

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, February 12, 2020 meeting:

Agenda Title: **University of Alberta Mandate Statement**

CARRIED MOTION I:

THAT the General Faculties Council (GFC) Academic Planning Committee recommend that GFC recommend that the Board of Governors approve the reformatted University Mandate Statement, as set out in Attachment 2, for submission to the Minister of Advanced Education for final approval.

CARRIED MOTION II:

THAT the GFC Academic Planning Committee recommend that GFC recommend that the Board of Governors rescind the previous University Mandate Statement, approved by the Minister of Advanced Education and Technology on July 17, 2009, following ministerial approval of the new statement.

FINAL Item 4

Agenda Title: **Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees (Previously Mandatory Student Instructional Support Fees)**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:

- the proposed New Non-Regulated Exclusion to Program Fees (set forth in Attachment 1),
 - the proposed Change to Existing Non-Regulated Exclusion to Program Fees (set forth in Attachment 2),
- as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

FINAL Item 5

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	University of Alberta Mandate Statement
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Motion I

THAT the General Faculties Council (GFC) Academic Planning Committee recommend that GFC recommend that the Board of Governors approve the reformatted University Mandate Statement, as set out in Attachment 2, for submission to the Minister of Advanced Education for final approval.

Motion II

THAT the GFC Academic Planning Committee recommend that GFC recommend that the Board of Governors rescind the previous University Mandate Statement, approved by the Minister of Advanced Education and Technology on July 17, 2009, following ministerial approval of the new statement.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	David Turpin, President and Vice-Chancellor
Presenter(s)	David Turpin, President and Vice-Chancellor

Details

Responsibility	President
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because the Ministry of Advanced Education has asked all institutions to review their mandates and revise them according to a provided template. The approved mandate will be a component of the new Investment Management Agreement.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>There are two sections in the attached documentation. In the first, the University's current mandate is colour coded based on the sections of the new Mandate template, so that members can see that virtually all of the current content fits in that new template.</p> <p>In the second, the content has been inserted into the relevant sections, and the revisions are noted in tracked changes.</p> <p>At this time, we have opted to simply transfer the current approved University mandate into the new template and make a series of largely editorial changes. Given timelines provided to us by the Ministry on this project, we do not have the opportunity to engage the community in an extensive consultation process that more substantive changes would require.</p> <p>Proposed changes include updating the name of the (now) Faculty of Kinesiology, Sport, and Recreation, including references to the University's innovation activities, and making a specific reference to the leadership the University of Alberta shows in fostering opportunities to share services and administrative functions with other institutions in the system.</p> <p>Note that the Ministry's deadline for this project is April 1st.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 4

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Office of the President Office of the Provost and Vice-President (Academic) University Governance
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> Members of the President's Executive Committee
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> Deans' Council Vice-Provosts' Council
Approval Route (Governance) (including meeting dates)	Feb 10 - Exec Feb 12 - APC Feb 14 - BLRSEC (Pending GFC on Feb 24) Feb 24 - GFC March 13 - Board of Governors

Strategic Alignment

Alignment with <i>For the Public Good</i>	For the Public Good, Vision and Mission		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	Post-Secondary Learning Act, General Faculties Council Terms of Reference, Board of Governors Terms of Reference		

Attachments (each to be numbered 1 - <>)

- Attachment 1: Current Mandate
- Attachment 2: Proposed revisions

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

Attachment 1

UNIVERSITY OF ALBERTA Mandate

New Template Sections

1. Type of Institution, Sector, and Governance
2. Outcomes
3. Clients/Students
4. Geographic Service Area and Type of Delivery
5. Program Mandates and Credentials Offering
6. Special Program Areas/Areas of Specialization
7. System Collaboration and Partnerships
8. Research and Scholarly Activities
9. System Mandate
10. Other

CURRENT MANDATE

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

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

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

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Physical Education and Recreation, Science and the Faculte Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong

professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

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

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

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

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

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

Mandate Statement Template

DRAFT January 29, 2020

This mandate statement has been developed by [the University of Alberta](#) in consultation with Alberta's Ministry of Advanced Education pursuant to Section 103 of the Post-secondary Learning Act (PSLA).

1. Type of Institution, Sector, and Governance

[The University of Alberta](#) is a board-governed public post-secondary institution operating in Alberta as a [comprehensive academic and research university](#) under the authority of the PSLA.

2. Outcomes

- *Identify how the institution contributes to the coordinated post-secondary adult learning system.*
- *Identify how the activities of the institution benefit individual students, their communities and the province.*

[The University of Alberta's](#) fundamental mandate is to offer a broad range of outstanding [academic learning, and research programs, creative and innovation activities](#) to prepare citizens and leaders who will make a difference.

Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University community discovers, disseminates, and applies new knowledge through ~~the following~~ interrelated core activities.

3. Clients/Students

- *Identify the specific groups of students served or targeted by the institution (e.g. adult learners, undergraduate or graduate students, life-long learners, learners preparing for entry-level careers in business and health).*

[The University of Alberta serves](#) graduate and undergraduate students, and life-long learners in a dynamic and integrated learning, ~~and~~ research [and innovation](#) environment.

Post-doctoral fellows [and academic visitors](#) come to the University to refine their teaching, mentoring, ~~and~~ research [and innovation](#) skills.

4. Geographic Service Area and Type of Delivery

- *Identify where the institution's campuses are located and the communities served.*

- *Identify the approaches to educational delivery (face-to-face, distributed, blended etc.)*

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning, and research and innovation environment. Its residential, multi-campus setting includes many research and field facilities.

5. Program Mandates and Credentials Offering

- *Identify all range of program categories and credential options for learners.*
- *Description of credentials to align with Alberta Credential Framework.*
- *Reference program coordination and collaborating institutions, if applicable.*

The University of Alberta gives students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas.

6. Special Program Areas/Areas of Specialization

- *Identify approved program areas that are distinctive to the institution and contribute to its outcomes (e.g. institutions that focus on trades, artistic and creative development, institutions offer programs that lead to career preparation, etc.).*

A number of the University of Alberta's ~~its~~ programs are unique within Alberta.

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

7. System Collaboration and Partnerships

- *Identify the institution's collaboration mandate (i.e. collaboration that is allowed, required, or both) and how they will work with other sectors and partners to ensure learner needs are met.*
- *Identify how the institution works within the system to enhance system accessibility and coordination across the province. This includes other adult learning providers in the systems (e.g. Indigenous adult learning providers).*
- *Describe the institution's role in regional stewardship and how this helps determine, prioritize and enable access to post-secondary opportunities.*

The University plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation.

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

The University fosters opportunities to collaborate on shared support services and administrative functions with other post-secondary institutions in the province to improve the efficiency and effectiveness of the system overall.

8. Research and Scholarly Activities

- *Identify the range of research (discovery research, applied research) and activities related to innovation, scholarship of integration and scholarship of teaching and learning to be undertaken by the institution.*
- *Describe the scope of research, innovation and scholarly activities supporting the delivery of high quality credentials while also working to achieve Alberta's strategic research and innovation priorities.*
- *Identify how the institution's research and innovation activities align with the outcomes of the Alberta Research and Innovation Framework.*

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

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

9. System Mandate

- *Describe any other activities that have broader social, economic and/or environmental impact on the province.*
- *Include any initiatives related to international education, promotion of healthy learning environments, and learner pathways.*

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

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

10. Other

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees (Previously Mandatory Student Instructional Support Fees)
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Motion

<p>THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:</p> <ul style="list-style-type: none"> the proposed New Non-Regulated Exclusion to Program Fees (set forth in Attachment 1), the proposed Change to Existing Non-Regulated Exclusion to Program Fees (set forth in Attachment 2), <p>as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Vice-Provost and University Registrar and the Faculties and Departments that have proposed new and changed fees.
Presenter(s)	Melissa Padfield, Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To establish new New Non-Regulated Exclusion to Program Fees and Change to Existing Non-Regulated Exclusion to Program Fees.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The impacts of the proposals are stated in the purpose and outline in each attached proposal.</p> <p>Implementation dates for each proposal may vary; see attachments for details.</p> <p>After final approval by the Board of Governors, the proposed fees would be implemented by the Office of the Registrar, Financial Services and the corresponding units proposing fee changes. The Office of the Registrar will communicate the approval of all fees to the proposers of the various fees contained in this proposal. All of these categories of fees are listed on the Office of the Registrar's website and the units initiating the proposal are responsible for communicating any fees to the impacted students.</p> <p>Representatives of the proposing units will also be in attendance at the February 12, 2020 meeting of GFC APC to respond to questions.</p>
Supplementary Notes and context	<i>The new Alberta Tuition Framework, published in February 2019, refers to what were previously known as Mandatory Student Instructional Support Fees (MSISFs), as Non-Regulated Exclusion to Program Fees.</i>

Engagement and Routing (Include meeting dates)

Item No. 5

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> As outlined in various proposals
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> As outlined in various proposals
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> As outlined in various proposals
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – February 12, 2020 Board Finance and Property Committee – February 27, 2020 Board of Governors – March 13, 2020

Strategic Alignment

Alignment with <i>For the Public Good</i>	Institutional Strategic Plan – For the Public Good: SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals. i. Strategy: Seek and secure resources needed to achieve and support our strategic goals. ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> 1. <i>Post-Secondary Learning Act (PSLA): Sections 61(1) and (2)(a) “Tuition fees</i> 2. <i>Post-Secondary Learning Act (PSLA) Regulations – Alberta Regulation 228/2018 – Section 2</i> 3. <i>Post-Secondary Learning Act (PSLA)</i> 4. <i>Board of Governors General Terms of Reference, Section 1 (b)</i> 	

Item No. 5

	<p>5. Board Finance and Property (BFPC) Terms of Reference, Section 3(d)</p> <p>6. University of Alberta Calendar</p> <p>7. GFC Academic Planning Committee Terms of Reference</p>
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Attachments (each to be numbered 1 - <>)

1. Proposals for New Mandatory Non-Regulated Exclusion to Program Fees (page(s) 4 - 51)
2. Proposals for Change to Existing Non-Regulated Exclusion to Program Fees (page(s) 52 - 101)
3. Overview of Proposals (page(s) 1-2)

Prepared by: Angelene Lavers, Specialist – Fees and Registration, angelene.lavers@ualberta.ca

Attachment 1

Proposals for Non-Regulated Exclusion to Program Fees

Course	Implementation	Fee	Page Number
SCI 299	May 1, 2020	\$2,500 - \$3,500	5
BIOL 395	May 1, 2020	\$600 - \$6,000	22
REN R 345/724	September 1, 2020	\$0 - \$50	35
REN R 368/768	September 1, 2020	\$0 - \$100	35
REN R 445/745	September 1, 2020	\$0 - \$50	35
EDFX 498	September 1, 2020	\$750	42
EDFX 499	September 1, 2020	\$750	47

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: June 25, 2019

Item No. <02>

Request for Approval for: Science 299 Field School

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: Science 299 is a course offering in the Faculty of Science as part of the Certificate in Engaged Citizenship in Arts and Science. The course is offered in Fall/Winter and students are expected to tackle a global problem that has a potential scientific solution that has economic, political and cultural aspects of its implementation. The course expects students to engage with experts and understand the nuances of a problem that students at the University of Alberta rarely have experience with. The aim of running a non-mandatory additional course offering in Spring session is to provide students in Science 299 with the exposure to ground zero of global problems by visiting countries on the front lines of global issues. The course is open to students from Faculty of Arts and the Faculty of Science so long as they have completed 5 Science courses. Therefore, it has broad appeal, is not required for any degree program but offers students a unique experience and important exposure that will help train leaders of the future. For more information please see Attachment 3

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Science
Dean/Chair	Dr. Frank Marsiglio
Primary Contact (Name, phone number, and e-mail)	Dr. Torah Hunt (Kachur) 780-945-7123 tkachur@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. Theresa Garvin Director of Interdisciplinary Programs, Faculty of Science 780-492-4593 Theresa.garvin@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Funding room and board, excursions and course-specific field trips in the country of course delivery.
Proposed Amount	\$2,500 - \$3,500/student based on 15 student enrolment (does not include student flights or instructional fees)
Previous Fee Amount (if this is a new fee, please indicate that here)	This is a proposed new course offering in Spring/Summer session.
Requested Implementation Date	Spring 2020
The Impact of the Fee (number)	15-20 students

of students affected, etc.)	
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	Science 299
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Science 299 is an existing course in Fall/Winter, this proposal is for an additional offering in Spring/Summer as a Field School
New or Existing Program (include name)	Existing program – Interdisciplinary “Certificate in Engaged Leadership and Citizenship in Arts and Science”
Course Description(s)	Science 299 – Science Citizenship A course for supervised participation in a citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Normally taken after completion of a minimum of 30 units of course weight in a program in the Faculty of Science. Syllabus is attached from Fall/Winter 2018-2019 as attachment #2

Details

Estimated Costs (Budget information may be included here or as an attachment)	See attachment #1
Explanatory Notes	The course is proposed to be offered over a 4 week period starting in Spring 2020 in Costa Rica. Costs are based on shared accommodation, salaries and instructor(s) accommodation and travel at current day rates and estimated excursion costs based on present day rates.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar’s Advisory Committee on Fees and in what capacity)	
Student Group Consultative Route	See attachment #4
Advisory Route (RACF) Include dates	June 25, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

- 1 – Budget estimates for Sci299 Field School
- 2 – Syllabus Science 299 Fall Winter 2018-2019
- 3 -Sci299 FIELD SCHOOL Proposal
- 4 – Field School Program Student Survey

Science 299 Field School Estimated Expenditures, Revenue and Cost per Student

Summer 2020 - Tamarindo, Costa Rica

Course: Science 299 (3 credits)

Course based budget: 15 students, 3.5 weeks)

Expense	CDN	Description
Marketing	\$1,000.00	Posters/Info sessions
Program Coordination Salary	\$4,500.00	Based on 1/16 full time salary (\$72,000) at \$40/hr contract rate
Faculty accommodation	\$2,450.00	Based on \$75/night for 35 nights
TA accommodation	\$2,450.00	Based on \$50/night for 35 nights
Per Diem (Lead Faculty)	\$2,310.00	Based on 35 days at Int'l rate of \$66/day
Per Diem (TA)	\$2,310.00	Based on 35 days at Int'l rate of \$66/day
Flights from Canada (Lead Faculty and TA)	\$3,000.00	Based on 2 flights, \$1500/flight
Business Taxi Rental (on site case-by-case allowance)	\$300.00	Airport pickups and project site visit
internet and Phone	\$350.00	Based on \$10/night for 35 nights
Emergency Contingency	\$2,000.00	
Excursions	\$2,000.00	3 Field Trips
TOTAL OPERATING COSTS	\$22,670.00	
TOTAL EXPENDITURES = TOTAL PROGRAM FEES	\$22,670.00	
 OVERVIEW OF COSTS PER STUDENT (15 students)		
1. TOTAL PROGRAM FEE PER STUDENT	\$1,511.33	
2. TOTAL GROUND FEE PER STUDENT (room/half board)	\$1,200.00	Based on \$40/day for accommodation and breakfast and lunch

**TOTAL COST PER STUDENT (15 students) - not including
airfare**

\$2,711.33 Does not include student flights

*Prices may be affected from year to year by exchange
rate and inflation

Suggested Price RANGE \$2500-\$3500

University of Alberta
SCI 299 - Science Citizenship
Fall and Winter, 2018-2019

Instructor: Torah Hunt
Office: Biological Sciences B118 Desk 1
E-mail: tkachur@ualberta.ca
Web Page: SCI 299 Moodle (eClass) website

Office Hours: By appointment

Lecture Room & Time: Chemistry W4-44, Tuesdays 9:30-11:00

Course Description:

A course for supervised participation in a citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Normally taken after completion of a minimum of 30 units of course weight in a program in the Faculty of Science. Prerequisite: GPA of 2.5 or higher, at least five science courses, and consent of Faculty of Science.

