Diplôme 2 ans)      | 32,00% 32 |
| ▼ Technique en éducation spécialisée (Diplôme 2 ans) | 59,00% 59 |
| ▼ Service de garde en milieu familial                | 34,00% 34 |

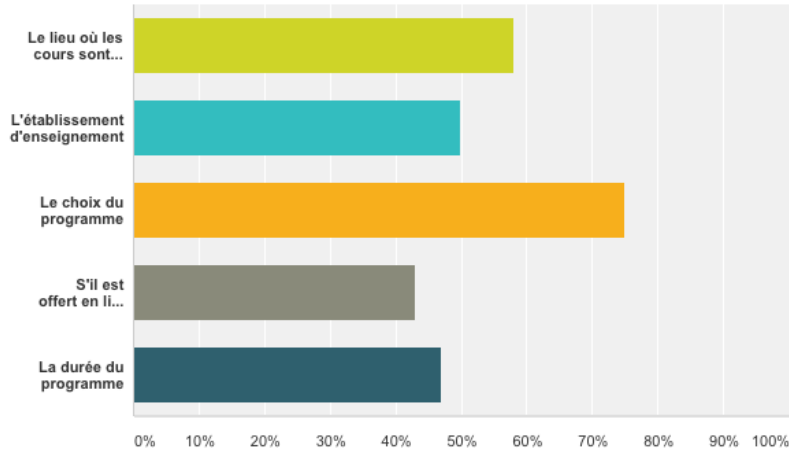
Nombre total de participants : 100

**\*\*Title: Which course interests you the most?(choose among the following). The choices listed are: Educational Assistant/Certificate, Early Childhood/Certificate, Early Childhood/Diploma, Educational Assistant-Special Education/Diploma.**

Students from grade 10 to 12 say they would choose the program that most interests them regardless of the length of the program, where it is offered, or the institution that provides it.

## Quel est le critère le plus important pour vous afin de choisir un programme d'étude? (Cochez TOUTES les réponses)

Réponses obtenues : 100 Question ignorée : 0



| Choix de réponses                              | Réponses  |
|--|-----------|
| Le lieu où les cours sont offerts              | 58,00% 58 |
| L'établissement d'enseignement                 | 50,00% 50 |
| Le choix du programme                          | 75,00% 75 |
| S'il est offert en ligne ou en salle de classe | 43,00% 43 |
| La durée du programme                          | 47,00% 47 |
| Nombre total de participants : 100             |           |

**\*\*Title: What is the most important thing to you when you choose a program? (Choose all answers) The list of options includes: Where the program is offered, which institution offers the program, the program itself, whether courses are offered in class or online, the length of the program.**

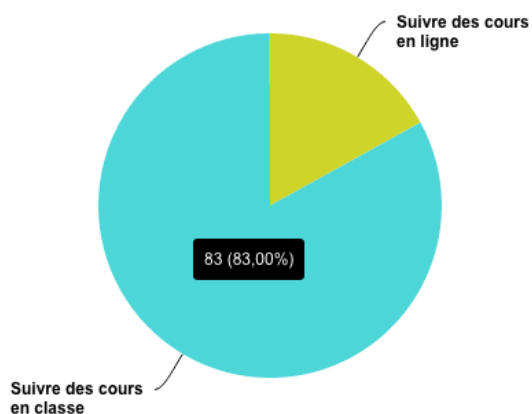
83% of the potential students answered that they would rather take a course given in a face-to-face delivery model than online.

This information has been used to determine where online and face-to-face delivery are appropriate to the needs of the target audience.



## Quelle est votre préférence?

Réponses obtenues : 100 Question ignorée : 0



| Choix de réponses            | Réponses |     |
|------------------------------|----------|-----|
| ▼ Suivre des cours en ligne  | 17,00%   | 17  |
| ▼ Suivre des cours en classe | 83,00%   | 83  |
| Total                        |          | 100 |

**\*\*Title: What do you prefer? The choices list: online learning and in class learning.**

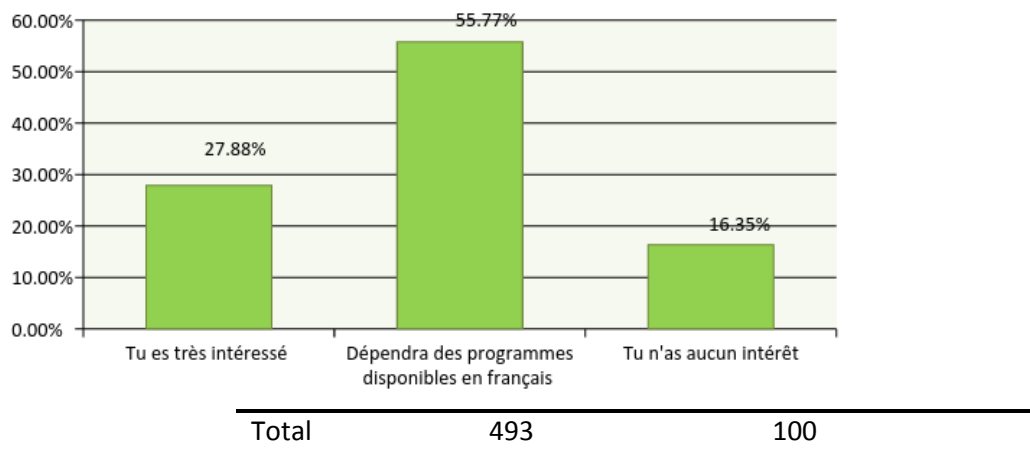
Previous survey results also show strong interest in French language programming. In 2011, *Centre collégial de l'Alberta* initiated a survey in order to assess student interest in undertaking postsecondary college-level studies in French. An electronic survey instrument as well as a hard copy version were distributed to the Francophone and French Immersion schools in Alberta.

A total of 493 responses were received, of which approximately 45% were from Edmonton, 18% from Calgary, with the remaining 37% of respondents from rural and northern Alberta. The breakdown of respondents from Francophone schools and French Immersion schools showed participation was almost equal, as was the distribution of respondents across grades 10 (37%), 11(30%), and 12(33%).

| School           | # of Respondents | % of Respondents |
|------------------|------------------|------------------|
| Francophone      | 259              | 53               |
| French Immersion | 234              | 47               |
| Total            | 493              | 100              |

| Grade    | # of Respondents | % of Respondents |
|----------|------------------|------------------|
| Grade 10 | 184              | 37               |
| Grade 11 | 148              | 30               |
| Grade 12 | 161              | 33               |

## Quel est ton intérêt à poursuivre tes études postsecondaires en français?



Among the 493 survey respondents, 28% indicated without stipulation that they were interested in pursuing postsecondary studies in French and an additional 56% indicated that they would be interested in doing so subject to the availability of programs of interest to them, for a total of 84% of respondents interested in studying in French.

**\*\*Title: How interested are you in pursuing post secondary studies in French? The choices provided are: very interested, depending on available programs, not interested.**

## 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/'help wanted' advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

In the spring of 2016, the Fédération des parents francophones de l'Alberta (FPFA), a Francophone community organization providing services to all French-language Alberta early childhood service providers, released the results of a study regarding the child care spaces available versus those needed in Francophone day care settings. Their results are based on a Statistics Canada study and show that there is demand for about 1,180 places in francophone daycares in the province and that only 543 places were actually available. This analysis demonstrates a shortfall of about 630 spaces to meet the actual demand. As more spaces are developed to meet this need, the need for qualified Child Development Workers able to work with children in a French-speaking and culturally inclusive environment will also increase.

Their study asked existing daycares about the number of names that were on the waiting list

with results indicating that 120 children/families were waiting for a place in francophone daycare. The long waiting lists further amplifies the fact that more Francophone daycare centers are needed. Table 1 (Tableau 1) illustrates the specifics.

**Tableau 1 : Garderies francophones existantes en Alberta**

| <b>Garderies en établissement</b>              |                        |                   |                        |                        |
|--|------------------------|-------------------|------------------------|------------------------|
| <b>Nom</b>                                     | <b>Ville ou région</b> | <b>Accréditée</b> | <b>Capacité</b>        | <b>Liste d'attente</b> |
| CEPP   | Edmonton               | Oui               | 52                     | 50                     |
| CEPP   | St-Albert              | Oui               | 16                     | 5                      |
| Les Petits Rayons                              | Edmonton               | Non               | 25                     |                        |
| Les p'tits chaussons                           | Beaumont               | Non               | 25                     | 4                      |
| Les petits Oursons                             | St-Paul                | Non               | 21                     |                        |
| Chez Madame Picolo                             | Fort McMurray          | Oui               | 56                     | 22                     |
| Alouette                                       | Calgary                | Oui               | 30                     |                        |
| Pommes de reinette                             | Calgary SO             | Oui               | 63                     | 25                     |
| Pommes de reinette                             | Calgary NE             | Oui               | 19                     | 1                      |
| Toujouramis                                    | Calgary                | Oui               | 30                     |                        |
| Touche-à-tout                                  | Lethbridge             | Oui               | 26                     | 10                     |
| Joyeux Colibris                                | Medicine Hat           | Oui               | 15                     | 3                      |
| CEPP   | Canmore                | Oui               | 33                     |                        |
| <b>Sous-total – garderies en établissement</b> |                        |                   | <b>411</b>             | <b>120</b>             |
| <b>Garderies privées en milieu familial</b>    |                        |                   |                        |                        |
| <b>Ville ou région</b>                         | <b>Nombre</b>          | <b>Capacité</b>   | <b>Liste d'attente</b> |                        |
| Edmonton et environs                           | 12                     | 72                | Inconnue               |                        |
| Cold Lake                                      | 1                      | 6                 | Inconnue               |                        |
| Calgary  | 3                      | 18                | Inconnue               |                        |
| Cochrane                                       | 2                      | 12                | Inconnue               |                        |
| Banff-Canmore                                  | 3                      | 18                | Inconnue               |                        |
| Red Deer                                       | 1                      | 6                 | Inconnue               |                        |
| <b>Total (en établissement et familiales)</b>  |                        | <b>543</b>        | <b>120</b>             |                        |

Fédération des parents francophones, Augmenter le nombre de place garderie francophone en Alberta, Défis, réalité et recommandations, 2016, p.3

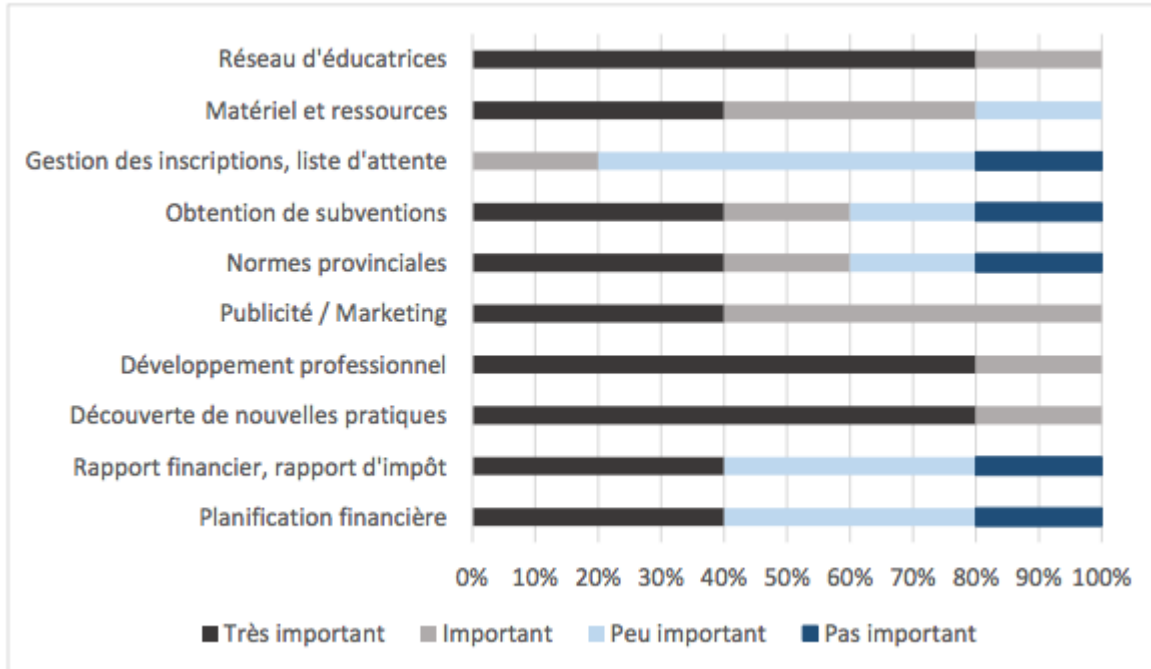
**\*\* This Table names all French speaking day care service providers who work within institutions (often annexed to Francophone schools) and those who provide French-language dayhome services. It provides information on accreditation, the total number of children registered and the scope of the waiting list.**

In the same study, one survey was distributed to child care facilities (**Graphique 1**) and the second to family day homes (**Graphique 2**). The FPFA asked the administration to identify the types of supports or resources that could help them to perform better.