Course Objectives

- Apply scientific concepts and principles in everyday life;
- Demonstrate the relevance of scientific concepts to global and local issues; and
- Appreciate the value of creativity and social consciousness in scientific research.

Expected Learning Outcomes:

- Create and produce a persuasive, effective, scientific evidenced-based, oral presentation on the chosen global issue and local solution;
- Develop problem-solving strategies and apply them to the project;
- Justify initiatives through proposal writing;
- Categorize and manage project tasks with group members.

Past Evaluative Material:

After students choose their projects, examples of past presentations and local solutions will be given.

Grade Evaluation:

There are no exams in this course. Grades will be assigned from marks by plotting the marks on a graph and finding appropriate breaks between students. A minimum of 50% is required to pass the course; students with total marks below 50% will receive an 'F'. Reaching the following marks guarantees at least the grade following: 95% A+, 90% A, 86% A-, 82% B+, 78% B, 74% B-, 70% C+, 66% C, 62% C-, 58% D+, 54% D.

ASSESSMENT	WEIGHTING
Assignments:	(15%)
- Career Profile (3%)	
- Science Hero (3%)	
- 3-minute thesis (3%)	
- 4 questions (3%)	
- Persuasive writing (3%)	
Attendance	(7%)
Peer review	(13%)
- Self-reflections (3%)	
- Midterm peer review (5%)	
- Final peer review (5%)	
Project outline presentation	(5%)
Midterm Progress report	(20%) – 10% paper and 10% presentation
Final presentation	(15%)
Final paper	(25%) – 15% paper and 10% peer review

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Missed Term Work and Assignments:

A student who cannot write an assignment or present on the appointed day due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for an excused absence by discussing with the instructor. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Exams:

There are no exams or midterms in this course. There is no possibility of a re-examination in this course.

Student Responsibilities:

ACADEMIC INTEGRITY: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Senior Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive at minimum a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science the sanction for **cheating** on any examination will include **a disciplinary failing grade** (no exceptions) and senior students should expect a period of suspension or expulsion

from the University of Alberta. Students in this course should pay particular attention to guidelines and issues surrounding “Collaborating on Assignments” link on the Truth in Education website at <http://www.uofaweb.ualberta.ca/TIE/>

CELL PHONES AND RECORDINGS: Cell phones are to be turned off during all classes. Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

STUDENTS WITH DISABILITIES: Students who require accommodation in this course due to a disability are advised to discuss their needs with Specialized Support & Disability Services (2-800 Students’ Union Building).

ACADEMIC SUPPORT CENTRE: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class.

Copyright: Dr. Torah Hunt. University of Alberta 2018

Week #	Lecture Topic	Homework	Due
Sept 4	What is science?		
Sept 11	How to craft an interview		
Sept 18	Project Topics	Pick groups	
Sept 25	Scientific Literacy	4 questions Find fake news	Projects Selected
Oct 2	No Class		
Oct 9	Characteristics of a good scientist		4 Questions
Oct 16	Characteristics of a Good Group		
Oct 23	Science Communications		Project Outline
Oct 30	Developing a thesis		
Nov 6	Giving effective presentations	Midterm presentations/paper	3 minute thesis Midterm papers for peer review
Nov 13 Term Break		Peer reviews	
Nov 20	In class work		Peer reviews of midterm papers
Nov 27	Midterm presentations		Midterm presentations
Dec 4	Midterm presentations		Midterm presentations Midterm papers due
Exam Break			
Jan 8	Ethics in science		
Jan 15	What is good data?		
Jan 22	Writing 101	Career profile	Peer review of writing
Jan 29	Career paths in science	Science hero	Career profile
Feb 5	Leaders in science		Science hero
Feb 12	Thinking beyond the problem		
Feb 19 – reading week			
Feb 26	Persuasive writing		
Mar 5	Persuasive writing presentation		Persuasive presentations
Mar 12	Project work		
Mar 19	Project work		
Mar 26	Project work		Final presentations
Apr 2	Final presentations		Final presentations
Apr 9	Final presentations		Final presentations
	Final presentations		

*Topics and Lecture material subject to change

Science 299 Goes GLOBAL

A course proposal by Dr. Torah Hunt (Kachur)

Why Science 299 should go GLOBAL!

The course is being offered in Fall 2018 from the confines of University campus with research done on the internet and interviews done by Skype. But how enriching and deep would the experience be if this project was done in Costa Rica or Morocco or Thailand with ground floor experiences in the issues the students are investigating. The students would see through a truly global perspective and, ideally, have an experience that will enrich their lives to become leaders of problems into the future.

The philosophy of Science 299 is to create leaders in science and society – what better way to do this than from around the world?

What is Sci 299

Science 299 is an interdisciplinary course that is an introduction to global citizenship. It's being run for the second time in Fall 2018 however it has been completely revamped to focus on the interdisciplinary approach to issues facing the world today. Students are expected to pick a global problem – topics such as textile production and waste, plastic pollution, overpopulation, the aging population (to name a few) and research and present all the various aspects of the problem.

The Problems

Take deforestation – this is a major problem facing the world today. Clear cutting ancient rain forests in Costa Rica for grazing land is a major problem that affects the entire globe with the loss of biodiversity and richness of a rainforest. Students will delve deep into the economic reasons for clear cutting, the science of the ecosystems being lost and the politics allowing it to continue.

Students could also focus on desertification in Morocco and the impact on urbanization and the rise of climate refugees, the scientific solutions helping deal with increasing water scarcity and the political will to protect the watersheds.

While in Costa Rica the students will look at the impacts of the shark finning industry on the marine ecosystem and the seaside economy, or the impacts of plastic waste on intertidal zones. Another interesting aspect in Costa Rica is that it is a world leader in greenhouse gas emission reduction with a clear and active commitment to the Paris Climate Accord, this will give students a chance to do a case study in the country on how to mitigate climate change that perhaps could allow them to bring home lessons to enact at home.

The possibilities for countries are endless however the countries chosen have a diverse range of experiences and are at the forefront of global challenges.

The Expectations

Students will be expected to take a local issue in the destination country – Morocco, Costa Rica or Senegal or Thailand (to be incorporated in 2022 and 2023 respectively) – and expand the view to start to address the global problem.

Students are expected to interview published experts in each of the different realms of science and society and present the broad problem and the different aspects of a solution. This requires in depth research, an increasing maturity of understanding of the multifactorial nature of problems facing the world today, and a deep understanding of both the scientific and societal proposed solutions.

The Instructor

Dr. Torah Kachur (Hunt), current instructor in Science 299, has travelled to over 50 countries often alone and often with only a backpack for company. She has seen slavery in action, polygamy, racism and the depths of poverty first hand. Her experiences and knowledge translate into a guiding hand for students to explore the issues facing the world today. Torah is currently contracted by the Faculty of Science to run Science 299 for 2018-2019 and through 2019-2020.

The Proposal

I propose that Science 299 runs as a 4.5 week intensive course. Each year in a different country that is at the heart of global issues. A group of 12-24 students will join her and be able to choose from a series of 3-4 different major global issues. The countries chosen will dictate which global problems that will be addressed as each country will be 'ground-zero' for a wide variety of global issues.

The Countries

The countries suggested are Morocco, Costa Rica and Senegal or Thailand that would rotate every 3 years. The intent would be to start in Costa Rica, this country is very accessible, has excellent tourist infrastructure and has cheap flights for the students to reduce costs.

Then, the next year the course would travel to Morocco where issues of the textile industry, desertification and poverty take a more acute focus. And finally, the third year in rotation (2023) the course hits Senegal for a first hand look at deforestation, plastic waste, slavery and the myriad of issues that are centered in West Africa today.

Why three countries? Despite being more difficult logistically, the intent is to attract students into Science 299 and hopefully also offer a Science 49X course at the same time – the project would be

individual instead of a group and broader in scope and maturity but having the course go to different countries would allow repeat customers to Science 299 and then Science 49X.

Not only that, the broader country options can attract a larger base of students – for instance Faculte St Jean students may appreciate the opportunity to go to Morocco or Senegal where French is a dominant language.

Why these countries? The travel time is not like going to Southern Africa and the flight prices are cheap. The destinations are accessible and safe and English is spoken by many of the locals. The countries also have very good transportation networks and road safety records to allow students to go further afield and explore once they are there. Additionally, the instructor has a wide-range of personal networks in both Morocco and Senegal having visited several times for extended periods.

Conclusion

Science 299 is part of the Leadership Certificate and there is no better way to produce leaders who can face the future than with cultural immersion and educational guidance. Science 299 is the perfect course to be offered as a 3-week intensive experience into education and the world.

The Logistics

Science 299 will soon be a proven course on the University calendar. Right now, Science 299 is offered as a full-year 3 credit course, some students have found this to be difficult to fit into their schedule because they cannot take a full course load. By offering it in the spring, the students can complete 3 credits, it will appeal to a broader student base from many different faculties and the instructor is more available to travel then!

NOTE: Most of the current Sci299 syllabus is below (material common to all syllabi is omitted for efficiency)

University of Alberta
SCI 299 - Science Citizenship
Fall and Winter, 2018-2019

Instructor: Torah Hunt
Office: Biological Sciences B118 Desk 1
E-mail: tkachur@ualberta.ca
Web Page: SCI 299 Moodle (eClass) website

Office Hours: By appointment

Lecture Room & Time: Chemistry W4-44, Tuesdays 9:30-11:00

Course Description:

A course for supervised participation in a citizenship project. In this course, students will work in interdisciplinary groups to research and present the science underlying a global issue, as well as implement a local solution to that global issue. The course will also include a discussion of the possible career paths, ethics, culture and values of scientists. Normally taken after completion of a minimum of 30 units of course weight in a program in the Faculty of Science. Prerequisite: GPA of 2.5 or higher, at least five science courses, and consent of Faculty of Science.

Course Objectives

- Apply scientific concepts and principles in everyday life;
- Demonstrate the relevance of scientific concepts to global and local issues; and
- Appreciate the value of creativity and social consciousness in scientific research.

Expected Learning Outcomes:

- Create and produce a persuasive, effective, scientific evidenced-based, oral presentation on the chosen global issue and local solution;
- Develop problem-solving strategies and apply them to the project;
- Justify initiatives through proposal writing;
- Categorize and manage project tasks with group members.

ASSESSMENT	WEIGHTING
Assignments:	(15%)
<ul style="list-style-type: none"> - Career Profile (3%) - Science Hero (3%) - 3-minute thesis (3%) - 4 questions (3%) - Persuasive writing (3%) 	
Attendance	(7%)
Peer review	(13%)
<ul style="list-style-type: none"> - Self-reflections (3%) - Midterm peer review (5%) - Final peer review (5%) 	
Project outline presentation	(5%)
Midterm Progress report	(20%) – 10% paper and 10% presentation
Final presentation	(15%)
Final paper	(25%) – 15% paper and 10% peer review

Copyright: Dr. Torah Hunt. University of Alberta 2018

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Oct 9	Characteristics of a good scientist		Fake News 4 Questions
Oct 16	Characteristics of a Good Group		
Oct 23	Science Communications		Project Outline
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Nov 6	Giving effective presentations	Midterm presentations/paper	3 minute thesis Midterm papers for peer review
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Nov 27	Midterm presentations		Midterm presentations
Dec 4	Midterm presentations		Midterm presentations Midterm papers due
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Jan 8	Ethics in science		
Jan 15	What is good data?		
Jan 22	Writing 101	Career profile	Peer review of

			writing
Jan 29	Career paths in science	Science hero	Career profile
Feb 5	Leaders in science		Science hero
Feb 12	Thinking beyond the problem		
Feb 19 – reading week			
Feb 26	Persuasive writing		
Mar 5	Persuasive writing presentation		Persuasive presentations
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Apr 2	Final presentations		Final presentations
Apr 9	Final presentations		Final presentations
	Final presentations		

*Topics and Lecture material subject to change

Student Consultation via Survey

Based on a student survey conducted in January 2019, students support the Department of Biological Sciences broadening our field course offerings and are willing to pay instructional fees for this opportunity.

A survey in SurveyMonkey was created to target all first, second, and third year students in the Department of Biological Sciences at the University of Alberta: students registered in all of our honors/specialization students and students enrolled in Biological Sciences General Major. The survey used page logic to direct students to specific questions based on their answers to previous questions. This setup allowed the results to be sorted by type of destination the students preferred, and by the length of time away (either < 3 weeks, or ≥3 weeks), because preferences about cost could be dependent on the destination the students selected or the amount of time they wanted to spend in the field. The survey was sent to 1,806 students, of which 488 responded.