After analyzing and comparing the results of these two graphs, the most pressing needs identified in the two types of settings are professional development (100% and 85%), the discovery of new practices (100% and 100%) and the creation of a network of educators

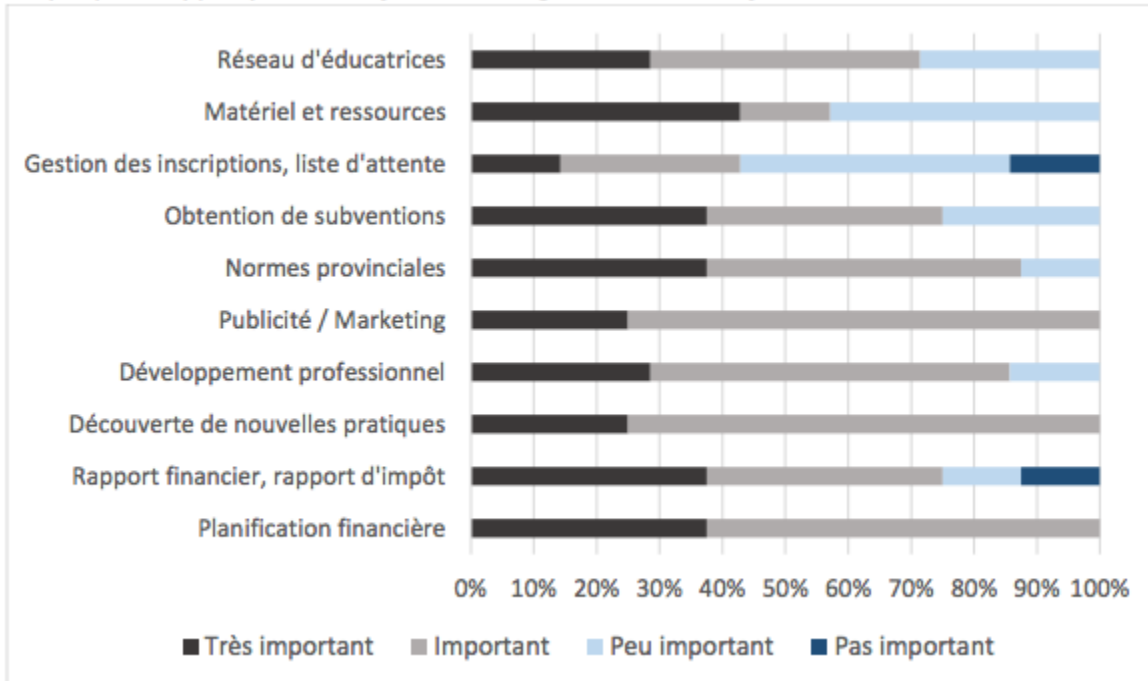
(100% and 72%).

*Graphique 1: Appui que devrait fournir une association - Garderies en établissement*



Fédération des parents francophones, Augmenter le nombre de place garderie francophone en Alberta, Défis, réalité et recommandations, 2016, p.8\*\*This graph shows how each support is ranked from “Very important” to “Not important” by those who responded to the survey.

*Graphique 2: Appui que devrait fournir une agence - Garderies familiales*



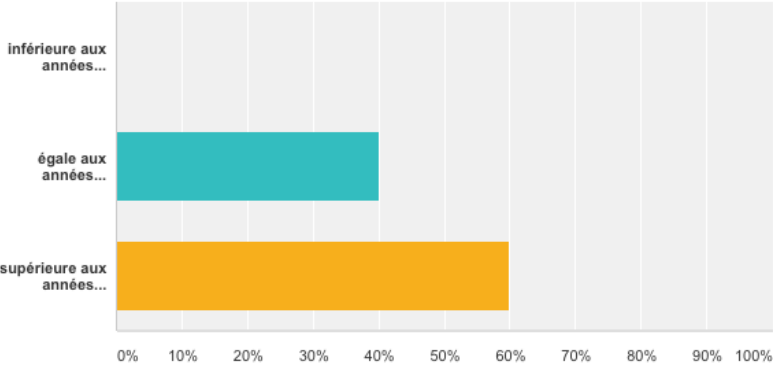
Fédération des parents francophones, Augmenter le nombre de place garderie francophone en Alberta, Défis, réalité et recommandations, 2016, p.9\*\*This graph shows how each support is ranked from “Very important” to “Not important” by those who responded to the survey.

The overall conclusion of the FPFA's study is that there is a glaring shortage of places in French language daycare centers all over Alberta but particularly in Calgary and Edmonton. Current availability fills only 46% of the demand. Given these results, the FPFA will continue to lobby for an increase in francophone childcare spaces in Alberta. The FPFA also continues to provide ongoing administrative and mentoring supports to parents and communities throughout Alberta who want to establish French language services. As more centers are opened to provide more spaces, more employment will be created increasing the demand for qualified personnel, trained to work within the specific French language context in Alberta. The CCA has strong ties with the FPFA, its member associations and all Francophone school authorities within the province.

The *Centre collégial de l'Alberta's* survey of Francophone community organizations and early childhood education service providers show the need for workers. Response rates for Francophone schools was 40%, for day care centers at 40%, for Francophone School Authorities at 13% and for private day cares at 7%. All of the respondents agree that the need of workers in this field continues to increase. Most of them (60%) say that there is actually a greater demand than in previous years.

**Selon votre expertise professionnelle et l'écho de la communauté, comment est la demande de travailleur à la petite enfance?**

Réponses obtenues : 15 Question ignorée : 0

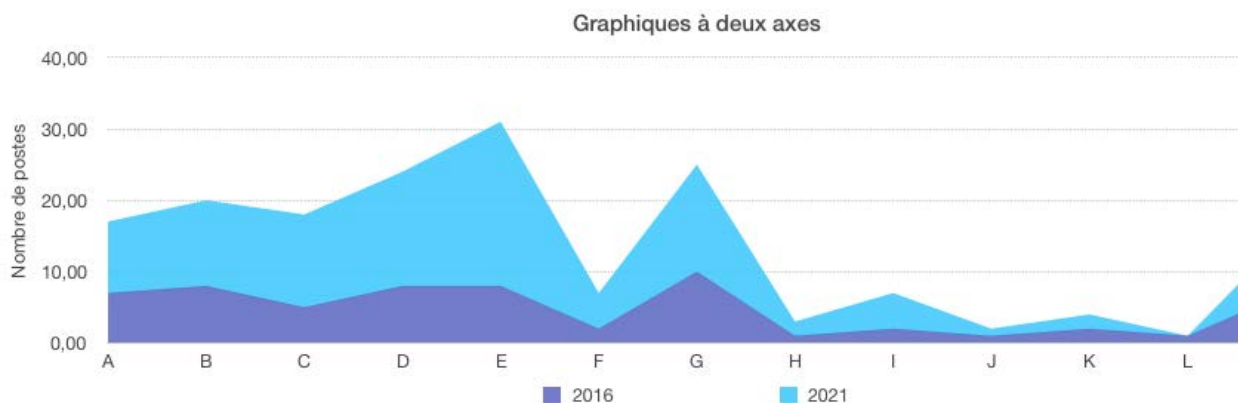


| Choix de réponses                 | Réponses |
|-----------------------------------|----------|
| inférieure aux années précédentes | 0,00% 0  |
| égale aux années précédentes      | 40,00% 6 |
| supérieure aux années précédentes | 60,00% 9 |
| Total                             | 15       |

**\*\*Title: In light of your experience in the field and in your professional opinion, how would you rate the demand for child development workers? The choices list: less than, equal to or greater than previous years.**

At the time the survey was taken, six institutional and private day care centers indicated that they usually hire one or two employees per year whereas seven indicated that they usually

hire five to ten. When we asked the question : «How many early childhood educators do you plan to hire over the next five years?» the results indicate that employers expect to need a greater number over the coming years. The graph below shows this. Each letter represents an employer. The dark blue represents the number of educators employed at the time of polling, the light blue represents the number of educators they plan to hire over the next five years.



Again, the case can be made that the demand for qualified personnel, trained within the context of French language specificity will continue to increase.

### 2.3 Support

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

The proposal benefits from strong support from internal and external stakeholders.

In February 2016, a group of professionals and community organization representatives were consulted to discuss the planning of the Centre collégial de l'Alberta for future years. During this consultation, the committee was clear regarding the significance and the necessity of developing a program in Early learning & Child Care in French offered by the CCA.

Both the *Centre collégial de l'Alberta's* Executive Committee and Community Consultative Committee discussed the importance of seeking approval to offer this program over the same period.

In March 2016, the CCA received letters of support found in Appendix V.

### 2.4 Clinical or Work Experience

*If clinical or work experience is an essential part of program delivery:*

*2.4.1 Provide evidence that the placements will be available when needed.*

The Centre collégial de l'Alberta is presently working in collaboration with Accès-emploi, a Francophone work and career placement organization, in order to provide work experience to students. This collaboration will be helpful in finding work placements, as will working with the Fédération des parents francophone de l'Alberta (FPFA), the network of Francophone schools in Alberta, and the two Albertan Francophone Parent Link Centres (Edmonton and Calgary). At this time, there are 13 daycare centers affiliated with Francophone schools who are working with the FPFA. As more Francophone schools are opened in Alberta, other centers will be created. Another strong ally in identifying work experience placements in a French speaking child care and development setting is the network of 13 regional offices of the Association canadienne-française de l'Alberta (ACFA) spread province-wide. They are in a position to liaise with us to identify private day cares. All these stakeholders support or provide some form of early learning or childcare and/or development service in a French speaking culturally sensitive and inclusive setting.

Perhaps most importantly, since we estimate that many of the students completing this program will already be in the work force, working in the Early Learning and Child Development field, we foresee that they will be able to complete some of the practicum hours in their workplace.

#### *2.4.2 Describe the student's role in securing placements.*

Collaboration with *Accès-Emploi* and other organizations will help students with work experience placements and help them find employment once they obtain their diploma. Students will be supported in finding placements. A guidebook, *Guide pour les stages du programme Éducation à la petite enfance*, for students will outline their responsibilities with regards to the work experience component of the program. These responsibilities include:

- Completing course work of the program
- Abiding by the University of Alberta Student Code of Conduct and conducting themselves in an ethical and professional manner throughout the job search, interview and within their position. The University of Alberta Practicum Intervention Policy (<http://www.governance.ualberta.ca/StudentAppeals/PracticumInterventionPolicy.aspx>) will apply should the need arise.
- Abiding by the employment standards indicated by the employer and respecting all policies, rules, procedures and conditions set out for the position.

#### *2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

A CCA representative will act as primary supervisor for each student placement site. The CCA Director will be responsible for the supervisor who will monitor student progress and provide guidance and advice, when necessary. The supervisor will act as the liaison between the Employer, the Student and the CCA. Their responsibilities will also be described in a guidebook, ***Guide pour les employeurs et les superviseurs du programme de l'éducation à la petite enfance***. These will include :

- Creating a provincial database of employers and potential employers in the area of Éducation à la petite enfance.
- Facilitating communication between students, employers and the CCA staff as deemed necessary.
- Working with students and employers to identify learning opportunities within the context of job placements and establishing student-based reporting criteria on these

specific learning opportunities.

- Informing students and employers about policies and procedures as deemed necessary. This will include the Student Code of Conduct and the Practicum Intervention Policy.

*2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

Given that the Employer will take on a key role within the program, the CCA will ensure they understand their responsibilities towards the student by providing a guidebook and workshops. These responsibilities include supervision of the student so as to ensure that the best learning opportunities are provided to the students.

The employer will have full oversight on the remuneration of the student (if applicable) and will be responsible for maintaining Comprehensive General Liability coverage appropriate to their operations. Employers should also have Workers' Compensation where applicable.

## **SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

### **3.1 Institutional Strategy**

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The *Éducation à la petite enfance - Superviseur* diploma program is aligned with the University of Alberta's broadened mandate. One goal of the University of Alberta, as reflected in its strategic plan, "For the Public Good, is to connect with its communities, notably embracing and extending strengths such as la Francophonie at Campus Saint-Jean, in order to enhance the University's interconnectedness with local communities. By drawing students from various Francophone communities as well as from the general public, and preparing graduates to return to work environments in this milieu, the proposed program diploma program enhances this connectedness between the University of Alberta, Alberta and Western Canada's Francophonie and the growing interest for bilingualism (as manifested by enrollments in immersion programs) in the general population. This program will enhance the University of Alberta's reputation as a leader in French language postsecondary education west of Winnipeg.

The University of Alberta is currently the sole post-secondary institution in Alberta which has the mandate to offer French-language college-level programs.

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

No negative impact is anticipated. There are currently no college-level Early Learning and Child Development certificate or diploma programs offered at the University of Alberta.

### **3.3 Internal Review and Approval**



*Provide a brief description of the internal review and approval process followed in developing the proposal.*

University of Alberta (U of A) internal review and approval to be done by :

- Centre collégial de l'Alberta, Program Planning Committee (recommendation): April 18, 2017
- Centre collégial de l'Alberta Executive Committee (approval) date : May 18, 2017
- Faculté Saint-Jean Faculty Council(for information only), date : October 6, 2017
- U of A General Faculties Council Academic Planning Committee ( approval), date : December 13, 2017

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The *Éducation à la petite enfance -Superviseur* program offered by CCA will be unique in various ways. The most obvious differentiator is language, as the program will be offered in French within the context of a French language institution, Campus Saint-Jean. The perspective of first language development in a minority language and or bilingual setting as well as ways by which to enrich early learning experiences with cultural elements will be fully explored within the curriculum and be part of the student's learning experience.

Graduates of the program will be able to work in either of Canada's official languages. However, they will be particularly well suited for the French language environment. Courses will be offered in a hybrid manner, which will include face-to-face teaching and learning, online learning as well as on the job training. Some courses will be offered evenings and weekends in order to meet the needs of students. Face-to-face courses will be offered in Grande Prairie, Calgary and Edmonton, where deemed appropriate.

The CCA has been involved in a three year partnership with Lakeland College by providing funds through the Official Languages in Education Program (Federal funding) for their online development and offering of this program in French since 2014. This agreement was struck in an effort to meet the urgent need for bilingual, qualified Child Development Workers and Supervisors in the French-speaking community while CCA was undergoing its implementation phase. Now, CCA seeks accreditation so that it can offer a hybrid version of this diploma program in geographic areas such as Edmonton, Grande Prairie and Calgary.

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

There have been ongoing discussions between CSJ/CCA representatives and Lakeland College representatives over the past 18 months. These discussions were held in order to draw up a new agreement which would establish more common ground between the two institutions. Lakeland College representatives have indicated that they will continue offering the program in years to come with or without CCA/UofA support. CCA Executive Committee members have decided that CCA must pursue offering the program on its own. Labor market analysis shows that it is a much needed program for the development of the community. CCA is strategically positioned to liaise with community members all over the province to offer a program anchored in language development in a minority context able to provide culturally rich learning experiences.

### 3.6 Learner Pathways

*3.6.1 Identify potential pathways from work to school (where applicable).*

This diploma program will be accessible to those who have completed the *Education à la petite enfance- Niveau II* certificate program. Should High School graduates have validated courses through dual credit and if they meet language requirements, they could enter into the program.

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

The *Education à la petite enfance - Superviseur* diploma program will ladder from the *Education à la petite enfance- Niveau II* certificate program. The *Education à la petite enfance- Niveau II* Certificate will contain the courses needed to obtain the Early Learning and Child Care (Child Development Assistant) designation, for those students who do not yet have this qualification. If students already hold the Early Learning and Child Care (Child Development Assistant) certification, three credits will be applied towards their *Education à la petite enfance- Niveau II* certificate.

*3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

We estimate that several certificate program graduates will proceed to the diploma level but few graduates will proceed to further education directly after completing their Diploma program. At a later date however some may wish to continue their education in an undergrad program such as Campus Saint-Jean's Baccalauréat en éducation.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

- The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
- Overall enrolment capacity in the program is maintained.
- Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

|  | Year 1<br>FALL<br>2019 | Year 2    | Year 3    | Year 4    | Year 5    | Annual<br>Ongoing |
|--|------------------------|-----------|-----------|-----------|-----------|-------------------|
| <b>Revenue</b>                                 |                        |           |           |           |           |                   |
| Tuition and Related Fees <sup>1</sup>          | \$30156                | \$30156   | \$30156   | \$30156   | \$30156   | \$30156           |
| Re-allocation from Existing Programs           | \$0                    | \$0       | \$0       | \$0       | \$0       | \$0               |
| Other Internal Sources <sup>2</sup>            | \$600,000              | \$600,000 | \$600,000 | \$600,000 | \$600,000 | \$600,000         |
| External (Third Party) Sources <sup>3</sup>    | \$140 000              | \$140 000 | \$140 000 | \$140 000 | \$140 000 | \$140 000         |
| GOA (Identify source)                          | \$ 0                   | \$ 0      | \$ 0      | \$ 0      | \$0       | \$ 0              |
| Other (specify)                                | \$0                    | \$0       | \$0       | \$0       | \$0       | \$0               |
| <b>Total Revenue</b>                           | \$770 156              | \$770 156 | \$770 156 | \$770 156 | \$770 156 | \$770 156         |
| <b>Operational Costs</b>                       |                        |           |           |           |           |                   |
| Salaries, Wages and Benefits <sup>4</sup>      | \$120 000              | \$120 000 | \$120 000 | \$120 000 | \$120 000 | \$120 000         |
| Materials and Contracted Services <sup>5</sup> | \$ 5 000               | \$ 5 000  | \$ 5 000  | \$5 000   | \$ 5 000  | \$ 5 000          |
| Other Direct Costs <sup>6</sup>                | \$45 156               | \$45 156  | \$45 156  | \$45 156  | \$45 156  | \$45 156          |
| Indirect Costs <sup>7</sup>                    | \$600,000              | \$600,000 | \$600,000 | \$600,000 | \$600,000 | \$600,000         |
| <b>Total Operational Costs<sup>6</sup></b>     | \$770 156              | \$770 156 | \$770 156 | \$770 156 | \$770 156 | \$770 156         |

#### Notes:

1. **Tuition and Related fees:** Included here is an estimate of revenue for the number of students expected in the program on a part-time and on a full time basis. Projected enrollment is relatively stable and includes part-time enrollments which are difficult to predict. Also, there are no increases in the tuition fees that are predicted and it is not possible for us to project the increases in non-instructional fees at this time. This revenue is subtracted in the Direct Costs since they are not a revenue that can be accessed by CCA. Therefore, tuition and related fees were projected as a stable figure throughout the budget.
2. **Other Internal Sources:** CCA receives an administration budget envelope which provides funding for CCA basic operations. At this time, two full programs are being offered, one in going through the

approval process at GoA, and two programs are offered through a collaboration agreement. General operations as well as supports to students and staff are taken into account within a Cost Sharing Agreement established between Faculté Saint-Jean and Centre collegial de l'Alberta. These include, but are not limited to, general IT supports and maintenance, student support services, rental for spaces used by CCA, general promotion of CCA within CSJ. This sum is withdrawn in the Indirect Costs.

**3. Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada. Funding from OLE, Canadian Heritage**

**4. Salaries, Wages and Benefits: Teaching Staff:** 1 Full-time instructor (salary and benefits : 100K, no PhD)(Program coordination is taken into account in the EPE certificate program) Additional part-time junior tech support shared with other programs(10K), Additional % of recruitment coordinator salary (10K)

**5. Contracted Services:** A contract will be offered to a placement agency to provide workshops and support to students seeking practicum placements.

**6. Other Direct Costs:** Direct costs include projected tuition and related fees which stay with the University (30156\$), student bursaries(10K), program specific promotional efforts and materials(2500\$ and 2500\$).

**7. All other cost,** associated with providing this program and with providing support to students and staff are taken into account within the Cost Sharing Agreement established between Campus Saint-Jean and Centre collegial de l'Alberta. The Cost Sharing Agreement benefits from another source of funding, through the CCA Administration budget envelope granted by Alberta Advanced Education.

| One-time expenditures                 | Amount    | Revenue Source | Details   |
|---------------------------------------|-----------|----------------|---|
| Facilities                            | \$        |                |   |
| Equipment and IT                      | \$        |                |   |
| Curriculum Development                | \$100 000 | OLE Program    | Acquisition/adaptation / development of curriculum. |
| Marketing and Promotion               | \$        |                |   |
| Faculty Recruitment and Establishment | \$        |                |   |
| Library Enhancements                  |           |                |   |
| Other                                 | \$        |                |   |

## 4.2 Impact

*4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.*

### **Proposed tuition rate for Éducation à la petite enfance—Niveau II Certificate program: Canadian students:**

Tuition for program: (\$47.12/fi) \$3,581.12 full-time student for the program

Total fees: as determined by UA, students are subject to all mandatory fees.

### **International Students**

Tuition for program: (\$130.82/fi) \$9,942.32 for full-time student.

Total fees: as determined by UA, students are subject to all mandatory fees.

Proposed tuition fees are similar to rates established in other institutions. Tuition rates for both Canadian students and International students are slightly lower than in other institutions offering this program. Fees are significantly higher than in other institutions.

*4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.*

Funding options by way of student loans for Alberta students and student bursaries provided by CCA and various endowment funds will be available to students. Since this is a one year program, the financial burden is lower than other programs and is in line with post-graduation earning capacity and workforce hiring capacity.

*4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

Not applicable.

## **SECTION 5: QUALITY ASSESSMENT**

### **5.1 Institutional Capacity**

*5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

The instructional positions necessary to offer the program will be equivalent to one and a half full-time positions for the period of instruction (full-time and/or sessional lecturers). One full-time position will be created (AST-12 month). CCA will seek instructional staff with the best expertise and language skills to provide quality instruction and will give preference to instructors with practical experience. Part of the instructional duty may be covered by instructors already working at CSJ.

*5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

CSJ technical support and distance learning support staff will work collaboratively with instructional staff and with students to ensure that the e-learning platform (Moodle) meets their needs for the online delivery portion of the program. No new support positions will be developed for this program.

*5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

An online learning platform, Moodle, will host courses for distance learning. Classroom space for face-to-face delivery in various regions of Alberta will be part of our negotiations with the appropriate Campus Alberta partners.

*5.1.4 Discuss the anticipated impacts of the proposed program on student support services.*

Because of the fairly low number of expected students, it is anticipated that there will not be a significant impact on student support services at CSJ, which is hosting approximately 700 students this academic year. Students in the *Education à la petite enfance--Superviseur* program will participate in student services to the same degree as FSJ undergraduate students. These services include technical support, support with specific software, writing support in French and in English.

## **5.2 Curriculum**

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

CCA will develop the *Education à la petite enfance – Superviseur diploma* certificate program using both the *Normes de certification des services de garde d'enfants de l'Alberta* and the implementation of the framework *Jeu, participation et possibilités: Un cadre pédagogique pour les programmes d'apprentissage et de garde des jeunes enfants en Alberta*. These tools will provide a basis for guiding students on how to use and adapt these norms to the French language early childhood learning environment.

To supplement these resources, CCA will collaborate with partners at the national level to learn from best practice in early-childhood education in a minority context in Canada. A fundamental part of the programming will be adapting the offering of services in French in a minority language context, of developing language and culture as an integral part of the early learning and childcare experience.

Furthermore, the CCA will benefit from the expertise of CSJ's faculty whose research is in the area of child development and early childhood education as well as stakeholders in the field. They will be asked to participate in the validation of course objectives, workplace competencies and course content as course objectives are being identified.

### **5.3 Academic Standards**

*List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.*

#### **1. General requirements for admission**

Candidates for *Éducation à la petite enfance -- Superviseur* diploma program must have successfully completed all requirements for the *Éducation à la petite enfance—Niveau II* certificate program with a GPA of at least 2.0. Students who successfully complete the course requirements for the Certificate program with less than 2.0 GPA will require permission from the CCA to enroll in the Diploma program.