Half of all polled students (47.75%) stated they would participate in a field school either in Canada or at an international location. The most popular locations internationally were Oceania and Europe (Table 1). The most popular locations in Canada were Vancouver Island, the Rocky Mountains, and the Maritimes (Table 2). The vast majority of students (81.5 - 85.58%) said they would be interested in taking more than one *3 credit course at a time while in the field. In addition, most students preferred to take field courses during the Spring Semester (65.31-76.23%), followed by Summer Semester (18.85 - 21.86%), followed by Prior to Fall Semester (4.92 - 13.27%). ***Most students were willing to pay about \$501 - \$2,000 in instructional fees per *3 course, and about \$501 - \$1,500 in ground fees.***

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: November 26, 2019

Item No. <06>

Request for Approval for: BIOL 395 – Field Course in Biology

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE

BIOL 395 (Field Course in Biology) is a course designed to be a special topics course in Biology that can be offered anywhere outside of Edmonton. The content of course will vary based on topic and location, thus providing our students with varied and flexible field opportunities that are comparable to other Canadian institutions. The proposed fees associated with this course are designed to recoup the costs of non-instructional expenses associated with offering a course outside of Edmonton. Given that the budget will vary based on location, our fee range is based on costs associated with current field offerings in Alberta and internationally as well as comparison to other Canadian institutions.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Science/Biological Sciences
Dean/Chair	Dr. Matina Kalcounis-Rueppell/Dr. David Coltman
Primary Contact (Name, phone number, and e-mail)	Dr. Jocelyn Hall, Associate Chair Undergraduate Studies, 492-0076, bioacu@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. Corey Davis, FSO, 248-1099, cordavis@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee will be used to cover non-instructional expenses associated with running the course at different locations.
Proposed Amount	\$600.00 - \$6000.00
Previous Fee Amount (if this is a new fee, please indicate that here)	New
Requested Implementation Date	Spring 2020
The Impact of the Fee (number of students affected, etc.)	10 -24 per section
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	BIOL 395, Field Course in Biology
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	New course, approved by General Faculty Council (July 3, 2019)
New or Existing Program (include name)	N/A
Course Description(s)	*3 (<i>fi</i> 6) (either term, 3-0-3) Covers special topics of current interest in biology pertaining specifically to field opportunities. This course will be held outside of Edmonton at an off-campus location either domestically or internationally, and may require additional on-campus coursework. This course requires payment of additional miscellaneous fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the calendar. Consult department for current offerings. Prerequisite: second year Biological Sciences course and permission of instructor. Credit for this course may be obtained more than once.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Please see attached
Explanatory Notes	Please see attached

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Department of Biological Sciences Courses and Curriculum Committee approved new course description (April 2, 2019). Department of Biological Sciences Council approved new course description (April 17, 2019). Faculty of Science approved new course description (June 2, 2019). General Faculty Council approved new course (July 3, 2019).
Student Group Consultative Route	We created a survey that targeted all first, second, and third year students in the Department of Biological Sciences at the University of Alberta (including all students registered in our honors/specialization programs and students registered in the BSc General Major in Biological Sciences). The survey was sent to 1,806 students in January 2019, of which 488 responded. Approximately half of the respondents indicated they would like to participate in a field course outside of Edmonton, of which most were willing to pay instructional fees for such an opportunity (please see attachment sections 2 & 3 for more details).
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - 5)

1. BIOL 395 (Field Course in Biology) Rationale and Proposal
2. Student Consultation via Survey
3. Instructor Consultation via Survey
4. Common attributes of Student and Instructor Surveys, including comparison to other Canadian Institutions
5. Budget details and explanatory notes

1. BIOL 395 (Field Course in Biology) Rationale and Proposal

Despite offering over 130 undergraduate courses, the Department of Biological Sciences offers limited field course opportunities outside of Edmonton for our students. Our current field courses include BIOL 432 (Field Methods in Ecology) offered in Kananaskis Country, BOT 322 (Field Botany) offered in Alberta, MA SC Courses offered at Bamfield Marine Science Centre, and the Southern African Field School (SAFS) offered in Southern Africa. These few courses are not in line with field offerings from comparable Canadian institutions, nor do these offerings match many of the interests of University of Alberta students and instructors (see below). This proposal would permit the Department of Biological Sciences to broaden its field course offerings abroad and domestically to all University of Alberta undergraduate students. As outlined below, both students and faculty members support this course and associated fees. In sum, this course proposal would allow us to meet shifts in student demands and to compete with other Canadian institutions.

BIOL 395 (Field Course in Biology) is designed to be a special topics course that can be offered anywhere outside of Edmonton. As such, course content would rotate based on instructor and destination. Potential topics include Ecology, Interdisciplinary Symbiosis, Parasitology, Freshwater or Marine Ecology, Terrestrial Arthropod Diversity, Marine Science, Aquatic Ecology, Vertebrate Diversity, Paleobotany, Northern Ecology, Field Methods, Conservation Biology, and Methods in Field Ecology. A single course that can be offered anywhere provides inherent flexibility for our students and our instructors. Further, the Department of Biological Sciences could offer 2-3 courses each Spring/Summer to either the same or different destinations. Topics and locations could change and/or rotate each year. The Department will have a single website to highlight upcoming offerings as well as past offerings. We have support staff to administer such a website and course.

This course is meant to be complementary to MA SC courses at the Bamfield Marine Science Centre in B.C. Based on student survey (see below), students highlight Vancouver Island as an area in which they would like to attend courses. We will continue to work with the Bamfield Marine Science Centre to ensure that our students are aware of our MA SC courses.

The Department of Biological Sciences will solicit proposals for BIOL 395 topics and locations each year. Ideally, the call for proposals would be in the Winter term the preceding year (e.g., February 2020 we would solicit proposals for Spring/Summer 2020/2021 Academic year). The Courses and Curriculum Committee (Department of Biological Sciences) would then review proposals and approve which topics, if any, would be offered. This process would be conducted in consultation with the Faculty of Science, especially the first few years the course is offered. We would work with risk management with each course section to ensure that students have pre-departure orientation, insurance coverage, and immunizations (as needed). All courses will provide a Field Action Plan. As our department has successfully been running the Southern African Field School for over four years, we are well poised to provide additional courses offerings outside of Edmonton.

We are proposing that fees would cover costs for non-instructional expenses associated with running each offering, with the goal to keep the costs to the students as low as possible. Safety is a top priority for our Department, thus we would ensure that all offerings follow guidelines of Environment, Health & Safety (EHS) for field courses. For budget estimates, we anticipate that minimally two University of Alberta staff with appropriate first aid training would teach each section.

2. Student Consultation via Survey

Based on a student survey conducted in January 2019, students support the Department of Biological Sciences broadening our field course offerings and are willing to pay instructional fees for this opportunity.

A survey in SurveyMonkey was created to target all first, second, and third year students in the Department of Biological Sciences at the University of Alberta: students registered in all of our honors/specialization students and students enrolled in Biological Sciences General Major. The survey used page logic to direct students to specific questions based on their answers to previous questions. This setup allowed the results to be sorted by type of destination the students preferred, and by the length of time away (either < 3 weeks, or ≥3 weeks), because preferences about cost could be dependent on the destination the students selected or the amount of time they wanted to spend in the field. The survey was sent to 1,806 students, of which 488 responded.

Half of all polled students (47.75%) stated they would participate in a field school either in Canada or at an international location. The most popular locations internationally were Oceania and Europe (Table 1). The most popular locations in Canada were Vancouver Island, the Rocky Mountains, and the Maritimes (Table 2). The vast majority of students (81.5 - 85.58%) said they would be interested in taking more than one *3 credit course at a time while in the field. In addition, most students preferred to take field courses during the Spring Semester (65.31-76.23%), followed by Summer Semester (18.85 - 21.86%), followed by Prior to Fall Semester (4.92 - 13.27%). **Most students were willing to pay about \$501 - \$2,000 in instructional fees per *3 course, and about \$501 - \$1,500 in ground fees.**

3. Instructor Consultation via Survey

Similarly, our Faculty in the Department of Biological Sciences are interested in teaching field offerings in varied areas. All 55 faculty members in the Department of Biological Sciences were invited to participate in a survey about their interest in teaching field courses outside of Edmonton. The survey was created in GoogleForms, and asked faculty members if they had experience teaching field courses, which subject areas and course levels they would be interested in teaching, the time of year and the year they would prefer to teach, the location they would like to teach in, and whether or not they have established relationships with field stations or research facilities that the course could utilize.

Twelve faculty members responded to the survey. Overall, most faculty members (9 of 12) had taught field courses outside of Edmonton, and most (10 of 12) were interested in teaching at either a domestic or international location (Tables 1-2). Faculty members mainly wanted to teach in the Rocky Mountains (citing the Biogeoscience Institute in Kananaskis Country), Vancouver Island (citing Bamfield Marine Sciences Centre), or at an assortment of international locations. Seven Faculty preferred to teach in the Spring (May/June), while six preferred to teach during Pre-Fall (late August). Faculty members mainly wanted to teach courses in their specialty area, at the 300 or 400-level. Finally, most faculty members (10 of 12) proposed targeted locations for the field courses, mainly at the Kananaskis Field Station, Bamfield Marine Sciences Centre, or other existing field stations.

4. Common attributes across Student and Instructor surveys, including comparison to other Canadian Universities

In addition to surveying our students and Faculty, we conducted a comparison of international and domestic field offerings at other public Canadian Ph.D. granting institutions. We chose these institutions as our comparators as they are most similar in structure and breadth to the University of Alberta.

What our surveyed students and instructors indicated as preferences in terms of where, when, and how BIOL 395 is offered are quite similar both for international (Table 1) and domestic (Table 2) opportunities. Similarly, these attributes are in line with what other Canadian institutes are currently offering (Tables 1-2). It is clear that our students and staff would like to see more opportunities that are comparable to what other institutions are offering. Further, these surveys provide our department with information on why students are interested in these opportunities as well as potential barriers to participation.

Table 1. Common attributes of international biology field offerings, based on current biology field offerings at other Canadian institutions, survey data from University of Alberta students enrolled in Biological Sciences degrees, and current University of Alberta Department of Biological Sciences faculty members.

Attribute	University Comparison Survey	Student Survey	Faculty Survey
Location	Rotating, Central America, South America, Africa	Oceania, Europe, Central America, Southern Africa, Asia	Caribbean, USA, Europe, South America, Asia
Time of Year	Spring/Summer (May - August)	Spring (May - June)	Spring (May - June) Pre-Fall (August)
Length	≤ 3 weeks	3 - 4 weeks	-
Number of Credits	3	6	-
Design	Hybrid field and on-campus coursework	Hybrid field and on-campus coursework	-
Level	-	200 or 300 level	400 level
Cost per Credit	\$1,034.26	\$667.00 - 2500.00	-
Subject Areas	Tropical Biology, Marine Biology	Zoology, Place-based, Ecosystem Biology, Core Biology, Non-science	Marine Biology, Aquatic Ecology, Symbiosis, Palaeontology, Northern Ecology, Zoology
Strengths	-	Novelty, work experience, resume/CV and career boost	-
Weaknesses	-	Cost, time away	-

Table 2. Common attributes of domestic biology field offerings, based on current biology field offerings at other Canadian institutions, survey data from University of Alberta students enrolled in Biological Sciences degrees, and current University of Alberta Department of Biological Sciences faculty members

Attribute	University Comparison Survey	Student Survey	Faculty Survey
Location	Vancouver Island, Maritimes	Vancouver Island, Rocky Mountains, Maritimes	Vancouver Island, Rocky Mountains, Arctic
Time of Year	Spring/Summer (May - August)	Spring (May - June)	Spring (May - June) Pre-Fall (August)
Length	2 weeks	3 - 4 weeks	-
Number of Credits	3	6	-
Design	Hybrid field and on-campus coursework	Hybrid field and on-campus coursework	-
Level	-	200 - 300 level	400 level
Cost per Credit	\$407.64	\$500.00 - 2,334.00	-
Subject Areas	Marine Biology, General Ecology	Core Biology, Zoology, Conservation Biology, Ecosystem Biology, Non-science	General Ecology, Marine Biology, Aquatic Ecology, Parasitology, Symbiosis, Entomology, Zoology, Northern Ecology
Strengths	-	Novelty, work experience, resume/CV and career boost	-
Weaknesses	-	Cost, time away	-

5. Budget details and explanatory notes

As the destinations are designed to be variable and worldwide, it is impossible to present a single budget for all potential offerings. To justify the range of fees we proposed, we provide cost estimates per student based on current field offerings both within province and internationally. Further, we demonstrate that the cost range for BIOL 395 is comparable to field offerings at other Canadian Universities. We propose a range of \$600-\$6000.00 as these costs are in line with other institutions, will cover our anticipated non-instructional expenses, and incorporate flexibility as costs will change from year to year.

Non-instructional expenses

Class enrolment will be granted on first-come, first-served basis and instructor/departmental approval. Maximum course enrolment will vary based on destination of course, but is predicted to range from 10-24 students.

We present two expense estimations based on two current field courses that our Department currently runs (Tables 3-4). We provide costs estimates for running a field course in Alberta (BIOL 432) and in Southern Africa. These estimates represent what we believe to be a lower (Table 3) cost and upper (Table 4) expenses, but not necessarily the lowest or the highest.

All efforts will be made to keep expenses as low as possible for each offering of BIOL 395. It is important to note that accommodations (room and/or board) may or may not be included in student fees dependent on location. If not included, there may be additional ground fees or costs associated with the course. Similarly, transportation to/from the course site may or may not be included in student fees. That is, transportation costs are likely to be included for a provincial location (e.g., entire class taking vans to field station that is used during course) and less likely to be included for an international location (e.g., airfare). Also, travel costs are quite high for some potential locations. For example, the costs to get instructors/students to South Africa are about \$2500 to \$3500 CAD. In comparison, the cost to get to Nunavut varies with range of \$2500.00 (Rankin Inlet, Nunavut) to \$7500 (Resolute, Nunavut). The proposed range of fees provides flexibility in destination, where ideally there would be a field station that offered room/board. Many of our surveyed Faculty members have already identified potential field stations in many locations from Nunavut to Belize. Finally, please note that costs to students would be reduced if we offered two sections of BIOL 395 at the same location simultaneously.

Table 3. Breakdown of non-instructional expenses in CAD to run a field course in Alberta based on costs to run BIOL 432 (Field Methods in Ecology) in 2018. BIOL 432 is run in Kananaskis Country at the Biogeoscience Institute (University of Calgary) in August. Cost per student is shown if enrolment is 10 or 20 students.

Description ¹	Expense	Cost per student (enrollment = 10)	Cost per student (enrollment = 20)	Notes
Accommodations/meals for students at Biogeoscience Institute for 10 days	600.00	600.00	600.00	Per student costs based on 2018 invoice
Accommodations/meals for two instructors at Biogeoscience Institute for 10 days	1,200.00	120.00	60.00	Cost per instructor is \$600.00 based on 2018 invoice
Vehicle rental charges for transport to/from Edmonton and while at field station (transport to different locations)	3,900.00	390.00	195.00	Estimate based on range of costs 2016-2018 (ranged from \$3469.26 - \$4121.99)
First Aid Kit Rental	15.00	1.50	0.75	Field Research Office charges \$5/week to rent.
Wilderness First Aid Training for two instructors	490.00	49.00	24.50	\$245.00 per class, based on Pure Mountain Medic First Aid Training
TOTAL COST PER STUDENT		1,160.50	880.25	

¹ Other potential expenses associated with this type of offering might include fees associated with Park entrances, acquiring permits, costs to get equipment and course set up before the students arrive at any field station, satellite phone rental if going where cellular coverage is unreliable, etc.

Table 4. Breakdown of non-instructional expenses in CAD to run an international field course in Southern Africa based on costs to run the Southern African Field School in 2018. Cost per student is shown if enrolment is 10 or 20 students.

Description ¹	Expense	Cost per student (enrollment = 10)	Cost per student (enrolment = 20)	Notes
Accommodations per student	3,510.00	3,510.00	3,510.00	Includes travel to/from airport to field station, hostel stay for orientation, local tours, Safari, room/board at field station. Note - travel to/from Johannesburg Airport is not included. Based on 2019 invoice.
Accommodations for two instructors at location for courses preparation	1,038.40	103.84	51.92	Includes room and board. Based on 2019 invoice.
Accommodations for two instructors during course	1,641.60	164.16	82.08	Based on 2019 invoice.
Safari costs for two instructors	2,320.56	232.06	116.03	Includes entrance fees, room/board and safari fees. Based on 2019 invoice.
Wilderness First Aid Training for two instructors	490.00	49.00	24.50	\$245.00 per class, based on Pure Mountain Medic First Aid Training.
First Aid Kit Rental	75.00	7.50	3.75	Field Research Office charges \$5/week to rent. Cost of rental varies based on enrollment. Based on 2019 invoice.
Satellite phone rental	240.00	24.00	12.00	Field Service Office rents at \$30.00/week. Field service office strongly recommends carrying in case of emergencies. Based on 2019 invoice.
Travel to/from Edmonton for two instructors	5,600.00	560.00	280.00	Range of costs vary year to year.
Vehicle rental during stay to transport instructors/students to various locations	3,494.26	349.43	174.71	Dependent on additional km driven, refuel, damages, etc.
Fuel for vehicle rental	300.00	30.00	15.00	Varies from year to year.
Equipment Leasing	700.00	70.00	7.00	Camera traps, small mammal traps, etc.
Mobile data plans	300.00	30.00	3.00	Instructor able to connect students and internet, etc. while teaching.
TOTAL COST PER STUDENT		5,129.98	4,279.99	

¹ Other potential expenses associated with this type of offering might include fees associated with Park entrances, rentals/costs associated with marine biology (scuba and/or snorkel), per diem for faculty during travel days (\$85 per day for international travel), etc.