Also, students are expected to ensure that their immunizations are up to date, for their safety. Relevant information about recommended immunizations will be included with their admission package.

All students are expected to submit a police information check, including a vulnerable sector clearance, on the first day of classes. Failure to do so will result in withdrawal from the practicum courses in the program.

#### **2. Academic Standing and Graduation**

Student academic and practicum performance will be reviewed each semester.

Students who fail two or more courses in a semester will be placed on academic probation for the following semester.

Students who fail three courses will be required to withdraw for one semester from the full-time program. Readmission to the program on a part-time basis will be subject to CCA review.

#### **3. Graduation**

To qualify for graduation, students are required to validate English Language competency, pass all courses and be successful in the compulsory practica. A minimum grade point average of 2.0 is required for graduation. Courses must have been taken within the last 5 years.

### **5.4 Learning Outcomes**

*5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).*

The *Éducation à la petite enfance--Superviseur* diploma program prepares graduates to work as supervisors in providing quality childcare in a wide variety of French speaking or bilingual settings. They will also oversee the planning of developmentally appropriate activities for the children in their care or in a variety of settings. The learning outcomes of the proposed program are designed such that the number of hours accessed for each category of course areas and practicum experiences meet the requirements laid out by the government of Alberta for the certification of Child Development Supervisors.

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

The learning outcomes have been established through consultation with various

Francophone community stakeholders who are active in the support and offering of early learning and child care programs in Alberta, the Fédération des parents francophones de l'Alberta, Canadian Parents for French, principals and curriculum consultants from the Francophone Education Authorities, the ACFA service centers in certain areas of the province.

*5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

This program provides the requisite training for accreditation for the Early Learning and Child Care, Supervisor as determined by Alberta Human Services.

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

- Quality of programs
- Quality of instruction
- Quality and quantity of opportunities for practice-based learning
- Sustained enrollment
- Completion rate of at least 75%, in the five years following enrollment into the program.
- Levels of satisfaction: students and graduates, employers, instructors
- Financial sustainability

The success of the diploma program *Éducation à la petite enfance--Superviseur* will be tracked using these indicators. Targets for these indicators have been established in the CCA Strategic Plan and results will be tracked and reported to the appropriate stakeholders.

Program curriculum will be reviewed every three years using the above criteria as well as eCampus standards and the Campus Alberta Quality Council guidelines.

*5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

Presently, the CCA Community Consultative Council, composed of various community stakeholders meets twice a year. Their role is primarily to provide advice to the CCA Executive Committee regarding all matters concerning programming. Until a specific program committee is struck, the CCC-CCA will advise on program quality assurance, as will the EC-CCA.

Once the program is operational, a specific program committee, the Comité consultatif--programmes en éducation du CCA will be struck. Representatives from the Fédération des conseils scolaires de l'Alberta, the Fédération des parents francophones de l'Alberta, day care centers, day homes, teaching staff, students, alumni will be convened. Their mandate will include program quality assurance through a process approved by the EC-CCA.



**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

## **APPENDIX I – COURSE LIST, HRS, CREDITS**

### **DIPLOME, Éducation à la petite enfance**

EPE 201 Les relations organisationnelles, 45 hrs, 3 credits  
EPE 202 Les relations interpersonnelles, 45 hrs, 3 credits  
EPE 203 Les fondements de l'éducation à la petite enfance, 45 hrs, 3 credits  
EPE 212 Curriculum émergent, 45 hrs, 3 credits  
EPE 213 Le développement langagier et la littératie, 45 hrs, 3 credits  
EPE 222 Le développement de l'enfant III, 45 hrs, 3 credits  
EPE 223 Le développement sensoriel, 45 hrs, 3 credits  
EPE 226 L'intégration des enfants avec des besoins particuliers II, 45 hrs, 3 credits  
EPE 241 L'enfant, la famille et la communauté, 45 hrs, 3 credits  
EPE 242 Travailler avec la famille, 45 hrs, 3 credits  
EPE 250 Stage III, 200 hrs, 5 credits  
EPE 251 Stage IV, 200 hrs, 5 credits

### **Diploma, Éducation à la petite enfance—Superviseur**

EPE 201 Organizational Relationships, 45 hrs, 3 credits  
EPE 202 Interpersonal Relationships, 45 hrs, 3 credits  
EPE 203 Childhood Foundations, 45 hrs, 3 credits  
EPE 212 Emergent Curriculum, 45 hrs, 3 credits  
EPE 213 Language Development and Litteracy, 45 hrs, 3 credits  
EPE 222 Child Development III, 45 hrs, 3 credits  
EPE 223 Sensory Development, 45 hrs, 3 credits  
EPE 226 Exploring Exceptionalities II, 45 hrs, 3 credits  
EPE 241 Child, Family, Community, 45 hrs, 3 credits  
EPE 242 Working with Families, 45 hrs, 3 credits  
EPE 250 Practicum III, 200 hrs, 5 credits  
EPE 251 Practicum IV, 200 hrs, 5 credits

## APPENDIX IB – COURSES DESCRIPTION

| Course name  | Description  | hours | credits |
|--|--|-------|---------|
| <b>Required Courses – Éducation à la petite enfance--Superviseur</b> |  |       |         |
| <p><u>EPE 201</u><br/><u>Organizational Relationships</u></p>        | <p>This course integrates the humanistic perspective into the organizational frameworks of early childhood settings. Explore policy and procedure in conjunction with needs of children, staff, parents and community. This course will provide students with a better understanding of the role of the Supervisor, particularly within a French language environment. Prerequisites: Early Learning and Child Care Certificate.</p>   | 45h   | 3       |
| <p><u>EPE 201</u><br/><u>Les relations interpersonnelles</u></p>     | <p>Ce cours permet d'analyser la structure organisationnelle du milieu de la petite enfance. L'étudiant explorera les politiques et les procédures propre au milieu tout en tenant compte des besoins des enfants, du personnel, des parents et de la communauté. A la fin de ce cours, les étudiants comprendront mieux le rôle d'un dirigeant dans le context de la petite enfance en milieu linguistique minoritaire. Préalable: Certificat en Éducation à la petite enfance</p>  |       |         |
| <p><u>EPE 202</u><br/><u>Interpersonal Relationships</u></p>         | <p>Students will develop interpersonal communication skills both individually and in group situations as needed in an early childhood learning context. They will examine self-esteem and interpersonal relationship resolution skills needed for working with individuals, groups, families and colleagues. Intercultural awareness and working in a culturally diverse setting will be an integral part of this course. Prerequisites: Early Learning and Child Care Certificate.</p>  | 45h   | 3       |
| <p><u>EPE 202</u><br/><u>Les relations interpersonnelles</u></p>     | <p>Les étudiants auront l'occasion d'améliorer leurs compétences interpersonnelles afin d'entretenir des relations humaines positives, peu importe le contexte. Ils développeront une meilleure compréhension de l'estime de soi ainsi que des habiletés nécessaire à la résolution de conflits interpersonnels lorsqu'une personne interagit avec d'autres individus, seuls ou en groupe. L'importance de la sensibilité interculturelle dans un milieu langagier très diversifié sera l'une des pierres angulaires de ce cours. Préalable: Certificat en Éducation à la petite enfance</p> |       |         |
| <p><u>EPE 203 Early Childhood Foundations</u></p>                    | <p>This course is designed to explore historical, philosophical and social influences that form the basis of early childhood programs. Students will examine the views of early advocates (educators, philosophers, theorists) and prevailing social conditions, which led to development of wide range of programs available. Issues influencing early childhood education will also be examined, particularly as they pertain to the minority language context. Prerequisites: Early Learning and Child Care Certificate.</p>  | 45h   | 3       |
| <p><u>EPE 203 Les</u></p>  | <p>.</p>   |       |         |

|   |  |     |   |
|---|--|-----|---|
| <u>fondements de l'éducation à la petite enfance</u>  | <p>Pendant ce cours, les étudiants exploreront les influences historiques, philosophiques et sociales qui forment les fondements des programmes d'éducation à la petite enfance. Ce cours permettra également d'analyser les points de vue des premiers défenseurs de ces programmes (éducateurs, philosophes, théoriciens) ainsi que les conditions sociales de l'époque qui ont mené au déploiement d'une grande variété de programmes. Les enjeux actuels, particulièrement en ce qui a trait au milieu minoritaire, seront aussi analysés.</p> <p>Préalable: Certificat en Éducation à la petite enfance</p>   |     |   |
| <u>EPE 212 Emergent Curriculum</u><br><br><u>EPE 212 Curriculum émergent</u>  | <p>Students will apply observation skills and curriculum related knowledge to develop integrated programs within a French language culturally diverse context. They will examine narrative descriptions and deal with emergent play-oriented curriculum with respect to a child centered and adult facilitated approach.</p> <p>Prerequisite: Early Learning and Child Care Certificate.</p> <p>Ce cours permettra à l'étudiant d'utiliser sa capacité d'observation pour appliquer ses connaissances liées aux programmes d'études pour concevoir un programme intégré dans un contexte de langue française et de diversité culturelle. Le cours traitera des descriptions narratives et des curriculums émergents axés sur le jeu dans une approche centrée sur l'enfant et facilité par l'adulte. Préalable: Certificat en Éducation à la petite enfance</p>  | 45h | 3 |
| <u>EPE 213 Language Development and Litteracy</u><br><br><u>EPE 213 Le développement langagier et la littératie</u> | <p>This course explores children's expressive and receptive language development in general and in a minority language context as well as their construction of knowledge about the reading and writing process. Students will examine ways in which preschool environments can support children in their attempts to understand and use the language system of their society. This course provides students with a solid foundation for facilitating preschool children's development in speaking, listening, reading and writing. Prerequisites: Early Learning and Child Care Certificate.</p> <p>Ce cours permettra d'explorer le développement langagier expressif et réceptif de l'enfant en général ainsi que dans le contexte du milieu minoritaire ainsi que la construction de leurs habiletés en lecture et en écriture. Les étudiants feront l'analyse des appuis que peuvent fournir les milieux préscolaires pour les enfants dans leur compréhension et leur utilisation des systèmes langagiers qui les entourent. Les étudiants apprendront à faciliter le développement langagier de l'enfant dans toutes ses dimensions. Préalable: Certificat en Éducation à la petite enfance</p> | 45h | 3 |
| <u>EPE 222 Child Development III</u>  | <p>This course examines the developmental characteristics of children ages 6 through 12 years and the components of high quality out of school care programs. Students will acquire the knowledge and skills to ensure that the environment, experiences and interactions meet the needs of school age</p>   | 45  | 3 |

|  |   |      |   |
|--|---|------|---|
| <p><u>EPE 222 Le développement de l'enfant III</u></p>   | <p>children. Prerequisites: Early Learning and Child Care Certificate.</p> <p>Ce cours permettra à l'étudiant de comprendre le développement de l'enfant de 6 à 12 ans ainsi que les composantes d'un programme de qualité pour les élèves d'âge scolaire. Les étudiants développeront les connaissances et les compétences pour mettre en place des environnements, des expériences et des interactions qui répondent aux besoins des élèves d'âge scolaire. Préalable: Certificat en Éducation à la petite enfance</p>  |      |   |
| <p><u>EPE 223 Sensory Development</u></p> <p><u>EPE 223 Le développement sensoriel</u></p>   | <p>This course examines brain and sensory development as it relates to planning activities for children. Students will explore sensory integration dysfunction as well as adapting environments and experiences for children. Prerequisites: Early Learning and Child Care Certificate.</p> <p>Dans le cadre de ce cours, les étudiants étudieront le cerveau et le traitement sensoriel puisque ceux-ci sont liés au développement de l'enfant et à la planification d'activités adaptées aux enfants. Ils étudieront également les troubles du traitement sensoriel afin d'apprendre à adapter le milieu et les expériences destinées aux enfants. Préalable: Certificat en Éducation à la petite enfance</p>   | 45h  | 3 |
| <p><u>EPE 226 Exploring Exceptionalities II</u></p> <p><u>EPE 226 L'intégration des enfants avec des besoins particuliers II</u></p> | <p>Students will explore strategies to enable individuals with exceptionalities to succeed in inclusive and other settings. They will examine exceptionalities as well as assessment, planning and resources. Prerequisite Early Learning and Childcare Certificate</p> <p>Ce cours permettra d'explorer les stratégies pouvant aider les personnes ayant des besoins spéciaux à réussir dans des environnements inclusifs et tout autre milieu. Les étudiants en apprendront davantage sur les besoins particuliers, l'évaluation, la planification et les ressources pour les personnes ayant des besoins spéciaux. Préalable: Certificat en Éducation à la petite enfance.</p>   | 45h  | 3 |
| <p><u>EPE 241 Child, Family, Community</u></p> <p><u>EPE 241 L'enfant, la famille et la communauté</u></p>                           | <p>The focus of this course is understanding families and developing an awareness of the challenges they may face. This course will examine the diversity of families, various critical issues confronting families, including their effects on children, and the role of the early childhood professional in supporting children and their families. Prerequisites: Early Learning and Child Care Certificate.</p> <p>Dans le cadre de ce cours d'introduction à la famille, les étudiants seront sensibilisés aux diverses façons théoriques de concevoir la famille, la diversité, l'économie et les influences sociales qui influencent la capacité d'une famille à survivre dans la société. Les étudiants feront également l'analyse des grands enjeux en ce qui a trait à la famille ainsi que leurs</p> | 45 h | 3 |

|   |  |                        |   |
|---|--|------------------------|---|
|   | effets sur les enfants. Préalable: Certificat en Éducation à la petite enfance   |                        |   |
| <u>EPE 242 Working with Families</u>      | This course focuses on a family centered approach to working with families in culturally diverse early childhood settings. Students will explore strategies for establishing and maintaining collaborative relationships with families and involving them in the care and education of their children. Prerequisites: Early Learning and Child Care Certificate.   | 45h                    | 3 |
| <u>EPE 242 Travailler avec la famille</u> | Ce cours permettra aux étudiants de comprendre et d'utiliser une approche centrée sur la famille dans un contexte de l'éducation à la petite enfance diversifié. Ils apprendront à faire des suggestions pratiques dans une approche collaborative pour surmonter les nombreux défis auxquels ils feront face dans le cadre de leur travail auprès des familles. Préalable: Certificat en Éducation à la petite enfance            |                        |   |
| <u>EPE 250 Practicum III</u>              | This is the first practicum in second year and it is focused on working with children, administrators and parents. Students will plan and organize a community based children's program with guidance from supervising personnel. Prerequisite: Successful completion of all <i>Éducation à la petite enfance -- Superviseur</i> second year course work.  | 200 hrs (150 + 50 sem) | 5 |
| <u>EPE 250 Stage III</u>                  | Le premier stage de la deuxième année sera centré sur l'interaction quotidienne avec les enfants, les administrateurs et les parents. L'étudiant pourra planifier et organiser le programme sous la surveillance d'un personnel qualifié. Préalable: avoir réussi tous les cours de la deuxième année du programme Éducation à la petite enfance -- Superviseur  |                        |   |
| <u>EPE 251 Practicum IV</u>               | This is the final practicum of second year of the <i>Éducation à la petite enfance – Superviseur</i> . Reflecting and building on previous practicum learning experiences, students will plan, implement and evaluate their own early childhood programs with guidance from supervising personnel. Prerequisite: Successful completion of <i>Éducation à la petite enfance -- Superviseur</i> second year course work and EPE 250. | 200 hrs (120 + 80 sem) | 5 |
| <u>EPE 251 Stage IV</u>                   | Pendant le dernier stage de la deuxième année du programme Éducation à la petite enfance –Superviseur, l'étudiant mettra ses apprentissages en pratique en planifiant, en mettant en œuvre et en évaluant leurs propres programmations sous la surveillance d'un personnel qualifié. Préalable: avoir réussi tous les cours de la deuxième année du programme Éducation à la petite enfance -- Superviseur et EPE 250.             |                        |   |

## **APPENDIX II**

### **Comité exécutif du CCA Membership**

Pierre-Yves Mocquais, Dean, Faculté Saint-Jean  
Frank McMahon, First Dean, Faculté Saint-Jean  
Marianne Jacquet, Faculty Saint-Jean Faculty Council delegate  
Albert Nolette, ACFA  
Michael Tryon, CPF  
Casey Edmunds, CCA Community Consultative Council Chair  
Emma Yellowbird, Admissions  
Ondel'Ansek Kay, CCA Teaching Staff representative  
Paul Rodrigue Mayagi, CCA Student representative  
Dolorèse Nolette, Assistant Dean and Director, CCA

### **Comité consultatif communautaire du CCA Membership**

Casey Edmunds, Francophonie jeunesse de l'Alberta, Chair  
Mireille Péloquin, Fédération des parents francophones de l'Alberta, Vice-Chair  
Frank McMahon, Chair, CE-CCA  
Michael Tryon, Canadian Parents for French  
Jean Mongrain, Centre francophone d'éducation à distance  
Donald Michaud, Fédération des conseils scolaires francophones de l'Alberta  
Isabelle Laurin, Association canadienne-française de l'Alberta  
Étienne Alary, Conseil de développement économique de l'Alberta  
Erwan Goasdoué, Connexion Carrière  
Pierre-Yves Mocquais, Dean, Faculty Saint-Jean  
Dolorèse Nolette, Assistant Dean and Director, CCA

## **APPENDIX - LETTERS**

April 1, 2016

### **Object : Support and work experience placement for Early Childhood Development**

Madam,  
Mister,

The C.E.P.P. (Centre Expérience Préscolaire et Parascolaire) is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our Gabrielle-Roy school, La Mission school, Notre-Dame school, Père Lacombe school and Sainte-Jeanne d'Arc school needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

The C.E.P.P. ( Centre Expérience Préscolaire et Parascolaire) is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Emmanuelle Sow  
Director C.E.P.P.





**Object: Support and work experience placement for Early Childhood Development**

Madam / Mister,

Accès Emploi Alberta is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our schools, daycares and other community child support services, needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Accès Emploi Alberta is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that are desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Per/Access Emploi Alberta

Antoinette Vani-Mistrzak

Director

Email: [antoinette.vani-mistrzak@acesemploi.net](mailto:antoinette.vani-mistrzak@acesemploi.net)



230-6940 Fisher Road SE  
Calgary (Alberta) T2H 0W3  
infoconseil@csud.ca

Téléphone 403-686-8998  
Sans frais 1-877-245-7688  
Télécopieur 403-686-2914

*The Southern Francophone Education Region No. 4*

Calgary, March 15th 2016

Madam Dolorès Nolette  
Acting Director of the Centre collégial de l'Alberta  
8406, 91 Street  
Edmonton, Alberta T6C 4G9

**Object: Support and work experience placement for Early Childhood Development**

Mrs Nolette,

The Conseil scolaire FrancoSud is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our childcare and pre-kindergarten communities need French employees to provide quality services to French-speaking young children and their families.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of the growing number of francophone families in Alberta.

Le Conseil scolaire FrancoSud, its childcares and pre-kindergarten communities are happy to be a part of this initiative by offering a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will prepare the students to develop necessary skills and gain work experience, while preparing to be qualified workers. Indeed, these placements may lead to offers of employment for your graduates within our communities.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Jacqueline Lessard  
*Superintendent*



Bureau 322  
8627, rue Marie-Anne-Gaboury (91 ST NW)  
Edmonton (Alberta) T6C 3N1  
Tél. : 780 468-6440 | Téléc. : 780 440-1631  
[www.centrenord.ab.ca](http://www.centrenord.ab.ca)

March 18, 2016

**Subject: Support and work experience placement for Early Childhood Development**

Madam,  
Mister,

Conseil scolaire Centre-Nord is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our schools needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Conseil scolaire Centre-Nord is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

Henri Lemire  
Superintendent of Schools  
Conseil scolaire Centre-Nord

Instruire  
l'avenir



March 10th, 2016

**Object : Support and work experience placement for Early Childhood Development**

Madam,  
Mister,

The Conseil scolaire Centre-Est is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our school board needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

It is important that the Centre collégial de l'Alberta offers French-language training programs, including English courses, that will meet the needs of today's work place and prepare students to meet the needs of the growing number of Francophones in Alberta.

The Conseil scolaire Centre-Est is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely

  
Marc Dumont  
Superintendent



Edmonton, March 18 2016

Minister of Advanced Education  
Honorable Marlin Schmidt  
7th Floor, 10030 107 Street Northwest  
Edmonton (Alberta) T5J 4X7

Object : Support and work experience placement for Early Childhood Development

Honourable Marlin Schmit,

*La Fédération des parents francophones de l'Alberta* is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our daycares need employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English. Early Childhood services in French are an important part of the continuum to ensure that Francophone children be ready to learn in a French school environment. More qualified workers are needed to grow this sector of services.

We believe it is important that the *Centre collégial de l'Alberta* offer French language training programs including English courses that will meet the demands of today's work force and prepare students to meet the Early childhood service needs of the growing number of Francophones in Alberta.

*La Fédération des parents francophones de l'Alberta* is happy to be a part of this initiative by offering to serve as a work placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that are desperately needed in the work force. Indeed, these placements could lead to offers of employment for your graduates within our placement organizations.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mireille Pélouin', is written over a light blue horizontal line.

Mireille Pélouin,  
Directrice générale

---

114, 8627 - 91<sup>e</sup> Rue N.O. (rue Marie-Anne Gaboury) Edmonton, Alberta T6C 3N1  
Téléphone : 780 468-6934 - Télécopie : 780 469-4799  
emet : [www.fpfa.ab.ca](http://www.fpfa.ab.ca) - Courriel : [info@fpfa.ab.ca](mailto:info@fpfa.ab.ca)





Conseil scolaire du  
NORD-OUEST N°1

March 14<sup>th</sup>, 2016

**Object: Support and work experience placement for Early Childhood Development**

Madam, Mister

The Conseil scolaire du Nord-Ouest N°1 (CSNO) is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our community needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

CSNO is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

sincerely,

Brigitte Kropielnicki  
Superintendent of schools

*Se donner  
des racines et  
des ailes*

[www.csno.ab.ca](http://www.csno.ab.ca)

March 10th, 2016

Object : Support and work experience placement for Early Childhood Development

Madam, Mister,

Service de garde Les petits géants is pleased to support the French-language program Early Childhood Development proposed by the Centre collégial de l'Alberta. Our before and after school program needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the Centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Service de garde Les petits géants is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organization.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,



Stéphanie Lamont

Owner and Child development supervisor

Service de garde Les petits géants

587-890-6690

[sdglespetitsgeants@outlook.com](mailto:sdglespetitsgeants@outlook.com)

[www.petitsgeants.com](http://www.petitsgeants.com)



Association garderie les p'tits chaussons/Little Slippers Daycare

[direction@garderielesptitschaussons.ca](mailto:direction@garderielesptitschaussons.ca)

780- 929 1180

March 10,2016

**Object: Support and work experience placement for Early Childhood Development**

Madam,

Mister,

Garderie les ptits chaussons/Little Slippers Daycare is pleased to support the French-language Early Childhood Development proposed by the Centre collégial de l'Alberta. Our francophone daycare needs employees who speak and understand French to provide quality services to French-speaking children and their families, in particular those who have little or no knowledge of English.

We believe it is important that the centre collégial de l'Alberta offers French-language training programs including English courses that will meet the needs of today's work place and prepares students to meet the needs of the growing number of Francophones in Alberta.

Garderie les ptits chaussons/little Slippers Daycare is happy to be a part of this initiative by offering to serve as a work experience placement site for students of the French-language Early Childhood Development program. This collaboration will enable the students to develop necessary skills and gain work experience, while preparing to be qualified workers that desperately needed in the work force. Indeed, these placements may lead to offers of employment for your graduates within our organisation.

We look forward to working with you in supporting the implementation of this program in the very near future.

Sincerely,

**Joyce Smayra**  
Directrice  
Association Garderie Les p'tits chaussons  
Tel: 780-9291180



**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Program Name Changes for the MA, MSc, MCoach, and PhD offered through the Faculty of Kinesiology, Sport, and Recreation, as submitted by the Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed Name Change in the MA, MSc, MCoach and PhD degree programs in “Physical Education and Recreation” to “Kinesiology, Sport, and Recreation”, offered through the Faculty of Kinesiology, Sport, and Recreation, as set forth in Attachment 1-5 as amended, and as submitted by the Faculty of Graduate Studies and Research, to take effect July 1, 2018.