Offering Costs across Canada, International

The course fees we are proposing are comparable to other Canadian institutions who offer international field opportunities. We conducted a comparison of international field offerings at public Canadian Ph.D. granting institutions. We chose these institutions as our comparators as they are most similar in structure and breadth to the University of Alberta. The average total cost per course credit earned was \$1,034.26 CAD, +/- \$592.06 CAD (Figure 1). The average total cost per week abroad was \$1,707.14 CAD, +/- \$752.33 (Figure 2). Offerings that did not include airfare in their fees were on average \$321.83 CAD per credit cheaper than offerings that did include airfare in their fees. Offerings that were a part of the Ontario Universities Field Biology Program (OUPFB) were slightly more expensive than offerings that were not a part of OUPFB; the OUPFB fees also did not include the required tuition at the students' home university (Figures 3 and 4).

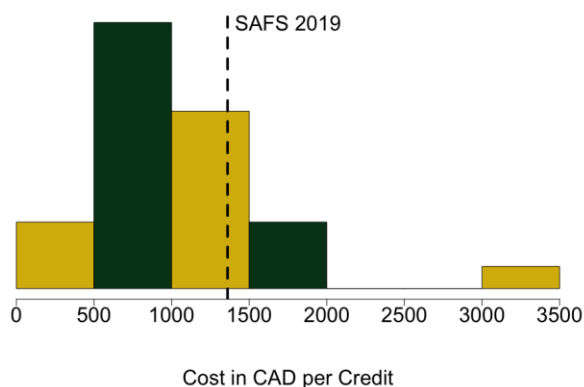


Figure 1. Distribution of Canadian International Field offerings by cost in CAD per credit earned (mean = \$1,034.26). For comparison, the Southern African Field School (SAFS) fees for 2019 per credit (\$1,360.67) are indicated by the dashed line.

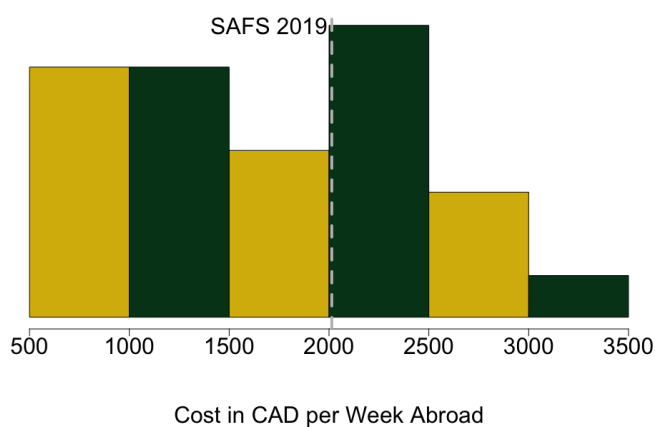


Figure 2. Distribution of Canadian International Field offerings by cost in CAD per week abroad (mean = \$1,707.14). For context and comparison, the Southern African Field School (SAFS) fees for 2019 per week abroad (\$2,041.00) are indicated by the dashed line

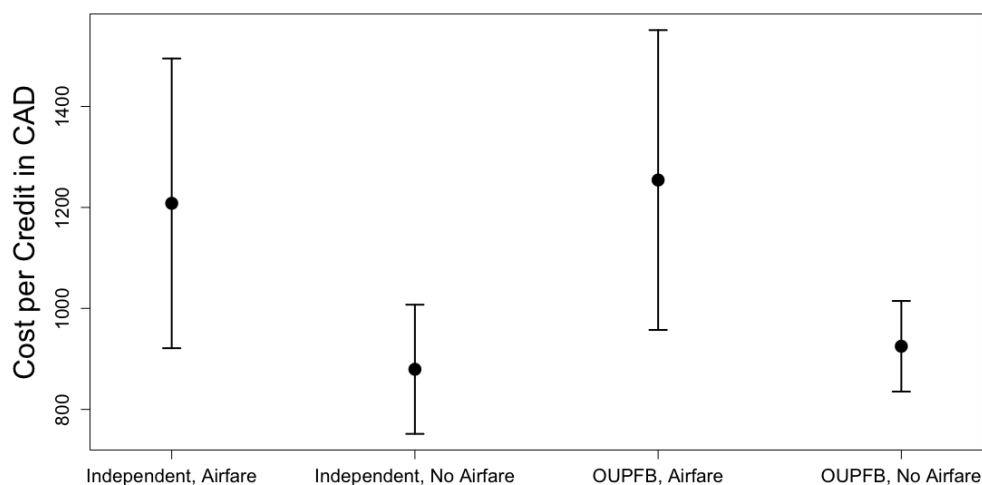


Figure 3. Canadian International Field offerings cost per credit in CAD, categorized by type of offering (either independent of, or affiliated with, the Ontario Universities Program in Field Biology), and by whether fees included airfare. Error bars indicate ± 1 standard error.

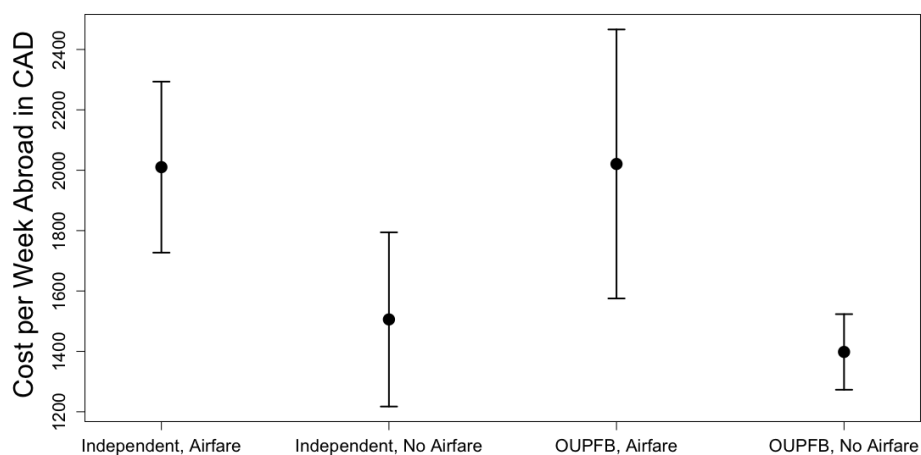


Figure 4. Canadian International Field offerings cost per week abroad in CAD, categorized by type of offering (either independent of, or affiliated with, the Ontario Universities Program in Field Biology), and by whether fees included airfare. Error bars indicate ± 1 standard error.

Offering Costs across Canada, National

The course fees we are proposing are also comparable to other Canadian institutions who offer domestic field opportunities. We conducted a comparison of domestic field offerings at public Canadian Ph.D. granting institutions. The majority of offerings ($n=52$) included housing as a component of fees. Some offerings only included housing during excursions from campus ($n=17$), while a few did not include housing in their fees ($n=22$). The offerings that did not include housing in their fees were usually located in urban areas such as Toronto, or were a part of Dalhousie University's SEASIDE program, which is located on-campus (within walking distance to Halifax Harbour) with excursions to local sites for activities..

The average cost per credit earned was \$407.64, \pm \$172.65 (Figure 5). The average cost per week in the field was \$492.73, \pm \$235.51 (Figure 6).

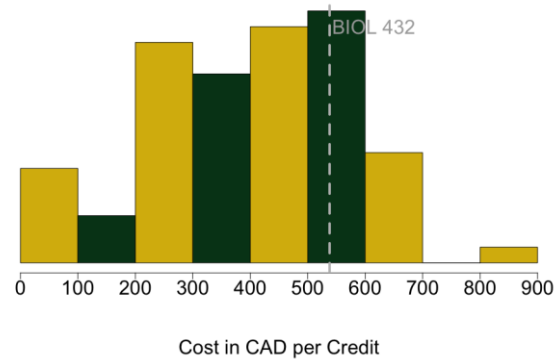


Figure 5. Distribution of Canadian Domestic Field offerings by cost in CAD per credit earned (mean = \$407.64). For comparison, Field Methods in Ecology (BIOL 432) course fees for 2019 (\$538.07) are indicated by the dashed line.

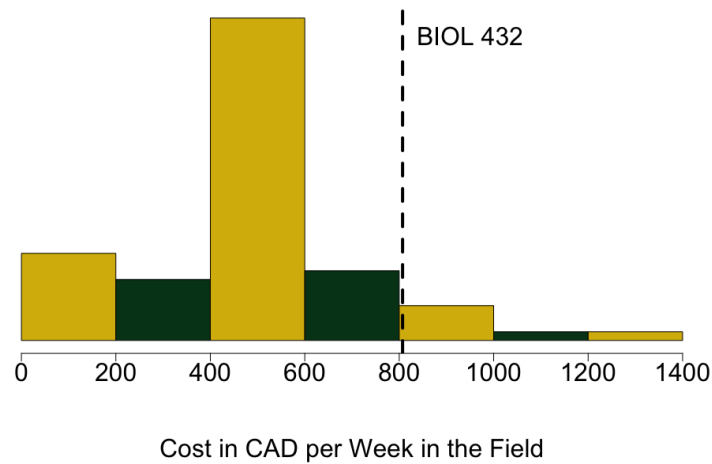


Figure 6. Distribution of Canadian Domestic Field offerings by cost in CAD per week in the field (mean = \$492.73). For comparison, Field Methods in Ecology (BIOL 432) course fees for 2019 (\$807.10) are indicated by the dashed line.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for REN R 345/724 (Wood Science and Utilization), REN R 368/768 (Management and Utilization of Forest Genetic Resources), REN R 445/745 (Soil Fertility)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. To allow the continuation of these courses the dept. is seeking to add cost-recovery fees and add a the range to the fee to reflect accurately our increasing costs and to achieve cost recovery for each course.

The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

The courses listed in this proposal are elective courses in certain programs/majors. Another proposal lists solely required courses.

These proposed fees are solely for TRANSPORTATION. The amount proposed is essentially is a reflection of distance. i.e., travel to Slave Lake area for a day is more expensive than travel to Devon area. Also some courses may offer multiple local field trips.

On occasion, on the decision of the course instructor, the field trip *may* be cancelled for academic or logistical reasons. By giving a range from \$0-x there is a mechanism to cancel the field trip and have a mechanism to NOT charge students. Working through the Registrar's office, upon the decision not to offer a field trip, the course fee can be dropped to \$0. Students would then be informed via BearTracks of the cancellation of the field trip and the \$0 charge.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

	The fee for all courses to cover transportation for experiential field trip opportunities	Per course as below All costs are for TRANSPORTATION	Current fee	Actual cost/student	Proposed Amount
REN R 345/724	Elective	Wood Science and Utilization	\$0	\$24	\$0-\$50
REN R 368/768	Elective	Management and Utilization of Forest Genetic Resources	\$0	\$65	\$0-\$100
REN R 445/745	Required ENCS (Land Reclamation major), elective FOR, FBM and other ENCS majors	Soil Fertility	\$0	\$21	\$0-\$50

Course Information (if fee is attached to a course)

Course Name(s)	REN R 345/724 (Wood Science and Utilization), REN R 368/768 (Management and Utilization of Forest Genetic Resources), REN R 445/745 (Soil Fertility)
Required Course(s)	Yes X No
The course/program is on or off campus	X On-Campus Off-Campus
New or Existing Course(s)	New (Existing but with no previous fee)
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation – Sciences, BSc. Forestry; BSc. Forest Business Management
Course Description(s)	REN R 345/724 (Wood Science and Utilization) ★ 3 (fi 6) (second term, 3-0-3) The anatomy and identification of woods; biological, chemical, and physical properties of wood and its components. Lumber, pulp and paper, and reconstituted wood products technologies. Concept of integrated utilization. Credit may be obtained for only one of REN R 345 or FOREN 355 REN R 368/768 Management and Utilization of Forest Genetic Resources ★ 3 (fi 6) (second term, 3-0-3) Basic principles in plant genetics and resource utilization including tree improvement and reclamation will be covered. Regular lectures will be supplemented with guest lectures and one lab exercise or field trip per month, an individual term report and a group project presentation/poster will be assigned. Prerequisite: *30 university credit. ★ 3 (fi 6) (second term, 3-0-3) Essential plant nutrients; factors influencing nutrient availability; methods of evaluating soil fertility; correction of soil fertility problems;

	manufacture, composition, and use of fertilizers. Prerequisite: REN R 210 or SOILS 210. Credit may be obtained for only one of REN R 445 or SOILS 460.
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Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>As outlined above the costs provided are for transportation only.</p> <p>These courses have not, to date, had a course fee. As such, the Dept. has been fully subsidizing these courses. With an eye to 2020 and beyond, we are requesting an appropriate fee range to recover costs. We wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students.</p>
Explanatory Notes	<p>Experiential learning is a cornerstone of teaching and learning within the BSc. Forestry, BSc. Forest Business Management and BSc. ENCS programs. Field trips are a key component of experiential learning. The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day field trips).</p>

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	<p>Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23.</p> <p>From the survey we were able to come to 3 important conclusions</p> <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Student Survey and Results

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 28, 2020

Item No. <02>

Request for Approval for: EDFX 498 (Field Experience in the Elementary School – Variable Credit Sections for Non-B.Ed students)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE:

EDFX 498 Field Experience in the Elementary School is a variable credit field experience opportunity used for students not enrolled in our regular BEd routes. The primary group of students are international or domestic teachers where Field Experiences is needed to fulfill the requirements for Alberta Education Teacher Certification based on individual letters of assessment. These letters indicate the number of credits in coursework and/or in field experience needed for certification. Since these students already have the equivalent of a Bachelor of Education, they are not permitted to enroll in a BEd and are normally registered as special students in Education. For this group of students, EDFX 498 is needed to qualify for either 1) initial teacher certification in Alberta (e.g., internationally educated teachers or teachers certified in another province) or 2) re-certification (e.g., previously certified Alberta teachers whose interim certificates have expired). We also receive multiple requests from prospective students who have received letters of assessment that indicate that only coursework is needed for certification. While EDFX 498 is not a requirement, they recognize that they will be significantly more prepared and confident to enter the teaching profession if they are given the opportunity to teach in an Alberta context under the supervision of a mentor teacher and with the supports provided through our field experience office.

This proposal outlines fees for all variable-credit sections of EDFX 498, Field Experience in the Elementary School. The fee requested (\$750) represents the maximum we believe students can bear, but still only represents a portion of costs beyond a regular field experience placement. The resources and additional supports needed to administer EDFX 498 are similar regardless of the credits assigned to the field experience. Therefore, the proposed fee is the same for 3-, 6-, and 9-credit sections of the field experience.

EDFX 498 students do not follow the same admission process, academic preparation, or placement processes and timelines as the Faculty of Education degree program students. As a result, field experience placements for this group of students require administration and facilitation well beyond the existing supports needed for Bachelor of Education students. The following list provides a sample of the additional administrative and facilitative support needed:

- *Initial screening:* Several meetings and communications take place with each candidate and an advisor to determine if they are a suitable candidate for EDFX 498. This screening includes a review of their background education and experiences, the letter of assessment for certification by the Government of Alberta, language competency requirements, and the candidate's familiarity with Alberta curriculum and schools.
- *Interview:* If candidates appear suitable and ready for EDFX, they are interviewed by an advisor, a field experience associate, and other relevant staff to explore background experience in teaching, subject area expertise, potential grade level for the field experience placement, and the number of weeks needed to help each student be successful as an Alberta teacher.
- *Placement search:* Since each candidate brings a unique set of circumstances (e.g., cultural and language barriers, mature students, atypical educational backgrounds), placements for EDFX 498 students are made on a case-by-case basis outside of our regular processes for BEd students. That is, a suitable school and mentor teacher is found through multiple emails and phone calls with potential matches.

- *Registration*: EDFX 498 sections scheduling and credit counts are created based on the individuals or groups of individuals in similar circumstances. The starting and end-dates for these placements are rarely the same as the dates for degree program students. They may start later and extend longer. Also, since the sections are restricted to selected students, we have manually registered students to ensure they are in the correct sections.
- *Schedule of Expectations and Deadlines*: Field experiences require that mentor teachers and students are aware of the timeline for completing specific expectations (e.g., midpoint evaluation) and aware of timelines (e.g., withdrawal dates). Since EDFX 498 is not aligned with our other field experiences, separate schedules with important dates and deadlines are determined for each placement.
- *School visits*: Before and during the placements, more frequent facilitation and school visits are required to support students. This includes visiting the school site in advance of the placement to help the mentor teacher and school coordinator become aware of the unique circumstances of the placement. For our internationally educated teachers it includes ensuring mentor teachers are aware that while the person is a student, he or she may have many years of teaching experience in another country. These students also require additional support and mentoring to help them understand the current school context and how it may be different from their previous experiences.

Proposer

Faculty/Department	Faculty of Education
Dean/Chair	Lynn McGarvey, Vice-Dean
Primary Contact (Name, phone number, and e-mail)	Lynn McGarvey, Vice Dean, 780-492-2937, lmcg@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Lucy De Fabrizio, International Program Director, 780-492-3178, lmd@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Additional administration and facilitation fees for sections of EDFX 498 for Non-BEd students
Proposed Amount	\$750
Previous Fee Amount (if this is a new fee, please indicate that here)	New
Requested Implementation Date	September 2020
The Impact of the Fee (number of students affected, etc.)	Approximately 10 to 15 students per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDFX 498: Field Experience in the Elementary School
Required Course(s)	<input checked="" type="checkbox"/> Yes, for students whose letters of assessment require field experience for certification. <input checked="" type="checkbox"/> No, for students who would benefit from the field experience in an Alberta context.
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	
Course Description(s)	Field experience in an elementary school.

Details

Estimated Costs (Budget information may be included here or as an attachment)	As noted in the additional administration and facilitative support required, estimate average of 30 administrative/facilitative hours and school visits mileage for each student beyond our regular placement processes is needed for EDFX 498. The estimated additional cost is \$1080. (See attachment #1 for details).
Explanatory Notes	The proposed fee of \$750 is significantly less than the actual cost needed for each student; however, potential students would not be able to afford the full fee. While there is a significant demand for field experiences for non-degree students, no other institution currently has capacity to make such placements. Adding a fee to EDFX 498 will allow us to provide a much needed experience for teachers seeking Alberta certification.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	-Undergraduate Advisor to Alberta Education Teacher Certification students -Field Experience Associate, Team Lead -International Program Director/Internationally Educated Teacher Coordinator -Associate Dean, Students Services & Support
Student Group Consultative Route	Internationally Educated Teachers seeking Alberta certification and registered in EDFX
Advisory Route (RACF) Include dates	January 28, 2020
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <->)

1. – Additional Costs for EDFX 498
2. – Student Consultation

RACF

Attachment #1. Additional Costs for EDFX 498

Description	Additional cost
Administrative and Facilitative time extending beyond the normal requirements for BEd students in a Field Experience: <ul style="list-style-type: none"> • student/advisor communication (1 hours) • preparation, screening and interview process (13 hrs), • placement search, registration and schedule development (6 hrs) • pre- and post-visit to school and additional school visits (10 hrs) Additional hours (30 hrs on average)	30 hours x \$35/hr = \$1050
Additional travel costs for four additional school visits. A minimum of one pre- and one post-placement visit to school, plus two additional facilitative visits to support student and mentor teacher.	4 visits x 15km x \$0.50/km = \$30
<i>Estimated additional costs</i>	\$1080
Requested Fee <i>(based on student ability to pay)</i>	\$750

Please note that these are costs in addition to the regular administrative costs associated with field experiences paid for by regular tuition, such as costs for the placement coordinator, mentor teacher honourarium, field experience associate, and university facilitator.

RACF

Attachment #2. Student Consultation

A group of eight internationally educated teachers was consulted on December 4, 2019 to articulate the support they felt was required to be successful in fulfilling requirements outlined by Alberta Education to gain interim certification in the province. A key component of the requirements is the 9-week (45 school day) field experience placement in schools.

The following are reflections that surfaced from them during the discussion:

- They articulated that more layers of support are required to understand the Alberta context. They described it as a lack of familiarity with the systems here and did not feel they could be successful without added support.
- Based on being in some classes alongside BEd students, they articulated they “didn’t fit automatically into those classes” and required support with the background contextual knowledge for discussion and assignments, including the Alberta Program of Studies/curriculum and other information related to lesson planning and delivery, assessment, classroom management, and so on. They envisioned this support will be ongoing and necessary for the field experience.
- They acknowledged and appreciated that their placements are conducted on a case-by-case basis (not system generated) to ensure there is a fit between their background and the nature of the placement and also to ensure the mentor teacher and school coordinator are aware of their unique backgrounds compared to course and field experience preparation the Bachelor of Education students would have. They also appreciated that university facilitators would make extra trips to the school to explain the unique nature of their placements and follow up during the placement period.
- They appreciated the guided school visits conducted by the University staff to set them up with an understanding of what to expect for their practicum.
- They articulated the importance for contextual support to provide an understanding of their legal and ethical responsibilities in the classroom.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 28, 2020

Item No. <03>

Request for Approval for: EDFX 499 (Field Experience in the Secondary School – Variable Credit Sections for Non-B.Ed students)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE:

EDFX 499 Field Experience in the Secondary School is a variable credit field experience opportunity used for students not enrolled in our regular BEd routes. The primary group of students are international or domestic teachers where Field Experiences is needed to fulfill the requirements for Alberta Education Teacher Certification based on individual letters of assessment. These letters indicate the number of credits in coursework and/or in field experience needed for certification. Since these students already have the equivalent of a Bachelor of Education, they are not permitted to enroll in a BEd and are normally registered as special students in Education. For this group of students, EDFX 499 is needed to qualify for either 1) initial teacher certification in Alberta (e.g., internationally educated teachers or teachers certified in another province) or 2) re-certification (e.g., previously certified Alberta teachers whose interim certificates have expired). We also receive multiple requests from prospective students who have received letters of assessment that indicate that only coursework is needed for certification. While EDFX 499 is not a requirement, they recognize that they will be significantly more prepared and confident to enter the teaching profession if they are given the opportunity to teach in an Alberta context under the supervision of a mentor teacher and with the supports provided through our field experience office.

This proposal outlines fee for all variable-credit sections of EDFX 499, Field Experience in the Secondary School. The requested (\$750) represents the maximum we believe students can bear, but still only represents a portion of costs beyond a regular field experience placement. The resources and additional supports needed to administer EDFX 499 are similar regardless of the credits assigned to the field experience. Therefore, the proposed fee is the same for 3-, 6-, and 9-credit sections of the field experience.

EDFX 499 students do not follow the same admission process, academic preparation, or placement processes and timelines as the Faculty of Education degree program students. As a result, field experience placements for this group of students require administration and facilitation well beyond the existing supports needed for Bachelor of Education students. The following list provides a sample of the additional administrative and facilitative support needed:

- *Initial screening:* Several meetings and communications take place with each candidate and an advisor to determine if they are a suitable candidate for EDFX 499. This screening includes a review of their background education and experiences, the letter of assessment for certification by the Government of Alberta, language competency requirements, and the candidate's familiarity with Alberta curriculum and schools.
- *Interview:* If candidates appear suitable and ready for EDFX, they are interviewed by an advisor, a field experience associate, and other relevant staff to explore background experience in teaching, subject area expertise, potential grade level for the field experience placement, and the number of weeks needed to help each student be successful as an Alberta teacher.
- *Placement search:* Since each candidate brings a unique set of circumstances (e.g., cultural and language barriers, mature students, atypical educational backgrounds), placements for EDFX 499 students are made on a case-by-case basis outside of our regular processes for BEd students. That is, a suitable school and mentor teacher is found through multiple emails and phone calls with potential matches.

- *Registration:* EDFX 499 sections scheduling and credit counts are created based on the individuals or groups of individuals in similar circumstances. The starting and end-dates for these placements are rarely the same as the dates for degree program students. They may start later and extend longer. Also, since the sections are restricted to selected students, we have manually registered students to ensure they are in the correct sections.
- *Schedule of Expectations and Deadlines:* Field experiences require that mentor teachers and students are aware of the timeline for completing specific expectations and deadlines (e.g., midpoint evaluation, withdrawal dates). Since EDFX 499 is not aligned with our other field experiences, separate schedules with important dates and deadlines are determined for each placement.
- *School visits:* Before and during the placements, more frequent facilitation and school visits are required to support students. This includes visiting the school site in advance of the placement to help the mentor teacher and school coordinator become aware of the unique circumstances of the placement. For our internationally educated teachers it includes ensuring mentor teachers are aware that while the person is a student, he or she may have many years of teaching experience in another country. These students also require additional support and mentoring to help them understand the current school context and how it may be different from their previous experiences.

Proposer

Faculty/Department	Faculty of Education
Dean/Chair	Lynn McGarvey, Vice-Dean
Primary Contact (Name, phone number, and e-mail)	Lynn McGarvey, Vice Dean, 780-492-2937, lmcg@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Lucy De Fabrizio, International Program Director, 780-492-3178, lmd@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Additional administration and facilitation fees for sections of EDFX 499 for Non-BEd students
Proposed Amount	\$750
Previous Fee Amount (if this is a new fee, please indicate that here)	New
Requested Implementation Date	September 2020
The Impact of the Fee (number of students affected, etc.)	Approximately 10 to 15 students per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDFX 499: Field Experience in the Secondary School
Required Course(s)	<input checked="" type="checkbox"/> Yes, for students whose letters of assessment require field experience for certification. <input checked="" type="checkbox"/> No, for students who would benefit from the field experience in an Alberta context..
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	
Course Description(s)	Field experience in the secondary school.

Details

Estimated Costs (Budget information may be included here or as an attachment)	As noted in the additional administration and facilitative support required, estimate average of 30 administrative/facilitative hours and school visits mileage for each student beyond our regular placement processes is needed for EDFX 499. The estimated additional cost is \$1080. (See attachment #1 for details).
Explanatory Notes	The proposed fee of \$750 is significantly less than the actual cost needed for each student; however, potential students would not be able to afford the full fee. While there is a significant demand for field experiences for non-degree students, no other institution currently has capacity to make such placements. Adding a fee to EDFX 499 will allow us to provide a much needed experience for teachers seeking Alberta certification.

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	-Undergraduate Advisor to Alberta Education Teacher Certification students -Field Experience Associate, Team Lead -International Program Director/Internationally Educated Teacher Coordinator -Associate Dean, Students Services & Support
Student Group Consultative Route	Internationally Educated Teachers seeking Alberta certification and registered in EDFX
Advisory Route (RACF) Include dates	January 28, 2020
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. – Additional Costs for EDFX 499
2. – Student Consultation

RACF**Attachment #1. Additional Costs for EDFX 499**

Description	Additional cost
Administrative and Facilitative time extending beyond the normal requirements for BEd students in a Field Experience: <ul style="list-style-type: none"> • student/advisor communication (1 hours) • preparation, screening and interview process (13 hrs), • placement search, registration and schedule development (6 hrs) • pre- and post-visit to school and additional school visits (10 hrs) Additional hours (30 hrs on average)	$30 \text{ hours} \times \$35/\text{hr} =$ $\$1050$
Additional travel costs for four additional school visits. A minimum of one pre- and one post-placement visit to school, plus two additional facilitative visits to support student and mentor teacher.	$4 \text{ visits} \times 15\text{km} \times \$0.50/\text{km} =$ $\$30$
<i>Estimated additional costs</i>	\$1080
Requested Fee <i>(based on student ability to pay)</i>	\$750

Please note that these are costs in addition to the regular administrative costs associated with field experiences paid for by regular tuition, such as costs for the placement coordinator, mentor teacher honourarium, field experience associate, and university facilitator.

RACF

Attachment #2. Student Consultation

A group of eight internationally educated teachers was consulted on December 4, 2019 to articulate the support they felt was required to be successful in fulfilling requirements outlined by Alberta Education to gain interim certification in the province. A key component of the requirements is the 9-week (45 school day) field experience placement in schools.

The following are reflections that surfaced from them during the discussion:

- They articulated that more layers of support are required to understand the Alberta context. They described it as a lack of familiarity with the systems here and did not feel they could be successful without added support.
- Based on being in some classes alongside BEd students, they articulated they “didn’t fit automatically into those classes” and required support with the background contextual knowledge for discussion and assignments, including the Alberta Program of Studies/curriculum and other information related to lesson planning and delivery, assessment, classroom management, and so on. They envisioned this support will be ongoing and necessary for the field experience.
- They acknowledged and appreciated that their placements are conducted on a case-by-case basis (not system generated) to ensure there is a fit between their background and the nature of the placement and also to ensure the mentor teacher and school coordinator are aware of their unique backgrounds compared to course and field experience preparation the Bachelor of Education students would have. They also appreciated that university facilitators would make extra trips to the school to explain the unique nature of their placements and follow up during the placement period.
- They appreciated the guided school visits conducted by the University staff to set them up with an understanding of what to expect for their practicum.
- They articulated the importance for contextual support to provide an understanding of their legal and ethical responsibilities in the classroom.

Attachment 2

Proposals for Changes to Non-Regulated Exclusion to Program Fees

Course	Implementation	Current Fee	Proposed Fee	Page Number
EAS 429	May 1, 2020	\$0 - \$400	\$600 - \$3,000	53
REN R 101	September 1, 2020	\$325 - \$500	\$500 - \$800	68
REN R 299	May 1, 2020	\$1,600 - \$2,400	\$2,000 - \$4,000	76
REN R 205	September 1, 2020	\$10	\$0 - \$50	87
REN R 215	September 1, 2020	\$10	\$0 - \$50	87
REN R 322/721	September 1, 2020	\$15	\$0 - \$50	87
REN R 323/722	September 1, 2020	\$40 - \$100	\$60 - \$100	87
REN R 441/741	September 1, 2020	\$70	\$100 - \$160	87
REN R 474/770	September 1, 2020	\$20	\$0 - \$50	95

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 28, 2020

Item No. <09>

Request for Approval for: Increasing Fee Recovery EAS 429

Fee Type (see end of form for definitions)*:

x Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE:

EAS 429 Practical Study in Earth and Atmospheric Science is an optional field or practical study course in EAS which is offered to small groups of students. Currently EAS offers EAS 429 field school in the Northwest Territories. In 2020-21, the current EAS 354 Costa Rica field school will change to EAS 429 field school. This proposal relates to these two field schools.