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation  |
| Proposed by      | Heather Zwicker, Dean, Faculty of Graduate Studies and Research<br>Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation                         |
| Presenter        | Debby Burshtyn, Vice Dean, Faculty of Graduate Studies and Research<br>Normand Boule, Associate Dean, Graduate, Faculty of Kinesiology, Sport, and Recreation |

**Details**

|   |   |
|---|---|
| Responsibility                                      | Provost and Vice-President (Academic)   |
| The Purpose of the Proposal is (please be specific) | To better define and describe the teaching and research activities within the degrees.<br><br>To align the graduate degrees with the new name of the Faculty of Kinesiology, Sport, and Recreation.   |
| The Impact of the Proposal is                       | The names of our graduate degrees currently reflect our previous faculty name (i.e., Faculty of Physical Education and Recreation). Those degrees programs are for the Master of Arts, the Master of Science, the Master of Coaching, and the Doctor of Philosophy<br><br>The degree name change will align graduate degrees with our new faculty name (Faculty of Kinesiology, Sport, and Recreation). The new faculty name was selected as it:<br>- Enhances understanding and recognition of the Faculty’s work<br>- Is clearly understood by employers, funders and stakeholders<br>- Defines the Faculty at the provincial, national and international level<br>- Establishes a claim on areas/disciplines at the University of Alberta<br><br>The new degree name better defines and describes the teaching and research activities within their degree. The inclusion of the word Kinesiology is relevant most students in our faculty, as this name is the most recognized across Canada. The new name will both define and differentiate the degree at the national and international level, thus helping to attract top quality students, and help them to obtain employment by using a name that is more aligned with the field. |
| Replaces/Revises (eg, policies, resolutions)        | The existing program name of Physical Education and Recreation  |

Item No. 6

|   |  |
|---|--|
| Timeline/Implementation Date                                | July 1, 2018 for new admissions and for continuing students wishing to change to the new name.                                   |
| Estimated Cost and funding source                           | n/a  |
| Next Steps (ie.: Communications Plan, Implementation plans) |  |
| Supplementary Notes and context                             | Once approved through University Governance, this proposal will be submitted to the Ministry of Advanced Education for approval. |

**Engagement and Routing** (Include meeting dates)

|  |  |
|--|--|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> > | <u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>Faculty staff and graduate students</li> </ul>  |
|  | <u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> <li>Debby Burshtyn, Vice Dean, FGSR</li> <li>Janice Hurlburt, Graduate Governance and Policy Coordinator</li> <li>Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)</li> <li>Tammy Hopper, Vice-Provost (Programs), Office of the Provost and Vice-President (Academic)</li> </ul> |
|  | <u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> <li>Normand Boule, Associate Dean, Graduate, Faculty of Physical Education and Recreation/Faculty of Kinesiology, Sport, and Recreation</li> </ul>  |
| Approval Route (Governance) (including meeting dates)  | Faculty of Physical Education and Recreation Council – approved September 29, 2017<br>Faculty of Graduate Studies and Research Council – approved September 29, 2017<br>GFC Academic Planning Committee – December 13, 2017  |
| Final Approver   | GFC Academic Planning Committee  |

**Alignment/Compliance**

|  |   |
|--|---|
| Alignment with Guiding Documents   | Institutional Strategic Plan – <i>For the Public Good</i> :<br>Excel<br>GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.<br>OBJECTIVE 12:<br>Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.  |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | 1. <b>Post-Secondary Learning Act (PSLA)</b> . “26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”<br>2. <b>PSLA Section 29(1)</b> “A faculty council may (a) determine the programs of study for which the faculty is established [ ] (c) provide for the admission of students to the faculty [ ] (e) authorize the granting of degrees, subject to any conditions or restrictions that are imposed by the |

|  |  |
|--|--|
|  | <p>general faculties council.”</p> <p>3. <b>GFC Academic Planning Committee</b> Terms of Reference</p> <p>“13. Existing Undergraduate and Graduate Academic Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [... ]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisers will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC.”</p> |
|--|--|

Attachments (each to be numbered 1 - <>)

1. Name Change template MA (page(s) 1 - 5)
2. Name Change template MSc (page(s) 1 - 5)
3. Name Change template MCoach (page(s) 1 - 5)
4. Name Change template PhD (page(s) 1 - 5)
5. Calendar change request (page(s) 1 - 3)

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

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

### SECTION 1: PROPOSAL INFORMATION

#### 1.1 Basic Information (Complete the table below):

|  |  |
|--|--|
| <b>Institution</b>                         | <b>University of Alberta</b>             |
| <b>Current program/specialization name</b> | <b>Physical Education and Recreation</b> |
| <b>Credential awarded</b>                  | <b>Master of Arts</b>                    |
| <b>Proposed implementation date</b>        | <b>July 2018</b>                         |

#### 1.2 Proposed New Name (Answer the following questions)

##### 1.2.1 Specify the new name that is being proposed.

Kinesiology, Sport, and Recreation

##### 1.2.2 Specify if the new name is for a program or a specialization within a program?

- Program  
 Specialization

#### 1.3 Rationale for Proposed New Name (Answer the following questions)

##### 1.3.1 Describe the rationale for the proposed name change.

The names of our graduate degrees currently reflect our previous faculty name (i.e., Faculty of Physical Education and Recreation).

The degree name change will align graduate degrees with our new faculty name (i.e., Faculty of Kinesiology, Sport, and Recreation). The new faculty name was selected as it <sup>1</sup>:

- Enhances understanding and recognition of the Faculty's work
- Is clearly understood by employers, funders and stakeholders
- Defines the Faculty at the provincial, national and international level
- Establishes a claim on areas/disciplines at the University of Alberta

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**1.3.2** Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?

Yes,

Kinesiology, kinetics or human kinetics are the most predominant names used in primary titles of faculties/colleges/departments either as a stand-alone name or in conjunction with other terms, included in 17 of 23 Canadian Universities that were surveyed<sup>1</sup>.

Within Alberta, the University of Calgary offers a Masters of Kinesiology (MKin) and the University of Lethbridge offers a Master of Arts in Kinesiology.

Our new degree is differentiated by the inclusion of Sport, and Recreation.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners (Answer the following questions)

**2.1.1** Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?

Over the past academic year FPER Faculty members, staff, students, alumni and stakeholders were given the opportunity to provide input on a new Faculty name. After a formal process, Faculty Council endorsed the name Faculty of Kinesiology, Sport, and Recreation. Updating the degree specializations will align with the proposed Faculty name change.

In preparation for putting forward a name for the faculty name change, a specific meeting was held with graduate students from our faculty. They were very supportive of replacing *Physical Education* with *Kinesiology* and a majority made it clear that they desired keeping the term *Recreation* in the faculty name. The addition of *Sport* in the faculty name was not discussed at this meeting specifically but was brought forward at subsequent faculty meetings in which graduate student representatives were present.

On October 16 2017 we circulated a survey to our graduate students. The 82 students that responded represented over half of the approximately 144 graduate students in our faculty. By far, the name that most represented their degree was “Kinesiology, Sport, and Recreation” with 70% of respondents ranked this name as a 4 or 5 on a scale of 1-5, with 1 being “not representative” and 5 being “very representative”. This proportion was almost identical (i.e. 73%) in the subsample of 11 students who were currently in the M.A. (Thesis) Degree. In comparison, less than 20% of our grad students (and only 36% of M.A. Thesis students) ranked the current degree name as a 4 or 5. We have fewer M.A. course-based students (only 4 respondents to our survey) and from what can be seen from this very small sample size, the preference for the proposed vs current name was similar.

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**2.1.2** Describe benefits for students of proposed new name.

The new degree name better defines and describes the teaching and research activities within their degree. The inclusion of the word Kinesiology is relevant most students in our faculty, as this name is the most recognized across Canada. The new name will both define and differentiate the degree at the national and international level, thus helping to attract top quality students, and help them to obtain employment by using a name that is more aligned with the field.

**2.1.3** Describe plans to accommodate:

- a) active students who may wish to graduate with the established credential; and
- b) previous graduates who may request to exchange their parchment for one with the new program or specialization name.

Once it is approved by the Government, active students will be given the option to stay with the 'old' name for the program to which they were admitted or change to the new name (i.e., Master of Arts in Kinesiology, Sport, and Recreation).

There is no plan to allow previous graduates to exchange their parchment for one with the new program or specialization name.

**2.2 Potential Risks** (Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)

No risks are anticipated.

**2.3 Consultation/Collaboration** (Answer the following questions)

**2.3.1** Identify which stakeholder groups, if any, were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input checked="" type="checkbox"/> Employers              |
| <input checked="" type="checkbox"/> Advisory committee               | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Regulatory bodies/professional associations | Graduate students,<br>undergraduate students, alumni       |

**2.3.2** Summarize feedback received including anticipated impacts on stakeholders.

The feedback was first received from stakeholders at the time of the faculty name change to Kinesiology, Sport, and Recreation. This feedback was not specific to the graduate degree names, but was received from stakeholders included alumni, employers, staff, faculty, current

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

graduate students, and the Physical Education and Recreation Graduate Student Society (PERGSS). While this consultation was not directly in the area of the degree name changes, many of the data collected and arguments that led to the Faculty name change are also directly applicable to the degree name changes. We received overwhelming and consistent support for replacing the term Physical Education for Kinesiology. While this was in the context of the faculty name, it reflects the fact that kinesiology is the term that is most recognized in the field (e.g., Alumni and Employers) and is therefore relevant to the degree name changes. We also received strong support to keep the term “Recreation” in the faculty name as about 50% of students and alumni felt the term recreation accurately describes a core area of the Faculty’s academic mission and offerings<sup>1</sup>. The term “Sport” was included as this term is recognized internationally and also represented many of our teaching, research and service activities<sup>1</sup>.

As described above in section 2.1.1, we surveyed our current graduate students regarding changes to their degree name changes. We had a high response rate and responses that were very consistent with the responses obtained at the time of the faculty name change.

#### **2.4 Communication** (Describe how information about the name change will be communicated to students and applicants.)

Current graduate students are aware that our Faculty Council approved the faculty name change. They have been informed by e-mail of the faculty name change. As part of the survey sent out in October to students regarding their degree name changes, they have been informed that “In the event of a change to the names of our graduate degrees, current students will retain the option of graduating with a degree in Physical Education and Recreation.” Based on our survey results, we expect that over 70% of our current MA students will prefer to change their degree name to an MA in Kinesiology, Sport, and Recreation

In regards to the degree names, applications will remain the same for current applicants until the name change has been approved by Advanced Education. At which time, depending on the effective date of the approval, the new degree names will be inserted in admissions letter and the change will be explained.

### **SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** Provide specific information about which internal governance body approved this proposed name change. Attach copies of minutes or motions.

Faculty of Kinesiology, Sport, and Recreation Council – Approved November 29, 2017

Faculty of Graduate Studies and Research – Approved November 29, 2017

GFC Academic Planning Committee – Pending December 13, 2017

**3.2** If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.

NA

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**



## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

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

### SECTION 1: PROPOSAL INFORMATION

#### 1.1 Basic Information (Complete the table below):

|  |  |
|--|--|
| <b>Institution</b>                         | <b>University of Alberta</b>             |
| <b>Current program/specialization name</b> | <b>Physical Education and Recreation</b> |
| <b>Credential awarded</b>                  | <b>Master of Science</b>                 |
| <b>Proposed implementation date</b>        | <b>July 1, 2018</b>                      |

#### 1.2 Proposed New Name (Answer the following questions)

##### 1.2.1 Specify the new name that is being proposed.

Kinesiology, Sport, and Recreation

##### 1.2.2 Specify if the new name is for a program or a specialization within a program?

- Program  
 Specialization

#### 1.3 Rationale for Proposed New Name (Answer the following questions)

##### 1.3.1 Describe the rationale for the proposed name change.

The names of our graduate degrees currently reflect our previous faculty name (i.e., Faculty of Physical Education and Recreation).

The degree name change will align graduate degrees with our new faculty name (i.e., Faculty of Kinesiology, Sport, and Recreation). The new faculty name was selected as it <sup>1</sup>:

- Enhances understanding and recognition of the Faculty's work
- Is clearly understood by employers, funders and stakeholders
- Defines the Faculty at the provincial, national and international level
- Establishes a claim on areas/disciplines at the University of Alberta

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**1.3.2** Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?