The Mandatory Instructional Support Fee for EAS 429 is \$0-\$400. The current Mandatory Instructional Support Fee for EAS 354 is \$750-\$1950. The current Mandatory Instructional Support Fee for EAS 429 currently does not reflect the fee charged to students for the NWT field school; and will not be able to accommodate the fee required for the Costa Rica field school. Further details about the two field schools follows.

EAS currently offers one EAS 429 field school in the Northwest Territories where a group of 6 students enrolled in the Geology Honors and Specialization programs are selected to work alongside EAS professors and Northwest Territories Geological Survey geologists in an understudied area of the Northwest Territories. The total cost for this field school in 2017 and 2018 was \$4720.94 (see attached budget). In the past several years, students were charged \$600 per person in Instructional Support fees to attend this field school. The difference between the actual cost of the field school per student and the \$600 that students have paid has been covered in various ways. In the past two years, a faculty members' research grant helped to partly pay for this difference, with the EAS department paying for the rest. In previous years, other sources of external funding have helped to pay for this field school.

EAS also offers a second field school in Costa Rica (currently EAS 354, but will change to EAS 429 in 2020-21). The Costa Rica field school also involves a small group of students who work as part of a team studying the impacts of climate change on fragile rainforest ecosystems and how these ecosystems are responding and adapting to climate change. The Costa Rica field school is aimed at students enrolled in the Environmental Earth Sciences Honors and Specialization program, but may also open to other students if room permits. The total cost of this field school is \$4600 per student. In the past two years, students have paid \$1950 in additional fees for this field school. The EAS

department has paid for the difference between the actual cost of this field school and the fee paid by the students.

We are requesting a fee of \$600 - \$3000 for EAS 429, which will enable us to continue to offer these two field schools. We will seek external funding for these field schools to keep the cost per student at the current \$600/student for the NWT field school, and \$1950 for the Costa Rica field school. Only when all other avenues of external funding and department funds are not available will the department consider increasing the costs of the EAS 429 field school for students above the fees paid in 2018 and 2019.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Science
Dean/Chair	Frank Marsiglio/Stephen Johnston
Primary Contact (Name, phone number, and e-mail)	Tara McGee, (780)492-3042, tmcgee@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Melissa Dhillon, (780)492-7988, dhillon2@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	This fee will contribute to covering the costs of transportation, accommodation and board, excursions and course-specific field trips.
Proposed Amount	A range from \$600 to \$3000.
Previous Fee Amount (if this is a new fee, please indicate that here)	The current Mandatory Instructional Support fee for the NWT field school is \$0-\$400. The current Mandatory Instructional Support fee for the Costa Rica field school (currently EAS 354) is \$750-\$1950.
Requested Implementation Date	Spring 2020
The Impact of the Fee (number of students affected, etc.)	EAS 429 is an optional course for 400-level students. Enrollment in the Costa Rica Field School has varied in the past 7 years from a low of 4 students in 2016 to a high of 13 students in 2016. Six students can enroll in the NWT field school.
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	EAS 429
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	EAS 429 is an existing course.
New or Existing Program	Existing programs. EAS 429 NWT field school is an optional course for

(include name)	students enrolled in the BSc Specialization or Honors in Geology. EAS 429 Costa Rica field school will be aimed at students in the BSc Specialization or Honors in Environmental Earth Sciences, but will also be open to students in other programs if space permits.
Course Description(s)	EAS 429 Practical Study in Earth and Atmospheric Science. Intensive field or practical study in EAS, typically as part of a team working off-campus. Details and areas of study may vary from year to year; consult the department about current offerings, fees and timing. Prerequisite: Any 300-level EAS course and permission of the department. [Faculty of Science] Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Budget for Costa Rica Field School based on 2019 costs: \$1840 flight per student. \$2760 per student for other expenses including food, accommodation, ground transportation and admissions to Santa Rosa National Park, Rincon de la Vieja National Park, and Monteverde Cloud Forest Reserve.
Explanatory Notes	

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Chair, Department of Earth and Atmospheric Sciences Dean, Faculty of Science
Student Group Consultative Route	Consultation with PS Warren Geological Society president Paul Mickelsen. Note: PS Warren Geological Society represents both the Geology and Environmental Earth Science programs. Paul Mickelsen did not raise any concerns about this proposal. He strongly supports the continuation of these field schools and understands the need to ensure they are funded.
Advisory Route (RACF) Include dates	Presented at RACF meeting November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <->)

- 1 – Costa Rica Field School (currently EAS 354) course outline and itinerary.
- 2 – NWT Field School course outline.
- 3 – Budget Information NWT field school
- 4 – Justification for including flight costs in the Non-Regulated Fee for the Costa Rica Field School.

EAS 354 Environmental Earth Science Field Syllabus and Practical Information

1. Instructors:

Dr. Arturo Sanchez-Azofeifa
Professor, Earth and Atmospheric Sciences Department
Email: arturo.sanchez@ualberta.ca

2. Teaching Assistants:

Mr. Jose Antonio Guzman
Email: guzmnque@ualberta.ca

3. Dates:

The course will take place from February 13th to February 22th, 2020.

The group will arrive the Juan Santa Maria International Airport (San Jose, Province of San Jose, Costa Rica) on February 13th and will depart on February 22th, 2020.

4. Courses Objectives:

Gain exposure to the acquisition of environmental data in the field focusing on the quantification and linkages between biophysical variables (e.g. Leaf Area Index), biodiversity and forest structure via the use of Terrestrial Laser Scanning (TLS).

5. Learning outcomes:

At the end of this field school the students will be able to:

- 1) demonstrate how to classify and characterize a tropical forest as a function of its forest structure using TLS,
- 2) apply basic computing techniques to process hemispherical photos with the aim of deriving key biophysical variables,
- 3) collect, process and analyze Essential Climatic Variables, and
- 4) prepare a field lab report that describes and characterizes a tropical dry forest as a function of its biodiversity and forest structure through the evaluation, analysis and synthesis of basic field information.

6. Course Description:

The formal description of this course as shown in the calendar is: "Introduction to fieldwork in geomorphology, biogeography and microclimatology. Elementary field mapping, the use of electronic field instrumentation for hydrological, water quality and microclimatological

monitoring, mapping and analysis of vegetation patterns, and techniques for the field description and laboratory analysis of soils and sediments. Introductory lectures and 6 days of fieldwork.”

This year we are innovating by teaching this course in Costa Rica that will consist of 8-days spent in the field at the Santa Rosa National Park and surrounding areas, Costa Rica. (see: <http://www.acguanacaste.ac.cr/> and <http://www.tropi-dry.org>). The setting is in a tropical dry forest site of extensive research by the Department of Earth and Atmospheric Sciences and also the location of a large environmental monitoring super site ranked 4th in the world.

7. Pre-requisites:

EAS 225, 250, and either 270 or 327 or consent of instructor. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University regulations and Information for Students section of the Calendar.

8. Mandatory readings:

Students are asked to read and review several scientific papers generated from the Santa Rosa National Park Environmental Monitoring Super Site. They have the responsibility to download bring those papers with them to the field school as reference material.

9. Grade distribution:

The following grade distribution will be:

- Course participation: 40%
- Final course report: 60%

The final course report will be due on March 6th, 2020 at 8:00 a.m. **Late reports will not be accepted.** Reports must be submitted both electronically (pdf format) to Dr. Sanchez-Azofeifa (arturo.sanchez@ualberta.ca). No exceptions to this rule unless accommodations are required.

10. Plagiarism:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 29 SEP 2003)

11. Conduct:

Professional conduct is expected at all times while off campus, as well as within your team. Attendance for the entire duration of the field school is required for credit. The National Park has a policy of zero tolerance for misbehaviour, loud voices during the night, parting, use of recreational drugs (please be aware that marijuana is illegal in Costa Rica and that cannot be transported or consumed (even on small quantities) without the risk of jail time) and alcohol abuse.

Please be aware the Park administration will not hesitate to ask you to leave if you cause problems. Removal from the park will cause for you to cover your stay in a near-by town until your return trip to Alberta.

12. Students eligible for accessibility-related accommodations:

Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, adherence to procedures and deadlines pertaining to Accessibility Resources is required. Clear communication and collaboration between all parties is the most reliable way to arrive at, and implement, effective field school accommodations. Students registered with Accessibility Resources must contact the Instructor of the course or the EAS Undergraduate Administrator as early as possible to arrange for accommodation, which may include attending an alternate section and venue for the field course.

Access to University of Alberta resources can be found at:

<https://www.ualberta.ca/current-students/accessibility-resources/index.html>

12. Final report:

A single individual final report will be required. The report must have the following sections:

- a) Introduction:
- b) Methods
- c) Results
- d) Discussion
- e) Conclusion
- f) References

13. What to Bring:

See attached information

14. Field Equipment:

You will be supplied with all necessary equipment to complete your assignments.

15. Accommodations:

Hotel arrangements can be found on the description of daily activities.

Notes:

- (a) We will have share accommodations, up to 8-people per room.
- (b) Showers do not have hot water. Please bring your own shampoo, soap and towel.
- (c) Please advise the instructor of special dietary restrictions. We will do our best to provide information to the station. The park dining hall has a very basic meal plan (rice, beans, tortillas, salad or a vegetable plus meat/fish/chicken). There are no other restaurants around the park (closer one is 45 Km).
- (d) No food is permitted inside of the dorm.

16. Cellular connectivity and Internet:

Cellular phone connectivity is available (but sometimes patchy) at the Santa Rosa National Park. If you want to get access to your cellular phone via a Costa Rican phone company, please purchase a travel pack before you leave Canada or a SIM card at the airport in Costa Rica. Public phones or regular phones are not available at the station.

17. Daily Plan Summary:

Please see attached schedule. Please notice that the daily plan is a summary only of the activities and flexibility is required given the fact that we are under changing field conditions. Final decision on time and activities rest on the instructor. Activities start every day at 6:00 am with breakfast at 7:00 am and finishes at 10:00 p.m. with rest time.

18. Mandatory Packing List:

- Headlamps and extra batteries
- Binoculars
- Sunscreen
- Bug spray and after bite (very important)
- Laptop, flash drive
- Alarm clock (or your phone)
- Converter for plugins (three to two connectors)
- Hat, sunglasses
- Long, light and cheap clothing (includes long sleeves and long pants and big socks to tuck your pants into there are ALOT of ticks. The temperature can be anywhere from 25 to 40 Celsius this time of year so light material is best)
- Duck tape
- Write in the rain field book
- Pencils and pens
- Hiking boots
- Personal first aid kit
- 2L or more water bottle (camels packs work very well) – Very important
- Lint roller and tick tweezers

- Toiletries
- Swimsuits
- Passport (and a photocopy of it)
- Travel itinerary
- Pocket knife (to be packed on checked luggage)

EAS 429: NWT Field Course - 2018

The second- and third-year field schools introduced you to rocks in the field and the basics of geological mapping. This course provides you an excellent opportunity to hone those observational and mapping skills in a far north, real-world setting. Although the focus of this course is on field experience rather than on grading, we are required by the University of Alberta to assign grades to students for all credit courses at the university. Accordingly, your grade for this course will be determined on the basis of your performance in the following two areas:

1. A geological report on the mapping area (Due: October 31, 2018) --- 60

% 2. Participation --- 40 %

Geological Report

Each student is required to submit a geological report on the mapping area. The report should be approximately 15-20 pages (double-spaced) in length and include the following items:

- ❖ An Abstract that summarizes the main findings of the mapping exercise.
- ❖ Short introduction to the regional geology of the mapping area (e.g., overview of the geology in the region: Rae Craton, Taltson-Thelon belt, major structures etc., including an overview geological map that shows the location of the study area) based on your readings and camp discussions.
- ❖ A detailed geological map of the field area (largely based on our group effort).
- ❖ Lithological descriptions of the major rock units in the mapping area including primary features such as colour, textures, sedimentary structures etc. Descriptions of major geological structures in the mapping area (e.g., faults, folds, foliations, lineations, veins etc.) and the evidence on which the existence of these structures is based.
- ❖ Assessment of the metamorphic grade and grade variations (if any) in the mapping area.
- ❖ A discussion of the geological history of the mapping area with a clear indication of what is well known and what is speculative. Somewhere in the Discussion section, you should attempt to place the geological history of your specific mapping area into the broader context of the regional geology.
- ❖ An assessment of what key additional information needs to be obtained to better understand the area and an indication of how one would go about getting that information. These suggestions for 'future work' should be as specific as possible. It should state what the research question(s) is/are, why they are important and what specific steps can be taken to address the question(s).
- ❖ Appropriately formatted bibliography.

The format for these reports should generally follow a Geological Survey of Canada Current Research paper. An example of such a paper is attached but note that your Regional Geology and Discussion sections should be longer than the one in this example paper. In the report, be liberal in your use of photos to illustrate your descriptions or interpretations. Each photo (and for that matter each figure) should be numbered and accompanied by a fairly detailed caption so that the reader can be clear on exactly what is being depicted. Also, feel free to annotate the photos to make absolutely clear what you are trying to illustrate.

Participatio n

Your participation mark will be based on our sense of your level of interest and enthusiasm, and the perceptiveness of your comments and questions. As part of this assessment, we will hold regular after-dinner discussions in which each student or each pair of students will present to the group a summary of what they observed in the field that day in terms of rock types, field relationships, structures, geological enigmas, etc. We will also use these sessions to work collectively on putting together the geological map of the area. Note that the sessions are not intended to be high-pressure formal presentations; rather, they are intended to be an informal forum in which to throw around ideas and questions that will enable the entire field party to develop a more complete picture of the geology of the field area. Another component of the participation mark will be based on your overall effort at making our field camp run smoothly (there are many day-to-day activities that will require assistance such as cooking, dishwashing, boat maintenance, etc.).

ACADEMIC INTEGRITY The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the *Code of Student Behaviour* (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.'

All forms of dishonesty are unacceptable at the University. Any offense will be reported to the Senior Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offenses. Anyone who engages in these practices will receive **at minimum** a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science the sanction for **cheating** on any examination will include **a disciplinary failing grade** (no exceptions) and senior students should expect a period of suspension or expulsion from the University of Alberta.

Costa Rica

Description	Expense	Cost per student	Notes
Airfare for Students to Costa Rica	\$ 16,358.76	\$ 1,817.64	Per TAP for Feb 2019 cost per student (9 Students registered)
Accommodations in Costa Rica	\$ 2,061.95	\$ 229.11	Cost per 2019 invoice
Accommodations at Santa Rosa National Park	\$ 573.90	\$ 63.77	Cost per 2019 invoice
Admissions to National Parks for students	\$ 262.53	\$ 29.17	Cost per 2019 invoice
Car Rental in Costa Rica	\$ 593.45	\$ 65.94	Cost per 2019 invoice
Meals at Santa Rosa National Park	\$ 2,593.36	\$ 288.15	Cost per 2019 invoice
Bus for ground transportation in Costa Rica	\$ 1,985.79	\$ 220.64	Cost per 2019 invoice
Guide for Natural History of Santa Rosa and rental of classroom at Santa Rosa	\$ 471.20	\$ 52.36	Cost per 2019 invoice
Ground transportation to take equipment to and from airport	\$ 220.00	\$ 24.44	Actual cost per 2019 receipts
Non Instructional Costs	\$ 1,175.20	\$ 130.58	Actual cost per 2019 receipts
		<u>\$ 2,921.79</u>	

NWT

Description	Expense	Cost per student	Notes
Airfare for Students to NWT	\$ 3,219.24	\$ 536.54	Per TAP for Feb 2019 cost per student
Accommodation, boats, motors and gas at Nanacho Lake	\$ 33,493.95	\$ 3,778.95	Cost per 2019 invoice *** This has been paid by research funds
Meals in NWT	\$ 2,432.67	\$ 405.45	Cost per 2019 invoice
Non Instructional Costs	\$ 1,496.55	\$ 249.43	Actual cost per 2019 receipts
		\$ 4,970.36	

Feb 2014 EAS354

10 Students
2 Prof
1 TA

Total 19 People

	Total	Per Person
Accommodation	\$ 1,860.51	\$97.92
Hilton	\$ 1,288.68	\$99.13
Best Western	\$ 571.83	\$43.99
National Park	\$ 793.20	\$41.75
Airfare (12)	\$ 11,803.43	\$983.62
Ground Transportation		
Taxi to and from Airport	\$ 320.00	\$26.67
In Costa Rica	\$ 1,908.13	\$159.01
Meals		
Meals Received	\$ 3,131.58	\$164.82
Grand Total		\$1,518.98

Feb 2015 EAS354

10 Students
2 Prof
1 TA

Total 16 People

	Total	Per Person
Accommodation	\$ 4,184.34	\$261.52
Sanat Rosa National Park		
Riconde la Vieja		
Costa Rica		
Airfare (12)	\$ 12,452.05	\$1,037.67
Ground Transportation		
Taxi to and from Airport	\$ 320.00	\$26.67
In Costa Rica	\$ 1,670.00	\$104.38
Admisstion Fees National	\$ 724.68	\$ 45.29
Meals		
Meals Received	\$ 2,948.35	\$184.27
Grand Total		\$1,659.80

Feb 2016 EAS354

13 Students
2 Prof
1 TA

Total 17 People

	Total	Per Person
Accommodation	\$ 5,594.15	\$329.07
Hilton	\$ 3,387.90	\$199.29
National Park	\$ 2,206.25	\$129.78
Admisstion National	\$ 738.40	\$43.44
Airfare (12)	\$ 19,250.93	\$1,203.18
Ground Trasnportation		
Taxi to and fromAirpot In Costa Rica	\$ 232.00	\$14.50
	\$ 3,168.03	\$186.35
Meals		
Meals Received	\$ 4,175.44	\$245.61
Grand Total		\$2,022.15

Feb 2017 EAS354

8 Students
2 Prof
1 TA

Total 13 People

	Total	Per Person
Accommodation	\$ 5,416.37	\$416.64
Hilton	\$ 1,430.66	\$130.06
National Park	\$ 2,668.79	\$127.09
Airfare (10)	\$ 15,801.42	\$1,580.14
Ground Trasnportation		
Taxi to and fromAirpot In Costa Rica	\$ 240.00	\$24.00
	\$ 1,986.23	\$152.79
Gas	\$ 45.04	\$3.46
Meals		
Meals Received	\$ 5,391.92	\$256.76
Grand Total		\$2,274.30

Justification for including flight costs in the Non-Regulated Fee for the Costa Rica field school

We have been asked to consider whether the flight costs for the Costa Rica field school should be kept separate from the Instructional Support Fee for the Costa Rica field school. We strongly believe that the flight costs should be kept within the instructional support fee so that the students travel together. When the department books the students' travel together, we can ensure that students travel safely to Costa Rica in one group and we have emergency contacts in the event of an emergency. If a flight is cancelled, the students are together in one place.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: REN R 101 – Introductory Forestry Field School

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. The Ren R 101 field school is a keystone in those efforts. This course is a required course in the Forestry (FOR) and Forest Business Management (FBM) and normally taken prior to the 1st year in the program. The Forestry and FBM programs are nationally accredited programs (Canadian Forestry Accreditation Board) and field learning is a requirement for accreditation. The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee covers student costs for this 1 week field school, including transportation, accommodations, full meals and other associated costs
Proposed Amount	\$500-\$800
Previous Fee Amount (if this is a new fee, please indicate that here)	\$325-\$500 (NOTE – actual cost/student in 2018-2019 academic year = \$563)
Requested Implementation Date	For Fall 2020
The Impact of the Fee (number of students affected, etc.)	Approximately 20 students per year
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 101 - Introductory Forestry Field School
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Forestry; BSc. Forest Business Management
Course Description(s)	<p>★ 0 (fi 3) (first term, 6 days) A general overview of the practice of Forestry. This orientation includes an introduction to basic forest measurements, forest management practices, and will include tours of a number of major forest operations in Alberta. Course runs for six days just prior to Fall registration. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Credit may be obtained for only one of REN R 101 or FOR 101.</p> <ul style="list-style-type: none"> This course is an intensive field-based 6-day experience introducing students to basic concepts and principles of integrated forest management and planning, and provides an invaluable opportunity for introduction to the profession and practice of forestry.

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>See attached- 2019 Budget Proposal</p> <p>The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation, accommodation and meals. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined below. A key factor in selecting the institutions, at which the field school is based, is affordability for our students.</p>
Explanatory Notes	<p>A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and support development of future employment contacts.</p> <p>The course has historically been offered from different base locations in</p>

	<p>Alberta over the years, selected for the availability of suitable, economically-viable facilities in locations near to the diverse wildland sites, protected areas, and industrial study locations required for effective course delivery.</p> <p>The majority of the field school days are based at non-profit institutions such the government-run Hinton Training Centre, allowing costs to be kept low. Such institutions are able to meet our needs for accommodation, meals, classroom/computer facilities, services, and recreational facilities.</p> <p>The course involves tours, field demonstrations and assignments based in a range of settings; considerable amounts of daily driving are required</p>
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Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	<p>Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23.</p> <p>From the survey we were able to come to 3 important conclusions</p> <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

- 1 Simplified REN R 101 2019 budget
- 2 Student Survey and Results

Final (simple) Budget for REN R 101 Fall Field School 2019

29-Oct

REVENUE

		2019	2019 actuals	variance
expected 20	\$	10,000.00	\$ 9,000.00	\$ (1,000.00)

COSTS

HTC (accom and meals Aug 25-27)	\$	2,750.00	\$ 2,683.56	\$ (66.44)
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Swan Hills catering	\$	3,000.00	\$ 2,793.00	\$ (207.00)
			note - invoice not received as Nov 26 2019	

supplies (groceries, equipment etc) incl new shovels and bags	\$	1,800.00	\$ 1,530.77	\$ (269.23)
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trees	\$	275.00	\$ 256.16	\$ (18.84)
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printing etc	\$	100.00	\$ 95.30	\$ (4.70)
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vehicles	\$	3,750.00	\$ 3,390.71	\$ (359.29)
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staff costs	\$	750.00	\$ 707.40	\$ (42.60)
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see NOTE below

	\$	12,425.00	\$ 11,456.90	\$ (968.10)
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NOTE re staffing:
Staff are NOT considered teaching assistants. These staff are responsible for supporting the academic program through daily driving, student management (in the field and on site through planning/delivering recreation programs or other student engagement programs), overall logistical support, equipment management, site preparation, instructor (non-academic) support. The staff have little or no

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: REN R 299 - Environmental and Conservation Sciences and Forestry Field School

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. The Ren R 299 field school is a keystone in those efforts. This course is required in the Forestry, Forest Business Management (FBM) and Environmental & Conservation Sciences (ENCS) programs and is normally taken after the 2nd year in the program. The Forestry and FBM programs are nationally accredited (Canadian Forestry Accreditation Board) and field learning is a requirement for accreditation. Further, field-based learning is strongly recommended for those seeking the P.Biol or P.Ag. professional designations; this is relevant to certain majors in the BSc ENCS (Conservation Biology and Land Reclamation). The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee covers student costs for this 3 week field school, including transportation, accommodations, full meals, recreation fee at the hosting institution, and course pack.
Proposed Amount	\$2000-\$4000
Previous Fee Amount (if this is a new fee, please indicate that here)	\$1600-\$2400 <i>(NOTE – actual cost/student in 2019 academic year = \$2970 – <u>with</u> Dept subsidy taken into account. Actual cost recovery amount is higher)</i>
Requested Implementation Date	For Spring 2020

The Impact of the Fee (number of students affected, etc.)	Approximately 75 students per year
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	REN R 299 - Environmental and Conservation Sciences and Forestry Field School
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation Sciences; BSc. Forestry; BSc. Forest Business Management
Course Description(s)	<p>REN R 299 Environmental and Conservation Sciences and Forestry Field School</p> <p>*3 (<i>fi 6</i>) (Spring/Summer, 3 weeks). Combines the concepts, theories and practices of environmental, conservation and forest sciences in an off-campus field experience. Field skill proficiency in planning, measurement, analysis and reporting is emphasized for biophysical and socioeconomic components of the environment. *30 and REN R 110. (REN R 210 or SOILS 210), (ENCS 201 or REN R 205) and a plant identification course are recommended. Students must complete this course prior to completion of the final *30 of their program. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Consent of Instructor is required for students outside the Faculty of Agricultural, Life and Environmental Sciences. Credit may not be obtained in this course if previous credit has been obtained for ENCS 207 or FOR 302/303/304.</p> <ul style="list-style-type: none"> This course is an intensive field-based 3-week experience introducing students to basic concepts and principles of integrated resource management and planning, and provides an invaluable opportunity for consolidation and field application of skills and techniques learned in the first two years of the student's program.

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>See attached- 2019 Budget Proposal</p> <p>The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation, accommodation and meals. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students through, among other things, the partnership arrangements outlined</p>
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	below. A key factor in selecting the institutions at which the field school is based, is affordability for our students.
Explanatory Notes	<p>A key feature of our field school is collaboration with government, industrial, and other third-party agencies that assist with logistics and partner in the delivery of course content throughout the course. These partnerships are key to delivery of the academic content, and also provide significant in-kind contributions towards course costs. Presentations, tours and discussions with external experts add greatly to the students' experience, and also support development of future employment contacts.</p> <p>The course has historically been offered from different base locations in Alberta over the years, selected for the availability of suitable, economically-viable facilities in locations near to the diverse wildland sites, protected areas, and industrial study locations required for effective course delivery.</p> <p>The majority of the field school days are based at non-profit institutions such as Portage College in Lac La Biche, or the government-run Hinton Training Centre, allowing costs to be kept low. Such institutions are able to meet our needs for accommodation, meals, classroom/computer facilities, services, and recreational facilities. Other days are based from motel accommodations during side trips to locations such as Fort McMurray and Conklin.</p> <p>The course involves tours, field demonstrations and assignments based in a range of settings; considerable amounts of daily driving are required.</p>

Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	<p>Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23.</p> <p>From the survey we were able to come to 3 important conclusions</p> <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

- 1 Simplified REN R 299 2019 budget
- 2 Student Survey and Results

Final (simple) Budget for REN
 R 299 Spring Field School
 2019

29-Oct

REVENUE

2019 2019 actuals variance

Special Registration support (as per Special Sessions)	\$ 30,195.32	\$ 37,591.28	\$ (7,395.96)
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Fees
\$2,300

\$ 192,000.00	\$ 165,680.50	\$ 26,319.50
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Total Revenues

\$ 222,195.32	\$ 199,260.06
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COSTS

Portage College

**2019
 projected**

\$ 173,122.66	\$ 136,684.64	\$ 36,438.02
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Vehicles

est 9 x 15 pax vans, 1 4x4 3/4 ton crew
 cab P/U w/ canopy & 1 3/4 ton 4x4
 ext.cab + instructor rentals

Note student numbers have implication

2019 projected	\$ 49,043.64	\$ 32,433.37	\$ 16,610.27
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Course Pack Printing **2019**
 Course pack and all set up **projected** \$ **6,478.61** \$ **4,851.95** \$ 1,626.66

Supplies and Services General **2019**
 phone charges, supplies, etc , groceries, **projected** \$ **19,014.82** \$ **9,297.33** \$ 9,717.49
 etc
 equipment repair, replacement, upgrade,
 top-up

STAFF (Personnel) NON **2019**
INSTRUCTIONAL **projected** \$ **30,814.29** \$ **40,763.97** \$ (9,949.68)
 see NOTE below

Ft McMurray Trip **2019**
(Accommodation and meals) **projected** \$ **15,963.44** \$ **13,659.55** \$ 2,303.89

Conklin overnight (Devon Canada) **2019**
(Accommodation and meals) **projected** \$ **9,073.48** \$ **7,171.41** \$ 1,902.07

Instructor off site accom (M. Bokalo) **xxx** \$ **504.20** \$ (504.20)

Total Costs	\$ 294,437.46	\$ 245,366.42	
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\$ 207,775.14 cost (less Spec Sessions revenue cost/student (less Spec Sessions revenue)
\$ 2,968.22

Difference- Revenues & Costs

\$ (72,242.14) \$ (49,071.04)

NOTE re staffing:

Staff are NOT considered teaching assistants. These staff are responsible for supporting the academic program through daily driving, student management (in the field and on site through planning/delivering recreation programs or other student engagement programs), overall logistical support, equipment management, site preparation, instructor (non-academic) support. The staff have little or no

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: REN R 205 (Wildlife Biodiversity), REN R 215 (Forest Mensuration), Ren R 322/721 Forest Ecosystems, REN R 323/722 (Silviculture), REN R 441/741 (Soil Formation and Landscape Processes)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. To allow the continuation of these courses the dept. is seeking to increase the range of the fee to reflect accurately our increasing costs and to be cost recovery for each course.

The department fully recognizes the financial burden these courses place on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on- and off-campus.

The courses listed in this proposal are required courses in certain programs/majors and often are offered as electives in other programs majors. Another proposal lists solely elective courses.

These proposed fees are solely to cover the costs of transportation. The amount proposed is essentially is a reflection of distance traveled and number of field trips. i.e., travel to the Slave Lake area for a day is more expensive than travel to the Devon area. Also some courses may offer several local field trips e.g. REN R 441/741 (Soil Formation and Landscape Processes), thus increasing costs.