Yes,

Kinesiology, kinetics or human kinetics are the most predominant names used in primary titles of faculties/colleges/departments either as a stand-alone name or in conjunction with other terms, included in 17 of 23 Canadian Universities that were surveyed<sup>1</sup>.

Within Alberta, the University of Calgary offers a Masters of Kinesiology (MKin) and the University of Lethbridge offers a Master of Science (MSc) in Kinesiology Master of Science (MSc) in Exercise Science.

Our new degree is differentiated by the inclusion of Sport, and Recreation.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners (Answer the following questions)

**2.1.1** Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?

Over the past academic year FPER Faculty members, staff, students, alumni and stakeholders were given the opportunity to provide input on a new Faculty name. After a formal process, Faculty Council endorsed the name Faculty of Kinesiology, Sport, and Recreation. Updating the degree specializations will align with the proposed Faculty name change.

In preparation for putting forward a name for the faculty name change, a specific meeting was held with graduate students from our faculty. They were very supportive of replacing *Physical Education* with *Kinesiology* and a majority made it clear that they desired keeping the term *Recreation* in the faculty name. The addition of Sport in the faculty name was not discussed at this meeting specifically but was brought forward at subsequent faculty meetings in which graduate student representatives were present.

On October 16 2017 we circulated a survey to our graduate students. The 82 students that responded represented over half of the approximately 144 graduate students in our faculty. By far, the name that most represented their degree was “Kinesiology, Sport, and Recreation” with 70% of respondents ranked this name as a 4 or 5 on a scale of 1-5, with 1 being "not representative" and 5 being "very representative". This proportion was almost identical (i.e. 72%) in the subsample of 18 students who were currently in the M.Sc. Degree. Some made suggestions for other names (e.g., Kinesiology, or Exercise Physiology) but these were felt to be subspecialisations within the degree. In comparison, less than 20% of our grad students (and less than 12% of M.Sc. students) ranked the current degree name as a 4 or 5.

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

### 2.1.2 Describe benefits for students of proposed new name.

The new degree name better defines and describes the teaching and research activities within their degree. The inclusion of the word Kinesiology is particularly relevant to the students in the M.Sc. in our faculty, as this name is the most recognized across Canada. The new name will both define and differentiate the degree at the national and international level, thus helping to attract top quality students, and help them to obtain employment by using a name that is more aligned with the field.

### 2.1.3 Describe plans to accommodate:

- a) active students who may wish to graduate with the established credential; and
- b) previous graduates who may request to exchange their parchment for one with the new program or specialization name.

Once it is approved by the Government, active students will be given the option to stay with the 'old' name for the program to which they were admitted or change to the new name (i.e., Master of Science in Kinesiology, Sport, and Recreation).

There is no plan to allow previous graduates to exchange their parchment for one with the new program or specialization name.

## 2.2 Potential Risks (Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)

No risks are anticipated.

## 2.3 Consultation/Collaboration (Answer the following questions)

### 2.3.1 Identify which stakeholder groups, if any, were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input checked="" type="checkbox"/> Employers              |
| <input checked="" type="checkbox"/> Advisory committee               | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Regulatory bodies/professional associations | Graduate students,<br>undergraduate students, alumni       |

### 2.3.2 Summarize feedback received including anticipated impacts on stakeholders.

The feedback was first received from stakeholders at the time of the faculty name change to Kinesiology, Sport, and Recreation. This feedback was not specific to the graduate degree names, but was received from stakeholders included alumni, employers, staff, faculty, current

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

graduate students, and the Physical Education and Recreation Graduate Student Society (PERGSS). While this consultation was not directly in the area of the degree name changes, many of the data collected and arguments that led to the Faculty name change are also directly applicable to the degree name changes. We received overwhelming and consistent support for replacing the term Physical Education for Kinesiology. While this was in the context of the faculty name, it reflects the fact that kinesiology is the term that is most recognized in the field (e.g., Alumni and Employers) and is therefore relevant to the degree name changes. We also received strong support to keep the term “Recreation” in the faculty name as about 50% of students and alumni felt the term recreation accurately describes a core area of the Faculty’s academic mission and offerings<sup>1</sup>. The term “Sport” was included as this term is recognized internationally and also represented many of our teaching, research and service activities<sup>1</sup>.

As described above in section 2.1.1, we surveyed our current graduate students regarding changes to their degree name changes. We had a high response rate and responses that were very consistent with the responses obtained at the time of the faculty name change.

#### **2.4 Communication** (Describe how information about the name change will be communicated to students and applicants.)

Current graduate students are aware that our Faculty Council approved the faculty name change. They have been informed by e-mail of the faculty name change. As part of the survey sent out in October to students regarding their degree name changes, they have been informed that “In the event of a change to the names of our graduate degrees, current students will retain the option of graduating with a degree in Physical Education and Recreation.” Based on our survey results, we expect that over 80% of our current M.Sc. students will prefer to change their degree name to an M.Sc. in Kinesiology, Sport, and Recreation

In regards to the degree names, applications will remain the same for current applicants until the name change has been approved by Advanced Education. At which time, depending on the effective date of the approval, the new degree names will be inserted in admissions letter and the change will be explained.

### **SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** Provide specific information about which internal governance body approved this proposed name change. Attach copies of minutes or motions.

Faculty of Kinesiology, Sport, and Recreation Council – Approved November 29, 2017

Faculty of Graduate Studies and Research – Approved November 29, 2017

GFC Academic Planning Committee – Pending December 13, 2017

**3.2** If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.

NA

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

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

### SECTION 1: PROPOSAL INFORMATION

#### 1.1 Basic Information (Complete the table below):

|  |                              |
|--|------------------------------|
| <b>Institution</b>                         | <b>University of Alberta</b> |
| <b>Current program/specialization name</b> | <b>Coaching</b>              |
| <b>Credential awarded</b>                  | <b>Master of Coaching</b>    |
| <b>Proposed implementation date</b>        | <b>July 2018</b>             |

#### 1.2 Proposed New Name (Answer the following questions)

**1.2.1** Specify the new name that is being proposed.

Kinesiology, Sport, and Recreation

**1.2.2** Specify if the new name is for a program or a specialization within a program?

- Program  
 Specialization

#### 1.3 Rationale for Proposed New Name (Answer the following questions)

**1.3.1** Describe the rationale for the proposed name change.

The names of our graduate degrees currently reflect our previous faculty name (i.e., Faculty of Physical Education and Recreation). When the new program of Master of Coaching was proposed in PaPRS, the specialization name did not match the program proposal which indicates an MCoach in Physical Education and Recreation. This was to align with the other degree programs offered through what was then the Faculty of Physical Education and Recreation

The degree name change from Coach to Kinesiology, Sport and Recreation will align graduate degrees with our new faculty name (i.e., Faculty of Kinesiology, Sport, and Recreation). The new faculty name was selected as it <sup>1</sup>:

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

- Enhances understanding and recognition of the Faculty's work
- Is clearly understood by employers, funders and stakeholders
- Defines the Faculty at the provincial, national and international level
- Establishes a claim on areas/disciplines at the University of Alberta

**1.3.2** Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?

Yes,

Kinesiology, kinetics or human kinetics are the most predominant names used in primary titles of faculties/colleges/departments either as a stand-alone name or in conjunction with other terms, included in 17 of 23 Canadian Universities that were surveyed<sup>1</sup>.

Within Alberta, the University of Calgary offers a Masters of Kinesiology (MKin) and the University of Lethbridge offers a Master of Science (MSc) in Kinesiology and Master of Science (MSc) in Exercise Science, but no coaching specific graduate degrees.

Our new degree is further differentiated by the inclusion of Sport, and Recreation.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners (Answer the following questions)

**2.1.1** Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?

Over the past academic year FPER Faculty members, staff, students, alumni and stakeholders were given the opportunity to provide input on a new Faculty name. After a formal process, Faculty Council endorsed the name Faculty of Kinesiology, Sport, and Recreation. Updating the degree specializations will align with the proposed Faculty name change.

In preparation for putting forward a name for the faculty name change, a specific meeting was held with graduate students from our faculty. They were very supportive of replacing *Physical Education* with *Kinesiology* and a majority made it clear that they desired keeping the term *Recreation* in the faculty name. The addition of Sport in the faculty name was not discussed at this meeting specifically but was brought forward at subsequent faculty meetings in which graduate student representatives were present.

On October 16 2017 we circulated a survey to our graduate students. The 82 students that responded represented over half of the approximately 144 graduate students in our faculty. By far, the name that most represented their degree was "Kinesiology, Sport, and Recreation" with 70% of respondents ranked this name as a 4 or 5 on a scale of 1-5, with 1 being "not representative" and 5 being "very representative". We have a small number of Master of Coaching students compared to our other degrees. However, 6 of our 6 respondents unanimously ranked the proposed name as a 5 (very representative) whereas only one ranked the current name as very representative).

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**2.1.2** Describe benefits for students of proposed new name.

The new degree name better defines and describes the teaching and research activities within their degree. The inclusion of the word Kinesiology is particularly relevant to the students in the M.Sc. in our faculty but also to the Master of Coaching students, as this name is the most recognized across Canada. The new name will both define and differentiate the degree at the national and international level, thus helping to attract top quality students, and help them to obtain employment by using a name that is more aligned with the field.

**2.1.3** Describe plans to accommodate:

- a) active students who may wish to graduate with the established credential; and
- b) previous graduates who may request to exchange their parchment for one with the new program or specialization name.

Once it is approved by the Government, active students will be given the option to stay with the 'old' name for the program to which they were admitted or change to the new name (i.e., Master of Coaching in Kinesiology, Sport, and Recreation).

There is no plan to allow previous graduates to exchange their parchment for one with the new program or specialization name.

**2.2 Potential Risks** (Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)

No risks are anticipated.

**2.3 Consultation/Collaboration** (Answer the following questions)

**2.3.1** Identify which stakeholder groups, if any, were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                          | <input checked="" type="checkbox"/> Employers              |
| <input checked="" type="checkbox"/> Advisory committee               | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Regulatory bodies/professional associations | Graduate students,<br>undergraduate students, alumni       |

**2.3.2** Summarize feedback received including anticipated impacts on stakeholders.



The feedback was first received from stakeholders at the time of the faculty name change to Kinesiology, Sport, and Recreation. This feedback was not specific to the graduate degree names, but was received from stakeholders included alumni, employers, staff, faculty, current graduate students, and the Physical Education and Recreation Graduate Student Society (PERGSS). While this consultation was not directly in the area of the degree name changes, many of the data collected and arguments that led to the Faculty name change are also directly applicable to the degree name changes. We received overwhelming and consistent support for replacing the term Physical Education for Kinesiology. While this was in the context of the faculty name, it reflects the fact that kinesiology is the term that is most recognized in the field (e.g., Alumni and Employers) and is therefore relevant to the degree name changes. We also received strong support to keep the term “Recreation” in the faculty name as about 50% of students and alumni felt the term recreation accurately describes a core area of the Faculty’s academic mission and offerings<sup>1</sup>. The term “Sport” was included as this term is recognized internationally and also represented many of our teaching, research and service activities<sup>1</sup>.

As described above in section 2.1.1, we surveyed our current graduate students regarding changes to their degree name changes. We had a high response rate and responses that were very consistent with the responses obtained at the time of the faculty name change.

#### **2.4 Communication** (Describe how information about the name change will be communicated to students and applicants.)

Current graduate students are aware that our Faculty Council approved the faculty name change. They have been informed by e-mail of the faculty name change. As part of the survey sent out in October to students regarding their degree name changes, they have been informed that “In the event of a change to the names of our graduate degrees, current students will retain the option of graduating with a degree in Physical Education and Recreation.” Based on our survey results, we expect that nearly all of our current Master of Coaching students will prefer to change their degree name to an MCoach in Kinesiology, Sport, and Recreation

In regards to the degree names, applications will remain the same for current applicants until the name change has been approved by Advanced Education. At which time, depending on the effective date of the approval, the new degree names will be inserted in admissions letter and the change will be explained.

### **SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** Provide specific information about which internal governance body approved this proposed name change. Attach copies of minutes or motions.

Faculty of Kinesiology, Sport, and Recreation Council – Approved November 29, 2017

Faculty of Graduate Studies and Research – Approved November 29, 2017

GFC Academic Planning Committee – Pending December 13, 2017

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**3.2** If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.

NA

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

## Proposal Template: Program/Specialization Name Change

This template is for proposals to change the title of a ministry-approved program or specialization within an existing program.