On occasion, on the decision of the course instructor, the field trip *may* be cancelled for academic or logistical reasons. By giving a range from \$0-x there is a mechanism to cancel the field trip and have a mechanism to NOT charge students. Working through the Registrar's office, upon the decision not to offer a field trip, the course fee can be dropped to \$0. Students would then be informed via BearTracks of the cancellation of the field trip and the \$0 charge.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca

Item

	The fee for all courses to cover transportation for experiential field trip opportunities	Per course as below All costs are for TRANSPORTATION	Current course fee	Current <u>cost</u> / student	Proposed Amount
REN R 205	Required FOR ¹ , FBM ² & ENCS ³	Wildlife Biodiversity	\$10	\$18	\$0-\$50
REN R 215	Required FOR, FBM, elective ENCS	Forest Mensuration	\$10	\$27	\$0-\$50
REN R 322/721	Required FOR, FBM, ENCS (Conservation Biology major), elective ENCS	Forest Ecosystems	\$15	\$17	\$0-\$50
REN R 323/722	Required FOR, FBM, elective ENCS	Silviculture	\$40 - \$100	\$57	\$60-\$100
REN R 441/741	Required ENCS (Land Reclamation major), elective FOR, FBM and other ENCS majors	Soil Formation and Landscape Processes	\$70	\$120	\$100-\$160

¹BSc Forestry, ² BSc Forest Business Management, ³ BSc Environmental & Conservation Sciences

Course Information (if fee is attached to a course)

Course Name(s)	REN R 205 (Wildlife Biodiversity), REN R 215 (Forest Mensuration), REN R 322/721 Forest Ecosystems, REN R 323/722 (Silviculture), REN R 441/741 (Soil Formation and Landscape Processes),
Required Course(s)	<input checked="" type="checkbox"/> Yes (or elective, varies by program/major) <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation Sciences, BSc. Forestry; BSc. Forest Business Management
Course Description(s)	REN R 205 Wildlife Biodiversity ★ 3 (<i>fi 6</i>) (second term, 3-0-3) Introduction to animals in the context of conservation, interactions with people, and roles in natural ecosystems. Labs provide a survey of Western Canadian animal life, both vertebrate and invertebrate, with emphasis on recognition of higher taxa and on hierarchical classification. Field trip. Credit may be obtained for only one of REN R 205 or ENCS 201. Requires payment of

	<p>additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>REN R 215 Forest Mensuration ★ 3 (fi 6) (second term, 3-0-3) Principles and practices of measuring and estimating present and future fibre production of forest communities, including applications of statistics, sampling techniques, regression analysis, and computer programming. Prerequisites: MATH 113 or 114, and *3 of statistics. Co-requisite: REN R 110. Credit may be obtained for only one of REN R 215 or FOR 210. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>REN R 322/721 Forest Ecosystems ★ 3 (fi 6) (first term, 3-0-3) Exploration of key concepts regarding the ecology of forest ecosystems at varying temporal and spatial scales. Emphasis will be on relationships between biotic and abiotic components of the ecosystem. Topics covered will include flows of energy and matter, ecosystem dynamics, forest landscapes and biodiversity, impacts of natural and anthropogenic disturbance forest conservation and ecosystem management. Lab exercises during the first month are held outside. The course is taught using a blended learning approach. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: BIOL 208 or consent of instructor. Credit will only be given for one of REN R 322 or FOR 322.</p> <p>REN R 323/722 Silviculture ★ 3 (fi 6) (first term, 3-0-3) Forest regeneration principles and techniques; stand tending including fertilization, thinning, pruning and drainage; harvesting systems for reforestation; nursery practices; reforestation, the law and current practices. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: BIOL 208 or consent of instructor. Credit may be obtained for only one of REN R 323 or FOR 323.</p> <p>REN R 441/741 Soil Formation and Landscape Processes ★ 3 (fi 6) (first term, 3-0-3) Soil formation, with emphasis on landscape processes as factors in soil development; pedogenic processes and their relation to environmental issues; soils; vegetation, and geological associations; kinds and distribution of soils in Canada; soil classification; field examination and computer-assisted learning of soils and their landscape. Field trips. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: REN R 210 or SOILS 210 or consent of instructor. Credit may be obtained for only one of REN R 441 or SOILS 420.</p> <p>REN R 445/745 Soil Fertility ★ 3 (fi 6) (second term, 3-0-3) Essential plant nutrients; factors influencing nutrient availability; methods of evaluating soil fertility; correction of soil fertility problems; manufacture, composition, and use of fertilizers. Prerequisite: REN R 210 or SOILS 210. Credit may be obtained for only one of REN R 445 or SOILS 460.</p>
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Details

<p>Estimated Costs (Budget information may be included here or as an attachment)</p>	<p>As outlined above the costs provided are for transportation only.</p> <p>The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future.</p> <p>We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students .</p>
<p>Explanatory Notes</p>	<p>Experiential learning is a cornerstone of teaching and learning within the</p>

	BSc. Forestry, BSc. Forest Business Management and BSc. ENCS programs. Field trips are a key component of experiential learning. The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day field trips).
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Routing

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Faculty of Agricultural, Life & Environmental Sciences: Associate Dean (Academic), Assistant Dean (Administration), Forestry Program Chair, Environmental and Conservation Sciences Program Chair, Department of Renewable Resources Department Chair
Student Group Consultative Route	Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
Advisory Route (RACF) Include dates	November 26, 2019
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1. Student Survey and Results

1 - Experiential learning components bring value to my learning experience.

Field	Choice Count
Strongly agree	62
Somewhat agree	24
Neither agree nor disagree	0
Somewhat disagree	2
Strongly disagree	0

2 - The extra cost associated with experiential learning in a course makes me less likely to enroll in it.

Field	Choice Count
Strongly agree	5
Somewhat agree	16
Neither agree nor disagree	16
Somewhat disagree	29
Strongly disagree	21

3 - There should be more experiential learning opportunities in my program.

Field	Choice Count
Strongly agree	46
Somewhat agree	30
Neither agree nor disagree	10
Somewhat disagree	0
Strongly disagree	0

4 - I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.

Field	Choice Count
Strongly agree	27
Somewhat agree	47
Neither agree nor disagree	6
Somewhat disagree	7
Strongly disagree	0

5 - Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).

Field	Choice Count
Strongly agree	37
Somewhat agree	27
Neither agree nor disagree	14
Somewhat disagree	6
Strongly disagree	3

6 - Do you have any additional comments?

Do you have any additional comments?

Other programs at different universities seem to have more field work than the courses provided at the university of alberta, this is seen as a disadvantage when it comes to finding jobs.

N/A

N/A

N/A

N/A

N/A

It is hard when these classes add additional fees, but they are mandatory classes. I do not understand why ALES courses specifically ENCS and forestry have so many additional costs, unlike other programs. Yes, they may be more involved and you get a different hands-on experience, but we are obtaining a degree at the end of the day like everybody else. So these costs, to me, just aren't fair. We just want a degree and experience like other programs offer but with little to no additional costs. They may be small but they add up. Especially mandatory field schools and exercises. We work so hard and have no money.

N/A

N/A

It really depends on what the experiential learning is. For example things like field school are amazing and I would gladly pay for that. However the field trips in REN R 323 and REN R 322 where largely unnecessary. While it provided visuals for what we learned in class, somethings can be accomplished without making me take a day off of work. Similarly, I feel like some field trips make us leave campus just for the novelty of it. We have a perfectly good river valley nearby as well as many parks within Edmonton. We do not need to drive over 3 hours. I think \$50 is reasonable for courses like this.

N/A

REN299 (ENCS/Forestry Spring Field School) is WAY too expensive for what I learned. My friend at NAIT had a shorter, cheaper field school and learned way more skills than we did, and got multiple certifications. We just did some minor fieldwork and drank a lot (which was really fun, but I would rather not spend over \$3000 to do that).

I am 110% for experiential learning opportunities, so long as they actually DO add to my understanding and learning in a course or allow practicing of field skills. Most of these opportunities are beneficial to me and my broader understanding of environmental systems, ie. REN R 333 Wetlands course - this is a perfect example of how experiential learning should be incorporated - by interacting with our environment to help curate and solidify concepts learned in class. I strongly disagree that the UofAs experiential learning opportunities distinguish me from other institutions, for example compared against a technical school like NAIT. Schools like NAIT have heavy focus on technical skills that will give graduates an upper hand to getting post-graduate intended job positions because they simply get more outside experience. I feel like UofA needs to have work outside of the classroom to be able to compete with technical schools, otherwise how would UofA graduate students have an upper hand in entry-level job positions that primarily focus on field work? UofA is obviously more management focused rather than technical focused, which is good for careers rather than initial post-graduate job positions. However, UofA NEEDS these experiential learning opportunities beyond field school to have more practice with technical skills learned before/after field school. Im a huge advocate for being outside the classroom, as sometimes they allow students to realize what they enjoy doing (and dont enjoy doing) to help students choose future career paths.

N/A

N/A

N/A

Experiential learning (like the ones in NAIT) are more fun to learn with than just pure theory.

N/A

N/A

N/A

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Q1 Experiential learning components bring value to my learning experience.	60	24	0	2	0
Q2 The extra cost associated with experiential learning in a course makes me less likely to enroll in it.	4	16	16	29	21
Q3 There should be more experiential learning opportunities in my program.	46	30	10	0	0
Q4 I am willing to pay a cost recovery fee to ensure that experiential learning opportunities are part of a course.	26	47	6	7	0
Q5 Experiential learning opportunities in ALES distinguish me from students or graduates of similar programs (at the UofA or other institutions).	36	27	14	6	3

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for, REN R 474/770 (Utilization of Wildlife Resources)

Fee Type (see end of form for definitions)*:

Non-Regulated Exclusion to Program Fees

OUTLINE OF ISSUE: The Department of Renewable Resources has embraced experiential learning as a critical part of undergraduate learning. To allow the continuation of these courses the dept. is seeking to increase the range of the fee to reflect accurately our increasing costs and to achieve cost recovery for each course.

The department fully recognizes the financial burden this course places on students. To address this we undertook a survey of students in the 3 programs. This survey showed that students value experiential learning opportunities; are willing to pay additional fees to have these experiential opportunities; and find that these experiences positively differentiate them from students in similar programs on and off-campus.

The courses listed in this proposal are elective courses in certain programs/majors. Another proposal lists solely required courses.

These proposed fees are solely for TRANSPORTATION. The amount proposed is essentially is a reflection of distance. i.e., travel to Slave Lake area for a day is more expensive than travel to Devon area. Also some courses may offer multiple local field trips.

On occasion, on the decision of the course instructor, the field trip *may* be cancelled for academic or logistical reasons. By giving a range from \$0-x there is a mechanism to cancel the field trip and have a mechanism to NOT charge students. Working through the Registrar's office, upon the decision not to offer a field trip, the course fee can be dropped to \$0. Students would then be informed via BearTracks of the cancellation of the field trip and the \$0 charge.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	ALES /Renewable Resources
Dean/Chair	Stanford Blade / Ellen Macdonald
Primary Contact (Name, phone number, and e-mail)	Alex Drummond (W)780-492-2056 (M) 780-914-6816 alex.drummond@ualberta.ca

Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding (W)780-492-8813 sarah.gooding@ualberta.ca
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Item

	The fee for all courses to cover transportation for experiential field trip opportunities	Per course as below All costs are for TRANSPORTATION	Current fee	Actual cost/student	Proposed Amount
REN R 474/770	Elective	Utilization of Wildlife Resources	\$20	\$28	\$0-\$50

Course Information (if fee is attached to a course)

Course Name(s)	REN R 474/770 (Utilization of Wildlife Resources)
Required Course(s)	Yes X No
The course/program is on or off campus	X On-Campus Off-Campus
New or Existing Course(s)	Existing
New or Existing Program (include name)	Existing – BSc. Environmental and Conservation Sciences, BSc. Forestry; BSc. Forest Business Management
Course Description(s)	REN R 474/770 (Utilization of Wildlife Resources) ★ 3 (fi 6) (first term, 3-0-1) Issues, principles and science surrounding sustainable use of wildlife resources. Hunting, angling and trapping for subsistence, recreational and commercial purposes. Sociopolitical dimensions of harvest regulation, wildlife administration, and human demographic changes. Field trips. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: minimum of *6 of Renewable Resources or Biological Sciences courses at the 300-level or higher. Credit may be obtained for only one of REN R 474 or ENCS 474.

Details

Estimated Costs (Budget information may be included here or as an attachment)	As outlined above the costs provided are for transportation only. The existing fee range was approved in 2013. With an eye to 2020 and beyond, we are requesting an increased range in keeping with a steady increase of costs for transportation. We are close to reaching the top of the existing range, and wish to extend the range to cover anticipated annual expense increases into the future. We are very sensitive to the financial implications for our students, and are careful in managing expenses each year in that context. Significant efforts go each year into keeping fees reasonable for our students.
Explanatory Notes	Experiential learning is a cornerstone of teaching and learning within the BSc. Forestry, BSc. Forest Business Management and BSc. ENCS programs. Field trips are a key component of experiential learning. The proposed fees cover transportation for field trips. Some trips are local within the greater Edmonton area (generally afternoon trips) while others are full day trips to sites within 250km of Edmonton (generally full day

	field trips).
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Student Group Consultative Route	Online survey for all ENCS, Forestry, and Forest Business Management students (Oct 15-29). Letter to undergraduate student clubs (Forest Society and ECSA) from Dept. Chair encouraging participation. Follow up letter to list-serve for Forestry and ENCS students (Oct 22). Reminder of survey sent Oct 23. From the survey we were able to come to 3 important conclusions <ul style="list-style-type: none"> • Students value experiential experiences and opportunities • Students are willing and prepared to pay additional fees to obtain these experiential opportunities • Students find that these experiences positively differentiate them from students and graduates in similar programs both on and off campus.
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N/A

N/A

N/A

N/A

N/A

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N/A

N/A

N/A

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Overview of Non-Regulated Exclusion to Program Fee Proposals for 2020-2021 implementation

The following is an overview of the proposals on Non-Regulated Exclusion to Program Fee. These proposals include new Non-Regulated Exclusion to Program Fee, changes to Non-Regulated Exclusion to Program Fee. All proposals have received a technical review by the Registrar's Advisory Committee on Fees.

Type of Fee	Course or Program	Implementation Date	Purpose of Fee	Fee Amount	Mandatory Course for program	Page Number
New Non-regulated fee	SCI 299	May 1, 2020	Field trip (transportation, food and accommodation)	\$2,500 - \$3,500	NO	5
New Non-regulated fee	BIOL 395	May 1, 2020	Field trip (transportation, food and accommodation)	\$600 - \$6,000	NO	22
New Non-regulated fee	REN R 345/724	September 1, 2020	Field trip (transportation)	\$0 - \$50	NO	35
New Non-regulated fee	REN R 368/768	September 1, 2020	Field trip (transportation)	\$0 - \$100	NO	35
New Non-regulated fee	REN R 445/745	September 1, 2020	Field trip (transportation)	\$0 - \$50	NO	35
New Non-regulated fee	EDFX 498	September 1, 2020	Practicum Placement	\$750	YES	42
New Non-regulated fee	EDFX 499	September 1, 2020	Practicum Placement	\$750	YES	47
Change Non-regulated fee	EAS 429	May 1, 2020	Field trip (transportation, food and accommodation)	\$600 - \$3,000	NO	53
Change Non-regulated fee	REN R 101	September 1, 2020	Field trip (transportation, food and accommodation)	\$500 - \$800	YES	68

Change Non-regulated fee	REN R 299	May 1, 2020	Field trip (transportation, food and accommodation)	\$2,000 - \$4,000	YES	76
Change Non-regulated fee	REN R 205	September 1, 2020	Field trip (transportation)	\$0 - \$50	YES	87
Change Non-regulated fee	REN R 215	September 1, 2020	Field trip (transportation)	\$0 - \$50	YES	87
Change Non-regulated fee	REN R 322/721	September 1, 2020	Field trip (transportation)	\$0 - \$50	YES	87
Change Non-regulated fee	REN R 323/722	September 1, 2020	Field trip (transportation)	\$60 - \$100	YES	87
Change Non-regulated fee	REN R 441/741	September 1, 2020	Field trip (transportation)	\$100 - \$160	YES	87
Change Non-regulated fee	REN R 474/770	September 1, 2020	Field trip (transportation)	\$0 - \$50	NO	95