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

### SECTION 1: PROPOSAL INFORMATION

#### 1.1 Basic Information (Complete the table below):

|  |  |
|--|--|
| <b>Institution</b>                         | <b>University of Alberta</b>             |
| <b>Current program/specialization name</b> | <b>Physical Education and Recreation</b> |
| <b>Credential awarded</b>                  | <b>Doctor of Philosophy</b>              |
| <b>Proposed implementation date</b>        | <b>July 1, 2018</b>                      |

#### 1.2 Proposed New Name (Answer the following questions)

##### 1.2.1 Specify the new name that is being proposed.

Kinesiology, Sport, and Recreation

##### 1.2.2 Specify if the new name is for a program or a specialization within a program?

- Program  
 Specialization

#### 1.3 Rationale for Proposed New Name (Answer the following questions)

##### 1.3.1 Describe the rationale for the proposed name change.

The names of our graduate degrees currently reflect our previous faculty name (i.e., Faculty of Physical Education and Recreation).

The degree name change will align graduate degrees with our new faculty name (i.e., Faculty of Kinesiology, Sport, and Recreation). The new faculty name was selected as it <sup>1</sup>:

- Enhances understanding and recognition of the Faculty's work
- Is clearly understood by employers, funders and stakeholders
- Defines the Faculty at the provincial, national and international level
- Establishes a claim on areas/disciplines at the University of Alberta

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**1.3.2** Is comparable nomenclature used for similar programs/specializations offered across Campus Alberta and, where relevant, in other jurisdictions?

Yes,

Kinesiology, kinetics or human kinetics are the most predominant names used in primary titles of faculties/colleges/departments either as a stand-alone name or in conjunction with other terms, included in 17 of 23 Canadian Universities that were surveyed<sup>1</sup>.

Within Alberta, the University of Calgary offers a PhD in Kinesiology. Our new degree is differentiated by the inclusion of Sport, and Recreation.

## SECTION 2: SYSTEM IMPACT

### 2.1 Impact on Learners (Answer the following questions)

**2.1.1** Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation?

Over the past academic year FPER Faculty members, staff, students, alumni and stakeholders were given the opportunity to provide input on a new Faculty name. After a formal process, Faculty Council endorsed the name Faculty of Kinesiology, Sport, and Recreation. Updating the degree specializations will align with the proposed Faculty name change.

In preparation for putting forward a name for the faculty name change, a specific meeting was held with graduate students from our faculty. They were very supportive of replacing *Physical Education* with *Kinesiology* and a majority made it clear that they desired keeping the term *Recreation* in the faculty name. The addition of Sport in the faculty name was not discussed at this meeting specifically but was brought forward at subsequent faculty meetings in which graduate student representatives were present.

On October 16 2017 we circulated a survey to our graduate students. The 82 students that responded represented over half of the approximately 144 graduate students in our faculty. By far, the name that most represented their degree was “Kinesiology, Sport, and Recreation” with 70% of respondents ranked this name as a 4 or 5 on a scale of 1-5, with 1 being “not representative” and 5 being “very representative”. This proportion was almost identical (i.e. 67%) in the subsample of 43 students who were currently in the PhD Degree. In comparison, less than 20% of our grad students (and only 16% of PhD students) ranked the current degree name as a 4 or 5.

**2.1.2** Describe benefits for students of proposed new name.

The new degree name better defines and describes the teaching and research activities within their degree. The inclusion of the word Kinesiology is very relevant to the students in the

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

PhD in our faculty, as this name is the most recognized across Canada. The new name will both define and differentiate the degree at the national and international level, thus helping to attract top quality students, and help them to obtain employment by using a name that is more aligned with the field.

### 2.1.3 Describe plans to accommodate:

- a) active students who may wish to graduate with the established credential; and
- b) previous graduates who may request to exchange their parchment for one with the new program or specialization name.

Once it is approved by the Government, active students will be given the option to stay with the 'old' name for the program to which they were admitted or change to the new name (i.e., Doctor of Philosophy in Kinesiology, Sport, and Recreation).

There is no plan to allow previous graduates to exchange their parchment for one with the new program or specialization name.

## 2.2 Potential Risks (Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies.)

No risks are anticipated.

## 2.3 Consultation/Collaboration (Answer the following questions)

### 2.3.1 Identify which stakeholder groups, if any, were consulted:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Faculty                               | <input checked="" type="checkbox"/> Em ployers               |
| <input checked="" type="checkbox"/> A dv isory com m ittee                | <input checked="" type="checkbox"/> O ther (identify below ) |
| <input type="checkbox"/> R egu latory<br>bodies/professional associations | Graduate students,<br>undergraduate students, alumni         |

### 2.3.2 Summarize feedback received including anticipated impacts on stakeholders.

The feedback was first received from stakeholders at the time of the faculty name change to Kinesiology, Sport, and Recreation. This feedback was not specific to the graduate degree names, but was received from stakeholders included alumni, employers, staff, faculty, current graduate students, and the Physical Education and Recreation Graduate Student Society (PERGSS). While this consultation was not directly in the area of the degree name changes, many of the data collected and arguments that led to the Faculty name change are also directly

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

applicable to the degree name changes. We received overwhelming and consistent support for replacing the term Physical Education for Kinesiology. While this was in the context of the faculty name, it reflects the fact that kinesiology is the term that is most recognized in the field (e.g., Alumni and Employers) and is therefore relevant to the degree name changes. We also received strong support to keep the term “Recreation” in the faculty name as about 50% of students and alumni felt the term recreation accurately describes a core area of the Faculty’s academic mission and offerings<sup>1</sup>. The term “Sport” was included as this term is recognized internationally and also represented many of our teaching, research and service activities<sup>1</sup>.

As described above in section 2.1.1, we surveyed our current graduate students regarding changes to their degree name changes. We had a high response rate and responses that were very consistent with the responses obtained at the time of the faculty name change.

#### **2.4 Communication** (Describe how information about the name change will be communicated to students and applicants.)

Current graduate students are aware that our Faculty Council approved the faculty name change. They have been informed by e-mail of the faculty name change. As part of the survey sent out in October to students regarding their degree name changes, they have been informed that “In the event of a change to the names of our graduate degrees, current students will retain the option of graduating with a degree in Physical Education and Recreation.” Based on our survey results, we expect that over 80% of our current PhD students will prefer to change their degree name to a PhD in Kinesiology, Sport, and Recreation

In regards to the degree names, applications will remain the same for current applicants until the name change has been approved by Advanced Education. At which time, depending on the effective date of the approval, the new degree names will be inserted in admissions letter and the change will be explained.

### **SECTION 3: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT**

**3.1** Provide specific information about which internal governance body approved this proposed name change. Attach copies of minutes or motions.

Faculty of Kinesiology, Sport, and Recreation Council – Approved November 29, 2017

Faculty of Graduate Studies and Research – Approved November 29, 2017

GFC Academic Planning Committee – Pending December 13, 2017

**3.2** If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.

NA

<sup>1</sup> Faculty Renaming Backgrounder (May, 2017)

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

December 1, 2017

**2018-2019 University of Alberta Proposed Calendar Graduate Program Changes: to the program name for the MA, MSc, MCoach and PhD degrees from Physical Education and Recreation to Kinesiology, Sport, and Recreation**

**Green highlight** = Faculty name change already updated in the first draft of the 2018-2019 Calendar

**Yellow highlight** = proposed name change for the degree programs

| Current  | Proposed  |
|--|---|
| <p><b>Graduate Programs</b></p> <p><b>Physical Education and Recreation</b><br/>[Graduate]</p> <p>Faculty of <b>Physical Education and Recreation</b><br/>Integrated Student Services<br/>4th Floor East Wing, Room E-475<br/>Van Vliet Centre<br/>University of Alberta<br/>Edmonton, Alberta T6G 2H9<br/>E-mail: pergrad@ualberta.ca</p> <p><b>General Information</b></p> <p>The Faculty of <b>Physical Education and Recreation</b> offers programs leading to the degrees of Master of Arts, Master of Science, Master of Coaching and Doctor of Philosophy. The areas available for study are listed below. For detailed information refer to <a href="http://www.physedandrec.ualberta.ca">www.physedandrec.ualberta.ca</a></p> <p>[...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MA</b></p> <p>The Degree of MA (<b>Physical Education and Recreation</b>) [Graduate]<br/>[...]</p> <p><b>The Degree of MA in Recreation and Leisure Studies</b></p> <p>The Degree of MA in Recreation and Leisure Studies (<b>Physical Education and Recreation</b>)</p> | <p><b>Graduate Programs</b></p> <p><b>Kinesiology, Sport, and Recreation</b><br/>[Graduate]</p> <p>Faculty of <b>Kinesiology, Sport, and Recreation</b><br/>Integrated Student Services<br/>4th Floor East Wing, Room E-475<br/>Van Vliet Centre<br/>University of Alberta<br/>Edmonton, Alberta T6G 2H9<br/>E-mail: pergrad@ualberta.ca</p> <p><b>General Information</b></p> <p>The Faculty of <b>Kinesiology, Sport, and Recreation</b> offers programs leading to the degrees of Master of Arts, Master of Science, Master of Coaching and Doctor of Philosophy. The areas available for study are listed below. For detailed information refer to <a href="http://www.physedandrec.ualberta.ca">www.physedandrec.ualberta.ca</a></p> <p>[...]</p> <p><b>Graduate Program Requirements</b></p> <p><b>The Degree of MA</b></p> <p>The Degree of MA (<b>Kinesiology, Sport, and Recreation</b>) [Graduate]<br/>[...]</p> <p><b>The Degree of MA in Recreation and Leisure Studies</b></p> <p>The Degree of MA in Recreation and Leisure Studies (<b>Kinesiology, Sport, and Recreation</b>)</p> |



[Graduate]

**The Degree of MSc**

The Degree of MSc (**Physical Education and Recreation**) [Graduate]

**The Degree of MCoach**

The Degree of MCoach (**Physical Education and Recreation**) [Graduate]

**The Degree of PhD**

The Degree of PhD (**Physical Education and Recreation**) [Graduate]

**Program Requirements**

The PhD degree is a research degree; however, a number of specific courses may be required within the various areas of specialization. Please consult the staff within each specified area for further details. All courses must be approved by the Faculty of **Physical Education and Recreation**. Emphasis is on research leading to the dissertation rather than on coursework. All PhD students will complete PERLS 685 in the second year of their programs. An ethics and integrity training requirement of at least eight hours is also required.

[...]

**The Post-Baccalaureate Certificate in Indigenous Sport and Recreation**

The Post-Baccalaureate Certificate in Indigenous Sport and Recreation [Graduate]

The Certificate in Indigenous Sport and Recreation is a Post-Baccalaureate Certificate offered in partnership between the Faculty of Native Studies and the Faculty of **Physical Education and Recreation**.

[...]

[Graduate]

**The Degree of MSc**

The Degree of MSc (**Kinesiology, Sport, and Recreation**) [Graduate]

**The Degree of MCoach**

The Degree of MCoach (**Kinesiology, Sport, and Recreation**) [Graduate]

**The Degree of PhD**

The Degree of PhD (**Kinesiology, Sport, and Recreation**) [Graduate]

**Program Requirements**

The PhD degree is a research degree; however, a number of specific courses may be required within the various areas of specialization. Please consult the staff within each specified area for further details. All courses must be approved by the Faculty of **Kinesiology, Sport, and Recreation**. Emphasis is on research leading to the dissertation rather than on coursework. All PhD students will complete PERLS 685 in the second year of their programs. An ethics and integrity training requirement of at least eight hours is also required.

[...]

**The Post-Baccalaureate Certificate in Indigenous Sport and Recreation**

The Post-Baccalaureate Certificate in Indigenous Sport and Recreation [Graduate]

The Certificate in Indigenous Sport and Recreation is a Post-Baccalaureate Certificate offered in partnership between the Faculty of Native Studies and the Faculty of **Kinesiology, Sport, and Recreation**.

[...]

Justification: The degree name change will align graduate degrees with our new faculty name (Faculty of Kinesiology, Sport, and Recreation which will be effective January 1, 2018). The new degree name better defines and describes the teaching and research activities within their degree.

Approved by: Faculty of Physical Education and Recreation Council, November 29, 2017; Faculty of Graduate Studies and Research Council, November 29, 2017.